

Inglês 11.º ano

STUDENT'S BOOK

Be Connected



11.º ano

Inglês NÍVEL DE CONTINUAÇÃO

STUDENT'S BOOK

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11.º ano

Be Connected

For the student:

- Student's Book
- Short Stories *Incident in the yard* and *The lotus eater* (oferta ao aluno)
- Workbook
- Student's Livromédia



28,21 € IVA incluído



Inglês STUDENT'S BOOK Be Connected

Richmond PUBLISHING

SANTILLANA



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O manual **Be Connected** para o 11.º ano é composto por quatro unidades (incluindo uma unidade inicial), de acordo com os domínios de referência definidos pelo Programa, por um glossário (*Useful Language*) e por um resumo gramatical (*Grammar Synthesis*). Cada unidade divide-se em três subunidades e apresenta um teste de autoavaliação (*Self Check*) no final.



ENTRADA DE UNIDADE

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

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

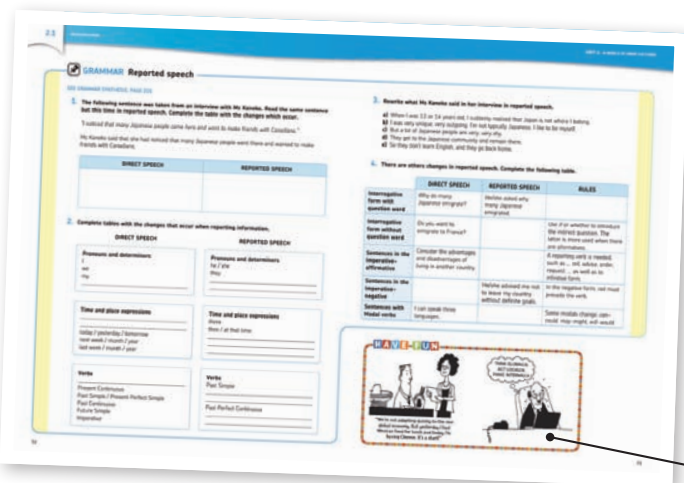
UNIDADE

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

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



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



Na secção **Grammar**, são apresentados os conteúdos gramaticais sempre devidamente contextualizados pelos textos apresentados anteriormente. Para exploração destes conteúdos, são propostas várias atividades apoiadas por teoria.

Have fun — Pequena secção de teor mais lúdico para exploração da temática abordada na unidade.

2.2

WATCHING AND LISTENING

2. Match the video clip to the question below. Is it by the *Wall to Wall* spot team.

What's coming out of the window?
People from the city are not coming.
From the window we can see the stars.
Only we are not in the city. We are in the city.

Someone says, let's go to the window.
We can see the stars from the window.
In the USA, we are in the USA.

The British and The City and the City.
The British and The City and the City.

Let's go to the window. Let's go to the window.
Let's go to the window. Let's go to the window.
Let's go to the window. Let's go to the window.

Let's go to the window. Let's go to the window.
Let's go to the window. Let's go to the window.
Let's go to the window. Let's go to the window.

Let's go to the window. Let's go to the window.
Let's go to the window. Let's go to the window.
Let's go to the window. Let's go to the window.

So ask yourself:

Is it by the *Wall to Wall* spot team?

Is it by the *Wall to Wall* spot team?

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Is it by the *Wall to Wall* spot team?

Is it by the *Wall to Wall* spot team?

2. Explain the title of the song.

3. Underline all the words with a negative meaning in the context. They are:

4. What words in the song contrast with those in exercise 3?

5. Do you agree with the point of view presented in the song? Justify your answer.

PROJECT

CNP - Freedom Project. What is it?

Do some research about the *Freedom Project*. To learn more about its work with social activist leaders, its goals, its 10 themes, one of the three stories created and presented in 2009. Do you agree? Do you think it is a good idea? What are the main goals of the project? How can you help?

Do you agree with the point of view presented in the song? Justify your answer.

Do you agree with the point of view presented in the song? Justify your answer.

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Do you agree with the point of view presented in the song? Justify your answer.

Do you agree with the point of view presented

Self Check

READING

1 Read the text carefully.

The Effects of Commercial Advertising on Children

In 2008, more than 100 advertising agencies spent \$22 billion on commercially targeted children – which means businesses want to sell their products to kids. But this does not mean that advertising is always helpful. In fact, it can be harmful. For example, it can lead to obesity, which is a serious health problem. It can also lead to children spending too much time watching television, which can affect their schoolwork. And, it can lead to children being influenced by advertising to buy products they don't need.

1. Psychological

The American Psychological Association and American Academy of Pediatrics (AAP) in Communications have been looking at the effects of advertising on children. In a report published in 2008, the AAP said that children who are exposed to advertising are more likely to be overweight or obese. This is because advertising often shows children eating and drinking products that are high in calories and low in nutrients. The AAP also found that children who are exposed to advertising are more likely to be influenced by advertising to buy products they don't need. This can lead to children spending too much time watching television, which can affect their schoolwork. And, it can lead to children being influenced by advertising to buy products they don't need.

2. Communication

According to the American Academy of Pediatrics, kids in the UK are now seeing 10,000 ads a day on TV. And in the US, they are seeing even more. This is because advertising is everywhere. It is on TV, in magazines, in newspapers, and in the Internet. This means that children are being exposed to a lot of advertising. This can be harmful. For example, it can lead to children being influenced by advertising to buy products they don't need. This can lead to children spending too much time watching television, which can affect their schoolwork. And, it can lead to children being influenced by advertising to buy products they don't need.

3. Health

Advertising is adversely affecting children's health in several ways. The American Academy of Pediatrics (AAP) states that exposure to ads and clutter on the air is the primary health threat posed by advertising to children. Kids don't just advertising targeted products and services. They are also being exposed to advertising for products that are harmful to their health. For example, advertising for sugary drinks and fast food can lead to obesity. Advertising for tobacco and alcohol can lead to addiction. Advertising for prescription drugs can lead to overuse and abuse. Advertising for gambling can lead to addiction. Advertising for pornography can lead to sexual abuse. Advertising for hate speech can lead to violence. Advertising for terrorism can lead to fear. Advertising for nuclear war can lead to nuclear war. Advertising for global warming can lead to global warming. Advertising for climate change can lead to climate change. Advertising for environmental destruction can lead to environmental destruction. Advertising for human rights abuses can lead to human rights abuses. Advertising for social inequality can lead to social inequality. Advertising for poverty can lead to poverty. Advertising for hunger can lead to hunger. Advertising for disease can lead to disease. Advertising for death can lead to death.

Source: American Academy of Pediatrics
Adapted and edited: July 2013

2. Choose the correct option. Only ONE is possible.

4. Children can

- a. not really be influenced by public pressure.
- b. have their own personal advertisement programs.
- c. be in good or bad luck.

5. Children

- a. use words to influence the message around by their parents.
- b. are usually exposed to the most of the greatest message.
- c. don't have the capability ability to recognize the greatest message.

3. Find words in the text which mean the same as ...

- a. commercial (Paragraph 1)
- b. target (Paragraph 1)
- c. influence (Paragraph 2)
- d. children (Paragraph 3)

4. Write a paragraph explaining other negative consequences of advertising on children.

[illegible]

GRAMMAR SYNTHESIS

Verb tenses

Present	
Present Simple	Present Perfect
STATE I live in London. There is a lot of traffic in London. My car needs a new battery. My car hasn't started today.	STATE I have lived in London for 10 years. There has been a lot of traffic in London since the war. My car has needed a new battery since I bought it. My car hasn't started today.

Past	
Past Simple	Past Perfect
STATE I lived in London for 10 years. There was a lot of traffic in London. My car needed a new battery. My car didn't start today.	STATE I had lived in London for 10 years. There had been a lot of traffic in London since the war. My car had needed a new battery since I bought it. My car hadn't started today.

Future	
Future Simple	Future Perfect
STATE I will live in London for 10 years. There will be a lot of traffic in London. My car will need a new battery. My car won't start today.	STATE I will have lived in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.

Future Perfect Continuous	
STATE I will have been living in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.	STATE I will have been living in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.

Future	
Future Simple	Future Perfect
STATE I will live in London for 10 years. There will be a lot of traffic in London. My car will need a new battery. My car won't start today.	STATE I will have lived in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.

Future	
Future Simple	Future Perfect
STATE I will live in London for 10 years. There will be a lot of traffic in London. My car will need a new battery. My car won't start today.	STATE I will have lived in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.

Future	
Future Simple	Future Perfect
STATE I will live in London for 10 years. There will be a lot of traffic in London. My car will need a new battery. My car won't start today.	STATE I will have lived in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.

Future	
Future Simple	Future Perfect
STATE I will live in London for 10 years. There will be a lot of traffic in London. My car will need a new battery. My car won't start today.	STATE I will have lived in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.

Future	
Future Simple	Future Perfect
STATE I will live in London for 10 years. There will be a lot of traffic in London. My car will need a new battery. My car won't start today.	STATE I will have lived in London for 10 years. There will have been a lot of traffic in London since the war. My car will have needed a new battery since I bought it. My car won't have started today.

102

Irregular verbs					
Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
begin	began	begun	bring	brought	brought
break	broke	broken	buy	bought	bought
bring	brought	brought	catch	caught	caught
build	built	built	choose	chose	chosen
burn	burned	burned	climb	climbed	climbed
buy	bought	bought	come	came	come
can	could	could	cost	cost	cost
carry	carried	carried	cut	cut	cut
catch	caught	caught	do	did	done
choose	chose	chosen	draw	drew	drawn
climb	climbed	climbed	eat	ate	eaten
come	came	come	fall	fell	fallen
cost	cost	cost	fight	fought	fought
cut	cut	cut	find	found	found
do	did	done	fly	flew	flown
draw	drew	drawn	forget	forgot	forgotten
eat	ate	eaten	freeze	froze	frozen
fall	fell	fallen	give	gave	given
fight	fought	fought	go	went	gone
find	found	found	grow	grew	grown
fly	flew	flown	hang	hung	hung
forget	forgot	forgotten	have	had	had
freeze	froze	frozen	hear	heard	heard
give	gave	given	hide	hid	hidden
go	went	gone	hit	hit	hit
grow	grew	grown	hold	held	held
hang	hung	hung	hurt	hurt	hurt
have	had	had	keep	kept	kept
hear	heard	heard	know	knew	known
hide	hid	hidden	lay	lay	laid
hit	hit	hit	lead	led	led
hold	held	held	leave	left	left
hurt	hurt	hurt	lend	lent	lent
keep	kept	kept	lose	lost	lost
know	knew	known	make	made	made
lay	lay	laid	mean	meant	meant
lead	led	led	meet	met	met
leave	left	left	pay	paid	paid
lend	lent	lent	put	put	put
lose	lost	lost	read	read	read
make	made	made	run	ran	run
mean	meant	meant	say	said	said
meet	met	met	see	saw	seen
pay	paid	paid	sleep	slept	slept
put	put	put	stand	stood	stood
read	read	read	stop	stopped	stopped
run	ran	run	take	took	taken
say	said	said	teach	taught	taught
see	saw	seen	tell	told	told
sleep	slept	slept	throw	threw	thrown
stand	stood	stood	understand	understood	understood
stop	stopped	stopped	use	used	used
take	took	taken	wake	woke	woken
teach	taught	taught	wear	wore	worn
tell	told	told	win	won	won
throw	threw	thrown	write	wrote	written
understand	understood	understood			
use	used	used			
wake	woke	woken			
wear	wore	worn			
win	won	won			
write	wrote	written			

[illegible]

IRREGULAR VERBS and INTERNATIONAL PHONETIC ALPHABET

Contents



UNIT 0		THE POWER OF EDUCATION						Page 8
	Page	SKILLS					WATCHING and LISTENING	
		LISTENING	READING	SPEAKING	WRITING	GRAMMAR	FILM	VIDEO CLIP
0.1 Revision	10		• <i>Another brick in the wall</i> (part II), Pink Floyd	• Comment on famous people statements about the importance of school		• Revision: verb tenses		• <i>Another brick in the Wall</i> (part II), Pink Floyd

UNIT 1		A WORLD OF WORK						Page 14
	Page	SKILLS					WATCHING and LISTENING	
		LISTENING	READING	SPEAKING	WRITING	GRAMMAR	FILM	VIDEO CLIP
1.1 Time Off	16	• Part of the songs: • <i>Hands</i>, Jewel • <i>We are the world</i>, USA for Africa • <i>Change the world</i>, Eric Clapton • <i>Heal the world</i>, Michael Jackson	• Taking time off before or during college • Voluntary work experiences: Ellen Richardson and John Hayes • Benefits of international volunteering	• Lana's story: gap year • Choosing a song to be the anthem for a volunteering campaign	• Gap year, an opinion text • A practical way to make the world a better place	• Relative pronouns and relative clauses • Sentence inversion	• Denver gap year fair • Gap year documentary: Lana's story • Please mind the gap • Official trailer: <i>Pay it forward</i>	• <i>People help the people</i>, Birdy • <i>Lean on me</i>, Glee • <i>Hands</i>, Jewel • <i>We are the world</i>, USA for Africa • <i>Change the world</i>, Eric Clapton • <i>Heal the world</i>, Michael Jackson
PROJECT	31	• Plan a gap year • Create a volunteer project						
1.2 Future Life	32	• Jennifer and Luisa's testimonials on having part-time jobs while still studying • College career counsellors' tips	• Teens and the part-time job: The pros and cons of letting your high school student work • Universities in the UK and in the USA • Is it still worth going to university?	• Have you already chosen your future career?	• Covering letter • <i>Curriculum vitae</i>	• Phrasal verbs • Adjectives and adverbs		
PROJECT	47	• What might your future career be? • Jobs of the future						
1.3 The Changing World of Work	48	• Job sharing	• Use the changing world of work to your advantage • One in five workers worldwide telecommute: poll • Underemployment affects 10.5% of UK workforce	• Can Facebook get you a job? • A 9 to 5 job or telecommuting • Why the number of underemployment has risen considerably since 2008	• A film review	• Adjectives ending in -ed and -ing • Expressing wishes and regrets	• Official trailers: <i>Up in the air</i>, <i>The pursuit of happiness</i>, <i>I don't know how she does it</i>, <i>Norma Rae</i>	• <i>A hard day's night</i>, The Beatles
PROJECT	61	• Decreasing youth unemployment in Portugal • One-week job documentary						
Self Check	62							



UNIT 2

A WORLD OF MANY CULTURES

Page 66

	Page	SKILLS					WATCHING and LISTENING	
		LISTENING	READING	SPEAKING	WRITING	GRAMMAR	FILM	VIDEO CLIP
2.1 Multiculturalism	68	Living abroad, an experience	- Exodus from the East: Wave of Japanese youth finding its way to Toronto - Living abroad, an experience - Rap's impact on teen style - The United Kingdom	- Living abroad, an experience - The influence of music on people's actions - The term "salad bowl" and the song Empire state of mind - Do you agree with the description of the British conveyed in the text "United Kingdom"?	- Describing your country while travelling abroad, a descriptive essay - Multiculturalism a current reality in many countries, and opinion essay	- Reported speech - Contrast connectors	- Home - Official trailer: <i>Dangerous minds</i>	<i>Empire state of mind</i>, Jay-Z featuring Alicia Keys
PROJECT	83	- A multicultural classroom - Emigration						
2.2 Tolerance and Equality	84	- The equality act in the UK, by Harriet Harman <i>American history X</i>, synopsis "I too sing America", a poem by Langston Hughes	- Muslim woman's integration in Canada - Excerpt of <i>I know why the caged bird sings</i>, by Maya Angelou - Discrimination and the Internet - Gender equality and women's leadership	- Discussing <i>Harlem USA</i>, <i>I know why the caged bird sings</i> and "Bad mouth" in terms of a so-called multicultural society - Gender equality in modern societies	United Colors of Benetton, an international brand fighting against hate – ads description	Purpose connectors	- Official trailer, <i>Harlem USA</i> - UN advert "Bad mouth" - Official trailer, <i>American history X</i>	<i>Dreaming on a world</i>, Tracy Chapman
PROJECT	97	- A path through tolerance and equality - Human rights						
2.3 Solidarity and Volunteering	98	Lucy's experience as a volunteer in Love Kids Foundation	"We refugees", a poem by Benjamin Zephaniah - Homeless people - George Clooney warns US Congress of south Sudan disaster	- Sebastião Salgado's work on downtrodden people around the world - Refugees abandoning their home - How does it feel to see homeless people on the streets? - What can young people do to diminish discrimination?	A poem on a social issue of today's society	- Conditionals - Cause and result connectors	Official trailer, <i>Blood diamond</i>	<i>Another day in paradise</i>, Phil Collins <i>Where is the love?</i>, The black eyed peas
PROJECT	113	- CNN – Freedom Project. What is it? - Fundação Calouste Gulbenkian – <i>Mais-valia</i> Project						
Self Check	114							

Contents



UNIT 3		YOUNG PEOPLE AND CONSUMERISM						Page 118
		SKILLS					WATCHING and LISTENING	
	Page	LISTENING	READING	SPEAKING	WRITING	GRAMMAR	FILM	VIDEO CLIP
3.1 Consumer Habits	120	Tim Jackson, author of <i>Prosperity without growth</i> and his theory: obsession with economic growth makes us prosperous but unhappy	- Consumerism “undermining western society”: Shop-till-you-drop culture blamed for rising crime <i>Confessions of a shopaholic</i>, synopsis “The world is too much with us; late and soon”, a poem by William Wordsworth - The bar code history	How to escape consumerism	- Writing the end of a story - Summarising ideas conveyed in a text - Completing the interview to Tim Jackson	Passive voice	- Official trailer, <i>Confessions of a shopaholic</i> - Big ideas that changed the world – consumerism	<i>All about the money</i>, Meja
PROJECT	133	Consumption and consumerism						
3.2 Advertising	134	- Common techniques used by advertisers - False beauty in advertising and the pressure to look good	Advertising	Describing some ads	Describing the amount of advertising we are exposed to every day	- Prepositional verbs - Punctuation		
PROJECT	145	- Celebrities and advertising campaigns - Lifetime slogans						
3.3 Ethics in Advertising	146	John F. Kennedy speech on consumer rights (1962)	- Ethics in advertising <i>Consuming kids</i>, by Susan Linn - Get real! Banning adverts will not stop children wanting things!	- Honesty in advertising - How difficult it is to return a faulty item - Should adverts for children be banned?	Letter of complaint	- Uncountable nouns - Causative use of <i>have</i>		<i>Uprising</i>, Muse
PROJECT	157	- Consumer rights - Portuguese consumer associations						
Self Check	158							



UNIT 4

THE WORLD AROUND US

Page 162

	Page	SKILLS					WATCHING and LISTENING	
		LISTENING	READING	SPEAKING	WRITING	GRAMMAR	FILM	VIDEO CLIP
4.1 Environmental Problems	164	- Part of the songs: <i>The 3 R's</i>, Jack Johnson <i>Earth song</i>, Michael Jackson <i>Big yellow taxi</i>, Counting crows <i>Wake up America</i>, Hannah Montana - Kyoto Protocol	- China's pollution problems - Kyoto Protocol - Could Portugal ever run entirely on green energy again?	- Five actions to preserve the environment - How to reduce carbon dioxide emissions?	Bandwagon advertisement	Present Perfect Simple vs. Present Perfect Continuous	Ten strange ways to save the planet	
PROJECT	177	• Environmental exhibition						
4.2 Bioethics and Demography	178	A youth's opinion on cloning	- Population and development "Old age", a poem by W. B. Yeats - Demographic ageing, a phenomenon - Scientists create human embryos to make cells - A student's opinion on cloning	- Overpopulation – what is it? - How will life be in 30 years' time? - The advantages and disadvantages of cloning	- Overpopulation, a discursive essay - The advantages and disadvantages of cloning	Infinitive or Gerund	Official trailers: <i>The 6th day</i>, <i>Godsend</i>, <i>The island</i>, <i>Womb</i>, <i>Oblivion</i>	<i>Stop this train</i>, John Mayer
PROJECT	193	• Champalimaud Foundation						
4.3 Alternative Lifestyles	194	Adopting a vegetarian diet as a way of protecting the environment	- Adopting a vegetarian diet as a way of protecting the environment - Are biotech foods safe to eat? - Changing the way we live	How to create a more sustainable environment?	- A vegetarian diet, an opinion essay - How to create a more sustainable environment?	- Past Perfect Simple vs. Past Perfect Continuous - Modal verbs	- Video 1 – Mr Box – A short film on sustainability - Video 2 – Sustainability explained through animation	<i>With my own two hands</i>, Ben Harper
PROJECT	205	• Sustainable projects in Portugal						
Self Check	206							

USEFUL LANGUAGE

Page 210

GRAMMAR SYNTHESIS

Page 212

IRREGULAR VERBS

Page 219

INTERNATIONAL PHONETIC ALPHABET

Page 220

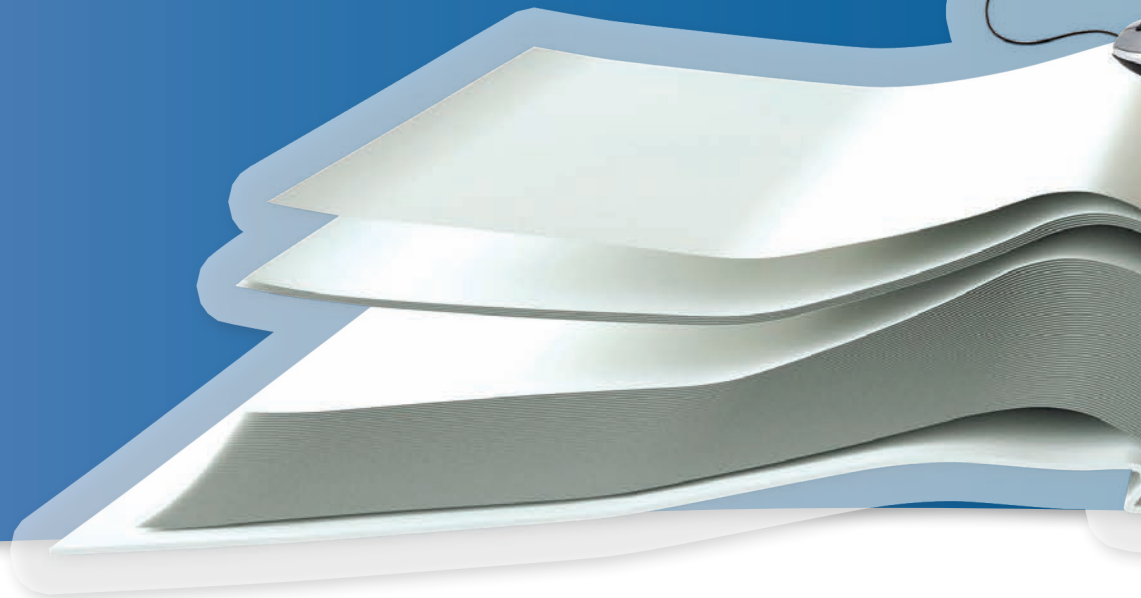
SELF CHECK KEYS

Page 221

UNIT 0

THE POWER OF EDUCATION

0.1 Revision page 10





"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

"Live as if you were to die tomorrow. Learn as if you were to live forever."

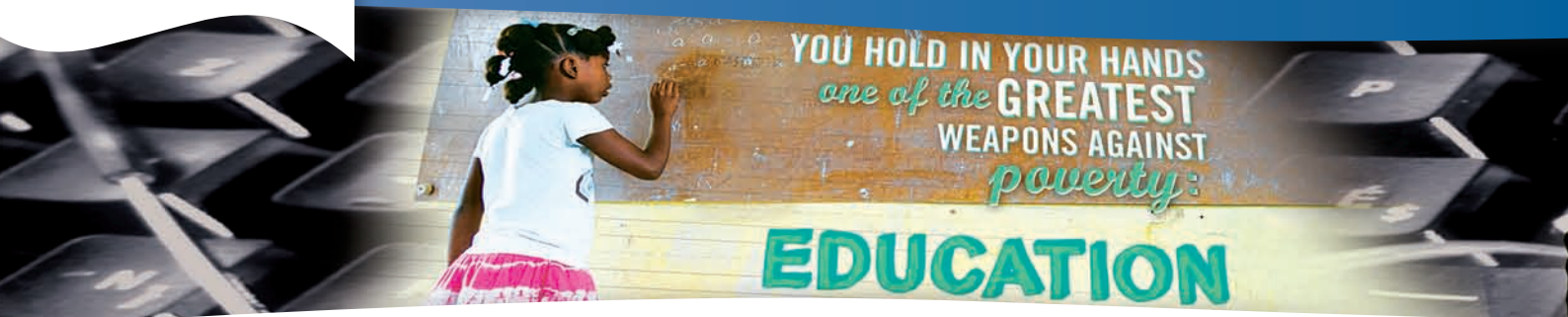
Mahatma Gandhi

"Education is our passport to the future, for tomorrow belongs to the people who prepare it for today."

Malcolm X

0.1

Revision



WATCHING and LISTENING



1. Watch the video clip of part II of the song *Another brick in the wall* by Pink Floyd.



2. The lyrics of the song have been jumbled up. Reorder the lines while you listen to the song.

- ☐ All in all it's just another brick in the wall
- ☐ We don't need no thought control
- ☐ We don't need no education
- ☐ Hey! Teachers! Leave us kids alone
- ☐ No dark sarcasm in the classroom
- ☐ Teachers leave them kids alone
- ☐ All in all you're just another brick in the wall
- ☐ We don't need no thought control
- ☐ Teachers leave them kids alone
- ☐ Hey! Teachers! Leave them kids alone!
- ☐ All in all it's just another brick in the wall.
- ☐ All in all you're just another brick in the wall
- ☐ No dark sarcasm in the classroom
- ☐ We don't need no education

FACTS

Part II of *Another brick in the wall* is a protest song against rigid schooling in general and boarding schools in the UK in particular.

This single was banned in South Africa in 1980 after the song was adopted by supporters of a nationwide school boycott protesting against racial inequities in education under the apartheid regime.



READING

1. Go through the lyrics again and answer the following questions.

- a) Identify the message conveyed by the song.
- b) What is the meaning of the "wall"?
- c) What about you? Do you share the same feelings towards school?



SPEAKING

1. Bearing in mind what you discussed about the song, comment on the following statements with your classmate.



"School is practice for future life, practice makes perfect and nobody's perfect so why practice?"

Billie Joe Armstrong

"When you go to Africa, and you see children, they're usually barefoot, dirty and in rags, and they'd love to go to school."

Annie Lennox

"We learned about gratitude and humility — that so many people had a hand in our success, from the teachers who inspired us to the janitors who kept our school clean ... and we were taught to value everyone's contribution and treat everyone with respect."

Michelle Obama



2. Which do you think better describes the true essence of education?

3. Which opinion is closer to yours? Justify your answer.

HAVE-FUN



"I have plenty of management experience. I spent 18 years telling my parents what to do."



"My school has a zero-tolerance weapons policy. I was sent home for having a sharp mind."



GRAMMAR Revision

SEE GRAMMAR SYNTHESIS, PAGE 212

1. Read the following sentences and identify the verb tense in *italics* in each sentence. Choose the verb tense from the box.

Present Simple	Present Continuous	Present Perfect Simple
Past Simple	Present Perfect Continuous	Past Continuous
Past Perfect Simple	Future Simple	Future Perfect Simple
Past Perfect Continuous	Future Perfect Continuous	Future Continuous

- a) Going to university **increases** your chances of getting a well-paid job. _____
- b) Finding a good job **is getting** harder and harder. _____
- c) My best friend spoke really good English since she **had already attended** an English language course. _____
- d) Last year I **was bullied** at school. _____
- e) The number of students leaving school **has increased** drastically. _____
- f) I believe the Government **will undertake** new measures to change this difficult situation. _____
- g) The school **was already taking** steps against bullying when new legislation was published. _____
- h) The students **will have finished** their tasks by the end of the week. _____
- i) I **have been drawing** since I started preschool. _____
- j) Paul **had been sending** me emails for a while before classes started. _____
- k) Matt **will have been fishing** for several hours by the time the sun goes down. _____
- l) I **will be finishing** this picture when you arrive tomorrow. _____

2. Now, how did you know which tense was which? Fill in the table with the verb tense usage.

USAGE	VERB TENSE
a) To talk about facts, habits, routines, scientific truths; with a future meaning specially when referring to timetables.	_____ Form: "s" in the 3rd person singular Auxiliary verb (<i>do / does / do not / does not</i>)
b) To talk about actions that are happening at the moment of speaking and when things are changing over a long period; with a future meaning specially when referring to arrangements.	_____ Form: verb <i>to be</i> in the present tense (<i>am / is / are</i>) + <i>-ing</i> form
c) To talk about future decisions taken at the moment of speaking; to make predictions based on opinions; to make suggestions, offers and requests.	_____ Form: <i>will ('ll) / will not (won't)</i> + infinitive without <i>to</i>
d) To describe an event that will have ended at a particular time in the future.	_____ Form: <i>will have</i> + past participle

USAGE	VERB TENSE
e) To describe an action that started and finished in the past; to talk about a sequence of events in the past.	Form: Regular verbs: verb + <i>-ed</i> Irregular verbs: see the list on page? Auxiliary verbs (<i>did / did not</i>)
f) To describe actions that were in progress at a particular moment in the past; to talk about simultaneous actions in the past; to describe actions that were unfinished or interrupted while they were happening.	Form: verb <i>to be</i> in the past tense <i>was / were</i> + <i>-ing</i> form
g) To talk about actions that started in the past and continue in the present (unfinished); to talk about past actions that have consequences in the present; to talk about indefinite past (the action is more important than the time); to talk about recent actions.	Form: verb <i>to have</i> in the present tense <i>have / has</i> + past participle
h) In time clauses referring to an action that happened before another action in the past; in the third conditional.	Form: verb <i>to have</i> in the past tense <i>had</i> + past participle
i) An action that happens over time, starting in the past and continuing into the present.	Form: verb <i>to have</i> + <i>been</i> + (verb) + <i>-ing</i>
j) An action that happened over time in the past before another action.	Form: <i>had</i> + <i>been</i> + verb + <i>-ing</i>
k) An action that happens over time in the future before another action.	Form: <i>will</i> + <i>have</i> + <i>been</i> + verb + <i>-ing</i>
l) An action that will happen in the future for a length of time.	Form: <i>will</i> + <i>be</i> + verb + <i>-ing</i>

3. Complete the text using the verb tenses you have just revised.

Last year, my class **(a)** _____ (be) involved in a very interesting project. We **(b)** _____ (decide) to embrace this project when we **(c)** _____ (debate) the topic of helping others in our English class. We would raise funds to help the homeless. We **(d)** _____ (sell) raffle tickets and cakes to teachers (in the staff room). By December we **(e)** _____ (already / raise) €250. With this money, we **(f)** _____ (buy) gloves and blankets. On a cold January night we all **(g)** _____ (go) to the city centre and distributed these goods to the homeless. I **(h)** _____ (never / forget) when an old lady hugged me when I **(i)** _____ (try) to tuck her in with one of the blankets. I **(j)** _____ (change) a lot since that day: I **(k)** _____ (be) a more helpful and understanding person. I know that my future **(l)** _____ (be) connected to helping others. My aim is to help them to overcome their problems.

UNIT 1

A WORLD OF WORK

1.1 Time Off page 16

1.2 Future Life page 32

1.3 The Changing World of Work page 48



Confucius

Theodore Roosevelt

Ann Landers

1.1

Time Off

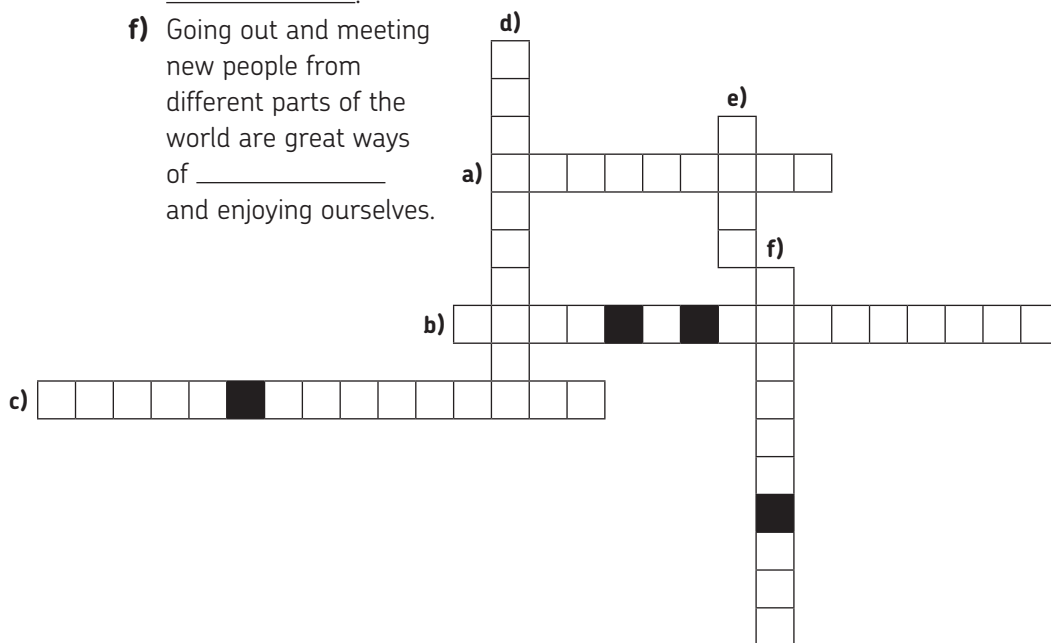


INTRODUCTION

You may well have already started thinking about your future life and you probably have many doubts. You have to think carefully before deciding what to do.

1. If you decide to put off going to university when you finish secondary school, you may have several reasons to do so. Solve the crossword puzzle by completing the sentences below.

- a) By becoming a _____ at the APAV association I am more aware of how I can help others overcome hardships and that has been quite an experience.
- b) I need to save money to pay for my tuition, so I decided to _____ job before enrolling at any university.
- c) The more languages you speak the more chances you have in succeeding in life, working abroad or just meeting new foreign people. That is why it is so important to _____.
- d) I'm going to buy an Interrail pass because I love _____ and this way I can get to know more about other European countries.
- e) I worked a lot to get successfully through my finals, now I really need to _____.
- f) Going out and meeting new people from different parts of the world are great ways of _____ and enjoying ourselves.





WATCHING

1. Watch the video filmed at the Denver Gap Year Fair and then write down some of the advantages mentioned by the four interviewees.

Joel Mauney	
Robert Sloat	
Mike Sobel	
Cecilie Nygaard	



2. Can you think of disadvantages as well? Discuss them with your classmates and then write them down.
3. Would you consider taking a break from formal education? Justify your answer.
4. What would you do then?

LEAD-IN

1. Before reading the text, discuss the following questions with your classmates.

- a) What is a gap year?
- b) Do you consider that a gap year has more advantages or more disadvantages? Justify your answer.

READING

1. Read the text carefully and then answer the following questions.

Taking Time Off Before or During College

Perhaps the best way of all to get the full benefit of a "time off" is to postpone entrance to college for a year. For nearly forty years, Harvard has recommended this option, indeed proposing it in the letter of admission. Normally a total of about fifty to seventy students defer college until the next year.

The results have been uniformly positive. Harvard's daily student newspaper, *The Crimson*, reported (5/19/2000) that students who had taken a year off found the experience "so valuable that they would advise all Harvard students to consider it." Harvard's overall graduation rate of 98% is among the highest in the nation, perhaps in part because so many students take time off.

Members of one recent class participated in the following activities, and more, in the interim year: drama, figure skating, health-care, archeological exploration, kibbutz life, language study, mineralogical research, missionary work, music, non-profit groups, child welfare programs, political campaigns, rebuilding schools, special needs volunteering, sports, steel drumming, storytelling, swing dance, university courses, and writing – to name some chosen at random. They took their interim year in the following locales: Belize, Brazil, China, Costa Rica, Denmark, Ecuador, France, Germany, Guatemala, Honduras, India, Ireland, Mongolia, Nepal, Philippines, Scotland, Spain, Switzerland, Taiwan, Thailand, Uruguay, Israel and Zimbabwe.

Many students divide their year into several segments of work, travel, or study. Not all can afford to travel or to take part in exotic activities. A number have served in the military or other national service programs. Some remain at home, working, taking part-time courses, interning, and still finding the time to read books they have never had time to fit into their schedules or begin to write the "great American novel". Others have been able to forge closer ties with parents or grandparents from whom they may have drifted away during the hectic pace of the high-school years. Regardless of why they took the year off or what they did, students are effusive in their praise. Many speak of their year away as a "life-altering" experience or a "turning point," and most feel that its full value can never be measured and will pay dividends the rest of their lives. Many come to college with new visions of their academic plans, their extracurricular pursuits, the intangibles they hoped to gain in college, and the career possibilities they observed in their year away. Virtually all would do it again.

Nevertheless, taking time off can be a daunting prospect for students and their parents. Students often want to follow friends on safer and more familiar paths. Parents worry that their sons and daughters will be sidetracked from college, and may never enroll. Both fear that taking time off can cause students to "fall behind" or lose their study skills irrevocably. That fear is rarely justified. High school counselors, college administrators, and others who work with students taking time off can help with reassurance that the benefits far outweigh the risks.

Harvard College. Retrieved from www.admissions.college.harvard.edu/apply/time_off/index.html

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

- | | |
|----------|---------|
| a) it | d) some |
| b) who | e) its |
| c) their | f) both |

 **3. Find antonyms in the text for the following words.**



- | | |
|-----------------------------|---------------------------|
| a) anticipate (paragraph 1) | c) unworthy (paragraph 2) |
| b) departure (paragraph 1) | d) pleasant (paragraph 5) |

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

- According to the text, can a connection be established between the high graduation rate and a gap year?
- Why do some students consider their year away as a "life-altering" experience or a "turning point"?
- What are the most common fears parents have to face when allowing students to take a year off?

5. Use some of the free time activities mentioned in the text to label the following pictures.

www.

Learn more about what you can do during your gap year at: www.gapyear.pt



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



GRAMMAR Relative pronouns and relative clauses

SEE GRAMMAR SYNTHESIS, PAGE 213

1. The following sentence was taken from the text you have just read. This sentence uses a relative pronoun. Look at the model and then answer the questions.

"High school counselors, college administrators, and others **who** work with students taking time off can help with reassurance that the benefits far outweigh the risks."

High school counselors*, college administrators, and others work with students taking time off.

High school counselors, college administrators and others can help with reassurance that the benefits far outweigh the risks.

* counselor = AmE counsellor = BrE

- a) What is the meaning of *who* in Portuguese?
b) What does it replace in the sentence?

- c) What is its grammatical function?
d) Where is it placed?

2. Match the columns.

A. Who	• •	1. Refers to objects or animals	• •	a) The boy who is living abroad is my neighbour.
B. Whom	• •	2. Means <i>the thing that</i>	• •	b) John studies at a university whose vice chancellor has been arrested for fraud.
C. Which	• •	3. Comes after the word <i>reason</i> .	• •	c) The country which I love the most is England.
D. That	• •	4. Refers to people (subject).	• •	d) A terrible accident is the reason why I'm so late.
E. Whose	• •	5. Refers to places.	• •	e) The book that I bought was excellent.
F. Where	• •	6. Implies possession (for people or things).	• •	f) The student to whom the school offered a scholarship decided to take a year off.
G. When	• •	7. Refers to time.	• •	g) I was born on a day when great events took place.
H. What	• •	8. Refers to people (object). It's formal.	• •	h) He explained what he had heard.
I. Why	• •	9. Refers to people, things or animals.	• •	i) The restaurant where we had dinner is really great.

3. Fill in the blanks using a relative pronoun.

- a) Can you tell me the reason _____ you postponed your entrance to university?
 b) This is the university _____ I studied.
 c) This is the strangest thing _____ I've ever seen.
 d) I did all the tasks _____ the teacher asked me to do.
 e) The counsellor _____ I visited gave me some good advice.

4. Read the table and then classify the sentences which follow as defining relative clause (DRC) or non-defining relative clause (NDRC). Then explain the difference in meaning between the sentences.

DEFINING RELATIVE CLAUSES	NON-DEFINING RELATIVE CLAUSES
Give us necessary information to identify the person or thing we are referring to.	Give us extra or unnecessary information about the person or thing we are referring to.
- Even though <i>which</i> and <i>that</i> have the same meaning, <i>that</i> is usually used after superlatives and most quantifiers (<i>all, none, little, few ...</i>) - If the relative pronoun refers to the object of the main sentence, it can be omitted.	- The relative clause is separated from the main sentence by a comma. - The relative pronoun <i>that</i> cannot be used. - Superlatives, some determiners and quantifiers can be used before <i>of whom</i> or <i>of which</i>.

a)

- When I was shopping, I saw my friend who works in Australia.
- When I was shopping, I saw my friend, who works in Australia.

DRC NDRC

☐	☐
☐	☐

b)

- The people, who hadn't been warned against the weather conditions, were caught in the middle of the storm.
- The people who hadn't been warned against the weather conditions were caught in the middle of the storm.

☐	☐
☐	☐

c)

- I missed the bus that stops in Coimbra.
- I missed the bus, which stops in Coimbra.

☐	☐
☐	☐

d)

- John met the teacher, who teaches Philosophy.
- John met the teacher who teaches Philosophy.

☐	☐
☐	☐

5. Combine the sentences to build relative clauses. Follow the example.

Example: *Mary bought seven mobile phones. Several mobile phones malfunctioned.*

Mary bought seven mobile phones, several of which malfunctioned.

- a) There were fifty guests at the party. Many guests were very famous.

- b) I tasted many cakes. I didn't like them.

- c) Mary has got a few new colleagues. I know some of them.

- d) I tried to visit my grandmother and my grandfather. They weren't at home.

- e) In this street there are many vacant buildings. Two of them need to be urgently repaired.



WRITING

1. Write about 60 words, giving your personal opinion on the following sentence
A gap year is useful for students who are not ready for university, but not a good idea for those who are.
You may find it useful to use the following information.

WRITING TIPS

- Read the instructions carefully in order not to forget to answer any part of them.
- Take notes about what you are planning to write.
- Divide your text into paragraphs, linking them with connectors.
- Don't get too dependent on a dictionary.
- Get used to counting words. If you have a limited number of words, you'll get penalised and the part of the text that is over the limit may well not be marked.

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



WATCHING and SPEAKING

1. Lana is a student who decided to take a year off. Watch a short video about her and then answer the following questions.
2. Give your opinion concerning the way she decided to spend her gap year.
3. Would you consider doing the same activities? Justify your answer.

? LEAD-IN

1. Read this poem by Emily Dickinson and try to predict what the text you are going to read is about.

*If I can stop one heart from breaking;
I shall not live in vain.
If I can ease one life the aching,
or cool one pain,
or help one fainting robin onto his nest again;
I shall not live in vain.*

READING

1. Read the following texts carefully and then answer the questions.

Ellen Richardson – Kathmandu, Nepal



Following graduation a friend and I decided to do some volunteer work in an orphanage. We landed at Kathmandu airport in the evening. It was a bit of a culture shock for us both as it was the first developing country we had both visited. The first few days we were in sensory overload, taking in the different environment and culture.

We were given a cultural induction which included language lessons, cultural induction and some site seeing. We found this very helpful as we were able to develop a little Nepalese vocabulary to communicate with the children at the orphanage. We were able to grasp an honest perspective of the culture from the locals during our visit to the site seeing as they were able to describe the significance and history behind the places of interest.

We were allocated an orphanage named the Disabled Rehab Centre (DRC) to volunteer in. The orphanage had over 50 children living there, roughly half girls and half boys. It was run by 5 volunteers who between them did the cooking and cleaning etc. I lived with a local Nepalese family which was about a mile from the orphanage. A typical day started at 7 a.m. and we walked to the DRC, we helped the children get ready for school and help with breakfast. Then we would play with those few children who didn't go to school and help them with their home study. We would walk back home for lunch. In the afternoon we would return before the children got home from school to play some more and then once the school children were home we would help them with their mountain of homework until it was dinner time.

Overall, the experience was unforgettable. The people were so friendly and made us feel very welcome. I hope to return to the orphanage at some point in the future.



Emily Dickinson (1830-1886)





John Hayes – Delhi, India

I had never been to India, and I certainly hadn't been anywhere like Bawana. Our job was to work alongside three local families to replace their "houses" – really just a few thatch palms strapped together and covered in plastic bags – with proper brick dwellings. The first two days were spent lugging away dirt to carve out the house foundations – not an easy task, especially given my serious lack of upper body strength. I was jetlagged and exhausted, and I'll admit I began to question what I had gotten myself into.

By day three, however, all started looking up. Our job that day was to install the roof on a house started by another group of volunteers. It was good, hard work, made easier by the fact that we were together as a single team, out in the sunshine, laughing. From there out every day was a joy.

It was the time in Bawana that I enjoyed most, however. The sense of community was palpable – and although we were outsiders, we were immediately made welcome. A flock of children often followed us around, chattering at us in Hindi and holding our hands. We were invited to take part in local cricket games, and we got to hold the most precious treasures of all: the babies. Clearly we belonged.

And what did we achieve, having flown half way across the world? We built three houses, and put the roof on a fourth. We demonstrated cross-cultural goodwill – something which seems of profound importance in this day and age. We increased our scope of understanding about the world around us. And I, at the very least, was reminded of what feels so good about giving.

The truth is, I did come back more tired than I left – but I'd do it again in a heartbeat. It was the kind of trip that inspires and educates, which is exactly what volunteering abroad is all about.

WWV. Retrieved from www.org.uk/world-wide-volunteering/volunteer-stories
(abridged and adapted, May 2013)

2. Who said the following? Ellen, John or both?

- a) The first days after the arrival were really excruciating. _____
- b) The volunteers were taught to speak the local language. _____
- c) The volunteering project was aimed at rebuilding houses. _____
- d) The host community welcomed the volunteers. _____
- e) The experience was quite gratifying. _____

3. Find out from the text.

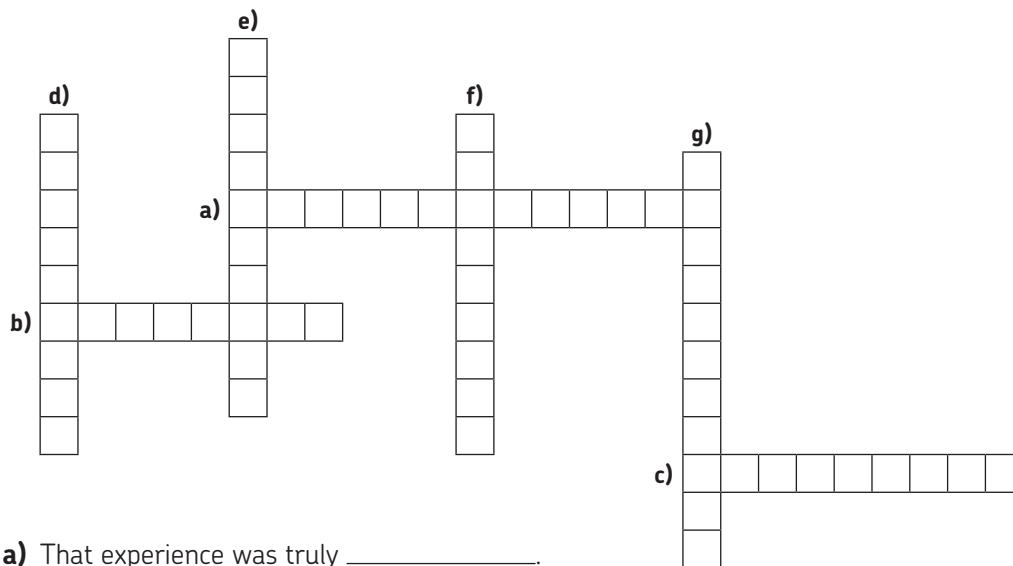
- a) Who Ellen worked with. _____
- b) Where she lived. _____
- c) Which activities she carried out. _____

- d) What John's tasks were. _____
 e) Which difficulties he faced. _____
 f) His relationship with the local community. _____



VOCABULARY

1. Solve the crossword puzzle by completing the sentences below with words taken from the previous texts by Helen and John on pages 23 and 24.



- a) That experience was truly _____.
 b) They should give a proof of their _____.
 c) The _____ was overwhelming.
 d) He said he was _____ due to the flight.
 e) After my _____ I still had many fears about my future.
 f) The mayor authorised the construction of those _____.
 g) Volunteering brought a new _____ to my life.



WATCHING

1. Watch the documentary "Please mind the gap" and answer the following questions.

- a) How many young people decide to have a gap year in the UK?
 b) Is volunteering always a cost free project?
 c) What are their reasons for volunteering?
 d) What is the impact that volunteering has in countries such as Ghana?
 e) Identify some of the disadvantages associated with volunteering mentioned in the documentary.
 f) Why do some interviewees mention that these projects bring more advantages to volunteers than to the developing countries?



**WATCHING and LISTENING**

- 1. Watch the video clip of the song *People help the people* by Birdy and fill in the blanks while you listen to the song.**

God knows what is hiding
 In those **(a)** _____ and drunken hearts
 Guess you kissed the girls and made them cry
 Those hard faced queens of **(b)** _____
 God knows what is hiding
 In those weak and sunken eyes
 A Fiery throng of muted **(c)** _____
 Giving love and getting nothing back

Oh, people help the people
 And if you're **(d)** _____,
 Give me your hand and I'll hold it.
 People help the people
 Nothing will drag you down
 Oh, and if I had a brain,
 Oh, and if I had a brain,
 I'd be cold as a **(e)** _____ and rich as the fool
 That turned all those good hearts away

God knows what is hiding
 In this world of little consequence
 Behind the **(f)** _____, inside the lies
 A thousand slowly dying sunsets.
 God knows what is hiding
 In those weak and drunken hearts
 I guess **(g)** _____ came knocking
 No one needs to be alone, oh, singing:

People help the people
 And if you're **(h)** _____,
 Give me your hand and I'll hold it.
 People help the people
 Nothing will drag you down
 Oh, and if I had a brain,
 Oh, and if I had a brain,
 I'd be cold as a stone and rich as the fool
 That turned all those good hearts away

- 2. How does this song make you feel? Is this because of the words or the music? Or both?**

**LEAD-IN****FACTS**

The International Volunteer Day for Economic and Social Development happens on December 5. There are parades, marches, rallies, award ceremonies for volunteers who made significant contributions to their communities. "Time donation" campaigns are just some of the activities carried out on this day.

- 1. In your opinion, what are the main benefits of international volunteering? Rank the following benefits below in order of importance from 1 to 10.**

- ☐ Experience improved self-esteem, self-confidence and life satisfaction.
- ☐ Enhance your CV/resumé and increase your employability.
- ☐ Improve chances of university/college success.
- ☐ Gain professional orientation/clarification.
- ☐ Avoid burnout.
- ☐ Learn about the world and different cultures.
- ☐ Meet like-minded people.
- ☐ Have an incredibly rewarding experience.
- ☐ Improve college admission chances.
- ☐ Gain new knowledge and work experience.

 READING

1. Give a title to each paragraph using the list of benefits mentioned in the Lead-in section.

Benefits of International Volunteering



Volunteering overseas is a great way of making your CV/resumé stand out. It shows that you are willing to step outside your comfort zone to make a difference to the lives of others. Employers appreciate this and they value the life experience, soft skills and cultural understanding that you will gain through volunteering. **(a)** _____

International volunteering gives you the opportunity to take time out of your regular routine and think about what it is you really want to do with your life. By volunteering in an area you are interested in pursuing, you will have the opportunity to solidify your goals and career path. **(b)** _____

Colleges and universities increasingly look for candidates with life experience and international travel experience. They value students who have taken a year out but are increasingly demanding as to how you choose to use your time out. **(c)** _____

By taking time out to volunteer abroad, you will also increase your chances of success at college/university because you will be giving yourself the time to mature and focus your interests. **(d)** _____

By volunteering abroad you will have the opportunity to experience personal development, which can take the form of improved self-esteem, self-confidence and life satisfaction. By pushing yourself out of your comfort zone and immersing yourself into a different culture, you are likely to feel a sense of empowerment and also begin to reflect on what you want from life. **(e)** _____

You have spent the better part of the last year conducting an exhaustive college search, completing your college application and going through a rigorous admissions process. Before you embark on a major and pursue a degree

program, it may be time for a break. Taking a year off before returning to school will afford you the opportunity to approach the next phase of your education with a fresh start and renewed vigor while staving off academic burn-out. **(f)** _____

Working in another country will provide you with the opportunity to gain knowledge, experience and skills which you may not have been able to acquire at home. The obvious example is learning a foreign language much faster than you could at home by immersing yourself into the language and culture. In addition, by volunteering in your field of interest you will have the opportunity to learn new ways to approach different problems, and you will gain valuable work experience in a new environment. **(g)** _____

Rarely will you be taken for an ordinary tourist because you will spend a significant amount of time in one place and you will be working on a daily basis with local people. This provides an invaluable opportunity to learn about different cultures, develop an understanding of the issues facing host communities and develop a sense of global citizenship. **(h)** _____

One of the most long-lasting benefits of volunteering is the friendships you will make. You will meet people from all backgrounds and all walks of life but the challenges you will overcome together will often create life-long bonds. **(i)** _____

Perhaps most importantly of all, volunteering overseas gives you the chance to give back and this can result in an incredible sense of fulfilment. Volunteering also gives purpose to travel and this has been highly documented in a variety of literature. **(j)** _____

Global Volunteer Network. Retrieved from www.globalvolunteernetwork.org/programs



GRAMMAR Sentence inversion

1. Read the sentence and choose the correct option(s).

"Rarely **will you** be taken for an ordinary tourist ..."

a) In the sentence above there is inversion of the ...

- ☐ 1. subject.
☐ 2. object.
☐ 3. preposition.

b) This inversion follows the rules of the ...

- ☐ 1. negative form.
☐ 2. affirmative form.
☐ 3. interrogative form.

c) The inversion happens when some ... are placed at the beginning of a sentence.

- ☐ 1. adjectives
☐ 2. adverbs
☐ 3. adverbial phrases

d) It can also happen when ...

- ☐ 1. *if* is omitted in a conditional clause.
☐ 2. *that* is omitted in reported speech.
☐ 3. a pronoun is omitted in a relative clause.

► Remember ...

- In English "sentence inversion" is used to emphasise the adverb/adverbial phrase in a sentence, to make the sentences more dramatic and in literary or formal language (especially negative sentences).
- The question word order implies the use of an auxiliary if the main verb is not *to be* or *have*; and if the tense used is the Present Simple or Past Simple.
*e.g. Rarely **do I speak** with the locals in Ghana, only with other volunteers.*

► The following are negative expressions or emphatic words that require sentence inversion

NEGATIVE EXPRESSIONS / EMPHATIC WORDS		
Seldom	Not once	No sooner than
Rarely	On no account	Hardly ever
Little	Only by*	Not until
Barely	Only in this way*	In no way
Nowhere	Only then*	Under no circumstances
Never	Not only ... but also*	Not since
So + adverb/adjective	Well	

* When *only* is used at the beginning of the sentence, the subject and the verb of the second clause are inverted.

► Some examples:

Only because you are a volunteer can you do those things.

Well do I remember the night I left England and embarked in a whole new experience in Ghana.

Seldom have I met such wonderful people as those in Ghana.

Only if I start missing home will I go back to England. (more formal)

So rare were the quiet moments in that village in Ghana. (so + adj)

2. Rewrite the following sentences started as suggested and making any necessary changes.

- a) Mary seldom has doubts about her future life. **(seldom)**
- b) He never showed any interest in that job and he wasn't called for an interview, either. **(never ... and neither)**
- c) If I had won the lottery, I would have helped more. **(had)**
- d) I rarely met local people. **(rarely)**
- e) He was late but he didn't apologise. **(not only)**



WATCHING

The film *Pay it forward* shows that helping someone can make a difference.

stay away	scars	support
favour	bullies	junkie
forward	philosophy	
bright	assignment	

1. Complete the film synopsis with the words given.

Then watch the trailer to find out if you were correct or not.

A young boy stumbles upon a simple way to change the world in this film. Trevor is a **(a)** 11-year-old boy who comes from a troubled home: his mother Arlene is an alcoholic trying to hold down two jobs to **(b)** her son, while Trevor's father left his family behind some time ago. At school, Trevor's class is introduced to their new social studies teacher, Mr Simonet, an enigmatic man with severe facial **(c)**. Simonet gives his class an unusual **(d)** – think up a practical way to make the world a better place, and put it into action. Trevor comes up with the notion of “pay it forward” – do a **(e)** for three different people without being asked, and then ask them to do the same for three others. Trevor starts by letting Jerry, a **(f)** living on the streets, stay in his home. Next, he tries to fix Arlene up with Mr Simonet, since both seem to be lonely and the teacher might help Arlene **(g)** from alcohol. Finally, he tries to rescue one of his schoolmates, who is constantly tormented by **(h)**. Meanwhile, journalist Chris Chandler finds himself stuck on the road without a car late one night when a man stops and gives him the keys to a new car, asking him only to pay the favour **(i)** to someone else. Astonished, Chris wants to find out where this **(j)** came from.



Fandango. Retrieved from www.fandango.com (abridged and adapted, May 2013)

2. Watch the trailer once again and answer the following questions.

- a) Explain the meaning of “Pay it forward”.
- b) What are your first impressions of the main character?
- c) Can you establish a connection between the film and the unit you have been studying? Justify your answer.



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



WRITING

1. Write a paragraph on the following. Imagine you had been given the same school assignment as in the previous "watching" section. What would you choose to do?
2. Now read your work again. Try to improve it by correcting any mistakes.



LISTENING and WATCHING



1. Along the years several songs about helping others have been written and sung all over the world. You are going to listen to pieces from some of these songs. Write the lines next to the corresponding artist.

For you and for me and the entire human race I will gather myself around my faith
 I won't be made useless Heal the world make it a better place And I can change the world,
 There are people dying We know that there's always tomorrow And it's time to lend a hand to life
 You would think my love was really something good, There comes a time when we hear a certain call



(a)

Lean on me, Glee

(b)



Hands, Jewel

(c)



We are the world, USA for Africa

(e)



Heal the world, Michael Jackson

(d)



Change the world,
Eric Clapton

10-MINUTE DISCUSSION

- Take a class vote: which song is the best?
- Which song would you choose to be the anthem for a volunteering campaign? Justify your choice.
- Can you name any equivalent songs made in your country?



PROJECT

Plan a gap year

- Imagine you decide to take a year off. Plan your gap year. The website www.gapyear.pt might be useful. Now, make sure that your plan includes:
 - Where you will go.
 - When you will go.
 - Who you will go with.
 - How long you will stay.
 - How you will fund your gap year.
 - What you will need to take.



Create a volunteer project

- Do some research work about one of the following organisations you would like to know more about.
 - Quercus
 - Fundação do Gil
 - AMI
 - Volunteers make a difference



- Present the data to the class.



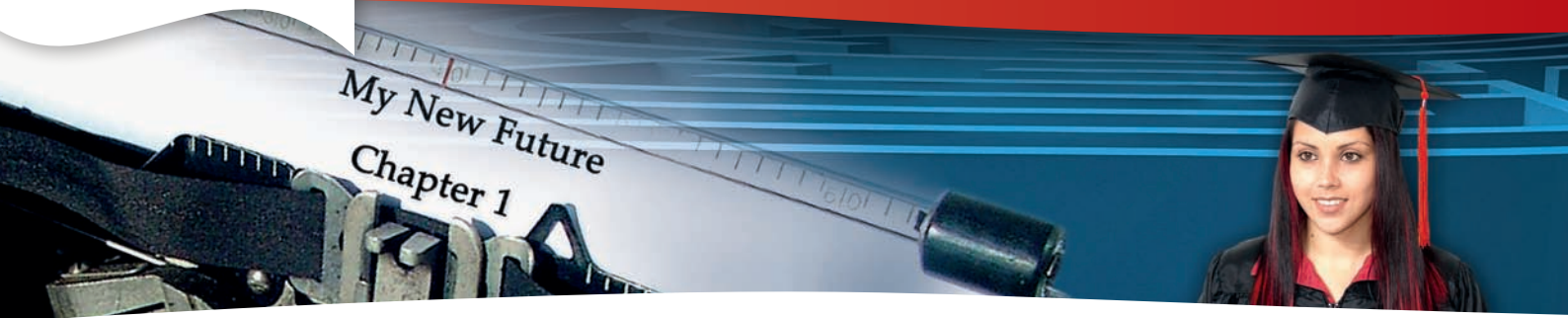
- Create your own volunteering project. It should include:

- Name, logo, website
- Volunteers
- Target
- Actions
- Fundraising activities



1.2

Future Life



INTRODUCTION

Besides travelling or volunteering there are other solutions and options for your future life. This unit will most likely be very useful in helping you make up your mind about these options.

1. Complete the diagram with words/expressions that come to your mind when you think about your future.

Have a	F	amily
	U	
	T	
	U	
	R	
	E	
	L	
	I	
	F	
	E	





? LEAD-IN

Some teenagers decide to take a part-time job or a summer job to earn some money, but also to gain some experience of working, which is essential when they go look for a job in the future.

1. Look at the following table and then answer the questions.

WORKING HOURS										
Students UK					vs.	Students USA				
Age/ Weeks	Hours a day	Hours a week	Begin	End		Age/ Weeks	Hours a day	Hours a week	Begin	End
13-14						14-15				
School weeks	2	12	7 a.m.	7 p.m.		School weeks	3	16	7 a.m.	7 p.m.
Non-school weeks	5	25	7 a.m.	7 p.m.		Non-school weeks	8	40	7 a.m.	7 p.m. (Jun-Aug: 9 p.m.)
15-16						16-17				
School weeks	2	15	7 a.m.	7 p.m.		School weeks	4	20	7 a.m.	10 p.m. (Midnight-Fri.-Sat.)
Non-school weeks	5	35	7 a.m.	7 p.m.		Non-school weeks	8	48	7 a.m.	midnight
13-14: Saturday - 5 hours Sunday - 2 hours						14-15: Saturday - Sunday - 8 hours				
15-16: Saturday - 8 hours Sunday - 2 hours						16-17: Friday - Sunday - 8 hours				

- a) Compare the teen employment laws between the USA and the UK.
1. In which country do teenagers start working when they are younger?
 2. In which country do they work more hours a week?
 3. What are the differences between the countries as far as the weekend is concerned?
- b) Give your opinion about:
- Employment laws you find the best (between those in the UK and the USA ones).
 - Similarities with Portuguese legislation (check Adecco's site).

www.

For Portuguese legislation check the following website:
<http://www.adecco.pt/pt-PT/Areadecientes/AJ/TM/Contentlist.aspx>



READING

1. Read the following article carefully.

Teens and the Part-time Job: The Pros and Cons of Letting your High School Student Work



By Sarah Richmond Walls

It seems like a great idea: your high school student spending a few hours a night at the local grocery store making a few extra bucks.

5 In many ways, it is a win-win situation. They can use the money to help you pay for their college, or to pay for their own gas. Your student, in return, receives the knowledge of responsibility and what it means to earn a dollar. Still, there are pros and cons to letting your high school student spend their time in a part-time job.

The Pros

The first and the most obvious is the slight amount of stress taken off of your wallet. Perhaps you don't have to pay for their gas anymore, or their i-Tunes downloads. Even if they aren't making enough to pay their way through college, they are helping take some of the financial burden off of you, specifically for perks like dinner and a movie out with friends.

15 In addition to the added income, there is no doubt that most individuals do not truly appreciate a hard-earned dollar until they've earned it themselves. With your student working a part-time job, you can teach him or her the importance of saving, balancing a checkbook, and setting financial goals. They will have a sense of accomplishment with each paycheck, and chances are, they won't spend their own money the way they've been spending yours!

The Cons

Even though the pros of encouraging your student to work are numerous, there are equally as many cons. The greatest disadvantage to letting your son or daughter out into the work force during their high school years is the overwhelming amount of stress this can

cause. Let's say your student leaves for school at 7 a.m. and doesn't get home until 3:30 p.m. That is eight and a half hours away from home doing work that would even make your head hurt! In a sense, this is a working day for them. Include homework time and the extracurricular activities that colleges love to look at, and you have a 10-11 hour day. Working on top of that may be too much.

The second thing you want to consider is what your son or daughter is doing with the money they earn. Are you teaching them the right things by letting them work? Are they saving for college? Fueling up their car? Or are they spending it on frivolous things like CDs and miscellaneous junk that they will end up yard selling ten years down the road? Are you teaching your student the importance of hard work, or are you teaching them that more is better?

How to Decide?

So how do you decide whether or not it is right for you to let your child work?

- First and foremost, does your student want to work? That should be the first thing you consider.

- Second, determine your teen's current stress level. Stress can lead to mountains of problems, from weight gain to self-esteem issues. If they have high academic goals and are shooting for scholarships, chances are those scholarships will be more meaningful and profitable to them and to your wallet. Let them devote their time to that which they feel the most strongly, and remember that they need downtime just as you do.

- Third, determine the need. Some families don't have the option. Everyone simply has to

work. And that is okay. But if your family does not need the student to work, should his or her time be spent in other areas such as school, ⁸⁰ volunteering, extracurricular activities, etc.?

• Fourth, make sure the particular job is lucrative for them emotionally and financially. This may seem silly, but you don't want to teach your teen to settle. Pay is a part of this, ⁸⁵ but so are the cleanliness of the job, the respectability of the management, the job environment, etc.

In conclusion, take a moment to remember your teenage years. Chances are they were ⁹⁰ filled with joy and happiness, but were also spiced up with doses of anxiety. Remember your own teenage years when helping your son and daughter through their decision to take on a part-time job.

FamilyLobby. Retrieved from
<http://articles.familylobby.com>
 (abridged and adapted, May 2013)

2. Explain the meaning of the following expressions, using your own words.

- a) "... it is a win-win situation." (l. 5) _____
 b) "... the slight amount of stress taken off of your wallet ..." (ll. 14-15) _____
 c) "... appreciate a hard-earned dollar ..." (ll. 23-24) _____

3. Find words in the text with the same meaning as the ones below. You may find it useful to use a dictionary. All the words are in the first column of the text.

- | | |
|---------------|----------------|
| a) quantity | d) aims |
| b) duty | e) fulfillment |
| c) perquisite | f) burdensome |

4. Complete the table according to the ideas in the text, using your own words as far as possible.

TEENS AND PART-TIME JOBS	
Advantages	Disadvantages

5. Answer the following questions bearing in mind the text you have read.

- a) What should parents take into account when allowing their kids to have part-time jobs?
 b) Would you like to have a part-time job? If so, what or in which area would you like to work?



VOCABULARY

BRITISH and AMERICAN ENGLISH

The article you have just read was written by an American journalist, which is why you can find many words written in American English – *store*, *gas*, *movie* and *yard* are some examples.



1. Using a monolingual dictionary, find BrE equivalents for the following words.

- a) store
- b) gas
- c) movie
- d) yard
- e) fall
- f) cab
- g) zipper
- h) apartment
- i) subway
- j) cookies
- k) package
- l) downtown
- m) parking lot
- n) bar



2. Many words are also pronounced differently. Listen to the words and read their phonetic transcription to learn the differences.

tomato tə'ma:təu tə'mei:təu	neither 'naiðə 'ni: ðər	bar bai: ba:r
painter 'peintə 'peintər	tuna 'tju:nə 'tu:nə	glass gla:s glæs

3. Some important differences as far as spelling is concerned can be noticed in the following words. Read the words and decide if they are AmE or BrE.

- | | |
|--------------------|----------------|
| a) favourite _____ | favorite _____ |
| b) theater _____ | theatre _____ |
| c) centre _____ | center _____ |
| d) jewellery _____ | jewelery _____ |



LISTENING

1. Jennifer and Luisa are two American students with part-time jobs. Listen to them talking about their working experience.

2. Listen to Jennifer again. Are the following sentences TRUE (T) or FALSE (F)?

- a) Before having a part-time job, Jennifer earned some money by helping her family with household chores.
- b) She was able to find a job quite easily.
- c) One of Jennifer's qualities is that she is hard-working.
- d) Jennifer was a mediocre worker.

☐
☐
☐
☐


3. Complete the following sentences according to the information you have heard about Luisa.

- a) Luisa didn't quit her summer job because ...
- b) When her senior year began, she was planning to ...
- c) At work, her duties were ...
- d) Since ..., she got a C in one of her AP classes.
- e) In her opinion having a part-time job while you are still studying means ...

FACTS

The Advanced Placement (AP) is a programme in the United States created by the College Board offering college level curriculum and examinations to high school students. American colleges often grant placement and course credit to students who obtain scores above a certain number in the examinations.



VOCABULARY

1. Read the following ads for part-time jobs and check if you can decipher the whole information.

Newbury Depot

Making the switch to DPD could prove to be the best move you've ever made! As a leading time-critical carrier, with over 40 years in the UK express market, DPD combines fantastic people, amazing service, innovative products and state of the art technology to deliver an incredible customer experience.

DPD

P/T Depot Administrator

This is a key support role, which will also involve plenty of active frontline involvement. Day to day, this will include daily communications with drivers and acting as a focal point for incoming telephone enquiries, as well as booking details onto our system and undertaking general administrative duties, along with other ad-hoc office based tasks.

As an experienced Administrator, used to working in a busy customer focused and service driven environment, you must be able to deliver a prompt and responsive service that fully reflects our outstanding reputation. We also expect a confident telephone manner, which should be backed by a fair degree of IT/PC literacy, especially in terms of data input and the use of Microsoft applications.

TELESALES

OTE 30k per annum
Expanding company
+ no cold calling.
07930897160
ask for Sarah

SWIMMING TEACHERS

2. As you noticed there are certain abbreviations and codes that may lead to some misunderstandings when applying for a job. Match each code or abbreviation on the left to its meaning on the right.

a) Refs	☐	1. no experience necessary
b) Sal	☐	2. benefits
c) Cold calling	☐	3. answer the phone a lot
d) We train or will train	☐	4. immediate hire
e) Flex hrs	☐	5. licensed
f) F/T	☐	6. preferred
g) Hskpg	☐	7. the company will train you in the skills necessary
h) Immed hire	☐	8. required
i) R.E.	☐	9. excellent
j) Lic	☐	10. part-time
k) Pref	☐	11. flexible hours
l) Sks	☐	12. salary
m) Req	☐	13. computer skills
n) P/T	☐	14. knowledgeable in using Microsoft Office software on a computer
o) Prog	☐	15. Commission only. Instead of being paid by the hour, you are paid based on how much you are able to sell.
p) No Exp nec	☐	16. with
q) Heavy phones	☐	17. housekeeping
r) Comp skill	☐	18. full-time
s) W/	☐	19. seeks
t) MS Office	☐	20. When you have to call people who aren't expecting your call.
u) Mgr	☐	21. \$1.000
v) Comm only	☐	22. references
w) K	☐	23. manager
x) Bnfts	☐	24. real estate
y) Xlnt	☐	25. programme

WRITING TIPS

Covering Letter

First paragraph

- State the job you are applying for.
- Where you saw the ad (advert in a newspaper etc.)
- When you are available to start working.

Second paragraph

- Why you are interested in that type of work.
- Why the organisation attracts you.

Third paragraph

- Summarise your strengths and how they might be an advantage.
- Relate your skills to the competencies required in the job.

Last Paragraph

- Mention any dates that you will not be available for interview.
- Thank the employer and say you look forward to hearing from him/her soon.

University of Kent. Retrieved from
www.kent.ac.uk/careers/cv/coveringletters.com
 (abridged and adapted, May 2013)



WRITING

1. Look at the ads on the previous page and choose the one you find most interesting or you can choose any other from a newspaper. If you wanted to apply for these or any other jobs, you would need to submit your CV (curriculum vitae) and probably you would also need to add a covering letter. With the help of the writing tips on the left, write your covering letter.
2. Now read your work again. Try to improve it by correcting any mistakes.

3. Now that you have written your covering letter and have revised it so that it is neat, has no grammatical errors or misspelled words, let's focus on your *curriculum vitae*. Below you can find the Europass CV example and some useful language to help you write a catchy, albeit formal and organised CV.

europass Curriculum Vitae

PERSONAL INFORMATION Edmond Walshe
 12 Strawberry Hill, Dublin 8 Éire/Ireland
 +353 12341111 +353 12341112
 ewalshe@hotmail.com
 Yahoo! Messenger (YIM) edmond.walshe
 Nationality Irish

JOB APPLIED FOR Building electrician

WORK EXPERIENCE
 1990 - Present Building electrician
 Walshe Electrical Ltd, 40 Harold's Cross Park, Harold's Cross, Dublin 6.
 Senior Electrical Technician of a ten person team

EDUCATION AND TRAINING
 September 1995 - September 1997 Advanced Certificate Craft - Electrical Instrumentation
 FÁS, Middle Abbey Street, Dublin 1
 - comply with national building regulations, national electrical installation rules and with national legislation related to occupational health, safety and the environment.
 - interpret electrical equipment manufacturers' specifications and drawings to determine correct installation, maintenance, test and repair procedures
 - interpret project plans, specifications and drawings to determine the location, types and quantities of materials required to install electrical wiring systems, equipment, controls and protective devices
 - plan the sequence of operations, select and use materials, hand and power tools and work techniques that are appropriate to a range of electrical installation and maintenance projects
 - use test instruments to locate malfunctions in electrical and electromechanical systems and equipment
 - work alone or as part of a team to ensure that project deadlines are met

PERSONAL SKILLS
 Mother tongue(s) English

Other language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
French	B1	B2	B1	B2	A2

Levels: A1/2: Basic user - B1/2: Independent user - C1/2: Proficient user
 Common European Framework of Reference for Languages

Communication skills I have worked in various types of team projects from rewiring newly built estates to electrical maintenance of various corporate businesses.

Organisational / managerial skills I am a senior electrician which also involves organising teams to carry out various work projects.

Job-related skills
 - knowledge of ETIC regulations governing temporary installations.
 - much experience in installing motor control circuit wiring, relays, overload units, protective devices and push button indicators.

© European Union, 2002-2013 | <http://europass.cedefop.europa.eu> Page 1 / 2

USEFUL LANGUAGE

Professional verbs

accomplished, achieved, adapted, completed, coordinated, created, demonstrated, developed, established, evaluated, generated, implemented, increased, influenced, managed, motivated, organised, planned, programmed, reinforced, revised, solved, trained, translated, used, ...

Professional nouns

ability, capacity, competence, effectiveness.

Professional adjectives

fluent, proficient, qualified, technical, versatile, vigorous, ...

www.

Listen to job interview tips at:
www.youtube.com/watch?v=epcc9X1a57o

WRITING TIPS - Curriculum vitae

Personal details: write down your name, address and telephone number.

Objective: write what you want to achieve from the job. Be clear and positive.

Experience: write down any kind of job experience you have had (you may include volunteering, internships, part-time and summer jobs ...).

Skills: mention characteristics that you have and express them in professional terms (e.g. leadership, computer skills, good speaker ...).

Language abilities: mention if you are bilingual, the number of languages you speak and your level (distinguish between written and spoken language).

Education: mention the name and the number of years you attended your school(s).

Personal information: personal details you find relevant (e.g. awards, talents, hobbies, ...).

? LEAD-IN

1. When you finish secondary school, it will be time to decide whether you go to university or not. Sometimes you may have doubts about your skills, so psychometrical testing can be very useful. Visit the following website, solve the tests and then submit them.
http://www.tcu.gov.on.ca/eng/quizzes/abilities_quiz.html



READING

1. Read some general information about universities in the UK and the USA. Bear in mind that some of the following information also applies to many European universities and that you can attend universities within the EU (of course, you need to satisfy their prerequisites).

After university	Accommodation	Social life
Money / Tuition	Which university to choose	Admission



University of Oxford, UK



University of Vienna, Austria

(a)

Most universities don't let just anyone in. Grades in the subjects you take in the final years of secondary education are what usually count and in many countries people also have to do an entry test.

5 While most participants in higher education are in the 18-25 age group, some people choose to take a break from work later on in life and opt for the role of mature student, bringing experience of work and the real world to their studies.

(b)

10 In many countries there is a **pecking order** to the universities, with a few high status institutions at the top turning out an intellectual elite and attracting the best minds in teaching and research. Take a quick name check of the leading writers, politicians or scientists in the UK or the USA and you should find the majority chose to spend

15 their student years sitting in the dining halls and libraries of Oxford and Cambridge or Harvard, Princeton and Yale. The training grounds for medicine, law or engineering in Britain tend to be the metropolitan "**redbrick**" universities slightly lower down the list.



(c)

When entrance was restricted to a lucky few in Britain, the state actually paid the sons and daughters of the middle classes not only their tuition fees but also a yearly grant towards living expenses as well. These days most European and North American students are given a loan which they have to pay back to the government once they are in full-time employment, or they finance themselves by working their way through college with part-time jobs in the evenings or at weekends.

(d)

For the majority of students, attending a university in a town or city near to where they live is the only financially viable option, but in Britain for many years going to university meant leaving home, with all the freedom and independence that implied. Universities traditionally offer cheap and clean accommodation in halls of residence or student houses. After a year or so, many students opt to share private rented accommodation outside the university, which often pushes their culinary and hygiene skills to the limit.

(e)

There is an old saying that “all work and no play makes Jack a dull boy”, and prospective students expect a rich and varied social life. Friendships forged in the student union bar or in the many and varied clubs & societies that exist at most universities may last a lifetime. In the USA fraternities & sororities encourage a similar bond.

(f)

Well before the graduation ceremony, when students queue up to receive their degrees from the Chancellor of the university at a special ceremony, the careers office has been busy assessing future graduates for the kind of employment paths they should take by giving them an aptitude test, arranging interviews, company presentations and recruitment fairs. For those attracted by the academic life, there are further opportunities for study on Masters and Doctorate (PhD) programmes and on into further research and teaching.

NEW VOCABULARY

Pecking order — the order of importance in relation to one another among the members of a group

Redbrick — built in the late 19th or early 20th century, in contrast to older universities, such as Oxford and Cambridge

British Council.
Learn English magazine
(abridged and adapted,
May 2013)



University of Bologna, Italy



University of Madrid, Spain



Coimbra University, Portugal



Swiss Federal Institute of
Technology of Zurich, Switzerland

2. Go through the text and find details about the following items.

- | | |
|-------------------------------|--------------------------|
| a) admission prerequisites | d) student accommodation |
| b) the status of universities | e) careers office |
| c) tuition fees | |



GRAMMAR Phrasal verbs

SEE GRAMMAR SYNTHESIS, PAGE 213

“... students are given a loan which they have to **pay back** to the government once they are in full-time employment ...”

Pay back is a phrasal verb.

1. Choose the best definition to describe what a phrasal verb is.

- ☐ a) When an adverbial particle is added to a verb changing its original meaning.
- ☐ b) When an adverb is added to a verb without changing its original meaning.
- ☐ c) When an adverbial particle or preposition is added to a verb without changing its original meaning.
- ☐ d) When an adverbial particle or preposition is added to a verb changing its original meaning.

2. Choose one of the following phrasal verbs to complete the sentences below.

- a) put money into a bank account _____
- b) pay all the money you owe to somebody, especially when you do not want to or when the payment is late _____
- c) return money that you borrowed _____
- d) pay a large amount of money for something _____
- e) be successful and bring good results _____

pay back
pay in
pay off
pay out
pay up

3. Complete the sentences using the phrasal verbs from the previous exercise. Select the correct verb form.

- a) She will _____ them _____ for all the hurt they've put her through.
- b) That's my dream car! Even though it's really expensive, I'll _____.
- c) Susan _____ everything she owed me.
- d) It was risky, but it _____.
- e) It was difficult, but I finally got him _____ everything he owed me.
- f) The lawyer tried _____ my silence.
- g) My husband and I went to the bank _____ a large amount of money.



LEAD-IN

There has been a lot of controversy about the importance of going to the university, especially nowadays that the employment rate has increased a lot and many young people who have degrees cannot find jobs in their study area or are out of work.

1. Discuss the title of the article you are going to read, pointing out the advantages and disadvantages of having a university degree.



READING

1. Read the article "Is it still worth going to university?" and then look at the phrases which follow and decide where they should go.

By Laura Clark



The higher salary that graduates traditionally gain from having a university degree **(a)**_____.

A study has found that the rise in numbers attending university and increased competition for jobs has drastically driven down the earning power enjoyed by previous generations of graduates.

5 The "Futuretrack" research conducted by Warwick University researchers **(b)**_____ and compared to this research they had previously carried out among graduates who finished their studies in 1999.

The recent graduates are, on average, earning 22 per cent less than those who started at university a decade earlier. **(c)**_____ with four in ten failing to get work that requires their qual-
10 ifications, while one in ten have spent at least six months on the dole.

The researchers concluded that a degree continues **(d)**_____ although the size of it varies widely according to the subject studied. Medicine and law graduates suffer the least, losing about 16 per cent and 9 per cent respectively, **(e)**_____.

15 Isabelle Dann, 22, who graduated from the University of Manchester this summer with a 2:1 in English literature, has ended up working in a pub near her family home in Highgate, North London.

With a further hike in tuition fees to a maximum of £9,000-a-year, the study concludes that the boom in the numbers going to university seen in recent decades is over. **(f)**_____.

"Compared with the experiences of graduates some ten years earlier, Futuretrack graduates faced a tough labour market," the report said.

20 "The greater number of graduates seeking employment, coupled **(g)**_____ have combined to create higher levels of graduate unemployment, a higher proportion of graduates in non-graduate employment and a lower rate of progression for graduates than was the situation ten years earlier."

The Government has claimed that a degree can add more than £200,000 to a male graduate's salary over a lifetime compared with those **(h)**_____. But the research found the claim "does
25 not reflect the evidence revealed here".

It said the "relative earnings advantage associated with a degree appears to have been declining slowly over the past decade, possibly by as much as two per cent per annum relative to average earnings in the economy". The report went on to warn that the decline in the earnings premium was not simply due to the recession, **(i)**_____.

DailyMail. Retrieved from www.dailymail.co.uk/home/search.html?sel=site&searchPhrase=going+to+university
(abridged and adapted, May 2013)

1. They are also struggling to find jobs that justify the debts they have built up in getting their degrees; 2. who decided against university; 3. has been slashed by a fifth during the past decade; 4. and was unlikely to bounce back up as the economy improves; 5. with harsh economic conditions; 6. followed 17,000 students from 2006 to their graduation into one of the worst recessions in history; 7. to deliver a "significant earnings advantage"; 8. It claims the number of graduates will now plateau at 250,000 per year; 9. while arts graduates saw the sharpest slump in earning power, losing 32.9 per cent.



GRAMMAR Adjectives and adverbs

SEE GRAMMAR SYNTHESIS, PAGES 213-215

1. Read the following sentences and pay particular attention to the words in bold. Then decide whether they are adjectives or adverbs and then insert them in the correct column.

- a) "... increased competition for jobs has **drastically** driven down the earning power enjoyed by previous generations ..."
- b) "Warwick University researchers followed 17,000 students from 2006 to their graduation into one of **the worst** recessions in history ..."
- c) "... a degree continues to deliver a 'significant earnings advantage', although the size of it varies **widely** ..."
- d) "... while arts graduates saw **the sharpest** slump in earning ..."

ADJECTIVES	ADVERBS
• They describe nouns. • They are used before nouns. • They are used after perception verbs (<i>be, look, appear, smell, taste, ...</i>).	• They describe verbs. • They are used after verbs. • They are used before adjectives or other adverbs (intensifiers).
Sentences: _____	Sentences: _____

► Here are some further rules about adjectives and adverbs.

ADJECTIVES	ADVERBS
Comparative	Adverbs of manner
• Superiority One-syllable adjectives add -er. e.g. <i>taller</i> Two-syllable adjectives ending in -y change to -i and add -er. e.g. <i>heavier</i> Most two or three-syllable adjectives put more before the word. e.g. more beautiful Some two-syllable adjectives accept -er or more. e.g. <i>more simple / simpler</i> • Equality (just) as + adjective + as e.g. <i>Nancy is as tall as Ann.</i> • Inferiority less + adjective + than / not as + adjective + as e.g. <i>Brian is not as fast as Tom.</i>	• Usually express how something is done. Some adverbs add -ly to the adjective. e.g. <i>madly</i> (adjectives ending in -e drop it and adjectives ending in -y change it to -i). e.g. <i>simple - simply</i> <i>happy - happily</i> Some adverbs have the same form as adjectives. e.g. <i>long, straight</i> Some adverbs have an irregular form. e.g. <i>good - well</i> Some adverbs have two forms with a different meaning. e.g. <i>hard / hardly</i> Please note that some adjectives also end in -ly. e.g. <i>lovely, ugly</i>

ADJECTIVES	ADVERBS
Superlative	Adverbs of frequency
One-syllable <u>adjectives</u> add the + -est. e.g. <i>the tallest</i> Two-syllable <u>adjectives</u> ending in -y change to -i and add -est. e.g. <i>the heaviest</i> Most two- or three- syllable <u>adjectives</u> put the most before the word. e.g. <i>the most beautiful</i> Some two-syllable <u>adjectives</u> accept the + -est or the most / the least. e.g. <i>the most simple/the simplest</i>	Indicate how often we do things or how often things happen. <i>never, rarely, sometimes, often, usually, always</i>
	Intensifiers and "Downtoners"
	- The intensifiers we use with gradable adjectives can also be used with adverbs e.g. <i>extremely, badly, really, soon</i>. We can use a few adverbs with verbs e.g. <i>I really like it, I totally agree</i>. - We use "downtoners" only with gradable adjectives such as <i>angry, cold, hot</i> or with related adverbs such as <i>angrily</i>.

2. Decide whether the word in bold is being used as an adjective or adverb.

- a) Finding a good job is really **difficult**.

- b) I've been working **really hard**.

- c) She spoke **quite politely** in her job interview.

- d) It's **hard** to believe that she didn't get the job.

- e) Graduates have **great** expectations when they leave school.

- f) They had been waiting **anxiously** for the mark.

- g) The number of unemployed has **dramatically** increased.

3. Rephrase the following sentences, using the adjectives given in brackets. Do not change their original meaning.

- a) My job is more interesting than Peter's.
Peter's _____. (interesting)
- b) Companies are becoming more modern than in the past.
Companies _____. (old-fashioned)

- c) My office isn't as comfortable as Mary's and Susan's offices.
My office is _____ of all. **(comfortable)**
- d) I expected my exam results to be better.
My exam _____. **(bad)**

4. Read the following examples and choose the correct option.

- a) Finding a good job is getting **harder and harder**.

- ☐ 1. This expresses the idea that something is changing or is in the process of changing.
☐ 2. This expresses the idea that a change in one situation depends on a change in another.

- b) **The more** prestigious the job, **the better** the income.

- ☐ 1. This expresses the idea that something is changing or is in the process of changing.
☐ 2. This expresses the idea that a change in one situation depends on a change in another.

5. Write the correct title in each column: *Double comparative* or *Proportional comparative*.

a) _____	b) _____
<i>The + comparative + the + noun, the + comparative + the + noun</i> e.g. <i>The higher your qualifications, the better your job.</i> <i>The more / comparative + clause, the more / comparative + clause</i> e.g. <i>The older people get, the harder it is to find a job.</i> OR <i>The more + clause, the + comparative + the + noun</i> <i>The more you study, the better the prospects of finding a good job.</i>	• <i>*more + and + *more adjective</i> <i>Finding a good job is getting more and more difficult.</i> • adjective (comparative) + <i>and</i> + adjective (comparative) <i>Finding a good job is getting harder and harder.</i> <i>*more, less, fewer, ...</i>

6. Build double comparative sentences using the adjectives given in brackets.

- a) She is arriving home _____. **(late)**
- b) Due to technology, looking for job ads is becoming _____. **(easy)**
- c) The world has become very competitive, so it's _____ **(essential)** to invest in your education.
- d) Telecommuting is becoming _____. **(popular)**

7. Complete the sentences with proportional comparatives.

- a) The more updated you are, _____.
- b) The more you learn, _____.
- c) The more you look for a job, _____.
- d) The harder you work, _____.
- e) The more motivating lessons are, _____.

LISTENING

Making the transition from school to the working world can feel overwhelming at times. You have spent the last 20 years of your life developing a unique set of interests and abilities, but how do they translate to a career? As graduation day approaches, it is easy to feel lost and confused if you do not have a clear idea of where you are or where you want to go.

Christian Garcia

Toppel Career Center, University of Miami



Christy Walker

University Career Services, University of North Carolina



-  **1. To help you with that process, listen to two college career counsellors, Christian Garcia and Christy Walker. They will try to show the best way for graduate students to evaluate their options and develop some career goals they can work towards. Can you tell what advice Christian and Christy give to young graduates? Take some notes in your notebook.**

10-MINUTE DISCUSSION

Have you already chosen your future career?

YES

- Has anyone helped with your choice?
- Was it an easy choice?
- What are your aims for the future?
- Is money more important than personal satisfaction in your professional choice?
- Have your parents influenced you in your career choice?
- What is the importance of work in your future? Can you imagine yourself being without a job your whole life?

NO

- Why haven't you chosen a career yet?
- Do you feel overwhelmed by the duties in the working world?

PROJECT

What might your future career be?

- Choose one of your classmates, do some research work and then build his/her possible future job profile. Consider the following items:
 - Functions
 - Skills
 - Education
 - Pay range
- Finally, present your results to the class.



“Jobs of the future”

- Read the article “Jobs of the future” on www.guardian.co.uk/money/2010/jan/09/jobs-of-the-future. Ian Wylie predicts what we will be doing in 10 years, by creating new jobs.

“Avatar design-security consultant Designs, creates and protects the virtual you.”
- In pairs create a profile with the new jobs of the future. Don't forget to mention the people's functions and predict their salary.

1.3

The Changing World of Work



INTRODUCTION

The world of work has changed a lot throughout the years. Even though this may feel daunting for most people, it also creates openings. New opportunities are being created and new challenges are being overcome.

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



2. Complete the table using the words from the previous exercise.

TYPES OF WORK	JOB SEARCH - TRADITIONAL METHODS	JOB SEARCH - ONLINE	JOB BOARDS

JOBS

HIRE ME

3. Discuss these questions with your classmates.

- a) What are your feelings towards work?
- b) Do you have many expectations?
- c) Do you think that working will fulfill you?
- d) Would you live without working if you had the chance?
- e) Do you think you will be one of those people that feel "Sunday night blues"?



WATCHING and LISTENING



1. Watch the video clip of the song *A hard day's night* by The Beatles. The lyrics have been jumbled up. Reorder the lines while you listen to the song.

- ☐ I find the things that you do
- ☐ and I've been working like a dog
- ☐ It's been a hard day's night,
- ☐ It's been a hard day's night,
- ☐ Will make me feel alright.
- ☐ I should be sleeping like a log
- ☐ But when I get home to you

- ☐ to get you money to buy you things
- ☐ You know I feel ok
- ☐ You know I work all day
- ☐ you're going to give me everything
- ☐ So why on earth should I moan,
- ☐ When I'm home everything seems to be right
- ☐ And it's worth it just to hear you say
- ☐ 'cause when I get you alone
- ☐ When I'm home feeling you holding me tight, tight, yeah

2. Answer the following questions.

- a) Write down the singer's feelings towards his job.
- b) Do you consider he is a happy person? Why?
- c) Do you like this song? Justify your answer.

FACTS

The Beatles were one of the most famous English rock bands. The Liverpool band consisted of John Lennon, Ringo Starr, Paul McCartney and George Harrison.

The Beatles are the best-selling band in history, with estimated sales of over one billion units.



VOCABULARY



1. ... **working like a dog** is an idiomatic expression.

What is its meaning?



2. Here is a list of other idiomatic expressions using the word **dog**. Match the expressions with their meaning. You may find it useful to use an Idioms Dictionary.

- a) be a case of dog eat dog
- b) a dog's breakfast
- c) a dog's life
- d) go to the dogs
- e) not have a dog's chance
- f) be as sick as a dog
- g) every dog has its day
- h) be top dog
- i) be in the doghouse
- j) let sleeping dogs lie
- k) argue like cats and dogs
- l) raining cats and dogs

- 1. be really sick
- 2. even an unlucky person can be lucky one day
- 3. be the leader
- 4. have a difficult life
- 5. raining extremely hard
- 6. a very competitive environment
- 7. be in trouble
- 8. it's better to let some problems be
- 9. argue heatedly
- 10. deteriorate / get worse
- 11. a thing that has been done badly
- 12. have no chance at all

3. Are there any similar expressions in your language?



4. With the help of a dictionary, find idiomatic expressions using the word **money** ...

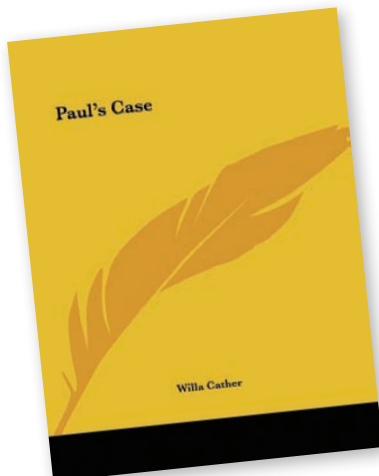
- a) _____
- b) _____

- c) _____
- d) _____

- e) _____
- f) _____



LEAD-IN



1. Read an excerpt from the short story "Paul's Case" written by Willa Cather. Do you consider that the working situation portrayed in this episode is likely to happen nowadays?



"Today Paul's father sat on the top step, talking to a young man who shifted a restless baby from knee to knee. He happened to be the young man who was daily held up to Paul as a model, and after whom it was his father's dearest hope that he would pattern. This young man was of a ruddy complexion, with a compressed, red mouth, and faded, nearsighted eyes, over which he wore thick spectacles, with gold bows that curved about his ears. He was clerk to one of the magnates of a great steel corporation, and was looked upon in Cordelia Street as a young man with a future."

**READING****1. Read the text carefully.****Use the Changing World of Work to your Advantage**

Taking advantage of trends in the workplace is a topic I'm very interested in because it offers such an opportunity that didn't exist five or ten years ago. Whenever I talk about this, I make a conscious effort to turn inward and ask myself: how can I use these trends to move ahead in my career?

We could dissect at least a dozen trends, but for today let's just focus on four:

5 **1.** It's easier than ever to access people you don't know. You no longer have to meet with the CEO of a company at an expensive fundraising event to get his/her attention. Instead, you can tweet him/her, link to his/her blog, tag him/her on Facebook, tumble one of his/her quotes ... There are now a zillion and one ways for you to get that CEO to notice you, or that hiring manager, or that literary agent, or whoever's eyes would help you take your career to the next level.

10 This turns targeted networking into a totally new game. I listed this trend first because it's the most important, and if you're not taking advantage of it, you are missing a huge opportunity. This is the kind of thing that's not going to happen by itself; you have to be proactive about it. And if you do, you'll be far ahead of the rest of the pack.

2. Job-hopping is normal. While it was common for my parents' generation to stick with one job
15 for their entire career, that's no longer expected. In the new workplace, you can switch jobs as often as you want, so long as each move continues to help you learn and grow.

Now, that doesn't mean it's not beneficial to have a few years of experience with one company to show you're consistent and dependable. But if a job isn't working for you, by all means, find another. No future employer will judge you for changing jobs after a year if a better and more inter-
20 esting opportunity came along, especially if you show you were proactive in going after that opportunity.

3. Full-time jobs aren't necessarily the best route. In the old days, a day job used to provide stability. But can you really count on your company to keep you around next year? Probably not. That's why in some ways, a variety of different sources is a more effective way to stabilize your
25 income. Creating your own career can also help you make learning and growing a priority, broaden your network and do work you love in ways working for an employer might not.

4. Digital means opportunity. Because of the Internet, you now have tools at your disposal that never existed before. Blogs and social networking make it easier to build an online brand and community. Digital communication helps you communicate with people who used to be out of reach.

Now, a question for you: How can you use these career trends to your advantage?

Alexis Grant. Retrieved from <http://alexisgrant.com> (abridged and adapted, May 2013)

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

- a) What has changed in the world of work as far as finding a job is concerned?
- b) Identify the advantages and disadvantages of job-hopping as mentioned in the text.



GRAMMAR Adjectives ending in **-ed** and **-ing**

SEE GRAMMAR SYNTHESIS, PAGE 214

1. Read the following sentences taken from the text and answer the questions.

"Taking advantage of trends in the workplace is a topic I'm very **interested** in ..."

"No future employer will judge you for changing jobs after a year if a better and more **interesting** opportunity came along, ..."

- Identify the root word of the words in bold.
- Translate them into Portuguese.

- Some adjectives can end in either **-ed** or **-ing**. These are often very confusing. Learn the rules about their usage.

	USE
interested	- This describes emotions / feelings. - It tells us how people feel about something.
interesting	This describes the person / thing that causes the emotion / feeling.
e.g. <i>An interesting topic makes me feel interested.</i> ↓ the cause ↓ the feeling	

2. Now choose the correct option in the following sentences.

- I was quite _____ when she told me she was unemployed. (**surprising / surprised**)
- I find the development of technology _____. (**fascinating / fascinated**)
- John was _____ because he didn't feel fulfilled. (**depressing / depressed**)
- I was really _____ when I had to choose between the two jobs. (**confusing / confused**)

3. Look at the following pairs of adjectives. Choose two and write down your own examples.

amused / amusing	annoyed / annoying	bored / boring
confused / confusing	disappointed / disappointing	excited / exciting
exhausted / exhausting	fascinated / fascinating	satisfied / satisfying



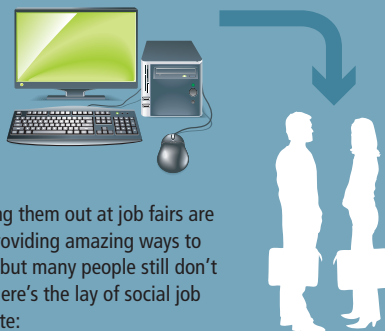
SPEAKING

1. Look at the graph and form some conclusions. Then present them to the class and compare them to your classmates' conclusions.

CAN FACEBOOK GET YOU A JOB?

How social media is reshaping the job search

The days of printing out a stack of resumés and handing them out at job fairs are definitely over. Social media is the new 24/7 job fair, providing amazing ways to constantly stay on the radar of prospective employers, but many people still don't know how to use it. Don't let your MBA go to waste. Here's the lay of social job seeking land in 2011, based on a recent study by Jobvite:

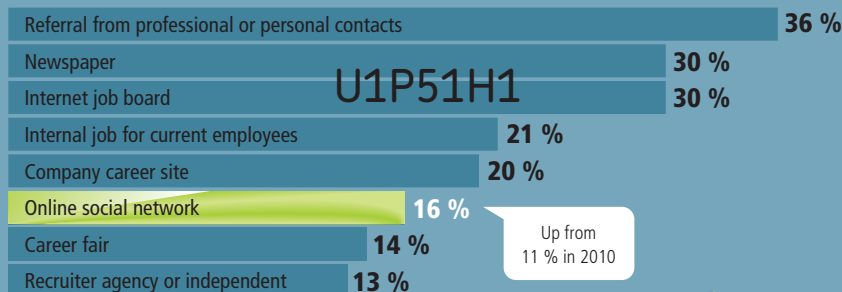


How are people finding jobs?

1 in 6 workers used social media to get hired



How employees found their current job:



Nearly 9 in 10 job seekers have a profile on a social media site



54% of all job seekers use Facebook, Twitter or LinkedIn to find jobs

Social job hunting by network



18,400,000
Americans say Facebook got them their current job



10,200,000
Americans say LinkedIn got them their current job

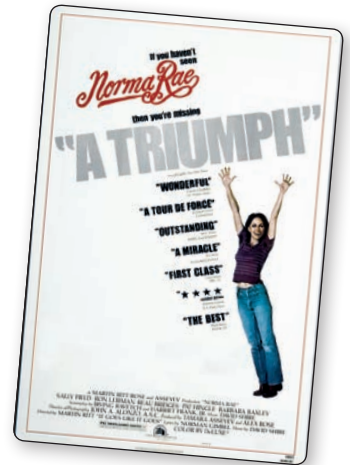
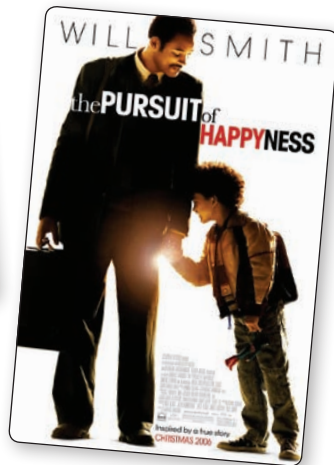


8,000,000
Americans say Twitter got them their current job



WATCHING and WRITING

1. Watch one of the following films and write a film review of it. Don't forget to make notes about the film before you start writing your review.



USEFUL LANGUAGE

Some adjectives

to express opinion:

convincing, disappointing, inspiring, mechanical, outstanding, realistic, slow-moving, successful, superb, thought-provoking, uninspired, unrealistic, etc.

WRITING TIPS – Film review

A good review should include the following elements. There isn't any correct order of appearance, as this will vary according to their relative importance and some might even be omitted.

- **Title of the film or documentary:** write the name of the film and the date of its release in your first paragraph.
- **Summary:** describe the story, explaining what happened in the film.
- **Opinion:** As a reviewer, you must express your opinion about the success or failure of the film, justifying your likes and dislikes giving specific reasons (see Useful Language box on the left).
- **Film maker:** you should do a little research on the person who created this film. Write at least one paragraph to talk about his/her other works and establish the significance of this work in the film maker's career.
- **Significance to your class:** speculate about the reason you are watching this film and what its relevance to the course topic is.
- **Creative elements (costumes, colours, sound effects, camera angles, etc):** discuss their importance to the final product.
- **Conclusion:** you should say if the film maker was successful as far as his/her purpose for this film is concerned, and state your evidence. You may also explain how the film was helpful or not for providing a deeper understanding of a topic in your class.

About.com. Retrieved from <http://homeworktips.about.com/od/EssaysTypes/a/How-To-Write-A-Film-Review.htm> (abridged and adapted, May 2013)

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

www. _____

You can watch the trailers of these films at:

Up in the air — <http://www.imdb.com/title/tt1193138>

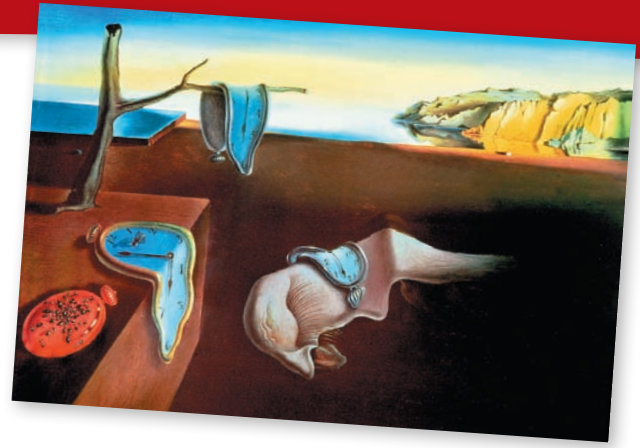
The pursuit of happiness — http://www.imdb.com/title/tt0454921/?ref=sr_1

I don't know how she does it — http://www.imdb.com/title/tt1742650/?ref=sr_2

Norma Rae — <http://www.youtube.com/watch?v=45CX8W9peTs>

? LEAD-IN

1. Describe the painting *The persistence of memory* painted by Salvador Dali, a famous Spanish surrealist painter.
2. Read the following definition of *telecommuting*. Can you establish a connection between it and the painting you have just described?



Working from home, communicating with your office, customers and others by telephone, email, etc.

Oxford Advanced Learners Dictionary

READING

1. Read the following text "One in five workers worldwide telecommute: poll".

Patricia Reaney, New York



About one in five workers around the globe, particularly employees in the Middle East, Latin America and Asia, telecommute frequently and nearly 10 percent work from home every day, according to a new Ipsos/Reuters poll.

Telecommuting is particularly popular in India where more than half of the workers were most likely to be **toiling** from home, followed by 34 percent in Indonesia, 30 percent in Mexico and slightly less in Argentina, South Africa and Turkey. But this job option is the least popular in Hungary, Germany, Sweden, France, Italy and Canada, where less than 10 percent of people work from home.

"It is really a story about the emerging markets and I am not sure if that is because the West is about to pick up the trend. They are definitely still skeptical," said Keren Gottfried, research manager at Ipsos Global Public Affairs, which conducted the survey. "But they see a lot of advantages. Europe and North America agree that telecommuting is a great way to retain women. It provides less stress because of less commuting and provides a better work-life balance," she added in an interview.

Telecommuting refers to employees who work remotely from their office, communicating by email, phone or online chats, either daily or occasionally. Advances in technology and communications have enabled people to work effectively and efficiently without being constantly at their desks in the company office. It is a trend that has grown and one which looks like it will continue with 34 percent of connected workers saying they would be very likely to telecommute on a full-time basis if they could.

More than half the people in Russia, South Africa and Argentina said they would work remotely very often if given the opportunity, while employees in Japan, Sweden, Great Britain, Australia and Canada were the least enthusiastic about telecommuting. Twenty one percent of connected people globally said it wasn't a possibility for them because their job requires them to be in the workplace all the time.

Most people – 65 percent – around the globe thought telecommuting was productive because the flexibility enabled them to have more control over their work life. "It gives you the opportunity to work when you are most

productive," Gottfried explained. "You are working when you know you are best able to get the work done."

Despite the obvious benefits of telecommuting, 62 percent of people said they found it socially isolating and half thought that the daily lack of face-to-face contact could harm their chances of a promotion. And 53 percent believe working from home can increase family conflict because of the blurred boundaries between work and private time. Concerns about the impact on family were strong

in India, Saudi Arabia and Turkey. Residents in Saudi Arabia and Turkey were also most likely to worry about the impact working from home would have on chances for promotion.

Reuters. Retrieved from www.reuters.com/article/2012/01/24/us-telecommuting-idUSTRE80N1IL20120124
(abridged and adapted, May 2013)

NEW VOCABULARY

Poll — a study in which people are asked for their opinions about a subject or person

Toil — to work hard

2. Explain the meaning of the following sentences.

- "It provides less stress because of less commuting and provides a better work-life balance ..." (ll. 25-27)
- "... the daily lack of face-to-face contact could harm their chances of a promotion." (ll. 61-63)

3. Complete the table with information from the text.

TELECOMMUTING	
Advantages	Disadvantages



SPEAKING

"Brring," the alarm startles you out of a deep sleep. It's 8 a.m. on Monday morning. Time to head to the office. You roll out of bed, brush your teeth and stumble your way to the kitchen to grab some coffee. Moments later, you head to the office, still wearing your pajamas and fluffy slippers. Luckily for you, you don't have far to go – you work at home.

Howstuffworks

- Would you like your Monday morning to be like the one described above? State your reasons bearing in mind what you already know about "telecommuting".





GRAMMAR Expressing wishes and regrets

SEE GRAMMAR SYNTHESIS, PAGES 214-215

Many people wish to telecommute but aren't allowed to by their employers. They could express this wish through saying a sentence like:

I wish / If only they would allow me to work from home.

► **The following sentences express wishes or regrets and are used in different situations.**

- *I wish / If only* I had a nice job.
- *I wish / If only* I hadn't missed that job interview.
- *I wish / If only* they would give that job.
- *It's (high / about) time* you changed your job search strategies.

► **Remember ...**

FORM	USE
<i>I wish / If only</i> + Past Simple	To talk about wishes or regrets of current situations.
<i>I wish / If only</i> + Past Perfect Simple	To talk about past wishes or regrets. This is used to express that we would like something to have happened differently.
<i>I wish / If only</i> + <i>would</i> + Infinitive	To talk about future wishes, and to express our desire to change a situation that displeases us.
<i>It's (high / about) time</i> + subject + Past Simple	To say that it's about time to do something that, and which may, have been postponed for a long time.

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

- a) They need to find a new office.
It's time they ... _____
- b) You'd better improve your ICT knowledge.
It's about time you ... _____
- c) They ought to be more responsible.
It's time they ... _____

2. Change the following sentences so that they express wishes and regrets?

- a) They didn't succeed in their final exams.
- b) They didn't see the job advertised in the newspaper, so they didn't apply for it.
- c) They spend their time overworking.



LISTENING



1. Job sharing is a very tempting option for those who find it difficult to commit to full-time jobs, due to other obligations or pursuits. Although it seems a perfect option, there are some drawbacks that can't be ignored. Listen to two people, who job shared, talking about their working experience.



2. Listen to them once again. Are the following sentences TRUE (T) or FALSE (F)? Correct the false ones.

- a) Linda's previous job was really demanding. ☐
- b) She is in favour of job sharing. ☐
- c) The number of hours is always equally distributed between the workers who share a job. ☐
- d) As far as payment is concerned, it is worse when you share a job than when you work part-time. ☐
- e) James shared his job with a very responsible co-worker. ☐
- f) He believes job sharing limits people's future job prospects. ☐



3. Listen to the statements again and answer the questions.

- a) Why did Linda decide to share a job?
- b) Mention one of the advantages of "job sharing" pointed out by Linda.
- c) According to Linda's opinion, are happiness and productivity connected?
- d) Did James feel fulfilled with this type of job?
- e) How long did he share a job?
- f) Does he recommend this type of job to other job seekers?

10-MINUTE DISCUSSION

- Make some notes about job sharing (advantages and disadvantages).
- Discuss with your classmates your conclusions and share your opinion about this type of work.



? LEAD-IN

1. What are your main worries about your future? Rank the following worries in order of importance for you from 1 to 6.

- ☐ a) unemployment
- ☐ b) not choosing the right career
- ☐ c) not having your own family
- ☐ d) having a boring job
- ☐ e) not earning enough money
- ☐ f) health problems

2. Do you have any other concerns about your future?



READING

1. Read the article and place the words and phrases given in the box in the right position.

shot up wanted advantage study inflation each week
content moved copywriting part-time growth tough

Underemployment Affects 10.5% of UK Workforce



One in 10 of all workers in the UK is now officially underemployed, according to a (a) _____ from the Office For National Statistics (ONS). It says 3.05 million workers want to work more hours (b) _____ out of a total workforce of 29.41 million.

The number of workers in this position has (c) _____ by 980,000 in the four years since the start of the economic recession in 2008. Most underemployment is concentrated among (d) _____ workers. The main reason for the growth of underemployment has been the economic downturn of the past few years.

"During this period many workers (e) _____ from full-time to part-time roles and many of those returning to work after a period of unemployment could only find part-time jobs. Of the extra one million underemployed workers in 2012 compared with 2008, three-quarters were in part-time posts," the statistical office said.

The ONS said 1.9 million of the underemployed were in part-time jobs and this meant, in turn, that 24% of all part-timers (f) _____ more work. By contrast, only 5.5% of full-time staff said they wanted to work more hours.

Someone is counted as underemployed if they are working fewer hours than they would like. The (g) _____ of underemployment has occurred alongside a big fall in the real value of earnings, the ONS said, which have been outstripped by (h) _____ in recent years.

Jane Tomlinson, a part-time worker from Oxford, told the BBC what it had been like to be underemployed for the past year. "I work only 15 hours a week paid work for a charity as communications

20 manager," she said. "I don't actually want a full-time job, but I need more than 15 hours a week, so I pick up a bit of (i) _____ work here and there as I can find it. But month to month it's really (j) _____ as I make only just enough to pay the bills. Thank goodness my husband has a job," she added.

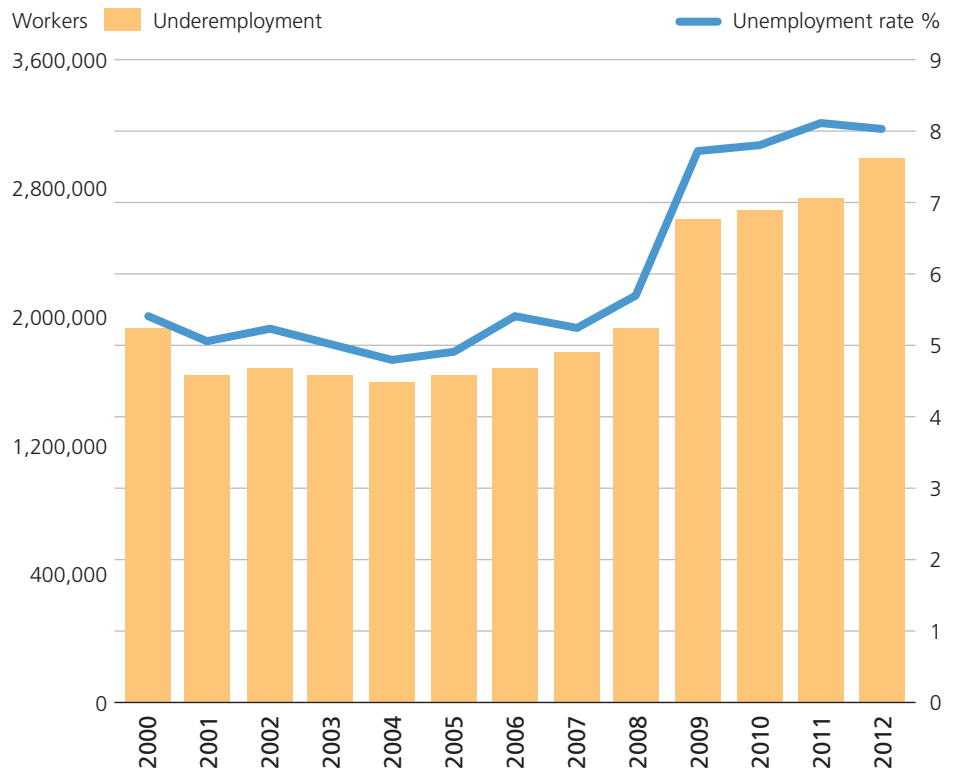
But a spokeswoman for the Department for Work and Pensions (DWP) said the figures showed that 25 three quarters of all part-time staff appeared to be (k) _____. "Part-time working suits millions of people and gives others the skills and experience to find a different job or take (l) _____ of longer hours when they are available," she said. "For many people it is an important step to full-time work and coming off benefits", she added.

BBC News Business. Retrieved from November 2012, www.bbc.co.uk/news/business-20509189
(abridged and adapted, May 2013)

2. Look at the graph and form conclusions about the following aspects.

- The increase/decrease in underemployment.
- The number of those underemployed in 2012.

Is underemployment the new unemployment?



Source: Office of National Statistics (UK)

www.

You can learn about strategies to find a job at <http://www.youtube.com/watch?v=5kq7-47yz7Y>

10-MINUTE DISCUSSION

- Can you speculate why the number of underemployed has risen considerably since 2008?



PROJECT

Decreasing youth unemployment in Portugal

- Create a project to decrease youth unemployment in Portugal. Think of measures the Portuguese Government should undertake, such as creating new jobs, new work places, etc.



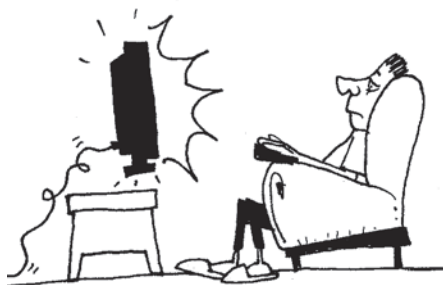
One-week job documentary

Imagine you are Sean Aiken, a young graduate unsure about his future, so he decided to search for his passion. He created the One-Week Job Project, which allowed him to travel around Canada and the USA, performing different jobs for a week. He was a fire fighter, a martial Arts instructor, a radio DJ, etc.

- Create a One-Week documentary, explaining your job functions, what you find interesting and fulfilling, what the downsides of this are, etc.



HAVE FUN



"Unemployment rates are up again. I'd like to tell you more, but I just got canned."



"Now that you're unemployed, you can finally do fun stuff you never had time for! Tip over the trash, chew on the sofa, bark at squirrels ..."



READING

1. Read the text carefully and then answer the following questions.

Auriole Potter – Villa María, Lima Peru



My time in Peru is incredibly hard to describe in only a few paragraphs and, although it sounds rather clichéd, was an unforgettable experience.

Our base was in a shanty town called Villa María, population 5 600,000, on the outskirts of Lima. We were living on the top floor of a tiny school. It was a dusty, brown landscape but from the moment I emerged from our rickety bus into a horde of excited children, I fell in love with the place.

We got completely stuck in, working, eating, doing and of course 10 speaking as the Peruvians did. They treated us no differently to how they treated each other; we were all working for the same thing: to improve the lives of poverty stricken children and their families.

The mornings were spent engaged in all manner of classroom activities in one of three local schools. Painting, drawing, cutting, 15 sticking, reading and writing but mostly attempting to prise their limpet-like grasps from any and every limb they could reach!

After lunch, we would organise a two hour activity session with hula hoops, skipping ropes, balls, and **knackering** games of “Duck Duck Goose”. Despite such simple games, it was clear that they loved 20 every minute with us.

Then, to their obvious delight, we would take them down to the pools. They never got tired of splashing, playing and being dumped unceremoniously into the water and when the whistle blew, we left behind a sea of disappointed faces. The evenings were spent plan- 25 ning the following day’s activities and recharging batteries.

As tiring as every day was and as dirty as we got, especially in the thirty degree dusty heat, nothing matched the feeling of knowing that we’d given these children hours of entertainment. When we finally left, we were surrounded by hundreds of waving children who chased us all the way down the road – a memory it’ll be hard to forget.

WWVolunteering. Retrieved from www.wwv.org.uk/world-wide-volunteering/volunteer-stories/
(abridged and adapted, May 2013)

NEW VOCABULARY

Knackering — making
you feel very tired

**2. Find words in the text with the same meaning as ...**

- a) an area in or near a town where poor people live in poor houses (paragraph 2)
- b) periphery (paragraph 2)
- c) shaky (paragraph 2)
- d) crowd (paragraph 2)
- e) suffering (paragraph 3)
- f) occupied (paragraph 4)

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

- a) it
- b) our
- c) they
- d) their
- e) us

4. Complete the sentences according to the text.

- a) Auriol's experience in Peru ... _____
- b) She spent her days trying ... _____
- c) The local community ... _____

5. Say if the following sentences are TRUE (T) or FALSE (F). Quote from the text to support your answers.

- a) The town was very wealthy.
- b) Auriol lived in the centre of Lima.
- c) She did tasks targeted at children.
- d) The children enjoyed the activities which were carried out.

☐
☐
☐
☐

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

- a) Which words did Auriol use to describe her experience as a volunteer?
- b) What were the local people's living conditions?
- c) Would you be a volunteer in Peru? Why? Why not?



VOCABULARY

1. Complete the sentences below with words taken from the text.

- a) It's very _____ to tell people what I experienced there.
(paragraph 1)
- b) I was quite disappointed at my job: the tasks were boring and I spent 8 hours in a _____ office. It was claustrophobic.
(paragraph 2)
- c) The Mayor clung to his job like a _____. (paragraph 4)
- d) _____ the good working conditions, she didn't accept the job.
(paragraph 5)
- e) They got lost in the middle of a _____ road. (paragraph 7)
- f) The cats were _____ by the kids. (paragraph 7)

2. Rewrite the following sentences in British English.

- a) Sundays I usually go to the movies.
- b) To post that package you need to fill out this form.
- c) They just arrived from the mall.
- d) Do you have any cookies?
- e) On the weekend the children eat candies.



GRAMMAR



1. Fill in the blanks using one of the following phrasal verbs. You may find it useful to use a dictionary.

get over	bring up	back up	break up
	put up with	go along with	

- a) My colleagues _____ me _____ when I was arguing with the manager.
- b) Foster kids were _____ by volunteers.
- c) If you want to keep your position, don't argue and _____ the CEO's opinion.
- d) Her boyfriend _____ with her because she was unemployed.
- e) I'm _____ these difficult times.
- f) I can't _____ my boss any longer.

2. Underline the correct option.

- a) Teenagers should think *thorough* / *thoroughly* about their future options.
- b) They aren't *sure* / *surely* about what they can do.
- c) A gap year is a *great* / *greatly* option.
- d) They feel *good* / *well* sharing experiences with their peers.

3. Rewrite the sentences, beginning them as indicated below.

- a) It gets harder and harder to find a job when you get older.
The older ... _____.
- b) My job isn't as interesting as my sister's.
My sister's job ... _____.
- c) He wants to change his life. He's really unhappy.
It's about time ... _____.
- d) I regret the fact I didn't take a year off.
If only ... _____.
- e) The nice lady applied for many jobs. Several jobs were abroad.
The nice lady applied for jobs, several of ... _____.
- f) The counsellor gave me some really great advice. I met him yesterday.
The counsellor, ... _____.



WRITING

1. Choose ONE of the below pictures and describe it, giving your opinion on the topics shown. Write a text of about 120–180 words.



UNIT 2

A WORLD OF MANY CULTURES

2.1 Multiculturalism page 68

2.2 Tolerance and Equality page 84

2.3 Solidarity and Volunteering page 98





"No culture can live if it attempts to be exclusive."

Mahatma Gandhi

"Without culture, and the relative freedom it implies, society, even when perfect, is but a jungle. This is why any authentic creation is a gift to the future."

Albert Camus

"Laws alone cannot secure freedom of expression; in order that every man present his views without penalty there must be a spirit of tolerance in the entire population."

Albert Einstein

2.1

Multiculturalism



INTRODUCTION

1. If you decide to travel, you will realise that English is the main language spoken in many countries all over the world. Match the following countries with the corresponding image.

Australia
India

Canada
New Zealand

United Kingdom
USA

Malaysia
South Africa



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____

2. Mention some other countries where English is an official language.

3. Is your mother tongue also spoken in different countries? If so, name some of these countries.



VOCABULARY

Cultural diversity has given rise to two distinctive ideas: acculturation and culture shock.

1. Do you know what they mean? Discuss the terms with your classmate.
2. Now, read the following definitions and match them with the terms you have discussed.

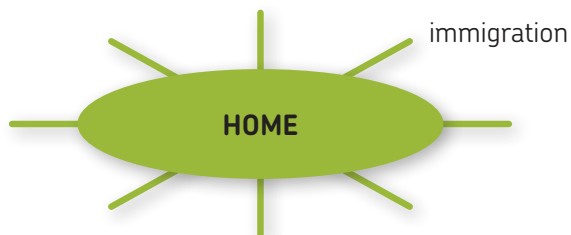
a) It explains the process of cultural and psychological change that results following the meeting between cultures. Its effects can be seen at multiple levels in both interacting cultures. At the group level, it often results in changes to culture, customs, and social institutions.

b) It is the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply travel to another type of life.

WIKIPEDIA. Retrieved from <http://en.wikipedia.org/wiki/Acculturation>
(abridged and adapted, July 2013)

WATCHING

1. Write down different words that come to your mind when you hear the word “home”.



2. Now watch the video “Home” made for the Multicultural week in Australia and point out the similarities and differences about these concepts according to the video.
3. How similar or how different are your classmates' ideas of “home” from those conveyed in the video?

? LEAD-IN

1. We have been talking about living in a multicultural world and immigration. Look at the following cartoons and discuss what they reflect about immigration.



READING

1. Read the text by Adam McDowell about immigration.

Exodus from the East: Wave of Japanese Youth Finding its Way to Toronto



Ms Kaneko, 26, is part of a recent, youthful wave of Japanese immigration that is driven as much by North America's air of freedom as it is by economic factors. She came to Canada seven years ago to train to be a sound engineer at Fanshawe College in Ontario.

She has applied to trade up from a work visa to permanent residency and stay here. "When I was 13 or 14 years old, suddenly I realized that Japan is not where I belong," Ms Kaneko says. "I was very unique, very outgoing. I'm not typically Japanese. I like to be myself." She has adjusted well to living in Canada. It's a good country for someone who gives out a lot of hugs. In Japan, she says, "We don't use the word 'love' a lot. ... I felt so uncomfortable there. I had to escape to somewhere where I could feel love, and that was North America."

The number of Japanese people in Toronto – never very large compared to, say, the Chinese or Italian communities – has grown. Citizenship and Immigration figures say 1,475 Japanese nationals lived in all of Canada as permanent residents in 2011, a rise of 37% over 1,080 in 2002. Meanwhile, according to the Japanese consulate in Toronto, the number of Japanese citizens registered in its jurisdiction (which spans all of Ontario outside of Ottawa) rose from 7,949 in 2007 to 9,756 in 2011, the last year for which statistics were available. These might be permanent residents or holders of work or student visas.

Meanwhile, many young Japanese in Toronto have temporary "working holiday" visas: through a reciprocal arrangement with Japan, 18- to 30-year-olds from one country can work and live in the other for up to a year. The two countries continually renegotiate the quota of Japanese migrants who can travel to Canada under the program. The limit rose from 5,000 in the mid-2000s to 10,000 in recessionary 2009, and has settled back down to 6,500 each year since 2011.

Japanese citizens who live abroad for at least three months are required by Japanese law to register with the local consulate. However, the figures above are probably deceptively low: none

of the six young Japanese citizens we asked had registered with the consulate – nor were they even aware that they were supposed to.

²⁵ This influx of young immigrants from another rich first-world country sounds similar to the arrival of thousands of young Irish citizens since the collapse of Ireland's "Celtic Tiger" boom circa 2008. For many young Japanese, there are indeed economic motivations for coming to Canada, but they are indirect. Many are here to polish their valuable English skills. All ³⁰ Japanese children learn English at school but few master it. Sakae Inoue, a Japanese woman who has lived in Canada for six years and works at the Language School of Canada, says a good result on the Test of English for International Communication can boost one's job prospects back home.

National Post. Retrieved from <http://news.nationalpost.com/2013/03/24/exodus-from-the-east-wave-of-japanese-youth-finding-its-way-to-toronto/>
(abridged and adapted, June 2013)



2. Fill in the table with information from the text about Ms Kaneko.

ORIGIN	AGE	JOB	PERSONALITY

3. Complete the sentences according to the text.

- a) Many young Japanese ... _____.
- b) Ms Kaneko left Japan because ... _____.
- c) Japanese people are ... _____
whereas Canadians are ... _____.

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

- a) What does the expression "reciprocal arrangement" mean in the context it appears?
- b) What do Canadians think about Japanese people?



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

- a) attracted (paragraph 1)
- b) increase (paragraph 3)
- c) misleadingly (paragraph 5)
- d) failure (paragraph 6)



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

- a) shy (paragraph 2)
- b) relaxed (paragraph 2)
- c) outflow (paragraph 6)
- d) different (paragraph 6)



GRAMMAR Reported speech

SEE GRAMMAR SYNTHESIS, PAGE 215

1. The following sentence was taken from an interview with Ms Kaneko. Read the same sentence but this time in reported speech. Complete the table with the changes which occur.

"I noticed that many Japanese people come here and want to make friends with Canadians."

Ms Kaneko said that she had noticed that many Japanese people went there and wanted to make friends with Canadians.

DIRECT SPEECH	REPORTED SPEECH

2. Complete the tables with the changes that occur when reporting information.

DIRECT SPEECH	REPORTED SPEECH
Pronouns and determiners I we my _____	Pronouns and determiners he / she they _____ _____
Time and place expressions _____ _____ today / yesterday / tomorrow next week / month / year last week / month / year	Time and place expressions there then / at that time _____ _____ _____
Verbs _____ Present Continuous Past Simple / Present Perfect Simple Past Continuous Future Simple Imperative	Verbs Past Simple _____ _____ Past Perfect Continuous _____ _____

3. Rewrite what Ms Kaneko said in her interview in reported speech.

- a) When I was 13 or 14 years old, I suddenly realised that Japan is not where I belong.
- b) I was very unique, very outgoing. I'm not typically Japanese. I like to be myself.
- c) But a lot of Japanese people are very, very shy.
- d) They get to the Japanese community and remain there.
- e) So they don't learn English, and they go back home.

4. There are others changes in reported speech. Complete the following table.

	DIRECT SPEECH	REPORTED SPEECH	RULES
Interrogative form with question word	Why do many Japanese emigrate?	He/she asked why many Japanese emigrated.	
Interrogative form without question word	Do you want to emigrate to France?		Use <i>if</i> or <i>whether</i> to introduce the indirect question. The latter is more used when there are alternatives.
Sentences in the Imperative-affirmative	Consider the advantages and disadvantages of living in another country.		A reporting verb is needed, such as ... <i>tell, advise, order, request, ...</i> as well as <i>to</i> infinitive form.
Sentences in the Imperative-negative		He/she advised me not to leave my country without definite goals.	In the negative form, <i>not</i> must precede the verb.
Sentences with Modal verbs	I can speak three languages.		Some modals change: <i>can-could, may-might, will-would</i> .

HAVE FUN



"We're not adapting quickly to the new global economy. But yesterday I had Mexican food for lunch and today I'm having Chinese. It's a start!"





LISTENING and SPEAKING



1. Listen to three youngsters who, for several reasons, decided to live abroad. Then answer the following questions.

- a) Can you identify the reasons why they left their countries?
- b) Was their integration as pacific as Aika Kaneko's?
- c) Did they seem to feel homesick?
- d) Can you imagine yourself living abroad? If so, which country would you like to emigrate to?



Immigration led to a multicultural society as we have seen. More and more societies are true cultural mosaics. The USA is the number one country where this mixture can be found.

2. American culture is described as being a “melting pot” or a “salad bowl”. Do you know the ideas behind these two metaphors? Read the definitions and say which is which.

a) In this model, various cultures are juxtaposed but do not merge into a single homogeneous culture. Each culture keeps its own distinctive qualities. This idea proposes a society of many individual, "pure" cultures.

b) It is an analogy for the way in which homogenous societies develop, in which the ingredients (people of different cultures, races and religions) are combined so as to develop a multi-ethnic society.



3. Bearing in mind the previous definitions discuss the following ideas with a classmate.

- a) Is your country a melting pot or a salad bowl? Justify your answer.
- b) In which are individuals more respected?



WRITING

1. Imagine you are an immigrant in an Eastern country like China, India, Thailand or any other. You have been living there for two months and you are now describing your experience abroad to your closest friends. Tell them what your major difficulties in adapting have been and what you have found more challenging. Don't forget to tell them about any language issues.

? LEAD-IN

1. As we have seen before many consider the USA a salad bowl. There are some music genres that express and give voice to this cultural diversity. Can you name some? Share your answer with a classmate.



READING and LISTENING



1. Read and listen to the article. Then read the phrases which follow the text and decide where they should go.



Visit the shopping malls of small town USA and you'll see rap's impact on teen style. The boys with their oversized hoodies and oversized pants that are pulled down low, and the girls wearing tight, short tops and low jeans. How come? According to MTV viewer reports, a large number of teens watch music videos more than two hours a day. There on screen are cool and rebellious rappers, looking and sounding unique. (a) _____. And rap fashion is big business; last year over \$2 billion worth of rap style clothing was sold.

Rap and hip hop were born in the ghettos of New York City over 30 years ago. Not too many years later, hip hop enthusiasts sported expensive designer labels such as Polo, Ralph Lauren or Tommy Hilfiger and sang about Prada and Gucci. (b) _____. Soon new clothing labels were launched specifically for the street like FUBU (For Us, By Us), then by successful musicians such as Sean "P. Diddy" Combs. Rappers boasted their prosperity with enormous gold necklaces and jewel covered watches or by driving costly cars. Sometimes the sparkle on the cars and jewelry was so extravagant it became known as Bling bling.

Middle-class white teens from the suburbs buy more rap CDs than black teens. They also spend longer hours watching rap videos because they have better access to cable TV. (c) _____? "Many white kids feel as locked out of the mainstream as black kids," says Bakari Kitwana, author of *The Hip Hop Generation*. "They want to get away from bland and boring American mainstream culture." Although there may be some hardcore rappers who laugh at the idea of rich white kids trying to look like 50 Cent, on the whole it doesn't seem to matter if you are black or white anymore. Since white artists like Justin Timberlake and Eminem have been accepted by black rap culture, many white kids have become less self-conscious about adopting rap style. And what better way to express the generation gap than listening to music many parents find "offensive" and using words they've never heard of?

(d) _____. So does rap glamorize crime? Some people say "yes". However, Eminem, who admits he likes to provoke people with his music, believes it's senseless to blame rap for teen violence. He



USEFUL LANGUAGE

Rap slang

Bling bling – shiny, very obviously expensive

Jack – to steal

Banging – excellent, cool

Diss – short for disrespect or to insult someone.

Eye candy – someone who is good-looking, whose only purpose is to look good and whose personality is irrelevant

Terms heard in songs

Boo – Girlfriend, like "baby" or "honey"

Crib – home

Da bomb – very good

by Mary Glasgow

FACTS

Hip hop is a kind of popular culture among young people in big cities, especially African Americans. It is closely related to rap music, dancing, and graffiti art.

sings: “They say music can alter moods and talk to you. Well can it load a gun and cock it too? Well if it can, the next time you assault a dude, just tell the judge it was my fault and I’ll get sued.” Critics also accuse rap music of degrading women. Fans say this is because many rappers come from families of broken marriages. The question is, do their songs affect teen attitudes towards women? 18-year-old Stephanie Alves from Boston, Massachusetts, says yes and instead of just getting angry, she did something about it. **(e)**_____.

Dogwalk. Retrieved from <http://dogwalk.freesevers.com/>
(abridged and adapted, June 2013)

1. The clothes were often worn irreverently, for example, wearing a baseball cap backwards or leaving shoelaces untied; **2.** Due to rap being largely concerned with ghetto life, race, sex and drugs, people have often asked, “what do kids growing up in wealthy neighborhoods know about this stuff”; **3.** She wrote to the mayor of Boston suggesting a new radio station that played rap without the sexist lyrics. He loved the idea, and the station was established. No artists are banned, but some of their songs are; **4.** Rap wouldn’t be rap without its bad boy image. It’s well known that Snoop Dogg and 50 Cent used to sell drugs and both have faced murder charges; **5.** Teens want a slice of that image, particularly if they come from Dullsville, USA. Wearing the same clothes as rappers who often sing violent or offensive lyrics, can make the person in the clothes feel very cool and rebellious too.

2. Choose a suitable title for the article.

3. Answer the following questions.

- Is rap fashion profitable?
- According to the author, why do white kids buy more rap CDs?
- Explain the expression “generation gap”.
- What is criticised in rap music?
- Do you agree with the perspective conveyed in the article?
Justify your answer.



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

- | | |
|---------------------------------------|--------------------------------|
| a) irreverent (paragraph 1) | c) shine (paragraph 2) |
| b) prided themselves on (paragraph 2) | d) regular trend (paragraph 3) |

10-MINUTE DISCUSSION

Discuss the following statement by Eminem about the influence of music on people’s actions.

“They say music can alter moods and talk to you. Well can it load a gun and cock it too? Well if it can, the next time you assault a dude, just tell the judge it was my fault and I’ll get sued.”





GRAMMAR Contrast connectors

SEE GRAMMAR SYNTHESIS, PAGES 215–216

1. Read the following sentences taken from the text and tick the idea expressed by the connectors in bold.

- ☐ purpose
☐ contrast
☐ cause

- ☐ result
☐ addition

***Although** there may be some hardcore rappers who laugh at the idea of rich white kids trying to look like 50 Cent, on the whole it doesn't seem to matter if you are black or white anymore.*

***However**, Eminem, who admits he likes to provoke people with his music, believes it's senseless to blame rap for teen violence.*

2. Underline the words in the next box that have the same meaning as **although** or **however**.

in spite of also therefore though because
 so that despite thus nevertheless since but

Remember ...

	USE	EXAMPLES
Although, (even) though	Link two contrasting ideas and are followed by a noun phrase. <i>Though</i> is informal and can appear at the end or in the middle of a sentence. <i>Even though</i> is more emphatic.	Although (even though) I enjoy some rap songs, I dislike some rappers' attitude towards women. <i>I like Eminem. I didn't buy his CD, though.</i>
In spite of, despite	Link two contrasting ideas. After these connectors there is a verb in the <i>-ing</i> form or a noun. No subject is required.	In spite of (despite) agreeing with his opinion, I think some rap song are valid contributions to social awareness. Despite his negative opinion about rap, I offered him a Tupac CD.
However, nevertheless, nonetheless	Introduce a new idea which marks a contrast with previously stated ideas. These connectors are more formal.	<i>Rappers can be rude. Nonetheless, they sometimes convey a positive message.</i> <i>Some rap songs are very aggressive. However, many people enjoy them.</i>

3. Rewrite the following sentences starting as suggested.

- a) Rap music may not please everyone, but it addresses very serious issues.
Although ... _____
- b) I appreciate hip hop music. However, I prefer Rock.
Despite ... _____
- c) In spite of being aware of the social issues within his type of music, he is more keen on different ways of speaking his mind.
He is ... _____



WATCHING, LISTENING and SPEAKING



1. The expression "salad bowl" is also associated with a big city like New York, in the USA. Watch the video clip of the first part of the song *Empire state of mind* by Jay-Z featuring Alicia Keys. Pay attention to the lyrics and fill in the blanks.

Yeah, yeah I'm up at (a) _____,
now I'm down in Tribeca
Right next to DeNiro, but I'll be hood forever
I'm the new Sinatra, and since I made it here
I can make it anywhere,
yeah, they love me everywhere
I used to cop in (b) _____
All of my Dominican's (hey yo)
Right there up on (c) _____,
Brought me back to that McDonald's
Took it to my stash box,
560 State Street
Catch me in the kitchen like a Simmons
whipping pastry's

Cruisin' down 8th Street
Off-white Lexus
Drivin' so slow
but BK is from (d) _____
Me, I'm up at Bed-Stuy
home of that boy Biggie
Now I live on Billboard
and I brought my boys with me.

Say what's up to Ty-Ty,
still sipping mai tai's
Sittin' courtside,
Knicks & Nets give me high five
Nigga I be spike'd out,
I could trip a referee
Tell by my attitude that I'm most definitely from ...

Chorus

In (e) _____, concrete jungle where dreams
are made of
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
Let's hear it for New York, New York, New York

www. _____

Watch the video and listen
to the rest of the song at
<http://www.youtube.com/watch?v=0UjsXo9I618>

2. Identify the American cultural icons mentioned in the song.

3. Can you relate the song to the concept of “salad bowl” we previously talked about?
4. Which idea of New York does the chorus depict? Do you agree with this?



READING and WATCHING

1. *Dangerous minds* is a somewhat controversial film when it comes to culture shock. Read the synopsis and fill in the blanks with the words in the box.

bribery	academic	social	Latino	literature
bully	brightest	African-American	veteran	



In this drama, a school teacher discovers that it takes more than the ABCs to get through to a class of “uneducatable” kids. When Lou Anne Johnson (Michelle Pfeiffer), a nine-year **(a)** _____ of the Marine Corps with a degree in education, begins a new job at an inner-city school in California, the principal (George Dzundza) warns her that her class will be the “rejects from Hell” – kids with severe **(b)** _____ problems and no interest in education. While at first **(c)** _____ and **(d)** _____ students scoff at Lou Anne, she ultimately gets them to open up to learning and **(e)** _____, through a combination of **(f)** _____ (candy bars) and intimidation (her karate training from the Marines comes in handy), and she’s able to reach out to the students who need her the most: Callie (Bruklin Harris), a bright girl who believes she’s thrown away her future when she becomes pregnant; Emilio (Wade Dominguez), a macho **(g)** _____ whose violence is stifling his **(h)** _____ potential; and Raul (Renoly Santiago), the **(i)** _____ kid in the class, who is afraid to show his intelligence. *Dangerous minds* was adapted from a memoir by Lou Anne Johnson entitled *My posse don’t do homework*.

MovieFone. Retrieved from www.moviefone.com/movie/dangerous-minds/1414/synopsis
(abridged and adapted, June 2013)



2. What kind of the social problems do you think these teenagers have?
3. After watching the film trailer of *Dangerous minds* answer the following questions.
 - a) Describe the environment at the school.
 - b) The teacher says “*There are no victims in this classroom*”. What do you think she meant?
 - c) This film was released in 1995. Do you think its story could happen today, in your school?

LEAD-IN

1. In the song *Empire state of mind* you have identified some American icons. Can you remember any song where you can identify some British icons? Do some research on the Internet and see what you can find.

READING

1. Read the text about the United Kingdom.



The United Kingdom is comprised of four countries: England, Scotland, Wales, and Northern Ireland. It is important not only to be aware of these geographical distinctions, but also the strong sense of identity and nationalism felt by the populations of these four nations.

The terms “English” and “British” do not mean the same thing. “British” denotes someone who is from England, Scotland, Wales or Northern Ireland. “English” refers to people from England. People from Scotland are “Scots”, from Wales “Welsh” and from Northern Ireland “Irish”. Be sure not to call someone Welsh, Scots, or Northern Irish “English”.

Formerly a very homogenous society, since World War II, Britain has become increasingly diverse as it has accommodated large immigrant populations, particularly from its former colonies such as India, Pakistan and the West Indies. The mixture of ethnic groups and cultures make it difficult to define “British-ness” nowadays and a debate rages within the nation as to what now really constitutes being a Briton.

The British have been historically known for their stiff upper lip and “blitz spirit” as demonstrated during the German bombings of World War II. This “grin and bear” attitude in the face of adversity or embarrassment lives on today.

As a nation, the Brits tend not to use superlatives and may not appear terribly animated when they speak. This does not mean that they do not have strong emotions; merely that they do not choose to put them on public display. They are generally not very openly demonstra-

tive, and, unless you know someone well, may not appreciate it if you put your arm around their shoulder. Kissing is most often reserved for family members in the privacy of home, rather than in public. You’ll see that the British prefer to maintain a few feet of distance between themselves and the person to whom they are speaking. If you have insulted someone, their facial expression may not change.

The British are very reserved and private people. Privacy is extremely important. The British will not necessarily give you a tour of their home and, in fact, may keep most doors closed. They expect others to respect their privacy. This extends to not asking personal questions. The question, “Where are you from?” may be viewed as an attempt to “place” the person on the social or class scale. Even close friends do not ask pointedly personal questions, particularly pertaining to one’s financial situation or relationships.

There is a proper way to act in most situations and the British are sticklers for adherence to protocol. The British are a bit more contained in their body language and hand gestures while speaking. They are generally more distant and reserved than North and South Americans and Southern Europeans, and may not initially appear to be as open or friendly. Friendships take longer to build; however, once established they tend to be deep and may last over time and distance.

<http://www.kwintessential.co.uk/resources/global-etiquette/uk.html> (abridged and adapted)

2. Say if the sentences are TRUE (T) or FALSE (F). Quote from the text to support your answers.

- a) The countries in the United Kingdom are very similar in their traditions.
- b) The term *British* refers not only to people who are from Great Britain, but also to those who were born in England.
- c) The number of immigrant communities rose after World War II.
- d) The British cherish their privacy above all.

☐☐☐☐

3. Answer the following questions.

- a) What changes have occurred in Britain after World War II?
- b) Why shouldn't one call Welsh, Scots, or Northern Irish "English"?
- c) Describe the British according to the information conveyed in the text.



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

- a) "stiff upper lip" (l. 26)
- b) "grin and bear" (l. 28)

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

- a) conscious (paragraph 1)
- b) indicates (paragraph 2)
- c) shame (paragraph 4)
- d) concerning (paragraph 6)
- e) suitable (paragraph 7)
- f) profound (paragraph 7)

30-MINUTE DISCUSSION

Do you agree with this description of the British people?

The class will be divided into two halves: **Group A** and **Group B**. **Group A** will agree with the description and **Group B** will disagree with it.

Some tips:

- Think about the arguments you are going to use.
- Think about the arguments the other group may use and be prepared to contradict them.
- Defend your group's point of view and persuade the opposing group to change its opinion.



WRITING

1. Choose ONE of the below topics and write about 120–180 words on it.

- a) Imagine you travel to the UK and want to tell others about your own country. Write a description of your country. Here are some tips.

WRITING TIPS – Descriptive essay

A descriptive essay is traditionally divided into three or more paragraphs that make up the introduction, body and conclusion. Writing a descriptive essay about the country where you live gives you the opportunity to convey a personal perspective or feeling about the subject location.

- **Introduction:** it must be at least two sentences and explicitly mention the full name of the location, climate and language. Mention things you know are exciting about the place.
- **Body text:** compose an essay body of one to five paragraphs that conveys the sights, sounds, smells, feeling and tastes of the place. Choose clear adjectives that describe these various aspects of a place so they are recognisable to readers who have been there and are understandable to readers who have not.
- **Conclusion:** include a conclusion paragraph that briefly restates the inspiration for the essay and detail any personal feelings, memories or visitor recommendations about the place.

- b) As we have seen throughout this unit, multiculturalism is a current reality in many countries nowadays. Write a text giving your opinion on this subject. Follow the writing tips below.

WRITING TIPS – Opinion essay

A successful opinion essay should have:

An introductory paragraph: where you state the topic (clearly) and your opinion in a formal style, not using short forms..

A main body: which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint;

Conclusion: where you restate your opinion using different words.

Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarises what the paragraph is about.
- Linking words and phrases should also be used to join one paragraph with the other.

USEFUL LANGUAGE

- As far as I am concerned, ...
- I am (not) convinced that ...
- In my opinion/view ...
- My opinion is that ...
- I (firmly) believe ...
- I (definitely) feel/think that ...
- I am inclined to believe that ...
- As I see it, ...

Connectors:

Cause: as, because, since

Result: because of that, consequently, therefore.

Example: for example, for instance, like, such as



PROJECT

A multicultural classroom

- Throughout this unit we have been discussing several aspects of living in a multicultural society. Now imagine that in your class there are students from several different countries, with diverse cultures and so on.

- Divide the class into groups. Each group is going to choose a country and present it in terms of the cultural aspects that best defines it.

You can build a cork board or do an oral presentation for your “multicultural class”.

Emigration

- The number of emigrants in Portugal has been increasing in the last two years. According to the INE (*Instituto Nacional de Estatística*) almost 200 thousand Portuguese left the country between 2011-2012. There are several aspects that might explain this phenomenon such as the economic crisis, unemployment, lack of opportunities or simply because it is something an individual has always wanted to do. Below you have the Top 10 countries where Portuguese emigrate.

FRANCE / USA / SWITZERLAND / GERMANY / LUXEMBOURG / UNITED KINGDOM / ANGOLA / CANADA / SPAIN and BRAZIL

- In groups of five do some research work. Each group chooses two countries from the ones listed above and must present them to the other groups.
- Your presentation must include the location of the country, climate, inhabitants, cultural traditions and don't forget to add all the information that you think is interesting and valuable for those who might be thinking of going to live there permanently.



2.2

Tolerance and Equality



INTRODUCTION

1. Throughout this subunit you will be reflecting on two ideas in today's society: human rights and discrimination. Look at the pictures below and label them using the words in the box.

children's rights discrimination equality racism freedom violence



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____

2. Which picture do you find most expressive? Justify your answer.



LISTENING



1. Listen to Harriet Harman, former Minister for Women and Equality during Gordon Brown's government, talking about The Equality Act 2010 in the UK.
2. Bearing in mind what you have heard, tick the different groups of people mentioned in the Equality Act.

- | | |
|---|---|
| ☐ a) short | ☐ g) tall |
| ☐ b) disabled | ☐ h) different beliefs |
| ☐ c) blond(e) | ☐ i) women |
| ☐ d) transexual | ☐ j) elder |
| ☐ e) different races | ☐ k) different religions |
| ☐ f) lesbian, gay | ☐ l) bisexual, straight |

3. Is there any similar law that you know of in your country? Write a list of the similarities you can find.



? LEAD-IN

1. Today we live in a multicultural society where people from different countries, religions and beliefs cohabit. What might be the difficulties faced by an immigrant when arriving at a different country?

READING

1. Read the following text describing this Muslim woman's integration in Canada.



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My experience living in Canada as a Muslim has been a very good one. I have never been discriminated against because of my religion ever since I moved here. The challenges of being Muslim only started kicking in as I grew older. In high school, it wasn't much of a problem. By then, questions about why I wore a hijab stopped. People accepted the hijab as a part of my identity because I had accepted it and understood it.

Being raised with strong Muslim values in an Indian family, I was accustomed to the restrictions that were placed on me. So, I never wanted to cross that line. It didn't get in my way of interacting or being friends with non-Muslims. Just because I don't drink alcohol doesn't mean that I can't be friends with those who do, and I'm fortunate to have friends who understand that about me and respect my choices.

Last year, my friends from university – all non-Muslims – decided to celebrate our graduation by going to a bar. Later, they changed the plan to celebrate with ice cream instead just so I could be included. That's why I'm glad to be in Canada where I can truly be myself – traditional as well as moder-

ate with the satisfaction that people understand. Even all of my past employers let me pray during my work hours. I probably wouldn't be able to do that back home in India.

That's why I'm proud to call myself a Muslim Canadian. I find that everyone is very open to my culture, my religion and my traditions. They may not necessarily believe in the kind of lifestyle I lead, but they are open to it. I have all the opportunities that any other Canadian woman has. My hijab or the fact that I'm Muslim has never stood in my way of pursuing a career in television.

There are various misconceptions about Islam and the role of Muslim women. In order to show who is today's Muslim young woman, we've put together a panel on her role in today's society. Today, she's just like any other young woman with a world full of opportunities. She can be confident; she can take leadership roles and be vocal as any other human being. She's the master of her own life and she's only accountable to God.

The Agenda. Retrieved from <http://theagenda.tv.org/blog/agenda-blog/being-young-muslim-woman-canada>
(abridged and adapted, June 2013)

2. Complete the sentences according to the text.

- a) People accepted ... _____.
- b) Being raised ... _____.
- c) There are various ... _____.

3. Answer the following questions using your own words as far as possible.

- a) Why is she proud of being a Muslim Canadian?
- b) How do her colleagues treat her?
- c) Did she ever feel discriminated?
- d) Describe today's young Muslim women?



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



- a) segregated (paragraph 1)
- b) took (paragraph 1)
- c) constraints (paragraph 2)
- d) blessed (paragraph 2)
- e) comprehend (paragraph 2)

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



- a) younger (paragraph 1)
- b) unfamiliar (paragraph 2)
- c) first (paragraph 3)
- d) sad (paragraph 3)
- e) uncertain (paragraph 5)

VOCABULARY

1. Match the words with their definitions.

- | | | |
|-------------------|--------------------------|---|
| a) immigrant | ☐ | 1. The state or feeling, or the fact of expressing, strong, intolerant beliefs or opinions. |
| b) emigration | ☐ | 2. An unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge. |
| c) discrimination | ☐ | 3. To leave a country permanently and go to live in another one. |
| d) ethnic group | ☐ | 4. A resident entitled to vote and enjoy other privileges in the country he/she is living. |
| e) prejudice | ☐ | 5. Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people. |
| f) bigotry | ☐ | 6. Group of people that may share the same traits, values or beliefs. |
| g) naturalised | ☐ | 7. Someone who has come to a different country in order to live there permanently: |



GRAMMAR Purpose connectors

SEE GRAMMAR SYNTHESIS, PAGE 216

1. Read the sentence and choose the correct definition for “in order to”.

“In order to show who is today’s Muslim young woman, we’ve put together a panel on her role in today’s society.”

It’s a connective clause that expresses ...

- | | |
|--------------------------------------|--------------------------------------|
| ☐ a) addition | ☐ c) contrast |
| ☐ b) purpose | ☐ d) cause |

2. Complete the following tables.

To In order to So as to	+ verb in the _____
The subject of the two halves of the sentence is the same.	

So that + In order that	_____ + verb
There may be two subjects with this structure.	

3. Join the sentences using different purpose clauses.

- a) People immigrate. They want to fulfil their professional and personal goals.
- b) Immigrants have to be strong. Sometimes they must face discrimination.
- c) She has fought to be an emancipated woman. She wants her daughters to become independent.



WATCHING and SPEAKING

1. Sahar Deshmukh had no trouble integrating in Canadian society. However, this cultural integration is not always “that easy”. Watch the official trailer of *Harlem USA* and discuss the following items.

- a) The trailer begins with a man saying that “they call it the ghetto”. Can you tell who “they” are?
- b) Is Harlem a ghetto? Justify your answer.
- c) The same man says “there’s bad people up in Harlem”. Why does he say that?
- d) Why do you think Harlem is America’s best kept secret?
- e) All this segregation is due to race. Does it make sense that today in a so-called multicultural society this type of situation still happens? Or, on the other hand, is it a multicultural society that is creating this segregation?

2. Read an excerpt from the short story *I know why the caged bird sings* by Maya Angelou and try to relate it to *Harlem USA*. Don't forget the timeline that separates these two "views".



"When I was three and Bailey four, we had arrived in the musty little town, wearing tags on our wrists which instructed – 'To Whom It May Concern' – that we were Marguerite and Bailey Johnson Jr., from Long Beach, California, en route to Stamps, Arkansas, c/o Mrs. Annie Henderson.

Our parents had decided to put an end to their calamitous marriage, and Father shipped us home to his mother. A porter had been charged with our welfare – he got off the train the next day in Arizona – and our tickets were pinned to my brother's inside coat pocket.

I don't remember much of the trip, but after we reached the segregated southern part of the journey, things must have looked up. Negro passengers, who always traveled with loaded lunch boxes, felt sorry for 'the poor little motherless darlings' and plied us with cold fried chicken and potato salad.

Years later I discovered that the United States had been crossed thousands of times by frightened Black children traveling alone to their newly affluent parents in Northern cities, or back to grandmothers in Southern towns when the urban North reneged on its economic promises."



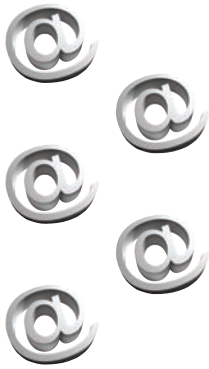
www.

Learn more about
the author at
<http://mayaangelou.com/>

3. The United Nations has created a great ad where one can see some people using stereotypes. Watch the ad and then answer the following questions.

- Identify the groups that are being discriminated against.
- This ad ends up with a provocative question: "It doesn't make any sense coming out of their mouths. Does it make any more sense coming out of yours?" Comment on it with your classmate.
- Have you ever felt discriminated against? Can you describe how it felt?





? LEAD-IN

1. Discrimination due to race, sex, religion, beliefs, gender and so on is not new. What do you think about the role of the Internet in the proliferation of this discrimination? Discuss this issue with a classmate.

READING

1. Read the following article by journalist Gary Younge.



In a world where few would deny the existence of racism but even fewer would ever admit to propagating it, there will always be the problem of agency. We have racism but no racists – a noun without a subject, a consequence that nobody caused, a system that nobody operates creating victims without perpetrators.

On the web people have the added cover of anonymity, creating an environment where individual writers and entire groups of people are abused because of their race or religion but few have the courage to stand openly behind their statements. But what is truly frustrating is the rarity with which those who peddle this intolerance will take responsibility for their own actions and the climate it engenders. When called on their bigotry, usually by other commenters, people usually either escalate their attacks or **bristle** at the accusation and insist upon their free speech. As a means of avoiding conversations about what they have done, they instead insist on what they are not.

The Internet did not create this situation. But it has certainly exacerbated it, because people feel empowered to be far more insulting when communicating anonymously through a modem than they do in person.

Let's imagine for a moment that no racists comment on the Guardian site or anywhere else and acknowledge that (within legal limits) everyone has the right to say anything they want. You have the right to caveat whole races, ethnicities, faiths and faith itself; you have the right to abuse people on the grounds of their race and religion; you have the right to offend people; you have the right to ignore what the writer is actually arguing and attack them instead for what you imagine they are arguing because of their race and religion; you have the right to be rude, obnoxious, dismissive, ignorant and aggressive. Let us also acknowledge that these rights are important and should be defended.

The point is that the right to offend is not the same as an obligation to be offensive or a duty to disparage. We have the right to sleep with our in-laws and fart loudly in lifts. Why, generally, don't we? Because to do so would be antisocial, diminish us in the eyes of others (including those we don't know) and eventually leave us isolated. "I tend to think some things are off-limits," the eminent academic Stuart Hall once argued. "Not in the sense that you should not say them, but you need some care about how and when you go into them. If you wanted to make a joke about concentration camps, you should think twice. At least twice."

But those who cry censorship should understand that this is a shared space and like all shared spaces it has rules and standards. If you don't like them, the Internet is a big place.

Sensitivity is not a sign of weakness – it is how we all get through the day. The trouble is that not everybody is deemed worthy of it. People feel comfortable saying things about Muslims or black people, as a group, that they would never say about white people or Christians, as a group.

35 Similarly they feel comfortable saying things about Muslim and non-white writers they would never say about other writers.

Which brings us to the first consequence. That what you write has an effect. If you write something racially offensive then those you have offended will be less likely to participate. The hostile environment to which you have contributed will also become, by definition, a limited and limiting
40 one. What you end up with is a community, where people are excluded because of who they are that then shrinks to a fetid ecosystem including only people who are just like you.

Second, the right to offend is a two-way street. It means nothing if it is not accompanied by the right to be offended. Those who believe racism is fair game should at the very least understand that calling them on their racism is no less so. To hide behind your right to free speech is little
45 short of pathetic.

We all have a duty to help create the "safe spaces" for people to both engage in self-criticism and accept criticism from others. But we have no less a duty to engage in an honest and open manner that makes difficult discussions possible. That's not censorship, it's common sense. There's nothing inevitable about the prevalence on the Internet. People have made it so, which means people can make it otherwise. Just because comment is free that doesn't make bigotry permissible.

NEW VOCABULARY

Bristle — to suddenly become very annoyed or offended at what sb says or does

The Guardian. Retrieved from www.guardian.co.uk/commentisfree/2012/jul/12/consequences-of-online-racism (abridged and adapted, June 2013)

2. Give a title to the text.

3. Say if the sentences are TRUE (T) or FALSE (F). Quote from the text to support your answers.

- a) The author explains that racism no longer exists. ☐
- b) The Internet allows people to freely express their ideas, taking responsibility for what they state. ☐
- c) People will more easily say what they really think online, because they can shield themselves through anonymity. ☐
- d) People's daily actions are ruled by social conventions, which contribute to community relationships, according to the journalist. ☐

4. Explain the meaning of the following expressions in the context.

- a) "... the right to offend is a two-way street." (l. 42)
- b) "We all have a duty to help create the 'safe spaces' for people ..." (l. 46)



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

- a) promote (paragraph 2)
- b) warning (paragraph 4)
- c) offensive (paragraph 4)
- d) ridiculous (paragraph 9)

6. Do you agree with the view conveyed in the text? Justify your answer.

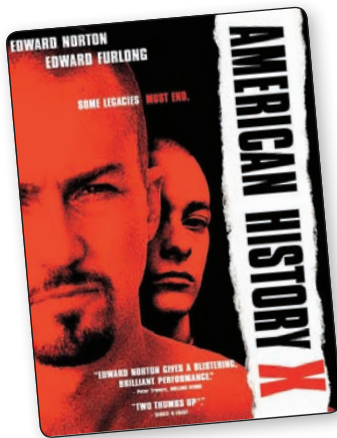


WATCHING and LISTENING



1. The film *American history X* is a good example of how racist thoughts can lead to the worst consequences. Complete the film synopsis to know more about the plot of the film. Use the words from the box.

killing	mentality	white power	neo-Nazi
civil	hate	black gangs	views



Derek Vinyard (Edward Norton), a **(a)** _____ with a large swastika tattooed over his heart, is released from prison as the film opens. Derek has served three years for **(b)** _____ a black vandal who had broken into his car. His younger brother Danny (Edward Furlong) emulates him, adopting a skinhead **(c)** _____. He thinks nothing of confronting a group of black students in the school lavatory. When assigned to write a paper on a **(d)** _____ rights leader, Danny submits one about Adolf Hitler. His teacher turns to Dr Sweeney (Avery Brooks), the principal, for help. Sweeney asks Danny to submit another report for their private seminar to be called "American History X". The topic is to be his brother, Derek. Unknown to Danny, Sweeney has been visiting Derek in prison. Under his guidance, Derek has abandoned his radical views and now rejects **(e)** _____ groups. When he is released from prison, Derek is greeted as a hero by other members of the hate group, including their remote charismatic leader, Cameron (Stacy Keach). In a private meeting, Derek rejects Cameron and his neo-Nazi philosophy. As he leaves, Derek is hooted down by the others. He then sits down with Danny to explain why he changed his **(f)** _____ in prison. He noticed the skinhead clique in jail were into marketing drugs, and he realized they were merely self-serving phonies. After he was beaten and abused by this group, Derek kept to himself and was befriended by a black convict who saved him from being a target of the **(g)** _____ behind bars. Sweeney visited him regularly and helped him gain parole. Together, Derek and his brother remove the Nazi paraphernalia from their bedroom, including their collection of Hitler photographs and **(h)** _____ posters. Danny completes his paper for Sweeney, noting why Derek originally turned to hate groups and how he came to repudiate their message.

Encyclopedia online. Retrieved from <http://encyclopedia.jrank.org/articles/pages/907/American-History-X-1998.html>
(abridged and adapted, June 2013)



2. Now listen to the film synopsis and check your answers to the previous exercise.

www.

Watch the trailer of the film *A time to kill* and discuss its contents
<http://www.imdb.com/title/tt0117913/>

3. After watching the trailer of the film, answer the questions.

- What do you think the contents of Danny's paper would have been?
- Speculate on the film's ending.
- Which message do you think the film conveys?



READING and LISTENING



1. Read and listen to Langston Hughes's poem, *I, too, sing America*, and fill in the blanks.



I, too, sing America.

I am the (a) _____ brother.

They send me to eat in the kitchen

When (b) _____ comes,

But I laugh,

And eat well,

And grow (c) _____.

Tomorrow,

I'll be at the (d) _____

When company comes.

Nobody'll (e) _____

Say to me,

"Eat in the kitchen,"

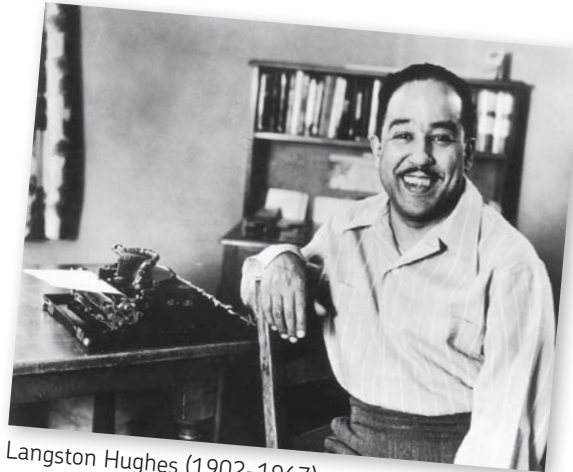
(f) _____.

Besides,

They'll see how beautiful I am

And be (g) _____

I, too, am America.



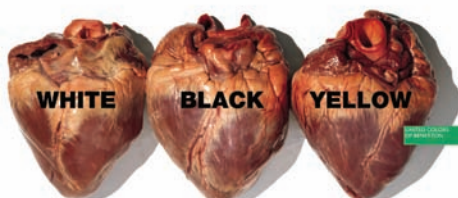
Langston Hughes (1902-1967)

2. What is the message conveyed in this poem?
3. Relate the message conveyed in the last line of this poem with Derek's behavioural change.



WRITING

1. United Colors of Benetton is an international brand, famous for its provocative advertisements. Describe the following ads, mentioning their purpose.



FACTS

Langston Hughes

was first recognised as an important literary figure during the 1920s, a period known as the "Harlem Renaissance" because of the number of emerging black writers. It is, however, as an individual poet that Langston Hughes must stand or fall ...

Much of Hughes's early work was roundly criticized by many black intellectuals for portraying what they thought to be an unattractive view of black life.

Nevertheless, Hughes, more than any other black poet or writer, recorded faithfully the nuances of black life and its frustrations.

Although Hughes had trouble with both black and white critics, he was the first black American to earn his living solely from his writing and public lectures.

It was Hughes's belief in humanity and his hope for a world in which people could sanely and with understanding live together that led to his decline in popularity in the racially turbulent latter years of his life.

Poetry Foundation. Retrieved from www.poetryfoundation.org/poem/177020 (abridged and adapted, June 2013)

www.

Did you know that the Benetton Group founded The UNHATE Foundation, which "seeks to contribute to a culture against hate?" Learn more at <http://unhate.benetton.com/foundation/>

? LEAD-IN

1. Comment on the picture on the right, as far as women's discrimination is concerned.



READING

1. Read the article and then complete the table.

اورد | Español | Français | Русский | فارسي | 中文 | عربي | Português

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Higher education institutions in Armenia, Paraguay, Rwanda and South Sudan will be partnering with universities in the United States to promote gender equality and women's leadership through a new program organized by the U.S. Agency for International Development (USAID) and Higher Education for Development (HED).

Under the Women's Leadership Program, USAID stated in a press release, these partnerships will promote and develop curricula and opportunities for women in business, agriculture, and education in the targeted countries, thus supporting key national and local development goals to foster the advancement of women and girls as articulated in USAID's Gender Equality and Female Empowerment Policy, released in March 2012.

With funding from USAID totaling approximately \$8.75 million, HED will manage the partnerships – one each in Armenia, Paraguay and South Sudan, and two in Rwanda.

"USAID is very excited to be collaborating with academic institutions in the United States and abroad in advancing women's leadership. These partnerships offer a meaningful and important opportunity to ensure women are empowered and advance in economies and societies globally," said Carla Koppell, USAID senior coordinator for gender equality and women's empowerment.

"HED is proud to manage the Women's Leadership Program, which places an emphasis on promoting educational access for women and encouraging their participation in the development of their communities and higher education institutions," said Tully R. Cornick, HED's executive director.

Using a collaborative approach, the Women's Leadership Program supports access of women to higher education and advanced degrees, strengthens institutional capacity in research and education on women's leadership, and promotes women's leadership through higher education extension/outreach efforts in underserved communities. Each partnership is focusing on advancing education in a specific sector area, and gender equity awareness is woven into the process.

<http://iipdigital.usembassy.gov/st/english/article/2013/03/20130322144678.html#axzz2Rne81bOC>
(abridged and adapted, June 2013)



Organisations	
Programme	
Goal	
Countries involved	

2. Complete the sentences using your own words as far as possible.

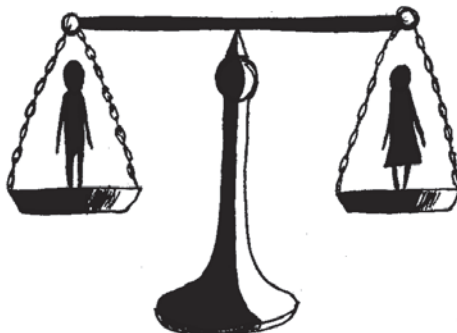
- a) To enable the partnerships USAID will ... _____.
- b) The programme was conceived to ... _____.
- c) New opportunities will be available in areas such as ... _____.

3. Select words from the text used to describe “the programme”.



SPEAKING

- 1. Bearing in mind the theme of the text, express your opinion about gender equality in modern societies and in your country in particular.**



**WATCHING, LISTENING and SPEAKING**

- 1. Watch the video clip of the song *Dreaming on a world* by Tracy Chapman. Select words which convey either a positive or a negative view of the world.**

I know I may be wishing on a world
That may never be
But I'll keep on wishing
No matter how hopeless
Or foolish
It may seem
I'll keep on wishing

I'll toss my coins in the fountain
Look for clovers in grassy lawns
Search for shooting stars in the night
Cross my fingers and dream on

I know I may be dreaming
Of a world
Far from present day reality
But I'll keep on dreaming

No matter how unrealistic
Or naive
It may seem always keep dreaming

And toss your coins in the fountain
Look for clovers in grassy lawns
Search for shooting stars in the night
Cross your fingers and dream on

We must always be thinking
Of a world
As a place of infinite possibilities
And always keep thinking

No matter how hopeless
Or foolish

It may seem
Always keep thinking

And toss our coins in the fountain
Look for clovers in grassy lawns
Search for shooting stars in the night
Cross our fingers and dream on

I'll keep on wishing
We must always keep dreaming
Of a world
With equality and justice
Thinking
There could be a world
Without poverty and sickness
Wishing of a world
Without hunger and homelessness
Dreaming of a world
Where all people live in peace
Dreaming of a world
Dreaming on a world

POSITIVE VIEW	NEGATIVE VIEW

- 2. Explain the meaning of the expression “toss our coins in the fountain”.**
- 3. In your opinion, is the singer's view naïve or realistic? Explain.**



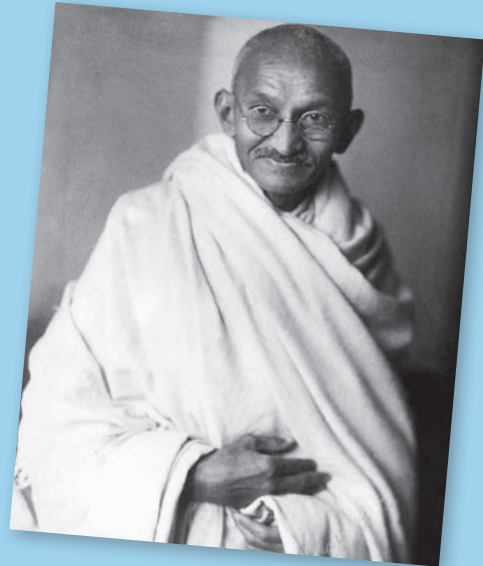
PROJECT

A path through tolerance and equality

"You must be the change you wish to see in the world", Mahatma Gandhi

- **These wise words once said by Mahatma Gandhi have much to do with the theme of this subunit. Think about simple things you could do to change this sometimes intolerant world of ours.**

- In groups of four or five, develop a school project through which you can promote the involvement of other classes and teachers. Here are some tips:
- Organise a school debate on human rights.
- Promote a multicultural week with exhibitions (pupils can bring traditional dishes, garments, books, music, flags and so on).
- You can build flyers/cardboards and display them in your school so that many pupils attend these events.



Human rights

- **Choose one of the following items about Human rights and present it to the rest of the class.**

- Paula Rego is a Portuguese painter, known for drawing women in various situations. Comment on the painting presented and think of reasons why she is depicted that way.
- Considering women's rights, write a paragraph on the following quote by Mary Wollstonecraft:
"I do not wish them [women] to have power over men; but over themselves."
- Through his writing Langston Hughes wanted white people to view black people as both black and American. What do you think of his vision? Possible or impossible? State your reasons.



Sentada by Paula Rego
(série mulher-cão), 1994

2.3

Solidarity and Volunteering



INTRODUCTION

In the previous subunits you have learnt that each country is a mixture of people, who share different beliefs and values. These concepts are universal and lead to others such as solidarity and volunteering.

1. Complete the diagram with the words that come to your mind when thinking about “solidarity”.



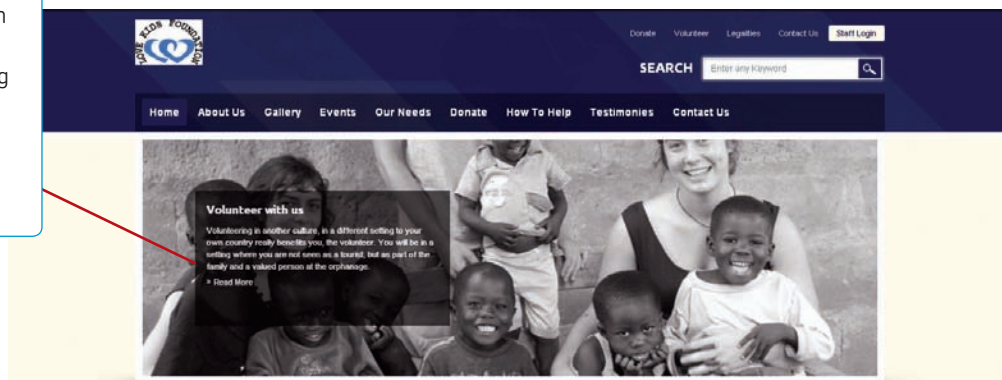
LISTENING

Much of the solidarity work that is done around the world is undertaken by volunteers. People who leave the sweetness of their homes and help others who don't know what “home” is. Lucy Watson is one of those people.



1. Listen to Lucy's experience as a volunteer in Love Kids Foundation, an orphanage located in Ghana whose vision is to better the lives of orphans, as well as vulnerable children and widows.

Volunteering in another culture, in a different setting to your own country really benefits you, the volunteer. You will be in a setting where you are not seen as a tourist, but as part of the family and a valued person at the orphanage.





 2. Listen to Lucy's experience again. Choose the correct option. Only ONE is possible.

- a) Lucy has been in Ghana for ...
- ☐ 1. four weeks.
- ☐ 2. six weeks.
- ☐ 3. five weeks.
- ☐ 4. a month.
- b) Each day spent at the orphanage provided an unforgettable experience of...
- ☐ 1. hard work.
- ☐ 2. love.
- ☐ 3. joy.
- ☐ 4. companionship.
- c) Studying their reactions while watching ... was amazing.
- ☐ 1. *Edward scissorhands*
- ☐ 2. *The never ending story*
- ☐ 3. *Charlie and the chocolate factory*
- ☐ 4. *Pirates of the Caribbean*

10-MINUTE DISCUSSION

- Sebastião Salgado is a well-known Brazilian photographer whose work is remarkable for the humanitarian causes he promotes: downtrodden people around the world. Many poor, homeless and refugees have already been photographed by him.
- Bearing in mind Lucy's testimony, look at the pictures and discuss, with your classmate, what you could do to help those people.



? LEAD-IN

1. Watch Shyrete's true story and answer the following questions.

- a) Where is she from and where is she living now?
- b) What is her job?
- c) She talks about war. How does she describe it?
- d) How was her experience in the refugee camp?



READING and LISTENING

1. Listen to the poem "We refugees" by Benjamin Zephaniah and fill in the blanks.



We refugees

I come from a musical place
Where they shoot me for my song
And my brother has been **(a)** _____
By my brother in my land.

I come from a beautiful place
Where they hate my shade of skin
They don't like the way I pray
And they **(b)** _____ free poetry.

I come from a beautiful place
Where girls **(c)** _____ go to school
There you are told what to believe
And even young boys must grow beards.

I come from a great old forest
I think it is now a field
And the people I once knew
Are not there now.

We can all be refugees
Nobody is safe,
All it takes is a **(d)** _____ leader
Or no rain to bring forth food,
We can all be refugees
We can all be told to go,
We can be **(e)** _____ by someone
For being someone.

I come from a beautiful place
Where the valley **(f)** _____ each year
And each year the hurricane tells us
That we must keep moving on.

I come from an ancient place
All my family were born there
And I would like to go there
But I really want to live.

I come from a sunny, sandy place
Where tourists go to darken skin
And dealers like to sell **(g)** _____ there
I just can't tell you what's the price.

I am told I have no country now
I am told I am a lie
I am told that modern history books
May forget my name.

We can all be refugees
Sometimes it only takes a day,
Sometimes it only takes a handshake
Or a paper that is signed.
We all came from refugees
Nobody simply just appeared,
Nobody's here without a struggle,
And why should we live in **(h)** _____
Of the weather or the troubles?
We all came here from somewhere.



2. Listen to the poem again and check your answers.

3. Now answer the following questions.

- Do you think the title of the poem is adequate? Justify your answer.
- The poet describes the violation of different human rights. Name three and quote from the poem to support your answer.
- What does the verse "we can all be refugees" mean?
- Do you agree with this point of view? Justify your answer.

www.

Learn more about the English poet, Benjamin Zephaniah, at <http://benjaminzephaniah.com/biography/>



4. Find antonyms in the poem for the following words ...

- | | |
|-------------|------------|
| a) ugly | c) retreat |
| b) imprison | d) recent |



WRITING

- Write a poem about a social issue that concerns you. Follow the tips on the right.
- Now read your work again. Try to improve it by correcting any mistakes.

WRITING TIPS

- Choose a theme: homelessness, poverty, discrimination, etc.
- Write down some ideas (an idea per strophe).
- Think about words related to the theme that rhyme and write them down.
- Start to write your poem using the words and ideas you have thought about.



SPEAKING

- Look at the following images and describe them.
- Highlight two aspects that, in your opinion, contribute to illustrating the refugees abandoning their home.



? LEAD-IN

1. Solidarity work can be done in different ways and with various groups of people. Rank the following statements according to your “priorities” when it comes to helping others. What do you think is most effective?

- ☐ Give money to people in the streets.
- ☐ Contribute to institutions that do research work into diseases and people who have them.
- ☐ Donate books to children in Africa.
- ☐ Give food to help the poor.
- ☐ Do volunteer work.
- ☐ Help people in need that you know of.

READING

1. Read the article about homeless people.



On a bitterly cold night earlier this year, 35-year-old Daniel Gauntlett left his borrowed tent and sought respite from the frozen ground on the veranda of a boarded-up bungalow in the Kent village of Aylesford. Gauntlett had been arrested just before Christmas for breaking into the same derelict house to sleep and had been charged under the new anti-squatting legislation. So the father of two lay down outside on the porch to get what sleep he could under a damp tarpaulin. As temperatures dropped, he died there of hypothermia. On the same Saturday night another homeless man, Douglas Poynton, 45, also died in Aylesford.

The long winter's weather has taken its toll on Britain's rough sleepers, whose numbers have risen dramatically by almost a third in the past two years. Local authorities only open emergency shelters when zero temperatures are forecast for three consecutive nights. Deaths are inevitable among a group of vulnerable people whose life expectancy is 44 to 30 years lower than the national average. Between 30% and 50% suffer mental illness, many have autism or Asperger's. They are three times more likely to die from infection than the general population. They are four times more likely to die from unnatural causes.

In London, services are stretched more thinly, but major charities are established in the capital, where the mayor has committed to ending rough sleeping. But smaller towns and regions are now finding themselves with burgeoning demand for beds and soup kitchens just as councils are closing services under the pressure of huge budget cuts.

Daniel Lee Gauntlett wasn't friendless. As a boy he didn't do brilliantly at school but found a job in the scrap metal trade and then worked as a decorator. He married Kerry and had two children. He liked to do the school run when he could. His mother, brother, sister and niece live in East Malling, three miles from where he died. His life was shaken by his parents' divorce and by the death at 18 of his younger brother. Gauntlett's own health suffered and depression dogged him,



which in turn caused him employment and financial problems. His marriage broke up and in 2006 Kerry and the children moved away.

30 Debbie Arnold, 43, who was in a relationship with Gauntlett for several years, said: "He was sensitive, very sensitive. He was a lovely soul, but very easily led." Falling in with the wrong crowd led to a short spell in prison for burglary three years ago. "No one would give him a chance after that, no one would give him a job. He didn't want to get into trouble again. He was very low and found that a lot of things were getting to him."

35 Gauntlett hit a downward spiral, began drinking, and the couple split up two years ago. "We never knew where he had gone," she said.

Last year the number of people officially classed as homeless in England jumped by 14%. Rough sleeping rose by 31%. Across England, 48,510 households were accepted as homeless by local authorities, including 69,460 children. That doesn't cover people in overcrowded accommodation 40 or "sofa-surfers". A study in Wales found the most common reason for people sleeping rough was that they had exhausted help from friends or family.

Duncan Shrubsole, director of Policy at Crisis, said: "Homelessness is growing pretty consistently, not just in the big cities but in the smaller towns as well ... From this month every source of funding, every advice service, every centre will be hit; 2,000 hostel beds have just gone. Rough 45 sleeping is rising in these small towns that aren't even admitting they have an issue. There's still some sympathy for the homeless ... but nobody likes those perceived as anti-social, even though the homeless are far more likely to be victims of abuse or violence than perpetrators. A big fear is that we lose all the professionalism we have built up in this field, since the bad old days a decade ago when it was a blanket in a church or cardboard city at Waterloo. We're now skilled at getting 50 people back into society, at keeping people out of the prison and mental health systems."

In Aylesford last month Gauntlett's family reclaimed their son and gave him a "really lovely funeral" said Debbie Arnold. "If he had asked for help, he could have had a different ending. But he never asked ... He was always there when I needed him, always happy to help, he had a heart of gold. Homeless people aren't nasty, sometimes they are just proud, like Dan was.

The Guardian. Retrieved from <http://www.guardian.co.uk/society/2013/apr/14/father-who-froze-to-death-kent>
(abridged and adapted, June 2013)

2. Say if the sentences are TRUE (T) or FALSE (F). Quote from the text to support your answers.

- a) Daniel Gauntlett didn't survive the low temperatures and passed away in Aylesford.
- b) British authorities always provide shelter to the homeless.
- c) People with health problems are more likely to perish in the streets.
- d) Homeless people are usually criminals who end up in prison.

3. In the first three paragraphs of the text, find words and expressions with the same meaning as ...

- a) abandoned
- b) decreased
- c) has had a bad effect
- d) fragile
- e) growing

4. Answer the following questions.

- a) Describe the charity support available in London.
- b) Did Daniel Gauntlet's story suggest such a lonely death?
- c) Why do you think he didn't ask for help?



WATCHING and LISTENING

1. Watch Phil Collins' video clip of *Another day in paradise* and answer the questions.

- a) What images does the video show?
- b) Information also appears on the screen. Can you recall what was written?



2. Watch the video clip once again and read the song's lyrics carefully.

She calls out to the man on the street
"Sir, can you help me?
It's cold and I've nowhere to sleep,
Is there somewhere you can tell me?"

He walks on, doesn't look back
He pretends he can't hear her
Starts to whistle as he crosses the street
Seems embarrassed to be there

Chorus

Oh think twice
'Cause it's another day for
You and me in paradise
Oh think twice, it's just another day for you,
You and me in paradise

She calls out to the man on the street
He can see she's been crying
She's got blisters on the soles of her feet
She can't walk but she's trying

Chorus

Oh lord, is there nothing more anybody can do
Oh lord, there must be something you can say

You can tell from the lines on her face
You can see that she's been there
Probably been moved on from every place
'Cause she didn't fit in there

Chorus

Just think about it

3. Complete the sentences.

- a) The song tells a story about ... _____.
- b) The chorus means ... _____.



GRAMMAR Conditionals

SEE GRAMMAR SYNTHESIS, PAGE 216

1. Read the sentence taken from the text you have previously read. Which idea is being conveyed?

"If he had asked for help, he could have had a different ending."

- ☐ a) An idea which resulted in a consequence.
☐ b) A hypothetical sentence dependent on an impossible condition.
☐ c) A conditional sentence resulting from a concessive clause.

2. Complete the table with the missing verb tenses.

CONDITIONALS			
	Use	Structure	Examples
Type I	This often expresses possible and probable situations.	<i>If + subject + _____,</i> subject + _____	<i>If everybody helps, homelessness will diminish.</i> <i>If you believe in solidarity, give a hand to those in need.</i>
Type II	This is used to speculate about something that is (or that we perceive to be) impossible or "contrary to fact".	<i>If + subject + _____,</i> subject + _____	<i>If she found convenient shelter, she would be able to sleep.</i> <i>Unless organisations helped poor people, many wouldn't survive. (unless = if not)</i>
Type III	This is used to speculate about past events, and about how things that happened or didn't happen might have affected other things. It often expresses reproach and regret.	<i>If + subject + _____,</i> subject + _____	<i>If he had asked for help, he wouldn't have died alone in the snow.</i> <i>Had he cried out for help, things might have been different. (sometimes if can be omitted)</i>

3. Modal verbs may appear in the second clause of all three types. Fill in the blanks with the modals given in the box.

- a) If she has time, she _____ join a volunteer programme.
 b) If he had known his friend was in need, he _____ have done something to help him out.
 c) In my opinion if you think it's the correct thing for your children, you _____ do it.
 d) If they had had the time, they _____ have considered other options.

should
could
might
can

4. Write conditional sentences beginning as suggested.

- a) If I had a great deal of money, ... _____
 b) If I were the Prime Minister, ... _____
 c) If I could found an organisation, ... _____



SPEAKING

1. Do you usually see homeless people in the streets? How do you feel when you see them?
2. How do you think this issue should be dealt with?



LEAD-IN

1. Read the first three articles of The Universal Declaration of Human Rights proclaimed by the United Nations in 1948.



Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

United Nations. Retrieved from <https://www.un.org/en/documents/udhr/>
(abridged and adapted, June 2013)

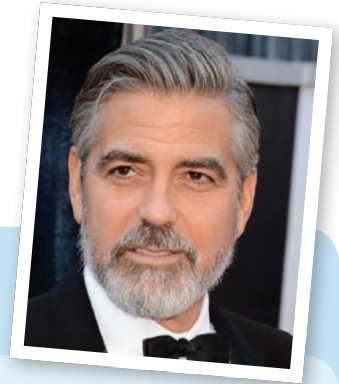
2. Which of these rights do you think are most and least respected around the world.



READING

1. Read the article carefully and fill in the blanks with the missing words.

humanitarian terrorists exacerbated activist disputes
displacement atrocities violence



George Clooney Warns US Congress of South Sudan Disaster



Actor and human rights (a) _____ George Clooney testifies on Capitol Hill in an effort to use his star power to bring action to a humanitarian crisis on the Sudan and South Sudan border. Clooney saw burned-out villages and met with residents forced to seek shelter in caves because of aerial attacks by Sudan's military.

5 "It is a campaign of murder and fear and (b) _____ and starvation," Clooney, a longtime activist on the Sudan issue, told the Senate Foreign Relations Committee.

He called Sudan's President Omar al-Bashir as well as two other Sudanese officials "war criminals." The three have already been indicted by the International Criminal Court as part of an investigation into (c) _____ in Darfur from August 2003 to March 2004.

10 "Let's seek the techniques we've learned from chasing (d) _____ and find and freeze the offshore bank accounts of these war criminals. They are not buying these weapons with Sudanese pounds. Let's work with the international community to toughen the sanctions, make Khartoum a very lonely place," he said.

South Sudan seceded the year before. As a result, (e) _____ has flared along the Sudan-
15 -South Sudan border. Some experts worry the conflict could grow.

The two sides remain locked in (f) _____ over issues including the position of their border, control of the disputed Abyei territory, and what transit fees South Sudan pays its northern neighbor to export oil from Port Sudan.

Tensions have been further (g) _____ since South Sudan shut down all its oil fields in Janu-
20 ary 2013 in protest of Khartoum's seizure of crude it said was to make up for unpaid fees.

Clooney also planned to meet with US President Barack Obama and Secretary of State Hillary Clinton to discuss the (h) _____ crisis.

The Telegraph. Retrieved from <http://www.telegraph.co.uk/news/worldnews/africaandindianocean/south-sudan/9145172/George-Clooney-warns-US-Congress-of-South-Sudan-disaster.html> (abridged and adapted, July 2013)

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

- a) What was Clooney's goal? c) Mention the reasons for the conflict.
b) How did he describe what he saw?



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

- a) killing (paragraph 2)
- b) accused of (paragraph 3)
- c) perpetrators (paragraph 4)
- d) strengthen (paragraph 4)

4. Do you think famous people can make a difference? Justify your answer.

5. The following famous people have supported human rights. Can you relate the personalities to the humanitarian cause/organisation they have embraced?

United Nations UNICEF Feeding America No More Landmines
Africa Outreach Project Amnesty International



a) _____



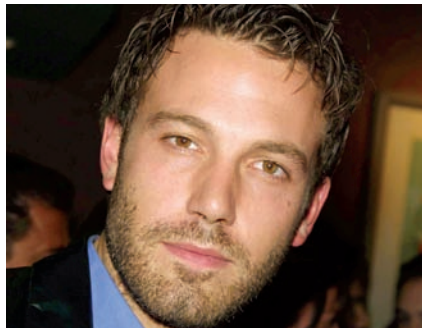
b) _____



c) _____



d) _____



e) _____



f) _____

Bono Vox is one of the most active voices when it comes to supporting international humanitarian causes.

Paul McCartney gives voice to a campaign that will enable children to safely play on the streets.

Angelina Jolie is working with António Guterres to help refugees in Syria.

Ben Affleck brings to light a problem that shames one of the most powerful economies in the world and that affects one out of six people.

Mia Farrow mentions some scary statistics about Southern Sudan: one out of every seven children will die before their fifth birthday.

Charlize Theron is aware that HIV/Aids is still responsible for the deaths of many young African children and youths.



GRAMMAR Cause and result connectors

SEE GRAMMAR SYNTHESIS, PAGE 216

- Read sentences a) and b) and notice the words in bold. You can either use a connector expressing result (a) or one expressing cause (b).

- a) "South Sudan seceded the year before. **As a result**, violence has flared along the Sudan-South Sudan border."
- b) "Violence has flared along Sudan-South Sudan Border **because** South Sudan seceded last year."



1. Complete the table with suitable connectors. You may find it useful to use a dictionary.

RESULT	CAUSE
thus	due to

Remember that connectors such as **due to** or **because of** (connector plus preposition) are followed by a noun.

2. Match the sentences parts.

- | | | |
|---------------------------------|--------------------------|--|
| a) He made a huge donation. | ☐ | 1. As a result, a lot of people offered their help. |
| b) As he couldn't pay the rent, | ☐ | 2. because she didn't have any food to give to her children. |
| c) They had to leave their home | ☐ | 3. because of the political conflict in their home country. |
| d) Thanks to volunteer work | ☐ | 4. he had to sleep on the street. |
| e) She made a statement | ☐ | 5. Consequently people lose their jobs and change their way of life. |
| f) A great deal of people are | ☐ | 6. As a result, AML was able to buy food for a whole month. |
| homeless | | |
| g) Some economies face an | ☐ | 7. many poor people have access to a decent meal. |
| international crisis. | | |
| h) The mother was devastated | ☐ | 8. due to the hurricane. |

3. Complete the sentences using either result or cause connectors.

- a) Everybody should contribute to a fair society ... _____
- b) Human rights are basic values that many times aren't respected ... _____
- c) Modern societies lack equality ... _____



READING, WATCHING and WRITING

1. Read the summary of the film *Blood diamond* and then complete the table.



A story following Danny Archer, a man tortured by his roots. With a strong survival instinct, he has made himself a key player in the business of conflict diamonds. Political unrest is rampant in Sierra Leone as people fight tooth for tooth. Upon meeting Solomon, and the beautiful Maddy, Archer's life changes forever as he is given a chance to make peace with the war around him.

In 1999, in Sierra Leone, the fisherman Solomon Vandy dreams about the day that his young son Dia Vandy will become a doctor. His dreams are shattered when the rebels invade his village and kidnap him to work in the diamond mines. Solomon finds a huge pink diamond and while hiding it, the commandant of the rebels sees this, but the rebels are attacked and Solomon is arrested by the government army. While in jail, the wounded commandant tell the prisoners that Solomon found the stone, and the mercenary smuggler Danny Archer from Zimbabwe releases Solomon and proposes exchanging the diamond for his missing family. Using the idealistic American journalist Maddy Bowen, Danny locates the wife and daughters of Solomon in a refugee camp, but is informed that his son has been recruited by the rebels. Solomon and Danny consolidate a partnership, with Solomon looking for and finding his son, and Danny looking for the diamond and finding redemption.

IMDb. Retrieved from <http://www.imdb.com/title/tt0450259/>
(abridged and adapted, June 2013)

FACTS

What are conflict diamonds?

The United Nations (UN) defines conflict diamonds as "... diamonds that originate from areas controlled by forces or factions opposed to legitimate and internationally recognized governments, and are used to fund military action in opposition to those governments, or in contravention of the decisions of the Security Council." These diamonds are sometimes referred to as "blood diamonds."

Background

Conflict diamonds captured the world's attention during the extremely brutal conflict in Sierra Leone in the late 1990s. During this time, it is estimated that conflict diamonds represented approximately 4% of the world's diamond production. Illicit rough diamonds have also been used by rebels to fund conflicts in Angola, Liberia, Ivory Coast, the Democratic Republic of Congo and the Republic of Congo (also known as Congo Brazzaville).

Eliminating conflict diamonds

In July 2000, the global diamond industry made clear to the international community its zero tolerance policy towards conflict diamonds. Dedicated to eradicating the trade in conflict diamonds, it worked closely with the United Nations, governments and non-governmental organizations (NGOs) such as Global Witness and Partnership Africa Canada to create the Kimberley Process Certification System. This system guards against conflict diamonds entering the legitimate diamond supply chain. The diamond industry also adopted a voluntary System of Warranties to assure consumers that their diamonds are from sources free of conflict. Today, more than 99% of the world's diamonds are now from conflict free sources and are officially traded under the UN mandated Kimberley Process.

DiamondFactsOrg. Retrieved from http://www.diamondfacts.org/index.php?option=com_content&view=article&id=128&Itemid=134&lang=en (abridged and adapted, October 2013)



WHEN?	WHERE?	CHARACTERS	POLITICAL SITUATION	PLOT

2. Watch the film trailer and tick the words directly related to it.

- ☐ a) men's greed
- ☐ b) children working in factories
- ☐ c) child exploitation
- ☐ d) multiculturalism
- ☐ e) war
- ☐ f) lack of freedom
- ☐ g) religious discrimination
- ☐ h) enslavement
- ☐ i) mining
- ☐ j) elderly rights

www.

Check the following link for more information about the influence of the cinema on the defense of human rights.

<http://www.cinemaforpeace.com/>

3. After watching the trailer, try to predict how the film ends.

4. Write a paragraph on the importance of the cinema industry regarding human rights violations.

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

10-MINUTE DISCUSSION

- What do you think young people can do to diminish discrimination (of any kind) and, more specifically, racism?





WATCHING and LISTENING



1. Watch the video clip of the song *Where is the love?* by The black eyed peas.

What's wrong with the world, mama?
People living like they ain't got no mamas
I think the whole world addicted to the drama
Only attracted to things that'll bring you trauma

Overseas, yeah, we try to stop terrorism
But we still got terrorists here living
In the USA, the big CIA
The Bloods and The Crips and the KKK

But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah

Badness is what you demonstrate
And that's exactly how anger works and operates
Man, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all

Chorus

*People killing, people dying
Children hurt and you hear them crying*

*Can you practice what you preach?
And would you turn the other cheek?*

*Father, Father, Father, help us
Send some guidance from above
'Cause people got me, got me questioning:
Where's the love? (Love)*

*Where's the love? (The love)
Where's the love? (The love)
Where's the love, the love, the love?*

It just ain't the same
Always in change
New days are strange
Is the world insane?

If love and peace is so strong
Why are there pieces of love that don't belong?
Nations dropping bombs
Chemical gasses filling lungs of little ones
With ongoing suffering as the youth die young

So ask yourself:
Is the loving really gone?
So I could ask myself:
Really what is going wrong?

In this world that we living in
People keep on giving in
Making wrong decisions
Only visions of them dividends

Not respecting each other
Deny the brother
A war is going on
But the reason's undercover

The truth is kept secret
It's swept under the rug
If you never know truth
Then you never know love

Where's the love, y'all, come on (I don't know)

Chorus

I feel the weight of the world on my shoulders
As I'm getting older, y'all, people gets colder
Most of us only care about money making
Selfishness got us following our wrong direction

Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids wanna act like what they see in the cinema

Yo', whatever happened to the values of humanity
Whatever happened to the fairness in equality
Instead in spreading love we spreading animosity
Lack of understanding, leading lives away from unity

That's the reason why sometimes I'm feeling under
That's the reason why sometimes I'm feeling down
There's no wonder why sometimes I'm feeling under
Gotta keep my faith alive till love is found

Then ask yourself ...

Chorus

2. Explain the title of the song.

 3. Underline all the words with a negative meaning in the context they appear.

 4. Which words in the song contrast with those in exercise 3?

5. Do you agree with the point of view presented in the song? Justify your answer.

PROJECT

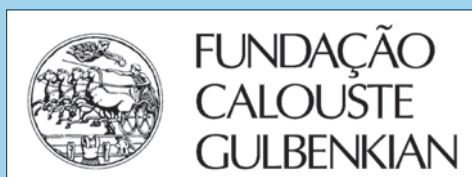
CNN – Freedom Project. What is it?

- Do some research work about The CNN Freedom Project to learn more about its work with global social issues. In groups of 4 or 5 choose one of the true stories viewed and present it to your class. You can show photos or videos which portray true events to your classmates. Make sure to justify your choice.



Fundação Calouste Gulbenkian – Mais-valia Project

- Did you know that Fundação Calouste Gulbenkian carries out many solidary actions? Do some research work about its programme “Mais-Valia” and other projects and show your results to your class, explaining what they consist of and how people can help.



www. _____
<http://www.gulbenkian.pt/beneficiencia>
<http://visao.sapo.pt/cerca-de-350-pessoas-com-mais-de-55-anos-dispostas-a-fazerem-voluntariado-em-africa=f728443#ixzz2TP2gpmCy>



READING

1. Read the text carefully.

The Melting Pot: the Province is Finally Becoming Less Segregated



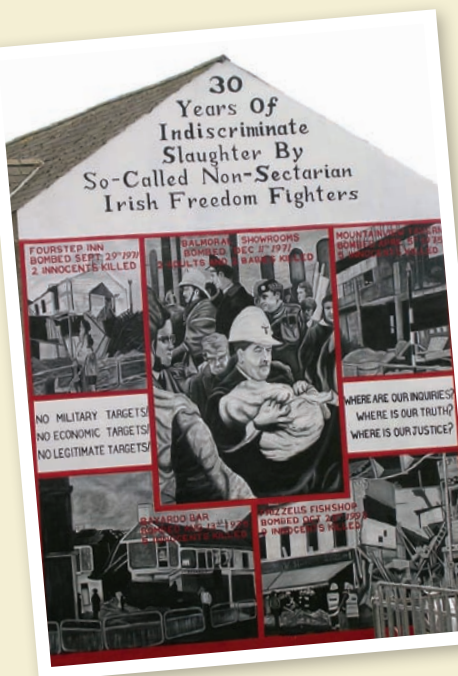
It is known locally as the “ratchet effect”. A Catholic or a Protestant feels unsafe living in a neighbourhood dominated by the other group and moves out. Others follow. “It reaches the point where that minority thinks, ‘uh oh, I’m the only one here’ – and leaves,” explains Jennifer Hawthorne, of Northern Ireland’s state housing executive. “Once an area is segregated, they never come back.”

The peace process notwithstanding, Northern Ireland remains a territorial place. North Belfast is criss-crossed by “peace walls” – high fences separating Catholic streets from Protestant ones. The province’s residents still reflexively seek to place strangers in one group or the other, through surnames or by asking what school they went to. But the ratchet has finally slipped a notch.

Ian Shuttleworth of Queen’s University Belfast has used census data to construct an “index of dissimilarity” for Northern Ireland’s Catholics and Protestants. This reflects the proportion who would have to move in order to spread themselves evenly across the province’s 582 wards. A score of 0 represents perfect integration and 1 means complete segregation. Between 2001 and 2011 the figure fell from 0.62 to 0.58. The proportion of Catholics and Protestants living in wards with at least 80% of their own group fell, too. It is the first significant drop in segregation since the 1970s.

The process is uneven. The most Protestant neighbourhoods – often in the north-east, away from the Irish border – have mixed more than the most Catholic ones. That is because Protestant numbers are falling, and immigrants are moving into vacated houses. Over the years officials like Ms Hawthorne have worked to create shared housing estates. They have had some success in areas that were already fairly mixed. Sharply divided places like north Belfast and Derry (referred to by unionists as Londonderry) have proved harder to crack. A plan to turn a former army barracks in north Belfast into a shared estate has floundered amid old-fashioned sectarian wrangling. But globalisation is a powerful force.

The Economist. Retrieved from <http://www.economist.com/news/britain/21573137-province-finally-becoming-less-segregated-thank-immigrants-melting-pot>
(abridged and adapted, June 2013)



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

- | | |
|------------------------------|----------------------------|
| a) in spite of (paragraph 2) | c) reduction (paragraph 3) |
| b) difference (paragraph 3) | d) unequal (paragraph 4) |

3. Explain the expressions below.

- a) "... 'ratchet effect'." (l. 1)

- b) "... North Belfast is criss-crossed by 'peace walls'." (l. 8)

- c) "... have proved harder to crack." (ll. 29-30)

4. Complete the sentences according to the text.

- a) The expression "melting pot" refers to ...

- b) In Northern Ireland the conflict remains ...

- c) When a Protestant or a Catholic feels uncomfortable in a neighbourhood ...

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

- a) Describe the relationship between Catholics and Protestants.
 b) What impact do immigrants have on Northern Ireland?
 c) Explain the last sentence of the text: "But globalisation is a powerful force."



VOCABULARY

1. Fill in the blanks with words you have learnt throughout this unit.

- a) Her ancestors are Indian. She's very proud of her Indian _____.
 b) They arrived in Portugal six years ago and have completed the process of _____. There are now officially Portuguese _____.
 c) Countries such as the USA or the UK are a mixture of different _____ groups due to the large number of _____ that live there.



GRAMMAR

1. Rewrite the sentences in reported speech.

- a) "It reaches the point where that minority thinks, 'uh oh, I'm the only one here' – and leaves."

- b) "Once an area is segregated, they never come back."

- c) "This reflects the proportion who would have to move in order to spread themselves evenly across the province's 582 wards."

- d) "They have had some success in areas that were already fairly mixed."

- e) "Over the years officials have worked to create shared housing estates."

2. Complete the following sentences.

- a) If people aren't open-minded when it comes to multiculturalism, ...

- b) Unless people accept diversity, ...

- c) If I were an emigrant, ...

- d) If we were volunteers, ...

- e) If I were very wealthy, ...

3. Rewrite the following sentences using contrast, cause or purpose clauses.

- a) Immigrants have to face obstacles. They are courageous and tenacious enough to overcome difficulties.

- b) Being a refugee is devastating. People's lives are turned upside down.

- c) In times of war people have to accept change. The important thing is to survive.

- d) There are many organisations which help the homeless and the poor. The aid provided by organisations is not enough to eradicate hunger and misery.

- e) A lot of people do volunteer work. They can help others.



WRITING

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

- a) Write a text giving your personal opinion on multiculturalism. Don't forget to mention what it consists of, and the different perspective on it.
b) Describe the picture, giving your opinion on the topic.



UNIT 3

YOUNG PEOPLE AND CONSUMERISM

3.1 Consumer Habits page 120

3.2 Advertising page 134

3.3 Ethics in Advertising page 146





"There's enough on earth for everybody's need, but not for everyone's greed."

Ghandi

"Marketing involves the design of the products acceptable to the customers and the transfers of ownership between seller and buyer."

Hary Hansen

"In Marketing there are those who satisfy needs and those who create wants."

Juan Carlos Castillo

3.1

Consumer Habits

BUY ONE, GET ONE
50%



INTRODUCTION

It's undeniable that we live in a society of consumers. Many people hope to find a good job that will enable them to earn enough money to fulfil their consumption needs. Nevertheless, it's important to realise when these needs go beyond what is reasonable and become a vicious cycle of repetitive impulse buying, an addiction that may lead to serious problems.

1. Do the quiz and find out if you are a shopaholic.

- a) How often do you go shopping?
- ☐ 1. Every day.
 - ☐ 2. Once a week.
 - ☐ 3. Once a month.
 - ☐ 4. Rarely.
- b) How many clothing items do you usually purchase?
- ☐ 1. So many that you lose track of them.
 - ☐ 2. 6 to 10 items.
 - ☐ 3. 3 to 5 items.
 - ☐ 4. 1 to 2 items.
- c) When you go shopping, your main aim is to ...
- ☐ 1. cheer yourself up.
 - ☐ 2. become relaxed.
 - ☐ 3. buy beautiful things.
 - ☐ 4. buy things you need.
- d) Your parents pay your purchases ...
- ☐ 1. using several credit cards.
 - ☐ 2. using only one credit card.
 - ☐ 3. in cash.
 - ☐ 4. using discount vouchers.
- e) When you want to buy something, you ...
- ☐ 1. shop online.
 - ☐ 2. go to a shopping centre.
 - ☐ 3. go to local shops.
 - ☐ 4. go to second-hand shops.



50%
DISCOUNT TAKEN AT REGISTER

- f) You often buy things ...
- ☐ 1. you never use.
 - ☐ 2. you rarely use.
 - ☐ 3. you sometimes use.
 - ☐ 4. that are useful.
- g) You consider shopping ...
- ☐ 1. an essential need.
 - ☐ 2. an addictive hobby.
 - ☐ 3. a fun hobby.
 - ☐ 4. a necessary activity.
- h) When you go to the shopping centre, you ...
- ☐ 1. frequently can't control your compulsion to shop excessively.
 - ☐ 2. sometimes can't control your compulsion to shop to excess.
 - ☐ 3. usually just window shop.
 - ☐ 4. never shop to excess.
- i) What do you usually buy?
- ☐ 1. Anything you find appealing.
 - ☐ 2. Clothes, shoes and jewellery.
 - ☐ 3. Electronic equipment and gadgets.
 - ☐ 4. Groceries.

www.

If you consider you have a shopping problem, you can find help at <http://www.shopaholicsanonymous.org/>.

2. Count your answers and then check the following table.

MOSTLY 1. ANSWERS — You are definitely suffering from symptoms of compulsive shopping disorder. Money is an addiction: spending it gets you high. You need to find help, because this can cause you many serious problems.

MOSTLY 2. ANSWERS — You are experiencing the first symptoms of a shopaholic. In order to reverse this troublesome process, you should learn to control yourself and throw away all your credit cards.

MOSTLY 3. ANSWERS — You know how to shop wisely. Even though you sometimes allow yourself some extravagance, you are a smart shopper and know the value of money. You don't go around spending money without having second thoughts.

MOSTLY 4. ANSWERS — You need to learn how to relax and enjoy life. A day in the shopping centre can be fun and some fashion purchases are worth it if they're on sale. Allow yourself to spend money on a fabulous item, and you'll feel great!

? LEAD-IN

1. Divide the following into positive and negative consequences of consumerism.

economic growth consumption inequalities child labour
 damage to the environment improvement of one's quality of life
 waste of resources increase in employment rates
 satisfaction of personal needs obesity

POSITIVE ASPECTS	NEGATIVE ASPECTS

READING

1. Read the text carefully then answer the following questions.

Consumerism “Undermining Western Society”: Shop-till-you-drop Culture Blamed for Rising Crime

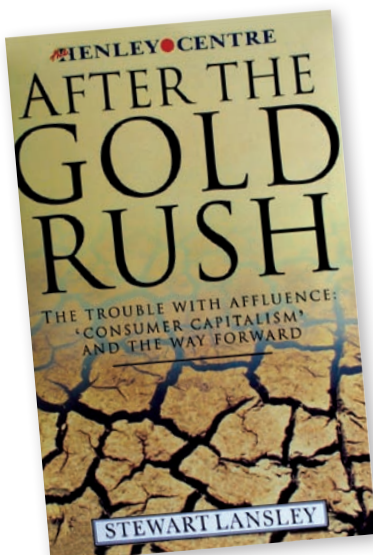


By David Nicholson-Lord, Consumer affairs correspondent

The rise of a “shop-till-you-drop” culture throughout the developed world has led to increased crime and social tensions and diminished trust in governments, according to a book published today.

5 After the Gold Rush, the first book published under the auspices of the Henley Centre for Forecasting, one of Britain's leading research groups, argues that unless the West can rethink its attitude to consumerism and free itself from an “obsession with shopping”, it faces deepening inequality, persistent high unemployment and
 10 growing environmental damage.

The book, which was written by Stewart Lansley, on the 20th anniversary of the establishment of the centre, argues that the consumer dream has turned sour partly through failure to deliver the gains it promised and partly because it has degenerated into a rat-race. The
 15 growth in affluence and materialism has “contributed to its own undoing”.



In the first half of the post-war era, the building of a cohesive society was a central objective. But since the 1970s, income inequalities throughout the West have widened, unemployment has grown, welfare systems have been dismantled and an underclass of the young, the poor and the unemployed has arisen.

In the book, it is said that the **culprit** is the philosophy of “competitive individualism” which expresses itself through material consumption and is hostile to policies seeking to redistribute wealth. “Surveys may show that people would prefer to live in a caring, more co-operatively organised environment but that sort of society seems increasingly elusive. The trends of consumerism, of greater self-reliance, of corporate culture, of an increasingly privatised system of welfare are all pulling in the same direction – towards more competitive and divided ways of operating and living.”

Consumers seek status and identity through the goods they buy – expensive trainers, for instance – which help to distinguish them from others. This has created a “leap-frogging” culture and turned consumption into a vicious cycle: hence the paradox that people “do not feel better off despite increases in material living standards”.

Research for the European Commission has shown that rising incomes has not increased people’s satisfaction with their lives. One reason is the greater costs of affluence – more time is taken up with work or consumption, for example. Affluence and inequality also combine to produce more crime – hence the growth in “defensive spending” on crime protection.

All developed countries have been affected, although some – Norway, Austria, Switzerland, Japan and Sweden, for example – have been more successful at maintaining consensus and keeping consumer expectations in line with economic capacity.

The environmental implications of rising consumption are **stark**. To bring the world up to the average standards of the richer nations over the next 60 years while allowing a modest 2 per cent annual increase in consumption would mean a 160-fold increase in consumption per head. The alternatives are reduced population growth, restriction of consumption in the developed world or increasing the North-South divide.

Mr Lansley says there is evidence of a “gnawing unease” with the consumerism of the 1980s but desire for more products has so far “not reached anything like a peak” and is exacerbated by governments making promises of growth which they are increasingly unable to fulfil. A more successful politics would encourage “co-operative individualism” in which electorates are made aware of the limits and costs of consumption-led growth. The more likely future however, is “a downward spiral ... an era of prolonged tension, upheaval, instability and ever widening divisions”.

The Independent. Retrieved from <http://www.independent.co.uk>
(abridged and adapted, July 2013)



NEW VOCABULARY

Culprit — a fact or situation that is the reason for something bad happening
Stark — unpleasant, real and impossible to avoid

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

- a) "shop-till-you-drop" (l. 2)
- b) "rat-race" (l. 14)
- c) "leap-frogging" (l. 32)



3. In the first five paragraphs of the text, find words with the same meaning as ...

- a) reduced
- b) confidence
- c) unified
- d) broadened
- e) antagonistic

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

- a) Who is Stewart Lansley?
- b) What has changed since the post-war era?
- c) Why are there so many social differences in western societies?
- d) What are the consequences of consumerism?
- e) In what ways have countries such as Norway, Switzerland, Sweden and Austria differed from other developed countries?



READING, WATCHING and WRITING

1. Read the synopsis of the film *Confessions of a shopaholic* and then watch the official trailer.



In New York, the journalist and compulsive liar Rebecca Bloomwood is an addicted consumer who can't resist shopping for fashionable clothes and outfits in fancy shops and has several unpaid debts on her credit cards. She dreams of working in the fashion magazine *Alette* owned by the sophisticated Alette Naylor, but she has not succeeded in doing this. When Becky loses her job, she drinks a lot of booze with her best friend Suze and sends an offensive letter to the editor Luke Brandon from the financial magazine *Successful Saving* and an article to *Alette* to show her potential. However, she unintentionally switches the texts in the mailbox and Luke hires her to write a column called "The Girl in the Green Scarf" in his magazine using simple language and metaphors that could be easily understood by everybody. Meanwhile the debt collector Derek Smeath is chasing Becky and she is avoiding him everywhere, saying that he is an ex-boyfriend that is stalking her. When her column becomes a success, Becky is invited to participate in a talk show and Luke and she fall in love with each other. However, her lies and debts put her in a difficult situation with her audience, Suze and Luke.

IMDb. Retrieved from www.imdb.com (abridged and adapted, July 2013)

2. If you have already watched this film, write a paragraph about the end of the story. If you haven't watched the film yet, predict its end, using only one paragraph.



GRAMMAR Passive voice

SEE GRAMMAR SYNTHESIS, PAGES 216–217

- Read the following sentences taken from the text. These sentences are in the passive voice which is usually used when the focus is on the action and not on the agent (the person who does the action).

"The book, which was written by Stewart Lansley, ..."

"All developed countries have been affected ..."

1. Read the following grammar rules. Tick those that are correct as far as writing sentences in the passive voice is concerned.

- ☐ a) The auxiliary verb used is the verb *to be*.
☐ b) The auxiliary verb is the verb *to have*.
☐ c) The main verb is always in the past participle form.
☐ d) The main verb is always in the gerund.
☐ e) Human agents are preceded by the preposition *by*.
☐ f) The agent must always be present.

2. Complete the following table.

ACTIVE VOICE	PASSIVE VOICE
buy / buys	is / are bought
am / is / are buying	a) _____
b) _____	has / have / been bought
bought	c) _____
d) _____	was / were being bought
e) _____	had been bought
will buy	f) _____
would buy	g) _____
h) _____	can / must / should be bought

► Remember ...

- The agent of the action can be omitted if it is unknown or unimportant.
- When the active sentence has two objects, both can be used as the subject of the passive sentence, depending on your focus.

3. Rewrite the sentences in the passive voice. Omit the agent when it is not necessary.

- a) People buy many things they don't need.
- b) Mary has reached her credit card limit.
- c) Consumerism is causing social problems.
- d) Deco will help you balance your monthly expenses.

► Read the following sentence taken from the text.

"In the book it is said that the culprit is the philosophy of 'competitive individualism' ...".

- This structure is called the Impersonal Passive and it is used after verbs such as *agree, allege, believe, decide, explain, know, say, suggest, think, ...* It is often used when the verb in the active sentence is intransitive.

Active sentence: They say that the killer has run away.

Impersonal passive: It is said that the killer has run away.

It would also be possible to use the following structure. This is called the Personal Passive.

Personal passive: The killer is said to have run away.

4. Rewrite these sentences using the personal passive.

- a) It is believed that women shop more than men.
- b) It is thought that the shop will offer good promotions.
- c) It is expected that the company will become profitable next year.
- d) It was suggested that shopping can be bad for your health.



WRITING

1. Write a paragraph summarising the main ideas presented in the text about "Consumerism". You may find it useful to use the following tips.

WRITING TIPS

- Underline the most important information.
- Start the summary with a clear sentence mentioning title, author and main topic using the present tense.
- Never give your opinions or make personal interpretations.
- Use your own words. Only quote if it is really important (don't forget quotations marks).
- Your summary should have approximately a quarter length of the original.

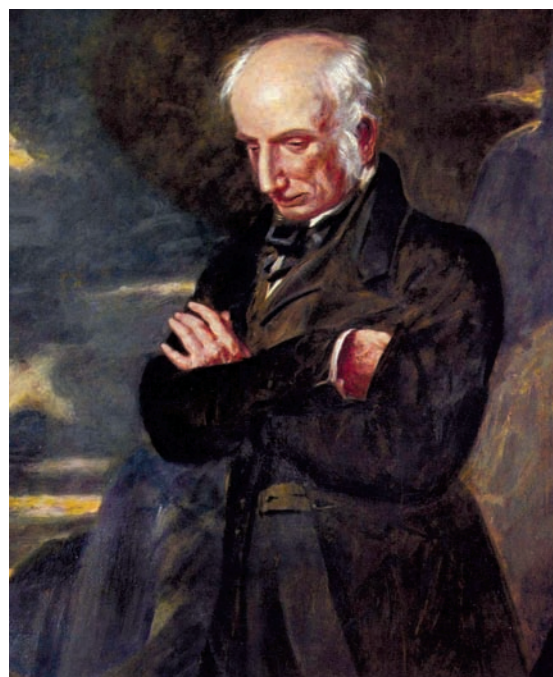
2. Now read your work again. Try to improve it by correcting any mistakes.

? LEAD-IN

1. Read the following poem written by the famous English poet William Wordsworth.

The world is too much with us; late and soon 

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid **boon**!
The Sea that bares her **bosom** to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not. – Great God! I'd rather be
A Pagan **suckled** in a creed **outworn**;
So might I, standing on this pleasant lea,
Have glimpses that would make me less **forlorn**;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.



William Wordsworth (1770-1850)

NEW VOCABULARY

- Boon** — something that is very helpful and improves the quality of life
Bosom — the front of a person especially when thought of as the centre of human feelings
Suckle — to drink milk from the breast of one's mother
Outworn — old-fashioned and used too often in the past, so no longer useful or important
Forlorn — alone and unhappy

2. In your opinion what is the message conveyed by the poem? Is it relevant to the topic you are studying?

LISTENING

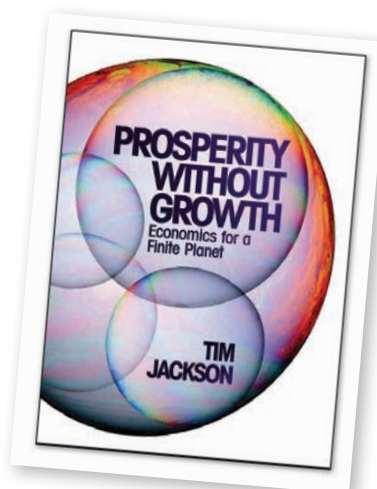
1. Listen to Tim Jackson, who is the author of *Prosperity without growth*, answering questions about his theory that our obsession with economic growth makes us prosperous but unhappy. Fill in the blanks.

 **Interviewer:** Welcome, Professor. Can you tell our listeners which subject you teach at the University of Surrey?

Tim Jackson: First of all, let me thank you for having me here. It's a real pleasure to explain my theory. I teach *Sustainable* (a) _____.

I: Did it influence you in the writing of the book?

TJ: Of course, it did. Sustainability is the basis of everything. Furthermore I'm convinced that our (b) _____ fixation with accumulating products





and services is fuelling our fears and anxieties, rather than bringing us the contentment we hoped for, and to which we are so addicted that we cannot
 10 bring ourselves to admit it. Unless we find a new sustainable economic model to guide us, we are heading for **(c)** _____ and social catastrophe.

I: Are these the reasons that led you to decide to write this book?

TJ: The starting point was to unravel the forces that keep us in damaging denial ... the profit motive stimulates a continual search for newer, better
 15 or cheaper products and services. Our own relentless search for novelty and social status locks us into an iron cage of consumerism. Affluence has itself betrayed us.

I: And why do you think your views are seeping into mainstream discourse and gaining attention in business and political circles?

TJ: I don't know, but I'd say that maybe due to the fact that the global economy is still in the **doldrums**. This added to the looming multiple threats of climate change, water scarcity, loss of **(d)** _____ and the degradation of resources.

**I: If it is so obvious that a shift is needed, why hasn't anything been
 25 done yet?**

TJ: There is a real fear around shifting from our existing economic system because people believe it gives us social organisation, a sense of freedom, and the ability to be nice to each other.

**I: But if a systematic change is to be feasible, major changes will only
 30 be possible with the politicians' support ...**

TJ: It will require a fundamental shift not only in the way politicians regulate markets and consumer **(e)** _____, but also in the way business operates. If we are going to be able to create a new economic vision, companies will need to rethink every aspect of their operations; their bottom lines, ownership
 35 structures, demands on financial returns, how they raise capital. For example, an ethical company would say it should only take a fair share of the planet's **(f)** _____ and campaign on this. Obviously there is a question of whether less responsible companies would take resources from under their noses, but that is where a company should be engaging in the political arena and lobbying
 40 for frameworks that make fair shares make sense.

I: Are you confident that your message will get through?

TJ: It's incredibly tough and there is no guarantee that we can get across the abyss. It's possible that conditions are moving too fast in the wrong direction and we will hit the buffers. If one works in this field, one has to **(g)** _____
 45 that. The alternative to disaster is to create a clear road map to getting to this new territory – it entails being more sensitive, open and transparent about environmental limits, a stronger sense of social justice, fixing the basic aspects of an economic **(h)** _____ that is now demonstrably broken in its own terms and a shift in the underlying sense of what the good life means and the consumerist base of modern society.

NEW VOCABULARY

Doldrums — unsuccessful
 or showing no activity
 or development

Based on the article <http://www.guardian.co.uk/sustainable-business/consumerism-sustainability-short-termism>
 (abridged and adapted, July 2013)



WRITING and SPEAKING

1. In pairs, imagine the rest of the interview between the interviewer and Professor Tim Jackson and write it down. It may help to look at the Useful Language box on the right.

You could ask him about:

- The consequences of not changing one's mentality;
- The boost to the changes;
- His own contribution to this change.

USEFUL LANGUAGE

Capital market
Capitalism
Collapse
Crisis
Efficiency
Profit
Wealth
Well-being

2. Now read your work again. Try to improve it by correcting any mistakes.
3. Practise your dialogue and then role-play it with your classmate.

10-MINUTE DISCUSSION

Look at the following reasons to escape excessive consumerism. Which do you consider most important? Discuss them in class.

- Fewer debts
- More savings
- Less desire to live according to society norms
- Fewer environmental problems
- Less need to keep up with fashions
- Less pressure to impress with material possessions
- More generosity



WATCHING

1. Watch the documentary "Big ideas that changed the world – consumerism" and then answer the following questions.
 - a) Mention some ideas that tried to rule the world.
 - b) What is the main message conveyed by the ads, billboards, newspapers, ...?
 - c) What are some of the consequences of excessive consumerism?
 - d) Why did people in the past accept scarcity so easily?
 - e) Who is the father of capitalism?



LEAD-IN

1. Look at the picture and describe it.
2. What does it suggest? Why?
3. Do you identify yourself with it?



READING

The bar code was an invention which aimed to facilitate the buying of products around the world. If we didn't live in a consumerist society, bar codes would probably have never been invented.

1. Read the text and give a suitable title to each section.

(a)

Supermarkets are a perilous business. They must stock thousands of products in scores of brands and sizes to sell at painfully small markups. Keeping close track of them all, and maintaining inventories neither too large nor too small is critical. Yet for most of this century, as stores got bigger and the profusion on the shelves multiplied, the only way to find out what was on hand was by shutting the place down and counting every can, bag, and parcel. This expensive and cumbersome job was usually done no more than once a month. Store managers had to base most of their decisions on hunches or crude estimates. But then the barcodes appeared ...

While now it may seem like barcodes have been with us forever, barcodes didn't really make an impact until the 1970s. It wasn't until 1974 that the first barcode scanner was employed and the first product barcoded.

(b)

But the idea had been around for quite a while. In 1932, Wallace Flint suggested that an automated retail checkout system might be feasible. While his concept was deemed unworkable, Flint continued to support the

idea of automated checkout throughout his career. In fact, Flint, who went on to become the vice-president of the association of food chains some 40 years later, was instrumental in the development of the U.P.C. code.

During the 1940s, 1950s and 1960s several code formats were developed including a bull's-eye code, numeral codes, and various other formats. Retail applications drove the early technological developments of bar coding, but industrial applications soon followed.

(c)

In 1948, a local food chain store owner approached Drexel Institute of Technology in Philadelphia asking about research into a method of automatically reading product information during checkout. Bernard Silver, a graduate student at Drexel Institute, along with fellow graduate student Norman Joseph Woodland, teamed together to develop a solution.

Woodland first proposed using ultraviolet light sensitive ink. A working prototype was built but rejected as being too unstable and expensive.

On October 20, 1949, Woodland and Silver succeeded in building a working prototype



describing their invention as “article classification ... through the medium of identifying patterns”. On October 7, 1952, they were granted a patent (US Patent #2,612,994) for their “Classifying Apparatus and Method”. Efforts to develop a working system accelerated in the 1960s.

(d)

Bar coding was first used commercially in 1966, but to make the system acceptable to the industry as a whole there would have to be some sort of industry standard. By 1970, Logicon Inc. had developed the Universal Grocery Products Identification Code (UGPIC). The first company to produce barcode equipment for retail trade (using UGPIC) was the American company Monarch Marking (1970), and for industrial use, the British company Plessey Telecommunications (1970).

In 1972, a Kroger store in Cincinnati began using a bull’s-eye code. During that same timeframe, a committee was formed within the grocery industry to select a standard code to be used in the industry. IBM proposed a design, based upon the UGPIC work and similar to today’s UPC code. On April 3, 1973, the committee selected the UPC symbol (based on the IBM proposal) as the industry standard. The success of the system since then has

spurred on the development of other coding systems. George J. Laurer is considered the inventor of U.P.C. or Uniform Product Code.

(e)

In June of 1974, the first U.P.C. scanner was installed at a Marsh’s supermarket in Troy, Ohio. The first product to have a barcode was Wrigley’s Gum. Bars & Stripes was first introduced to the market in 1991 by Tippecanoe Systems, Inc. Since then, Bars & Stripes has gone on to be one of the industry’s most popular barcode software applications enabling small businesses to adopt bar coding with minimal expense

Woodland never got rich from bar codes, though he was awarded the 1992 National Medal of Technology by President Bush. But all those involved in the early days speak of the rewards of having brought a new way of doing business into the world. “This thing is a success story on the American way of doing things,” one says. “Our own initiative – take it on ourselves, inviting the world to join in. It has something to say about the little guys with lots of vision.”

BarCodeSymbologies. Retrieved from
<http://www.barcodesymbols.com/history.htm>,
 (abridged and adapted, July 2013)

2. In the first paragraph of the text, find words with the opposite meaning of the following ...

- | | |
|-------------------|----------------|
| a) safe | d) divided |
| b) loose | e) easy |
| c) limited amount | f) certainties |

3. Complete the sentences.

- A store manager’s job was simplified by the introduction of barcodes, since ...
- Barcodes only had a huge impact after the 1970s, when ...
- In spite of not getting rich by contributing to the invention of barcodes, Woodland ...

FACTS**Portuguese well-known inventions****Tempura**

Although this dish is often referred to as a Japanese meal, it is in fact Portuguese. It was brought to Japan by 16th century Catholics looking to convert the Japanese population. The dish is made by dipping various seafoods or vegetables into a thin batter. The name of this dish comes from the Latin word "Tempora" meaning times, referring to the times of year that the Portuguese would eat this dish.

Marmalade

Despite many people believing that marmalade is a distinctly British invention, it is in fact Portuguese. The British had even come up with various explanations for how the name "marmalade" referred to Mary Queen of Scots. In fact, the first mention in writing of Marmalade occurs in 1480, when it was already so popular it was regularly being imported from Portugal. This predates Mary Queen of Scots by quite some time.

Via Verde (literally "Green Lane")

This is an electronic toll collection system used in Portugal since 1991. It has been available at all toll roads and bridges in the country since 1995. Toll roads and bridges are operated by multiple operators. Upon passing in a non-stop lane at a toll, a DSRC tag attached to the vehicle's windshield transmits its identifier and the toll amount is debited directly from the client's bank account. This system provides smooth traffic flow.

Prepaid cell cards

The first pre-paid card was called "Mimo" and was launched by TMN the Portugal Telecom Mobile Phone Operator in September 1995. A prepaid mobile phone is a mobile phone for which credit is purchased in advance of service use.

http://www.ehow.com/info_8693037_portuguese-inventions.html#ixzz2QwrmPiYR

**WATCHING and LISTENING**

1. Watch Meja's video clip of the song *All about the money*. The lyrics have been jumbled up. Reorder the lines while you listen to the song.

- ☐ Sometimes I find another world inside my mind.
- ☐ It makes me feel ashamed to be alive.
- ☐ It makes me want to run away and hide.
- ☐ When I realize the crazy things we do.

Chorus

- ☐ I don't think it's funny.
- ☐ its all about the dum dum duh dee dum dum.
- ☐ To see us fade away.
- ☐ And I think we got it all wrong anyway.
- ☐ It's all about the money,
- ☐ We find strange ways,
- ☐ So tell me how we failed to understand
- ☐ When in fact we don't seem to care at all.
- ☐ of showing them how much we really care.
- ☐ This pretty world is getting out of hand.



PROJECT Consumption and consumerism

- Look at the following diagram and choose one set of questions. Based on the information you collect while answering the questions you have chosen, make a poster and present it to class. You should work in groups of three.

- How are the products and resources we consume actually produced?
- What are the impacts of that process of production on the environment, society and on individuals?
- What are the impacts of certain forms of consumption on the environment, society, and individuals?

- Which actors influence our choices of consumption?
- Which actors influence how and why things are produced or not?
- What is a necessity and what is a luxury?

Consumption and Consumerism

- How do demands on items affect the requirements placed upon the environment?
- How do consumption habits change as societies change?
- Businesses and advertising are major engines in promoting the consumption of products so that they may survive. How much of what we consume is influenced by their needs versus our needs?

- Also influential is the actual culture present in many countries, as well as the media and political institutions themselves. What is the impact on poorer nations and people on the demands of the wealthier nations and people that can afford to consume more?
- How do material values influence our relationships with other people?
- What impact does that have on our personal values?

Source and useful link: <http://www.globalissues.org/issue/235/consumption-and-consumerism>

HAVE FUN



"Money can't buy happiness, but if I had a big house, a fancy car and a giant plasma TV, I wouldn't mind being unhappy!"



"... If you have already sent us your payment, please accept our apology for the death threat and warm wishes for the holiday season."

3.2

Advertising



INTRODUCTION

1. Read about the history of Coca-Cola and learn how it has become the 1st choice beverage worldwide.



JOHN PEMBERTON

a chemist from Atlanta, Georgia, experimented a new recipe which took some secret ingredients and boiled them into a syrup. He then took it to Jacob's pharmacy and mixed the syrup with carbohydrate water and sold this new drink for 5 cents a glass.

FRANK ROBINSON

was not only Pemberton's book keeper but he was also the one who first scripted "Coca Cola" into the flowing letters which became the famous logo of Coca-Cola.



Dr Pemberton sold his business to Atlanta businessman **ASA CANDLER**. Under Candler's leadership, the distribution of Coca-Cola expanded.



JOSEPH BIEDENHARN, guided by Coca-Cola's growing demand and the desire to make the beverage portable, installed bottling machinery in the rear of his Mississippi soda fountain.



ROBERT WOODRUFF

became president of Coca-Cola after his father. Woodruff pushed the brand overseas and invented the six-pack case for carrying bottles and later cans. This way Coca-Cola was ready to become a worldwide beverage.





Coca-Cola

One of the biggest challenges that early bottlers had to face were imitations of the beverage by competitors. So, in **1916** the bottlers approved the unique contour bottle which was trademarked in 1977.



Some of famous slogans

- 1929 — The pause that refreshes
- 1938 — The best friend thirst ever had
- 1945 — Passport to refreshment
- 1979 — Have a coke and have a smile
- 2001 — Life tastes good
- 2006 — The coke side of life
- 2009 — Open happiness



- As early as the **1970s** Coca-Cola had realised that advertising campaigns were needed to become a well-know and successful brand as it is today.
- Several campaigns became part of the history of Coca-Cola and reflected a brand connected with fun, friends and good times.
- Faced with increasingly health conscious Americans, the company launches Coke Zero, a calorie-free drink.

2. Identify some of the marketing strategies used by the Coca-Cola Company.
3. In your opinion, does advertising play an important role in this company?





? LEAD-IN

1. What is “advertising” for you? You can use some of the words in the box to help you with your description.

sell	buyers	ads	products	attention	announcements
newspapers	television	media	marketing	commercial	

READING

1. Read the following text.

By Craig-East Brunswick



Advertising is a core business function and necessary expenditure that can build and maintain strong brands. I believe that advertising is essential for any organization with a product to sell or a service to offer. It is, in fact, equally as important as accounting, cost analysis, production, supply chain management, and sales. Advertising also accounts for a substantial portion of our economy. Companies spent nearly \$150 billion on advertising in 2006 – in the United States alone. However, advertising dollars are not always spent wisely; companies that receive a substantial return on their investment usually build strong brands and achieve high revenues. However, a mismanaged campaign or misappropriated funds can drain capital from a company without offering any of the desired results.

A company’s products or services are ultimately rendered useless if nobody is aware of them; hence the need to advertise. Advertising, however, is a subtle science; a craft that fails more often than it succeeds. The results aren’t immediate; sometimes companies need to wait a long time for them. It is very difficult to reach a consumer, especially in this modern digitized era of TiVo and digital recorders. Consumers have an innate sense of what is important to them and what they can disregard – a wall of selective perception that only allows certain messages to even breach the mind. It is the advertiser’s responsibility to crack this barrier, reach the consumer, and preach a product’s benefits or attributes – all within a thirty second spot or on one single sheet of paper.

Yet without advertising, we would not have the brands with which we are so familiar today, such as Coca-Cola or Apple.

Coca-Cola, for instance, had enjoyed a leading market share in the United States for years, until taste tests in the early 1990s revealed a preference for the sweeter Pepsi. Coke panicked, and hastily created “New Coke” to match Pepsi’s taste-testing advantage. However, consumers responded negatively, and Coke was forced to rebrand its original formula as “Coke Classic,” to the relief of millions of loyal consumers. Coke quickly learned that the strength of the company lay not in the taste of its product, but rather in the consumer’s attachment to the brand itself. Decades of strong advertising and useful taglines crafted Coke’s rock-solid image.

Apple has also used advertising to thrust itself at the forefront of the laptop computer market. Macs had always enjoyed an advantage over other personal computers in terms of graphics and multimedia, but they had not used the right advertising to exploit these advantages. The current

campaign portrays Macs as trendy, modern, and intelligent, while other personal computers are assumed to be outdated and useless.

And consumers have responded: Macs are now the most popular laptop computer on college campuses.

³⁵ These two brands have clearly used advertising to forge specific identities, allowing them to maintain a loyal fan-base while continually attracting new consumers.

Advertising is a core business function which, if used correctly, can build brands and maintain a brand's strength over time. It is expensive, but necessary, and is undoubtedly vital to the success of any business-to-business or business-to-consumer company.

thisibelieve. Retrieved from <http://thisibelieve.org/essay/48877/>
(abridged and adapted, July 2013)

2. Give a suitable title to the text.

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

- a) "Advertising is a core business function and necessary expenditure ..." (l. 2)
- b) "Advertising also accounts for a substantial portion of our economy. ..." (l. 5)
- c) "A company's products or services are ultimately rendered useless if nobody is aware of them; ..." (l. 11)



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

- | | | |
|-------|----------|---------|
| a) I | c) that | e) its |
| b) it | d) which | f) them |

5. Comment on the following sentence, stating whether you agree or disagree with it.

"Advertising is a core business function which, if used correctly, can build brands and maintain a brand's strength over time." (ll. 37-38)



VOCABULARY

1. Match the following words with their definitions.

- | | | |
|-----------------|--------------------------|---|
| a) sales | ☐ | 1. The proportion of industry sales of a good or service that is controlled by a company. |
| b) campaigns | ☐ | 2. The exchange of goods or services for an amount of money or its equivalent. |
| c) brand | ☐ | 3. A trademark or distinctive name identifying a product or a manufacturer. |
| d) revenue | ☐ | 4. All the income produced by a particular source. |
| e) market share | ☐ | 5. An operation or series of operations energetically pursued to accomplish a purpose. |



GRAMMAR Prepositional verbs

SEE GRAMMAR SYNTHESIS, PAGE 217

- Many English verbs require a preposition followed by an object or prepositional phrase. These are called **prepositional verbs**. The verb and preposition always come together, unless an adverb is used.

- Read the following examples taken from the text:

"... nobody **is aware of** them ..." (be aware of)

"... companies need to **wait** a long time **for** them ..." (wait for)

- Note that if there's no object / prepositional phrase, then the preposition isn't needed.
e.g. Listen! **NOT** Listen to!
- Unlike phrasal verbs, **the preposition doesn't change the meaning of the verb** and can't be put in different places.
e.g. She looks after her sister. (look after)
e.g. He called me up. (call up)



1. Decide if the following verbs are prepositional or phrasal verbs. Place them in the correct column. You may find it useful to use your dictionary.

go on bring up apply for talk about put off listen to
care for comment on look at break up believe in

PREPOSITIONAL VERBS	PHRASAL VERBS



2. Write the correct preposition next to each verb. Sometimes more than one is possible.

a) depend _____
b) dream _____
c) count _____
d) pay _____

e) agree _____
f) happen _____
g) belong _____
h) laugh _____

on at of with
to about for

3. Fill in the blanks using one of the following verbs and a suitable preposition.

think happen apologise point relate insist

- a) He _____ his mistake.
- b) Don't _____ people. It's rude.
- c) _____ what I've just told you.
- d) It's really cold today but she _____ having lunch outside.
- e) This ad is _____ anti-discrimination campaigns.
- f) I'll tell you what has _____ me.



LISTENING



1. Listen to some of the most common techniques used by advertisers and underline the correct option identifying each technique.

- a) This technique involves giving away samples of the product for free to consumers. The items are offered in trade fairs, promotional events, etc.
promotional advertising / patriotic advertisements / facts and statistics
- b) This type of technique involves convincing the customers to join the group of people who have bought this product and be on the winning side.
unfinished ads / bandwagon advertising / endorsements
- c) Here, advertisers use numbers, evidence, and real examples to show how well their product works.
endorsements / facts and statistics / bribes
- d) The advertisers here just play with words by saying that their product works better but don't state by how much more than the competitor.
unfinished ads / weasel words / complimenting the customers
- e) In this technique, the advertisers don't say that they are the best from the rest, but don't also deny this.
questioning the customers / bribes / weasel words
- f) The advertisers use celebrities to advertise their products. The celebrities or stars endorse the product by telling of their own experiences with the product.
endorsements / promotional advertising / bribes
- g) Here, the advertisers use punch lines which compliment the consumers who buy their products.
complimenting the customers / patriotic advertisements / endorsements
- h) These ads show how you can support your country while using the product or service.
unfinished ads / patriotic advertisements / facts and statistics



- i) The advertisers use this technique to ask questions to the consumers to get responses for their products.

questioning the customers / facts and statistics / bandwagon advertising

- j) This technique is used to bribe the customers with something extra if they buy the product.

endorsements / promotional advertising / bribes

<http://www.managementstudyguide.com/advertising-techniques.htm>

(abridged and adapted July, 2013)



2. Listen to the techniques again and check your answers.

3. Read the following slogans. Identify the techniques being used by advertisers.

a

Revlon: Because you are worth it.

c

Colgate is recommended by 70% of dentists around the world.

d

Lays : No one can eat just one.

b

Sunsilk Hairfall Solution - reduces hairfall.

e

15 million women trusted Pantene, and you?



WRITING

1. Look carefully at the picture and read the following statement.

The amount of advertising and marketing we are exposed to is increasing every day. At petrol stations, in the cinema, on biscuit packages, at a football match – advertising is everywhere and it's almost impossible to avoid it.



www.

You can learn more about the language used in advertising at <http://www.linguarama.com/ps/marketing-themed-english/the-language-of-advertising.htm> and play the online quiz.

2. Write a small text, describing the previous picture and establishing a connection with the previous statement. You may find it useful to use the following Writing tips.

WRITING TIPS

- Description appeals to the senses, that's why you should pay attention to details in order to help the reader visualise and feel what you are writing.
- Start with a general description and then focus on details;
- Use rich vocabulary (a lot of adjectives), as well as many metaphors, comparisons and similes.

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

30-MINUTE DISCUSSION

Describe the following ads.

- Identify what is being advertised.
- Discuss the reasons which make them effective and funny.
- Try to describe the technique(s) used.





? LEAD-IN

Adverts targeted at teenagers usually try to convince them to buy clothes, accessories, makeup and jewellery, since these are among teens' favourite branded items.

1. What do you like buying?
2. However, when these products are advertised, they tend to create a stereotyped image of society, where everything and everyone is perfect. See how many recent adverts you can remember that show this and decide which three take this stereotyped image to the limit.

READING

1. Read the following text.

False Beauty in Advertising and the Pressure to Look "Good"



By Jo Swinson

From smoothing skin and erasing wrinkles to enlarging muscles and slimming waists, airbrushing, or "photoshopping," men and women to so-called perfection is the norm in advertising. These images don't reflect reality, yet from a younger and younger age, people are aspiring to these biologically impossible ideals.

For some, the desire to look as perfect as these models can become all-consuming, and a wealth of evidence suggests that people in the UK are experiencing serious body image problems – a trend undoubtedly replicated around the globe. People unhappy about their bodies can develop eating disorders, turn to diet pills or steroids, or try cosmetic surgery and Botox injections.

One study found that one in four people are depressed about their body; another found that almost a third of women say they would sacrifice a year of life to achieve the ideal body weight and shape, and almost half of girls in a recent survey think the pressure to look good is the worst part of being female.

These very real and serious issues are not helped by the impossible visions of perfection found everywhere in our visual culture. A growing body of scientific evidence reinforces the link between negative body image and exposure to idealized images.

Last year, I presented a portfolio of 172 studies to the Advertising Standards Authority, the industry watchdog in the UK. Many of these studies show that over the long term, viewing pictures of these



FACTS

A survey carried out on 500 Portuguese teenagers showed that the brands considered "more teen" are Nike, Nokia, Adidas, Sony and Zara.

Read more at <http://www.meiosepublicidade.pt/2008/04/teenagers-vistos-a-lupa/>

25 “perfect” bodies leads to severe pressures in adults and, increasingly, children. One study reported on girls aged 5 to 7 who, when exposed to images of thin dolls like Barbie, said they wanted to look thinner compared with those who saw dolls with a healthier body shape.

Of course, people aren’t blind to this issue – but while the vast majority of people know that advertising images are enhanced and are an impossible dream, it still hurts. The pressure to conform to such narrow ideals is overwhelming.

Having recognized the urgent need to address growing body dissatisfaction in the UK, now-government Minister for Equalities Lynne Featherstone and I launched the Campaign for Body Confidence in March 2010.

Since then, we have been raising the profile of the body confidence agenda and furthering our belief that everyone has the right, whatever their size, shape or form, to feel happy about themselves. A diversity of body shapes and sizes needs to be included in magazines, advertising and broadcasts and on the catwalk – something our campaign partners All Walks Beyond the Catwalk have successfully been promoting.

Equally a priority is the move away from our appearance-obsessed culture toward giving children positive examples of using their bodies, as well as bolstering their resilience and self-esteem with media literacy and body confidence lessons in schools.

Though some people dismiss this issue as trivial, they are ignoring what is, in fact, a growing public health problem. It’s vital that we take steps now so that members of the next generation will grow up learning to accept their bodies in a culture that celebrates health and confidence over a false ideal.

CNN. Retrieved from <http://edition.cnn.com/2011/OPINION/08/08/swinson.airbrushing.ads/index.html> (abridged and adapted, July 2013)



FACTS

Eating disorder statistics UK

- 1.6 million people in the UK are affected by an eating disorder
- It is estimated that 10% of sufferers are anorexic and 40% bulimic

Source: National Institute of Health and Clinical Excellence.

2. Complete the sentences.

- Some of the strategies used by advertisers to reach so-called perfection are ...
- A study shows that some women are willing to give up ...
- Some people ... haven't realised the health problem it has become.

3. Answer the following questions using your own words as far as possible.

- What are the consequences of aspiring to have a “perfect body”?
- Do people realise that they are being manipulated by the advertisement industry?
- Identify Jo Swinson’s role in deconstructing the stereotypes of the consumerist society.

www

Learn more about your body image, by solving the following quiz at <http://www.seventeen.com/fun/quizzes/health/body-image-quiz>



GRAMMAR Punctuation

1. Match the sentences and the punctuation marks used in each one.

- | | | |
|---|--------------------------|--|
| a) From smoothing skin and erasing wrinkles to enlarging muscles and slimming waists, airbrushing, or “photoshopping” men and women to so-called perfection is the norm in advertising. | ☐ | 1. a dash, two commas and a full stop |
| b) Of course, people aren’t blind to this issue – but while the vast majority of people know that advertising images are enhanced and are an impossible dream, it still hurts. | ☐ | 2. two commas, a hyphen, inverted commas and a full stop |

2. Complete the table using the words given.

ellipsis colon question mark full stop semi-colon
 exclamation mark comma dash brackets inverted commas

PUNCTUATION MARKS	USAGE
a)	- to mark the end of a sentence - abbreviations
b)	- lists - sequence of adjectives - non-defining relative clauses - to add additional information
c)	- to connect two related sentences - to avoid confusion when you have complicated lists of items
d)	to introduce a quote
e)	- to identify the beginning and the end of direct speech - to show words as being quoted
f)	- to emphasize - to form imperatives
g)	to ask questions
h)	to separate word(s) from the main sentence
i)	to separate word(s) from the main sentence
j)	- to show unfinished ideas - to omit some words



LISTENING

1. Danni Rowlands, who is the Education Manager at the Butterfly Foundation, is being interviewed by Rachel Friend, a “School A to Z” reporter. They are discussing body image issues affecting young girls. Listen to the interview and say if the following sentences are TRUE (T) or FALSE (F).

- a) Children don't feel any pressure about the way they look.
- b) One in three girls worries about her looks.
- c) Crazy diets, cosmetic surgeries, long hours in front of a mirror and stress are some of the signs to be taken into account when it comes to detecting self-esteem problems.
- d) Peer pressure doesn't play any role in this problem.
- e) Parents shouldn't praise their children's physical appearance often, but highlight other positive aspects they have.

☐
☐
☐
☐
☐


Butterfly
Foundation for Eating Disorders



PROJECT

Celebrities and advertising campaigns

- Do some research work and find out celebrities who have already participated in advertising campaigns.
 - Choose those you consider the most effective and present them to your class.
 - Don't forget to mention the product / service or organisation they are promoting.



Lifetime slogans

- Read the following well-known Nike slogan.

JUST DO IT

- Find out the top 20 slogans of all time and do some research work about:
 - the date of their creation;
 - author;
 - products / services advertised; ...
- Identify the one you like the best.



3.3

Ethics in Advertising



INTRODUCTION

Much has been said and discussed about ethics in advertising. If some tend to undervalue the role of ads in people's lives, others consider advertising unethical and noxious leading to great harm in society.



1. Watch the video clip of the song *Uprising* by Muse and pay attention to the lyrics.

Paranoia is in bloom,
The PR transmissions will resume,
They'll try to push drugs that keep us all dumbed down,
And hope that we will never see the truth around
(So come on)
Another promise, another scene,
Another packaged lie to keep us trapped in greed,
And all the green belts wrapped around our minds,
And endless red tape to keep the truth confined
(So come on)

They will not force us,
They will stop degrading us,
They will not control us,
We will be victorious
(So come on)

Interchanging mind control,
Come let the revolution take its toll,
If you could flick a switch and open your third eye,
You'd see that
We should never be afraid to die
(So come on)

Rise up and take the power back,
It's time the fat cats had a heart attack,
You know that their time's coming to an end,
We have to unify and watch our flag ascend

They will not force us,
They will stop degrading us,
They will not control us,
We will be victorious
So come on

2. Do you think that this song might be talking about the effect of advertising on one's mind and on society in general? Justify your answer.
3. In your opinion, who does the pronoun "they" refer to?
4. What is the message conveyed by the song?



SPEAKING

One of today's questions is about the honesty of advertising. Bogart (1972) offered a good metaphor to shed light on this issue:

"A knife does not have honesty in itself. When you get it sharpened you do not make it more honest or not. Persuasive techniques are like sharpened knives. They are tools and, of course, the person who deals with these tools should have honest principles."

1. Discuss the following topics with your classmate:

- Is this principle respected by the majority of the brands?
- Think about ads you have watched which weren't completely "honest".
- Which groups are more vulnerable to "dishonest" advertising? Why?
- Which entity regulates advertising?
- Give your opinion about the regulation/legislation on advertisements.



Lancôme ad featuring Julia Roberts and Maybelline New York ad featuring Christy Turlington were banished from British magazines because they were considered misleading, due to photoshop techniques.

? LEAD-IN

1. Read the following words. In what ways are they related to the topic “ethics in advertising”?



READING

1. Read the following text on ethics in advertising.

There is an old adage that everybody hates advertising until they have something to sell. No matter what people think about advertising, everybody thinks about it. How can you not? Nearly everything we see, hear, touch or eat has a logo on it. Even our thoughts are branded.

Advertising has been called an art form, a parasite, freedom of speech, propaganda, healthy capitalism, a necessary evil, and what makes the world go round.

There are few legal restrictions on advertising claims, with the exception of advertising to children, which has fostered self-regulating organizations like the Children’s Advertising Review Unit (CARU) that evaluates child-directed advertising and promotional material in all media to advance truthfulness, accuracy and consistency. Burger King, McDonald’s and NBC have taken active measures to eliminate advertising that can be harmful to children, particularly in the area of junk food.

Once a shot in the dark, the effectiveness of advertising has become easier to track and predict. The industry has made technological breakthroughs with the advent of bar codes, interactive engagement, and double sided electronic content that enables the media to read you as you read it. Advertisers know what you see and when, and what kind of attention span you have for various messages and content delivery systems.

The less obvious the advertising, in some ways, the more invasive. From product placement, sponsorship, endorsement and public relations, messages blend into the scenery like subliminal mind control.



The consolidation of advertising agencies in the last decade has resulted in four mega-conglomerates that each range in revenues somewhere between \$5 to \$10 billion a year. It is projected that worldwide advertising expenditures will exceed \$700 billion though figures tend to mirror the economy which is presently in turmoil.

Sustainability departments are sprouting up in ad agencies, and the growth of sustainability conferences are skyrocketing worldwide as brand managers weigh in the value of the environment as a marketing tool. To look at ethics in advertising means looking at the ethics of the advertisers, and of our society as a whole. U.S. laws require publicly traded companies to act in the best fiduciary interest of its shareholders, not of society as a whole. Yet, corporations are finding that lack of environmental and social responsibility can become a financial liability that affects their valuation. Also, more and more businesses are finding that environmental stewardship can lead to higher profits through better practices, energy efficiency, reduced waste, less consumption of resources, employee loyalty and company morale.

Joel Makower is the founder of Green Biz, a leading online news and information resource on how to align environmental responsibility with business success. He shared his view on whether advertising can be ethical. "There is nothing inherently unethical about advertising. It's when it pushes people to buy things they don't really need, or that are destructive to the environment, communities, or the people who make them, that it becomes problematic. For example, claiming that something will help to save the earth. It's too easy to play into people's desire to change without changing, to shop our way to environmental health by picking brands and products that are just a little better than the others. At best, this is delusional, at worst, fraudulent."

The good news is that brands are competing for the hearts of the public by being more passionate about our future. Responsible products are growing in leaps and bounds, GE really is bringing good things to life, BP and others are going beyond petroleum, and someday soon maybe toxic all-purpose spray cleaners and such will be banned from advertising the way they banned cigarettes. Until then, we'll read the labels warning us to keep them out of reach of children and pets because they're harmful if swallowed and cause eye irritation, even though the ads recommend known carcinogens for cleaning the playroom and the kitchen counter.

Can advertising be ethical? We are what we buy.

Ethical Markets. Retrieved from <http://www.ethicalmarkets.com>
(abridged and adapted, July 2013)

2. Explain the following expressions.

- a) "Once a shot in the dark, ..." (l. 14)
- b) "... conferences are skyrocketing worldwide ..." (l. 27)

3. Quote the sentences from the text that express the following ideas ...

- a) There aren't many legal impediments imposed on advertisers.
- b) It's not difficult for advertisers to know if their message is getting across.
- c) Advertising isn't done in an unorganised way by single individuals.
- d) Nowadays environmental concerns are being taken into account by advertisers.



GRAMMAR Uncountable nouns

SEE GRAMMAR SYNTHESIS, PAGE 217

► Read the following sentence taken from the text.

"The good **news** is that brands are competing for the hearts of the public by being more passionate about our future."

- **News** is an uncountable noun, using verbs in the singular. Words like *information, music, water, money, oil, advice, progress* and *traffic* belong to this category.

► Pay attention to the following rules concerning uncountable nouns.

- *a / an* cannot be used before uncountable nouns.
- They are preceded by words such as: *the, some, any, little, a little, much, ...*
- To refer to music, information or advice, you need to add an expression *e.g. a piece of* when a single item is mentioned.
- Other example expressions with uncountable nouns include *an act, an item,...* which is added before them.
- Even though *little / a little* appear to be similar, they express different ideas: *little* is negative and *a little* positive.

Note that *few / a few* have the same meaning, but are used with countable nouns.

1. Read the following sentences. Tick the right sentences and correct the wrong ones in your notebook.

- ☐ a) Bring me oil, please.
- ☐ b) The informations about the students weren't very clear.
- ☐ c) I read a really interesting piece of news.
- ☐ d) There was few chaos at the airport.
- ☐ e) The traffic is flowing well.
- ☐ f) These behaviours aren't acceptable.
- ☐ g) Violence doesn't lead to anything good.
- ☐ h) Mary's looking for work.

2. Fill in the blanks with *little / a little / few / a few*.

- a) The company wants to spend _____ money on advertising. I don't consider this a good strategy.
- b) _____ people went to the event, because they hadn't seen the ads for it.
- c) Wait! I'll help you! I still have _____ time before I leave.
- d) Advertisers need to change their behaviour. However, _____ already have environmental concerns.

LISTENING

On 15 March, 1962, USA President John F. Kennedy delivered an historic address to the USA Congress in which he outlined his vision of consumer rights. This was the first time any politician had formerly set out such principles.

1. Listen to the speech and tick the “consumer rights” mentioned.

- ☐ a) **The right to satisfaction of basic needs**
To have access to basic, essential goods and services: adequate food, clothing, shelter, healthcare, education, public utilities, water and sanitation.
- ☐ b) **The right to safety**
To be protected against products, production processes and services that are hazardous to health or life.
- ☐ c) **The right to be informed**
To be given the facts needed to make an informed choice, and to be protected against dishonest or misleading advertising and labelling.
- ☐ d) **The right to choose**
To be able to select from a range of products and services, offered at competitive prices with an assurance of satisfactory quality.
- ☐ e) **The right to be heard**
To have consumer interests represented in the making and execution of government policy, and in the development of products and services.
- ☐ f) **The right to redress**
To receive a fair settlement of just claims, including compensation for misrepresentation, shoddy goods or unsatisfactory services.
- ☐ g) **The right to consumer education**
To acquire knowledge and skills needed to make informed, confident choices about goods and services, while being aware of basic consumer rights and responsibilities and how to act on them.
- ☐ h) **The right to a healthy environment**
To live and work in an environment that is non-threatening to the well-being of present and future generations.

Consumers International. Retrieved from <http://www.consumersinternational.org>
(abridged and adapted, July 2013)

FACTS

John Fitzgerald “Jack” Kennedy, often referred to by his initials JFK, was the 35th President of the United States, serving from 1961 until his death in 1963. He was one of the most popular Presidents ever in American history.



10-MINUTE DISCUSSION

Have you or anyone in your family ever bought a faulty item and had to return it? Share your experience with your classmates concerning the following:

- Was it difficult to return the item?
- Were you entitled to a refund?
- Was the item repaired?
- Did you need to write a letter of complaint?



WRITING

1. Imagine you want to return something you bought, but the shop owner is refusing to refund you. Using the following Writing tips as guiding lines, write a letter of complaint.

WRITING TIPS – Letter of complaint

- 1st — Provide information about what, when and where the goods were purchased. Don't forget to mention how you paid for it. You should attach a copy of the receipt.
- 2nd — Describe the problem of the goods you purchased. Be simple and clear. Mention when the problems started and how you noticed them.

Possible problems detected:

- malfunction
- not of satisfactory quality
- did not fit
- does not match the description of the product

- 3rd — This paragraph of the letter should include how you want your problem to be solved: substitution of the product, a refund, ...

- 4th — Finish the letter by giving the trader a deadline to answer you by.

Don't forget to keep a copy of the letter of complaint, as well as of the receipt from the post office. They will be useful if your problem isn't solved after sending the letter.



LEAD-IN

1. Read an excerpt from Susan Linn's book *Consuming kids*.

My stepson, Josh, was born in 1971. My daughter, Sasha, was born in 1987. Josh's daughter, Marley, was born in 2002. I can't help but contrast the commercial pressures affecting their experience of growing up. When Josh was a child, public television really was commercial-free. It is no longer. Nor did most of his friends have TVs in their rooms. While he did have to cope with sugar cereal ads on Saturday morning television, he did not have to deal with a barrage of soda and junk food marketing in school, unlike Sasha. And, when riding in a grocery cart neither Josh nor Sasha (unlike Marley) had to face aisle after aisle jammed with alluring, brightly colored packages containing edible, high-calorie renditions of his favorite cartoon characters, or candy in the shape of superheroes. The first video games came into being when Josh was a teenager, but the technological capacity for depicting media violence in graphic, gory detail did not develop until he was almost an adult. He listened to the radio, but while Sasha's music is interrupted with incessant ads for violent and sexually explicit television programs and movies, his was not.



Almada Negreiros

- a) Do you think Linn's daughter's reality depicts the one presented in Almada Negreiros's drawing (on the right)?
- b) Speculate about the role of advertising in children's lives nowadays.



READING

1. Read the text carefully.

Get Real! Banning Adverts Will not Stop Children Wanting Things!



By Matilda Reid, 11 Apr 2013

By allowing advertisers to target children, we are producing young “consumers” not young “citizens” – children more fixated on purchasing the latest flashing, beeping, plastic gadget, than using ⁵ their imagination, according to a letter in today’s Daily Telegraph signed by MPs, peers and childcare experts.

However, in my experience, young children are savvier than that; they simply aren’t taken in by advertising. Just as adults get irritated by constant breaks disturbing their favourite television show, so do children.

¹⁰ There’s no doubting that advertisers are tuned into making the most of “pester power” – indirectly forcing parents to buy products by capturing their children’s attention, knowing that their children will then nag their parents for the latest gimmick. Surely it’s up to the parent to say “no” to their children’s demands, especially if they ¹⁵ have requested expensive or useless products. Banning adverts is not going to stop children wanting things.

“I don’t think that all adverts should be banned”, says Professor Barrie Gunter, Professor of Mass Communication, at the University of Leicester. “You could argue that children have become more ²⁰ consumer-orientated than 20 years ago, because there are more products on the market, but it is how parents handle that, that is important. The extent that we want to acquire possessions comes from parents, not from advertisers. Consumerism is simply not going to disappear if you remove all advertising.”

²⁵ My children are four and two and they hate adverts. The second their television programme has finished, they shout out: “It’s gone”; meaning their cartoon has finished, the ads have come on and they want me to do something about it. I now pre-record their shows so that I can fast-forward through the ads.

³⁰ My daughter, who is four and a half, has only ever pointed out two things that have caught her attention from the television: furry animal slippers and Care Bear soft toys. Well, no amount of “pester power” is going to get me to buy slippers with animal’s ears that pop up and down as you walk along; and, from past experience, I know ³⁵ that a Care Bear teddy will simply end up in the basket, along with all the other discarded animals.

My son can barely sit still through a five minute episode of Peppa Pig – so once the ads come on, he’s up and off – climbing over the

sofas or demanding a biscuit. They are not exactly an advertiser's dream target market.

"Children's understanding of advertising changes," explains Professor Gunter. "Children up to the age of seven or eight have a crude understanding of adverts – they are aware that the adverts are different from their programme but they don't necessarily understand that someone is trying to sell them something. Aged nine, ten or eleven they start to become more aware of the purpose of advertising."

The Advertising Standards Authority (ASA) says that there are already strict guidelines in place that ensure adverts targeted at, or likely to be seen by children, do not contain anything that is likely to result in their physical, mental or moral harm. "Regulation in this area is deliberately strict, but proportionate and based on the best available evidence. To date, we've not seen evidence that would support calls for an outright ban on advertising to children", says Matt Wilson, from the ASA.

Rather than have all advertising for children banned; surely it's better to focus on developing parenting skills. It only takes one or two birthdays and Christmases to learn that most children will cast aside the latest expensive toy in favour of the wrapping paper or a brightly-coloured ribbon. And by the time they reach the age of nine, ten or eleven years old, parents should have mastered the art of saying no.

The Daily Telegraph. Retrieved from <http://www.telegraph.co.uk>
(abridged and adapted, July 2013)

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

- a) their
- b) my
- c) that
- d) it
- e) they

3. Complete the sentences.

- a) A letter published in the *Daily Telegraph* on 11 April 2013 ... _____

- b) In Matilda Reid's opinion, children ... _____

- c) ASA is ... _____

www.

Learn more about ASA at
<http://www.asa.org.uk>

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

- a) Identify the aims of adverts targeted at children.
- b) Is Professor Gunter for or against the banning of adverts for children? Justify your answer.
- c) Explain the meaning of the last sentence of the text: *“And by the time they reach the age of nine, ten or eleven years old, parents should have mastered the art of saying ‘no’.”*



VOCABULARY

1. Complete the following text with the words below.

sugary cereals fast food campaigns pervasive backpacks
market merchandising brands hook



There have always been advertisers who **(a)** _____ to children. Clearly products such as toys and **(b)** _____ have been around since before our grandparents were small. Just as today, those who made such products have developed ad **(c)** _____ to promote them to an interested audience. Many years ago however, it was a bit easier to recognize what was an advertisement and what wasn't. Advertisements were limited to displays in a store, a newspaper ad, or a brief spot on TV or radio. Some **(d)** _____ crept in during the 1960s with Beatles lunchboxes and similar items. Today however, half of the clothing that kids wear include an advertisement of one sort or another. **(e)** _____, shoes, and many accessory items also display the most popular **(f)** _____ for a child's peers to see. The influence of advertising is increasingly far reaching. Today, ads are much more **(g)** _____ and less recognizable as a sales pitch. For instance, while eating at a favorite child oriented **(h)** _____ restaurant, a child may receive a toy. That toy may also be tied to a movie, a cartoon, a video game, or to a website that offers additional games, toys, and related products. Books, clothing, accessory items, backpacks, cell phones, scooters and more are all tied to the same theme. There are a seemingly limitless number of products that are then presented to the child. These ads for children, just as those targeted toward adults, create a need where none existed previously. They also **(i)** _____ children, and subsequently their parents, into an endless loop of buying more and more products.

Squidoo. Retrieved from www.squidoo.com
(abridged and adapted, July 2013)





GRAMMAR Causative use of *have*

SEE GRAMMAR SYNTHESIS, PAGE 217

► Read the following sentence taken from the text.

*“Rather than **have** all advertising for children **banned**; surely it’s better to focus on developing parenting skills.”*

1. Choose the correct option.

- This structure is used when ...

- ☐ a) you arrange someone to do something for you.
☐ b) you want to express the idea of the Past Perfect Simple.
☐ c) you do something by yourself.

► The structure ***have + object + past participle*** is called the **causative use of the verb *have***. You can also use ***get*** instead of ***have***. However, ***have*** is more formal than ***get***.

- The verb *have* can be used in different tenses, as well as with modal verbs.
e.g. He has had his TV set repaired.
e.g. He will have the letter of complaint sent by his secretary tomorrow morning.
- The short forms of *have* cannot be used.
- Whenever we want to mention the person that does/did the action, the preposition ***by*** is needed.
- Even though the causative use of *have* is similar to the Present Simple or Past Perfect Simple, they are used in different situations.
e.g. When they arrived I had already washed my car. (Past Perfect Simple – I performed the action)
I had my car washed. (Causative form of *have* – someone else washed my car.)

2. Correct the following sentences.

- a) I’ve had painted my house.
b) John has have his teeth checked.
c) The mother has dinner cooked for her children once a month.
d) I have washed my hair at the hairdresser’s.
e) He had them watered the plants.

3. Build sentences using the causative use of *have* / *get*.

- a) I asked my mum to go to the post office to send a parcel.
b) My hairdresser cuts my hair twice a month.
c) Mary went to the dry cleaner’s to clean her new coat.
d) The headmaster asked the secretary of education for money to repair the roof of the school.

30-MINUTE DISCUSSION

Should adverts for children be banned?

- This debate will involve two teams including several students, a panel of judges (other students of the class) and a judge / instructor.
- The two teams are presented the topic that they will debate, and each team will be given a set period of time to prepare an argument. The goal is to come up with a good argument in a short amount of time.
- One team will argue in favour (PRO) and the other will argue against (CON). Each team member speaks, or you can select one member to speak for the entire team (Spokesperson).
- A judge or a panel of judges will assign points based on the strength of the arguments and the professionalism of the teams. Votes are to be based upon presentation quality only, and not upon personal agreement or disagreement with the position presented.



PROJECT

Consumers rights

Make a flyer to make consumers conscious of their rights. You will have to do some research work about Portuguese rights as far as consumers are concerned.

Portuguese consumer associations

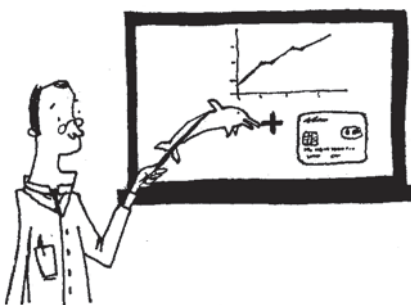
Do some research work about Portuguese associations that provide free, confidential and impartial advice on consumer issues.



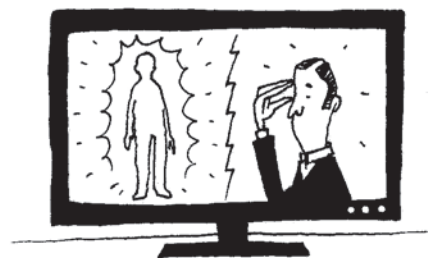
www.

Which? is a product-testing and consumer campaigning charity with a magazine, website and various other services. Learn more at <http://www.which.co.uk/>

HAVE FUN



"If dolphins are just as smart as humans, why aren't we investing in underwater shopping malls and teaching them how to use credit cards?"



"Do you know that TV program where the guy talks to spirits in the afterlife? If we advertise on his show, do you think dead people would buy our products?"



READING

1. Read the following text carefully.

The Effects of Commercial Advertising on Children



In 2004 alone, the USA advertising industry spent \$12 billion on commercials targeting children – which makes business sense, considering that kids make up a massive consumer base, using their own largely expendable income or influencing their parents' spending habits. Since the late 1970s, it has become an increasingly controversial issue, with academics identifying several negative effects advertising has on children. These findings have stirred much debate about placing restrictions on advertisers.

1. Psychological

The American Psychological Association and American Academy of Pediatrics Committee on Communications have been lobbying the federal government to place limits on targeted advertising on the basis that children lack the cognitive ability to differentiate between the persuasive intent in commercials and the media that they are viewing or playing. This means that kids accept what they are seeing in ads as credible and real. A study by UK psychology academics Professor Karen Pine and Dr. Avril Nash from the University of Hertfordshire found this problem was compounded because most children's media consumption occurs in the absence of an adult who could explain the intent behind the content.

2. Commercialization

According to the American Academy of Pediatrics, kids in the USA see around 40,000 ads annually on TV alone and are increasingly bombarded with commercials via print media, Internet and in their schools. It's hardly surprising that when it comes to expressing preferences, many kids want the brands and products that they regularly see through advertising rather than the generic counterpart that costs far less. This is particularly problematic for parents who increasingly make small and large household spending decisions because of their children's relentless nagging to buy particular products: a phenomenon that academics have dubbed as "pester power."



3. Health

Advertising is adversely affecting children's health in several ways. The American Academy of Pediatrics identifies obesity, drug, tobacco and alcohol use as the primary health-related effects of advertising on children. Junk-food advertising targeting young children and primarily shown during kids' after-school and Saturday-morning viewing times spurs children to increasingly request these products that are high in calories and low in nutritional value. Exposure to alcohol and tobacco advertising through sports programming or product placement in movies and video games leads adolescents as young as 13 years old to experiment with these substances at an earlier age. Through regular pharmaceutical advertising on prime time television, children and teens are learning that there is a drug available to cure any problem.

eHow. Retrieved from www.ehow.com
(abridged and adapted, July 2013)



2. Choose the correct option. Only ONE is possible.

a) Children can ...

- ☐ 1. not really be influenced by outside pressures.
- ☐ 2. sway their parents' consumer behaviour.
- ☐ 3. be targeted by advertisers without any harmful consequences.

b) Children ...

- ☐ 1. can easily understand the message conveyed by ads.
- ☐ 2. are usually explained the intent of ads by their parents.
- ☐ 3. don't have the cognitive ability to recognise the persuasive message of advertisers.

3. Find words in the text that mean the same as ...

- a) nonessential (paragraph 1)
- b) limits (paragraph 1)
- c) alternative (paragraph 3)
- d) insistent (paragraph 3)
- e) heal (paragraph 4)

4. Write a paragraph mentioning other negative consequences ads might have on children.

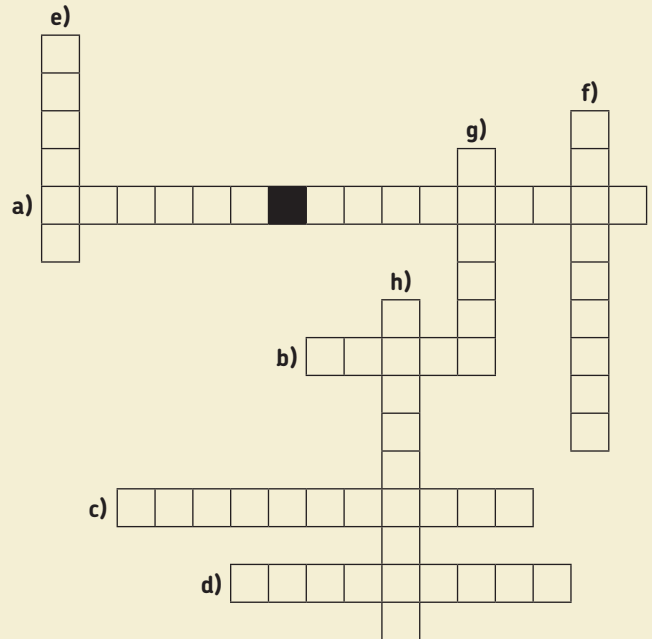




VOCABULARY

1. Fill in the blanks and solve the crossword puzzle.

- a) ... are a terrible consequence of the quest for the perfect body.
- b) This obsession to satisfy all of our personal ... is leading society to the abyss.
- c) There are many perils in society but ... is the worst.
- d) Zara has a great ... strategy.
- e) ... are one of the strategies used by advertisers.
- f) Mary is a shopaholic. She ... garments she never wears.
- g) Several ... have used good advertising campaigns to promote themselves worldwide.
- h) In order to produce more, there's an enormous waste of ...



GRAMMAR

1. Rewrite the following sentences.

- a) They say that strict laws will be created to protect children against the harmful effects of advertising.
It ...
- b) They should advise you how to spend your money wisely.
You ...
- c) Mary has bought useless gadgets because she was convinced by the well-organised advertising campaigns.
Useless gadgets ...
- d) He said that he had given them a piece of advice on credit cards.
They ...
- e) They expect the campaigners to succeed in selling the product.
Campaigners ...

2. Fill in the blanks with the missing prepositions.

- a) I'm waiting _____ my accountant.
- b) John paid _____ his purchases using a credit card.
- c) My holidays will depend _____ the amount of money I'll earn this year.
- d) This wallet belongs _____ me.
- e) What has happened _____ you? You look upset.
- f) He insisted _____ paying the bill.
- g) I have to apologise _____ all my mistakes.

3. Tick the uncountable nouns. Build 4 sentences using some of them.

- | | |
|---------------------------------------|---|
| ☐ a) behaviour | ☐ f) news |
| ☐ b) money | ☐ g) information |
| ☐ c) apple | ☐ h) newspaper |
| ☐ d) coin | ☐ i) traffic |
| ☐ e) order | ☐ j) advice |

4. Explain the difference between the following pair of sentences.

- a) John had his house painted.
- b) John had already painted the house when his wife arrived.



WRITING

1. Describe the painting, trying to connect the message portrayed with the topic you have been studying.



Le fils de l'homme,
René Magritte

UNIT 4

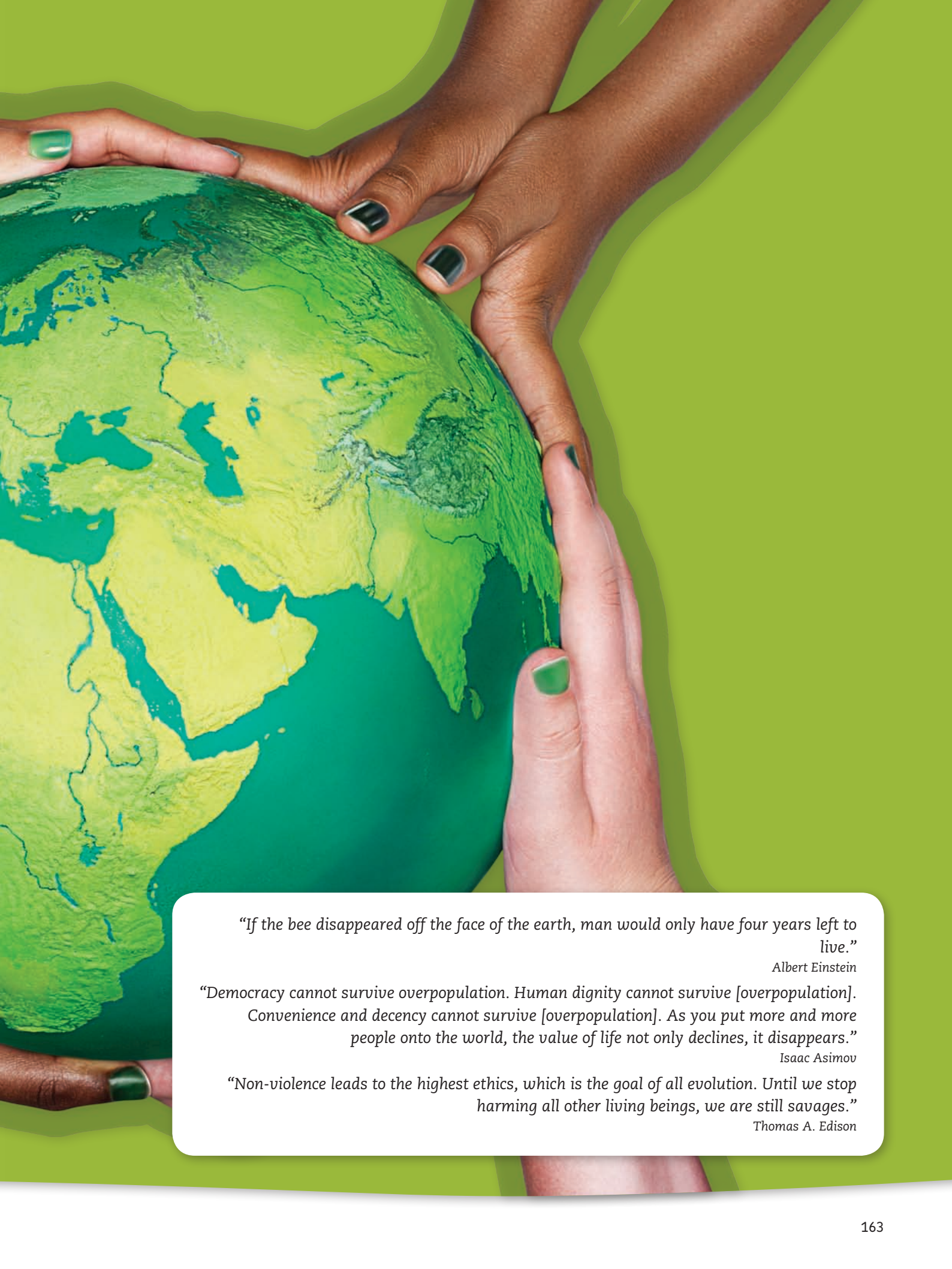
THE WORLD AROUND US

4.1 Environmental Problems page 164

4.2 Bioethics and Demography page 178

4.3 Alternative Lifestyles page 194





"If the bee disappeared off the face of the earth, man would only have four years left to live."

Albert Einstein

"Democracy cannot survive overpopulation. Human dignity cannot survive [overpopulation]. Convenience and decency cannot survive [overpopulation]. As you put more and more people onto the world, the value of life not only declines, it disappears."

Isaac Asimov

"Non-violence leads to the highest ethics, which is the goal of all evolution. Until we stop harming all other living beings, we are still savages."

Thomas A. Edison

4.1

Environmental Problems



INTRODUCTION

In this unit you will learn more about the world around us, particularly its environmental problems. Pollution is one of the many environmental issues the world is experiencing today. Consider the following table to learn more about pollution.

POLLUTION	CAUSES	CONSEQUENCES	SOLUTION
Water	• Pesticides, insecticides. • Careless dumping of industrial waste. • Intermixing of water from other sources due to other environmental disasters like hurricanes and floods.	• Death and migration of aquatic animals and plants.	• Go back to traditional agriculture. • Regulation and surveillance of industrial dumping.
Air	• Sulphur dioxide (SO₂) and carbon monoxide (CO) emissions by some industries. • Carbon dioxide emissions by industries and transport. • Methane emissions from livestock farming.	• This results in the mixing of these gases with air thus causing acid rain which makes water acidic and causes it to absorb the aluminum that makes its way from soil into lakes and streams. This combination makes waters toxic to crayfish, clams, fish, and other aquatic animals. • Smog.	• Effective use of renewable energies (wind, solar, wave, tidal, hydropower). • Increase in the forestry area. • Adopt a new lifestyle.
Soil	• Disposing waste or harmful materials (e.g. pesticides, herbicides, insecticides, food ripening chemicals) into the soil.	• Absorption of nitrogen from the soil hence reduced or no nitrogen fixation • Lack of fertility then results in low plant performance. • Deforestation in order to create single agricultural fields.	• Go back to traditional agriculture. • Organic farming



1. Now discuss the following questions first with your classmate, and then with your class.

- a) Do you know any other ways of preventing water, air and soil pollution?
- b) What can you do to help the environment?

2. Look at the following pictures and identify which environmental problem is represented.

www.

Do you have any idea of how big your ecological footprint is in this world of ours? Solve the quiz to find out.
www.myfootprint.org



a) _____



b) _____



c) _____



d) _____



e) _____



WATCHING and SPEAKING

- 1. Watch the video “Ten strange ways to save the planet”.**
- 2. Do you think the ideas presented are too unusual?**
- 3. Name some of the ideas which you think are feasible.**
- 4. In pairs, think about five even stranger ways to protect the environment. Present your ideas to your class. The best ideas will make the top 10 of your class.**

FACTS

The notation PM10 is used to describe particles of 10 micrometres or less. PM10 represents particles in the air that are considered pollution. These particles might be smoke, dirt, mold, pollen, etc. PM10 are the larger coarse particles that are kicked up into the air and spread around causing severe health effects.

? LEAD-IN

1. Pollution is one of the greatest environmental concerns as you have seen. From the countries listed below can you tell which five have the highest levels of air pollution?

Spain**Portugal****Mexico****Italy****Senegal****Saudi Arabia****France****Mongolia****Pakistan****USA****Botswana**

2. Visit the CNBC website at <http://www.cnbc.com/id/44781282/page/1> to check your answers.
3. Then write down the complete list of the most air polluted countries in the world. This report on air quality was released by the World Health Organization (WHO).

**READING**

1. Read the following text carefully.



China may be the world's economic beacon of hope, but its pollution problems are hurting the bottom line. While China is a leading manufacturer of wind turbines and solar panels, it is also home to seven of the world's 10 most polluted cities, according to a study from the Asian Development Bank and Beijing's Tsinghua University.

The coal, freight trucks and factories underpinning China's economic success in recent years are also hurting its environment. Last year (2012), China consumed as much coal as the rest of the world combined, noted Jennifer Turner, director of the China Environment Forum & Global Sustainability and Resilience Program at the Woodrow Wilson International Center for Scholars in Washington, D.C.

The World Bank estimated that illnesses and premature deaths linked to China's pollution cost it about \$100 billion – the equivalent of 3 percent of the country's annual gross domestic product – in 2009 alone. A separate study by Greenpeace and Peking University estimates particulate pollution cost four major cities more than \$1 bil-

lion and caused more than 8,000 premature deaths last year. “China’s economy has skyrocketed, but at a price. Power plants, factories and heavy industries are all belching out black, dirty air, at the cost of our health and our environment,” Greenpeace said.

Data suggests the country’s pollution and related costs may not ease anytime soon.

Coal remains a dominant source of power for the country, and citizens are snapping up automobiles at a frenzied pace. Chinese residents bought nearly 20 million automobiles last year, making it the world’s largest auto consumer. SUV sales alone in China are expected to triple in the next decade, according to the consulting firm McKinsey & Co.

A study released last year by the Massachusetts Institute of Technology estimates labor and health care costs related to China’s pollution cost the economy \$112 billion in 2005 – five times as much as in 1975. Rapid urbanization, booming population growth and rising incomes, which increase the value of lost productivity, all contribute to the problem. But the MIT study aimed to quantify the long-term price of pollution, as well as the immediate costs. The results suggest “that conventional, static methods that neglect the cumulative impact of pollution-caused welfare damage or other market distortions substantially underestimate pollution’s health costs, particularly in fast-growing economies like China,” according to Kyung-Min Nam, one of the study’s authors.

The researchers found that China emits more mercury, carbon dioxide and other pollutants than any other country in the world. Even before its latest boom, China in the 1980s had pollution levels 10 to 16 times higher than guidelines provided by the World Health Organization (WHO), the MIT study said.

Environmental issues are one reason some companies have a harder time getting workers to relocate to China. “You actually have to pay people more to go live in China, partly because of the pollution issues,” Turner, of the Woodrow Wilson Center, said.

In fact, more Chinese workers also are choosing to telecommute in order to avoid having to step outside. Some are reluctant to let their children play outside, and the *Financial Times* has reported that schools in Beijing are building pollution domes to cover outdoor play areas.

<http://www.thefinancialist.com/chinese-smog-at-what-cost/>
(abridged and adapted, August 2013)



2. Choose a suitable title for the text.

3. Complete the sentences according to the text.

a) In spite of producing wind turbines and solar panels, China ...

b) The damage to the environment is caused by ...

c) One of the reasons for air pollution in China is the emission of ...

d) Due to the lack of air quality, Chinese ...



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

a) its

c) all

b) our

d) their

5. Explain the meaning of the following expressions/sentences.

a) "China's economy has skyrocketed, but at a price." (ll. 18-19)

b) "... citizens are snapping up automobiles at a frenzied pace." (ll. 26-27)

6. Answer the following questions.

a) China is a very polluted country. According to the studies will the situation get any better? Explain.

b) What price is the country paying for its pollution? Justify your answer.

c) Why is China mentioned as an "economic beacon of hope"?

d) Does your country have environmental problems? If so, can you identify some of them?





GRAMMAR Present Perfect Simple vs. Present Perfect Continuous

SEE GRAMMAR SYNTHESIS, PAGE 212

1. The sentence below is in the Present Perfect Simple. Read the following grammar rules and tick those which refer to this verb form.

"... the Financial Times **has reported** that schools in Beijing are building pollution domes to cover outdoor play areas."

- ☐ a) It is formed with the present form of the auxiliary verb *have*.
- ☐ b) The main verb can occur in the Past Simple or in the past participle.
- ☐ c) The main verb always uses the past participle form.
- ☐ d) It refers to recent event or actions connected with the present.
- ☐ e) It refers to distant events.
- ☐ f) It is used with words such as *just*, *already*, *since* and *ago*.
- ☐ g) It is used with words such as *just*, *already*, *since* and *for*.

2. Build sentences using the words given in the Present Perfect Simple.

- a) Smoke from factories / pollute / many cities.
- b) Students / not read / the text / yet.
- c) you / to watch / the documentary about the environment / yet?
- d) We / already / be / to China.

► Remember ...

- *Yet* is often used with the Present Perfect Simple in negative and interrogative sentences.
- *Just* is used to refer to an event that happened very recently.
- *For* is used to express a period of time and *since* indicates the time when the action started.
e.g. *I have lived in Lisbon **for** two years.*
*She has lived in London **since** 2010.*
- Pay attention to the difference between *have been* and *have gone*.
e.g. *I have been to Japan twice. (I have returned)*
They have gone to China this summer. (they haven't come back yet.)

3. Correct the following sentences.

- a) We have see the Chairman of the Company.
- b) He has received us yet before the Press Conference.
- c) Last year the Company's policy has always been to protect the environment.
- d) A part of its profit have been donated to environmentalist organisations.

► Remember ...

- The **Present Perfect Continuous** is used to express an event which started in the past and is still happening in the present or which has just stopped.
- The Present Perfect Continuous is used to emphasise that something is short-term whereas the Present Perfect Simple refers to long-term actions.
e.g. *The windmill **has been working** at 50% capacity this week.* (short-term)
- We can choose the Continuous form to stress that something is repeated.
e.g. *How long have you been recycling? I **have been recycling since** 2003.*

4. Complete the sentences with the Present Perfect Continuous and the words *for* or *since*.

- a) We _____ (watch) *An inconvenient truth* by Al Gore _____ the beginning of the class.
- b) The government _____ (cut off) funds for environmentalist organisations _____ January.
- c) They _____ (study) our proposal _____ two weeks.
We want to implement the use of solar energy in the firm.
- d) I _____ (research) natural resources for my Science project _____ three hours.
- e) We _____ (collect) plastic bottle caps for a solidary campaign _____ Christmas. If we have a certain amount of caps a wheelchair will be donated.

5. Fill in the blanks with the Present Perfect Simple or the Present Perfect Continuous of the verbs given.

- a) _____ the room yet? (you / clean)
- b) They _____ Chinese since September. The classes end in June. (learn)
- c) I _____ that film yet. (not watch)
- d) Lucy _____ to America. It's an old dream of hers. (never / be)
- e) This week we _____ the kitchen. The bright colour _____ the whole room. (paint / light up)
- f) The mother _____ her son was crying. (not notice).
- g) Paula _____ her tablets since the doctor told her to. (take)
- h) She _____ this book. (already / read)



SPEAKING

1. Think about five actions you and your family have been carrying out to preserve the environment.

Examples: *I have bought some energy saving lamps. I have been recycling since I was 10 years old. My parents encouraged me to do so and I enjoy it.*

2. Compare your sentences with your classmate's and see if they are similar.

3. Share them with the rest of the class and together build a classroom chart entitled: "10 easy environmental techniques to save our Planet".



LISTENING and SPEAKING

1. What do Jack Johnson, Michael Jackson, the Counting Crows and Hannah Montana all have in common? They have all given their voices to several environmental issues. You are going to listen to part of their songs. Match the artists, song titles and extracts.

Jack Johnson, *The 3R's*
Counting Crows, *Big yellow taxi*

Michael Jackson, *Earth song*
Hannah Montana, *Wake up America*

a Hey farmer, farmer
Put away that DDT now
I don't care about the spots on my apples
But leave me the birds and the bees

b Well, if you're going to the
market to buy some juice
You've got to bring your own
bags and you learn to reduce
your waste

c What about sunrise?
What about rain?
What about all the
things that you said
We were to gain?

d But everything I read global warming
Going green
I don't know
What all this means
But it seems
To be saying

e What about killing fields?
Is there a time?
What about all the dreams
That you said was yours
and mine?

f They took all the trees
And put them in a tree
museum
Then they charged the people
A dollar and a half just to see 'em
Don't it always seem to go,
That you don't know what
you've got
'Til it's gone
They paved paradise
And put up a parking lot

g We've got to learn to
Reduce, Reuse, Recycle
Reduce, Reuse, Recycle
Reduce, Reuse, Recycle
Reduce, Reuse, Recycle

h Wake up America
We're all in this together
It's our home
So let's take care of it

2. Which environmental issues do the songs refer to? Tick (✓) the items.

- ☐ a) consumption
- ☐ b) domestic waste
- ☐ c) factories
- ☐ d) recycling
- ☐ e) deforestation
- ☐ f) global warming
- ☐ g) building industries
- ☐ h) nature protection
- ☐ i) smog
- ☐ j) reuse
- ☐ k) ozone layer
- ☐ l) use of pesticides



3. Select expressions/sentences from the song lyrics to justify your previous choices. More than one answer is possible.

4. In your opinion, which song best depicts what are current environmental issues? Justify your answer.



WRITING

1. Create a bandwagon advertisement in which you have to persuade people to be more ecological by undertaking a specific action(s) or support an environmental project. Remember what you have learnt in the last unit about advertising and take a look at the following bandwagon advertisings.



WRITING TIPS

1st — Remember that a bandwagon advertising implies convincing your public to join a group of people who are already supporting an environmental cause, in this case.

2nd — Define your audience (children / age, adult, male, female, ...)

3rd — Bearing in mind your audience, think about a catchy phrase (slogan).

4th — Use the imperative and short sentences.

? LEAD-IN

1. Watch the video “Global warming: a way forward: facing climate changes” and discuss the following.

- What can't we ignore anymore?
- What are the most dramatic effects of climate change referred to in this video?
- Who can stop this “global warming”? What can be done?

READING

1. Read the text about the Kyoto Protocol and place the words given in the correct position.

pertaining emissions responsible amendment
commits industrialized greenhouse



The Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change, which (a) its Parties by setting internationally binding emission reduction targets. Recognizing that developed countries are principally (b) for the current high levels of GHG emissions in the atmosphere as a result of more than 150 years of industrial activity, the Protocol places a heavier burden on developed nations under the principle of “common but differentiated responsibilities.” The Protocol was adopted in Kyoto, Japan, on 11 December 1997 and entered into force on 16 February 2005. The detailed rules for the implementation of the Protocol were adopted at COP 7 in Marrakesh, Morocco, in 2001, and are referred to as the “Marrakesh Accords.” Its first commitment period started in 2008 and ended in 2012.

In Doha, Qatar, on 8 December 2012, the “Doha Amendment to the Kyoto Protocol” was adopted. The (c) includes:

– New commitments for Annex I Parties to the Kyoto Protocol who agreed to take on commitments in a second commitment period from 1 January 2013 to 31 December 2020;

– A revised list of (d) gases (GHG) to be reported on by Parties in the second commitment period;

– Amendments to several articles of the Kyoto Protocol which specifically referenced issues (e) to the first commitment period and which needed to be updated for the second commitment period.

On 21 December 2012, the amendment was circulated by the Secretary-General of the United Nations, acting in his capacity as Depositary, to all Parties to the Kyoto Protocol in accordance with Articles 20 and 21 of the Protocol. During the first commitment period, 37 (f) countries and the European Community committed to reduce GHG emissions to an average of five percent against 1990 levels. During the second commitment period, Parties committed to reduce GHG (g) by at least 18 percent below 1990 levels in the eight-year period from 2013 to 2020; however, the composition of Parties in the second commitment period is different from the first.

United Nations Framework Convention on Climate Change. Retrieved from http://unfccc.int/kyoto_protocol/items/2830.php (abridged and adapted, July 2013)

2. Say if the sentences are True (T) or False (F). Quote from the text to justify your answers.

- a) The Kyoto Protocol's goal is the reduction of waste in industrialised societies. ☐
- b) Although the Protocol was adopted in 1997, its implementation only occurred later. ☐
- c) The Doha Amendment established new objectives for the Protocol. ☐
- d) The Protocol was signed by 37 nations and the EU. ☐

3. Answer the following questions using your own words as far as possible.

- a) Why is the Kyoto Protocol mainly aimed at industrialised countries?
- b) Explain the need to make amendments to the initial protocol.

10-MINUTE DISCUSSION

"Has the Kyoto protocol made any difference to carbon emissions? The first phase of Kyoto, the only international binding treaty on emissions cuts, has failed to slow global carbon emissions."

Discuss the previous headline bearing in mind the following:

- What do you think must be done to reduce carbon dioxide emissions?
- Do you think governmental initiatives can help? How?
- Should other protocols be established?
- Which measures could they take?



HAVE FUN



"I'm updating The Wizard of Oz. In this version, the Scarecrow gets a smart phone, the Lion finds courage in a bottle before going into rehab, and the Tin Man is recycled into a hybrid car with a heart for the environment"



"Don't you know those harm the ozone and contribute to global warming?"

? LEAD-IN

Many countries have sustainable mechanisms to protect the environment and minimise the impact of pollution.

1. Do you know any mechanisms to promote sustainability?
2. Are they practised in your own country?



READING

1. Now read the article by Charlotte Ashton carefully.

Could Portugal Ever Run Entirely on Green Energy Again?



Portugal is one of the world leaders in renewable energy. More than half its energy comes from wind, solar and hydro power.

For a few glorious hours at the end of 2011, Portugal's entire electricity need was met by renewable sources of energy. They have the world's largest solar farm, Europe's largest wind farm and extensive hydro-electric dam infrastructure. And in the Atlantic waters off the coast of Peniche, 62 miles (100km) north of Lisbon, scientists hope to achieve another first in sustainability.

Finnish energy company AW Energy is days from fixing its WaveRoller machine to the ocean floor. Three fibreglass panels, 100 sq m (1,076 sq ft) each in size, will swing back and forth with the motion of the waves on hinges attached to control stations anchored to the ocean floor. The energy this movement generates will feed into Portugal's national electricity grid.

"We need this kind of activity in Europe. There are so many places this technology could be deployed," says project manager Jussi Akerberg. "In my dreams one day the sea will replace the oil field."

"If we can provide Portugal with the means to utilise its huge coastal energy resource there will be jobs in energy production, maintenance and the sale of the energy itself," Mr Akerberg says.

But the country already has more renewable energy than it can use. There are hours during the night when the amount of electricity generated by renewable sources exceeds demand, so the surplus goes to waste. If consumption by Portuguese households was more consistent, less precious energy would be captured in vain.



These giant doors will use wave power to swing back and forth to generate electricity.

“We have the most extensive network of public electric vehicle charging points in Europe,” says
 30 Professor Paulo Ferrão who runs the energy initiative at Lisbon’s top engineering and technology university, IST.

“If there was a large number of electric vehicles in the country it would contribute a lot to storing energy during excessive periods. For example during the night when the wind blows a lot and there is not enough demand.” “But we are just waiting for them to become affordable,” says Pro-
 35 fessor Ferrão.

Subsidies for electric vehicles – and domestic solar panels – have been cut by the current Portuguese government. But Professor Ferrão says there are changes people could make for free to make better use of the country’s renewable energy infrastructure.

IT start-up company Watt-IS has developed software that analyses data transmitted by smart
 40 electricity meters, which are already being installed by utility companies around Europe. Thirty million UK households will have them by 2019. It produces individual reports for every household detailing exactly how the owners could save electricity – and therefore money. It might tell you to defrost your fridge more regularly, to turn your TV off standby or to put your washing machine on at night, when electricity is cheaper in Portugal.

45 “If every household in Portugal adopted these measures we’d save 700 gigawatt hours of consumption, which is more than one of the most under-utilised power plants in Portugal.” In the UK they are planning to phase out one quarter of their thermal power plants and substitute them for new ones and this could also lead to the avoidance of new power plants being built,” says Watt-IS co-founder Miguel Carvalho.

BBC. Retrieved from www.bbc.co.uk/news/science-environment-18538813
 (abridged and adapted, July 2013)

2. Complete the sentences according to the text.

- a) Portugal’s renewable energy ... _____
- b) The WaveRoller machine is ... _____
- c) The use of natural resources can also play an important role in Portuguese society, because ... _____

3. Find synonyms for the following words.

- a) rulers (paragraph 1)
- b) implemented (paragraph 4)
- c) excess (paragraph 6)
- d) replace (paragraph 12)

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

- a) Explain the dilemma concerning the use of electric vehicles in Portugal.
- b) What is the governmental view regarding electric vehicles and solar panels?
- c) How can individuals contribute to sustainable energy policy?
- d) Do you practice any of these guidelines in your household? Why? Why not?



PROJECT Environmental exhibition

- Many artists have campaigned for environmentalist causes, particularly through photography. Below you can see a few examples of their work.



By Chris Jordan

Plastic Bottles (2007): the photo depicts two million plastic beverage bottles, the number used in the USA every five minutes.

By James Balog

The American photographer has documented the defrosting of Antarctic icecaps. He founded the EIS (Extreme Ice Survey), a photographic study about the glaciers.

To learn more about the EIS, visit <http://extremeicesurvey.org/team-eis/> and watch the video "Chasing Ice" at <http://www.youtube.com/watch?v=hC3VTgIPoGU>.



By Bas Princen, Klavs Bo Christensen and Alexander Heilner

These photographers visited Garbage City, in Egypt. Their pictures depict the day-to-day relationship between the Zabaleens (garbage collectors) and the garbage, which is everywhere. Coptic Christians from southern Egypt collect the garbage to be recycled.

- Prepare an exhibition about the environment so that your school community can become aware of the environmental problems Planet Earth is facing right now. Follow these tips:
 - Do some research work about famous environmentalist photographers.
 - Take your own pictures to illustrate current problems (pollution, endangered species, global warming).
 - Create a set of photos with an ecological message, depicting solutions to the problems portrayed.

4.2

Bioethics and Demography



INTRODUCTION

1. One of the reasons why the earth is facing so many environmental problems is overpopulation which leads to an excessive consumption of natural resources. Try to solve the quiz by guessing the correct option.
 - a) Jane Goodall, United Nations Messenger of Peace, says that in the old days ...
 - ☐ 1. people had many children and the resources to look after them. When parents were old, they would be taken care of by their children.
 - ☐ 2. people had many children and the resources to look after them. Later on the children would still need their parents to provide for them.
 - ☐ 3. people had many children and the resources to look after them. When parents were old, they were rich, but there was disease and poverty.
 - b) James Leape (WWF) highlights the ...
 - ☐ 1. loss of almost half of the grasslands.
 - ☐ 2. eradication of habitats and consequent destruction of ecosystems.
 - ☐ 3. destruction of ocean life.
 - c) After the industrial revolution the population reached ... and in 2050 it is estimated it will be ...
 - ☐ 1. 1 million ... 9 million.
 - ☐ 2. 1 billion ... 9 billion.
 - ☐ 3. 6 billion ... 9 billion.
 - d) 8000 years ago half of the world was covered by forest. Today the percentage of forest has decreased to ...
 - ☐ 1. 30%.
 - ☐ 2. 40%.
 - ☐ 3. 45%.



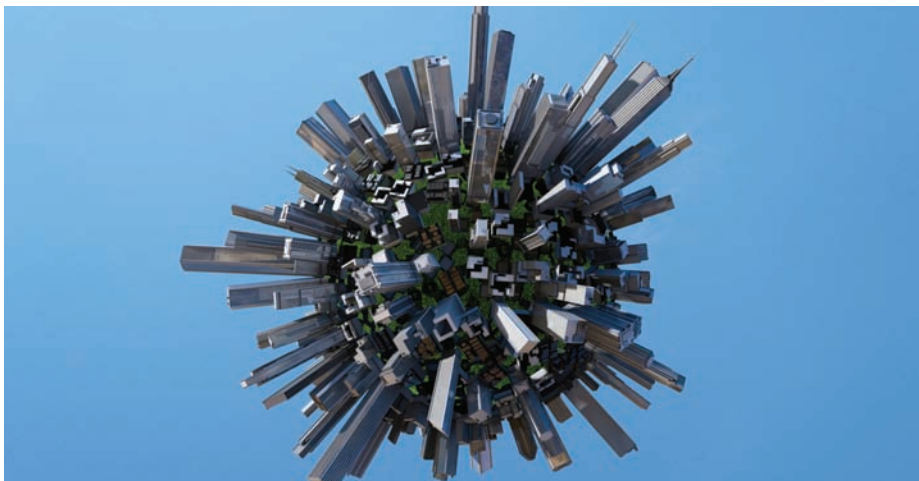
- e) Emissions of carbon dioxide into the atmosphere are mainly due to ...
- ☐ 1. transport and industry.
 - ☐ 2. agriculture and power.
 - ☐ 3. power and deforestation.
- f) The outcome of such emissions is ...
- ☐ 1. a shortage of freshwater.
 - ☐ 2. the greenhouse effect and global warming.
 - ☐ 3. deforestation.
- g) Some of the actions suggested to protect the environment include ...
- ☐ 1. planting trees and saving the whales.
 - ☐ 2. reforestation and effective use of renewable energies.
 - ☐ 3. reforestation and diminishing the growth of the population.

2. Now watch the video “Overpopulation” to find the correct answers.



SPEAKING

1. Do you think the following picture truly depicts the idea of overpopulation? Comment on it with a classmate.
2. Then compare with your classmates' opinions as a whole class.



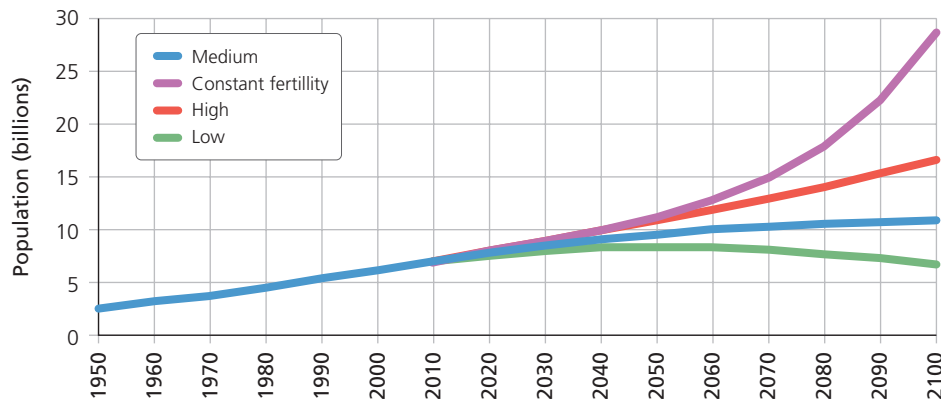
www.

Check the population number this second at <http://www.populationmatters.org/>

? LEAD-IN

1. Analyse the United Nations prospectus on world population growth and complete the sentences according to the variant expressed.

Population of the world, 1950-2100, according to different projections and variants



Source: Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat (2013), *World Population Prospects: The 2012 Revision*, New York: United Nations.

medium-variant
high-variant
low-variant

The **(a)** _____ projection, which assumes an extra half of a child per woman (on average) compared to the **(b)** _____, implies a world population of 10.9 billion in 2050 and 16.6 billion in 2100.

The **(c)** _____ projection, where women have half a child less, on average, than under the medium variant, would produce a population of 8.3 billion in 2050.

READING

1. Read the text about population and development and then answer the questions.

Thomas Malthus



Worries about human population growth are not new. Over 200 years ago (1798) Thomas Malthus published *An Essay on the Principle of Population*. In this book he pointed out that the human population tends to grow geometrically, while the resources available to support it tend to grow arithmetically. Under these conditions the population must inevitably outgrow the supply of food that is available to fulfill its needs.

Improvements in agriculture and the industrial revolution postponed the disaster that Malthus thought was imminent. But his ideas are even more applicable today.

Human population growth

- 10 Especially since 1960, several developments have dramatically reduced infant and child mortality throughout the world: the use of DDT to eliminate mosquito-borne malaria; childhood immunization programs against cholera, diphtheria and other often-fatal diseases; and antibiotics.

During the same period, the “Green Revolution” greatly boosted food output through the cultivation of new disease-resistant rice and other food crops, and the use of fertilizers and more effective farming methods. These changes have contributed to a dramatic increase in human population growth rates.

The world population of 7.2 billion in mid-2013 is projected to increase by almost one billion people within the next twelve years, according to official United Nations population estimates. It is projected to reach 8.1 billion in 2025, and to further increase to 9.6 billion in 2050 and 10.9 billion by 2100. This assumes a decline of fertility for countries where large families are still prevalent as well as a slight increase of fertility in several countries with fewer than two children per woman on average. Small differences in the trajectory of fertility during the next decades will have major consequences for population size, structure, and distribution in the long run.

Working-age groups to rise in developing countries, and fall in more developed regions

In both the more and the less developed regions, the number of people in the main working ages, from 25 to 59 years, is very high: 608 million and 2.6 billion, respectively. Yet, whereas in the more developed regions that number is expected to peak in 2013 and decline thereafter, reaching 533 million in 2050 and 504 million in 2100, in the less developed regions it will continue rising, reaching 3.7 billion in 2050 and 4.1 billion in 2100. These population trends point to the urgency of supporting employment creation in developing countries as part of any strategy to address the slow economic recovery that the world is experiencing.

An ageing world

Declining fertility and longer lives contribute to an older world. Globally, the number of persons aged 60 or over is expected to more than triple by 2100, increasing from 841 million in 2013 to 2 billion in 2050 and close to 3 billion in 2100. Already 66% of the world’s older persons live in the less developed regions and by 2050, 79% will do so. By 2100, this figure will reach 85%.

Carrying capacity of the Earth

Obviously the earth cannot continue indefinitely to sustain population growth at the current rate. How many people can it support?

Ecologists have often made use of the concept of carrying capacity in addressing the pressures that populations put on their environments. Carrying capacity is simply the largest number of any given species that a habitat can support indefinitely.

Primary productivity of the Earth

One way of analyzing carrying capacity of the earth is to calculate its net primary productivity (NPP). This is the total amount of solar energy converted into biochemical energy through plant photosynthesis, minus the energy needed by those plants for their own life processes. It represents the total food resource on earth.

It has been calculated that, prior to human impact, NPP was about 150 billion tons of organic matter per year. By deforestation and other forms of destruction of vegetation, humans have destroyed about 12% of the terrestrial NPP, and now directly use (for food and fiber) or co-opt (by converting productive land to other uses) an additional 27%. Thus we have already appropriated about 40% of the terrestrial food supply, leaving only 60% for the other terrestrial plants and animals. You might conclude from this that we are at 40% of the carrying capacity and that the theoretical maximum human population would therefore be $2.5 \times$ the current level i.e. $2.5 \times 5.9 = 15$ billion, a number that will be reached within the next century if present trends continue. This is the number the earth could support if all of the plant growth on earth were used to support the human population, and if we were not also limited by waste buildup and non-renewable resources. It assumes that we forget about conserving biological diversity for its own sake, forget about pre-

serving any natural habitat, and forget about saving natural ecosystems for the many benefits they provide (like producing oxygen, preventing CO₂ buildup, cleansing water supplies, etc.). If we set aside enough of the earth's primary productivity for these other essential purposes, then the predicted carrying capacity for humans is much less than 15 billion; in fact, probably less than the current population.

UNFPA. Retrieved from <http://www.unfpa.org/pds/trends.htm>;
UCI School of Biological Sciences. Retrieved from <http://darwin.bio.uci.edu>
(abridged and adapted, July 2013)

2. Say if the following sentences are True (T) or False (F). Quote from the text to support your answers.

- a) Thomas Malthus already predicted this overpopulation issue back in the 18th century.
- b) Child mortality has increased since the late 1960s.
- c) Employment creation will be urgent in developing countries.
- d) It is predicted that we will be living in an ageing world.

☐
☐
☐
☐

www.

Visit the website
<http://data.worldbank.org/indicator/SP.POP.GROW>
and find the population number of each country as well as other data concerning their demographic situation.

3. Complete the following sentences.

- a) By 2100 the world population ... _____
- b) Carrying capacity is defined as ... _____
- c) Current NPP reminds us all that ... _____



WRITING

1. Write a discursive essay on overpopulation in which you may include your appreciation of the pictures on the left.



WRITING TIPS

Select a method of development: check through all the methods before you finally settle on the one which will best serve your thesis: *definition | example | compare and contrast | cause and effect | classification | process analysis*.

Organise the essay: begin by listing the major divisions which the body paragraphs in your essay will discuss; then fill in the primary supports that each body paragraph of the essay will contain.

Write the body paragraphs of the essay: each body paragraph should develop the primary support covered in that paragraph's topic sentence.

Furnish a paragraph of introduction: an introductory paragraph should state the thesis of the essay, introduce the divisions in the body paragraphs of the essay, and catch the interest of the reader.

Write a paragraph of conclusion:

- Restate the thesis and divisions of the essay
- Bring the essay to an appropriate and effective close
- Avoid digressing into new issues

Study Guides and Strategies. Retrieved from www.studygs.net/wrtstr3.htm
(abridged and adapted, July 2013)



GRAMMAR Infinitive or Gerund

SEE GRAMMAR SYNTHESIS, PAGE 213

► The following sentence has verbs both in the infinitive and gerund forms.

"Working-age groups **to rise** in developing countries and the urgency of **supporting** employment creation"

1. Match each sentence with the situation it represents.

SENTENCE		SITUATION
a) Clean the floor.	☐	1. after a preposition
b) The urgency of supporting employment creation.	☐	2. after expressions with can't
c) I recycle to protect the environment.	☐	3. giving an order
d) Would you mind taking the rubbish out?	☐	4. after certain verbs
e) I can't stand being with them.	☐	5. after some reporting verbs
f) I told them to learn more about underdeveloped countries.	☐	6. expressing purpose

2. For each sentence, write the situation it represents.

- a) I told him to run around the school. _____
- b) She believes in fighting for their interests. _____
- c) She can't stand people polluting the beaches. _____
- d) The mother went to the supermarket to buy organic food. _____

► Remember ...

- There are some verbs that are usually followed by the Infinitive: *agree, claim, consent, decide, hope, learn, prepare, persuade*. Furthermore many verbs are followed by an object and the infinitive: *ask, advise, encourage, expect, invite, tell, want*.
e.g. *I expect you to do your best for your planet.*
- Other verbs are followed by the Gerund: *admit, avoid, confess, consider, deny, enjoy, imagine, keep*, etc.
e.g. *He admitted to being an avid consumer.*
- Note that some verbs can be followed both by the Infinitive or the Gerund: *begin, continue, hate, like, love, neglect, prefer, start, try*. The Gerund is often used when we speak about things in general and the infinitive for specific situations.
e.g. *They began to eat. / They began eating.*
- Some verbs can be followed by both tenses but their meaning changes: *forget, remember, stop*.
e.g. *He stopped to smoke.* (at that moment) / *He stopped smoking.* (he gave up smoking)
- Verbs of senses are also followed by the Infinitive without *to* or the Gerund: *feel, hear, listen to*, etc.
e.g. *I watched the girls dancing.* (the action was going on) / *I watched the girls dance.* (they had finished dancing)

3. Fill in the blanks with the correct verb form.

to adapt to buy to drop to move to promote to allow

- a) The organisations agreed _____ a sustainable economy.
- b) The government denied _____ experiments on humans.
- c) I want you _____ recycled products, because it is a way to protect the environment.
- d) He keeps on _____ litter on the ground. It's outrageous.
- e) He has learnt _____ to the polluted air of the city. Sometimes he even wears a mask.
- f) We decided _____ to the countryside, where the air is fresher.

4. Correct the sentences when needed.

- a) The teacher said me to go to the library.

- b) Parents worry all the time about bringing up their children.

- c) The teenager confessed to use too much water when having a shower.

- d) He's looking forward to buy green products.

- e) The woman decided emigrating to a less polluted country.

- f) The teachers encouraged the students to recycle more.

► Verbs with prepositions followed by the Gerund:

To be interested in ...	To dream about ...
To care about ...	To look forward to ...
To concentrate on ...	To prevent from ...
To confess to ...	To succeed in ...
To depend on ...	To worry about ...

5. Complete the sentences using the Infinitive or the Gerund.

- a) He asked me ... _____.
- b) Mary gave up ... _____.
- c) I can't help ... _____.
- d) The boy admitted ... _____.
- e) The students decided ... _____.

? LEAD-IN

1. As you have learnt through this unit one of the causes of overpopulation is the increase in life expectancy, enabling people to live longer than in the past. Listen to W.B. Yeats's poem about "old age".

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur, a little sadly, how Love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.



W. B. Yeats (1865–1939)

2. In your opinion, how does the author describe old age? Which aspects does he highlight?
3. Think of two advantages and two disadvantages of having an older population.

READING

1. Read the following text carefully.



The phenomenon of demographic ageing extends to virtually all regions of the world and it is estimated that the total of elderly people (> 60 years old) in 2050 will be around 2,000 million individuals, representing over 20% of the world's population.

Aware of this reality, the AKDN (Aga Khan Development Network) has sought to increase knowledge and understand this phenomenon, in order to meet the challenge related to the quality of life of the ageing populations.

The Aga Khan Foundation in Portugal has commissioned a study to understand how it can address quality of life issues and the needs of ageing populations. The study was developed by a consortium formed by a Portuguese company, CEDRU – Centre for Studies on Regional and Urban Development, and the Boston Consulting Group, a multinational consulting company. The project team was composed of specialists at national and international levels. A partnership with



the Sheffield Institute for Studies on Ageing (University of Sheffield), the Institute for the Study of European Transformations (London Metropolitan University), the Institute for Geography (Martin-Luther-Universität Halle-Wittenberg, Germany) and the Department of
 20 Geography (University of Geneva) was formed to carry out the study.

The main purpose of the study, named Study to Address the Needs of the Senior Population in Portugal, was to ascertain the needs of the resident population aged over 55 in Portugal. According to the Terms of Reference provided to the consultants, three principal
 25 areas of analysis were considered:

I – Assessing the senior market in Portugal in terms of the supply and demand for social services support provision for this age group;

II – Finding out about policies, strategies and activities for seniors at an international level to serve as benchmarks for work in Portugal
 30 using practical, successful measures or projects showing the potential to be replicated;

III – Understanding the international market when it comes to international retirement migrations, its impact on Portugal and the role of multinational companies in the senior-citizen service sector.

AKDN Portugal. Retrieved from http://www.akdn.org/portugal_estudo_seniores.asp (abridged and adapted, July 2013)

2. Give a title to the text.

3. Say if the sentences are True (T) or False (F). Quote from the text to support your answers.

- a) There are more old people, because people are ageing sooner. ☐
- b) The elderly make over a fifth of the world's population. ☐
- c) The Aga Khan Foundation is launching a project to improve old people's lives in Portugal. ☐
- d) The goal of the study was to find the needs of old Portuguese people aged 55. ☐



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

- a) it
- b) this age group
- c) its

10-MINUTE DISCUSSION

Bearing in mind that the population is getting older and increasing at an alarming rate, imagine how life will be in 30 years' time.

- How will you live? What will you eat?
- What kind of job will you have?





WATCHING and LISTENING

-  1. Watch the video clip of the song *Stop this train* by John Mayer and answer the questions below using your own words as far as possible.

No I'm not color blind
I know the world is black and white
Try to keep an open mind but...
I just can't sleep on this tonight

(chorus)
Stop this train I want to get off and go home again
I can't take the speed it's moving in
I know I can't
But honestly won't someone stop this train

Don't know how else to say it, don't want to see
my parents go
One generation's length away
From fighting life out on my own

(chorus)
So scared of getting older
I'm only good at being young
So I play the numbers game to find a way to say
that life has just begun
Had a talk with my old man
Said help me understand
He said turn 68, you'll renegotiate
Don't stop this train
Don't for a minute change the place you're in
Don't think I couldn't ever understand
I tried my hand
John, honestly we'll never stop this train

See once in a while when it's good
It'll feel like it should
And they're all still around
And you're still safe and sound
And you don't miss a thing
'til you cry when you're driving away in the dark.

Singing stop this train I want to get off and go
home again
I can't take this speed it's moving in
I know I can't
Cause now I see I'll never stop this train
(think I got 'em now)

2. Explain the meaning of the expression "stop this train".
3. How does the singer feel about getting older?
4. Why does the father tell John "Don't stop this train!"?

? LEAD-IN

1. Five typical plots are described below, along with images from five films. See if you can guess which plot matches which film.



- a) "A couple agree to have their deceased son cloned, under the supervision of an enigmatic doctor, but bizarre things start to happen years after his rebirth." _____
- b) "A man goes on the run after he discovers that he is actually a "harvestable being", and is being kept as a source of replacement parts, along with others, in a Utopian facility." _____
- c) "A veteran assigned to extract Earth's remaining resources begins to question what he knows about his mission and himself." _____
- d) "A woman's consuming love forces her to bear the clone of her dead beloved. From his infancy to manhood, she faces the unavoidable complexities of her controversial decision." _____
- e) "Futuristic action about a man who meets a clone of himself and stumbles into a grand conspiracy about clones taking over the world." _____

IMDb. Retrieved from www.imdb.com
(abridged and adapted, July 2013)

2. What made you choose each film?
3. Do you like this kind of film?
4. Which film would you like to watch? Why?

 READING
1. Read the text carefully and fill in the blanks with the given expressions.

for cloning a baby donated their eggs anonymously
 unethical and scientifically irresponsible a ban on reproductive cloning
 for a wide variety of diseased cells packs it instead with DNA from a donor



Scientists Create Human Embryos to Make Cells



For the first time, scientists have created human embryos that are genetic copies of living people and used them to make stem cells – a feat that paves the way for treating a range of diseases with personalized body tissues but also ignites fears of human cloning.

Theoretically capable of reproducing themselves indefinitely, these stem cells could be used to grow replacements **(a)** – those of the blood, skin, heart, brain, muscles, nerves and more – that would not risk rejection by the patient's immune system. The report also raises the specter that, with a high-quality donor egg, a bit of skin, some careful tending in a lab and the womb of a willing surrogate, humans have cracked the biological secret to reproducing themselves.

That is an objective American scientists have squarely renounced as **(b)**. At the same time, most acknowledge that such “reproductive cloning” will one day prove too tempting to resist.

In the hope that other researchers will validate and extend their results, the scientists at Oregon Health & Science University provided an exceptionally detailed account of their techniques. For anyone with a well-equipped fertility lab, the comprehensive guide could also be a useful handbook **(c)**.

OHSU cell biologist Shoukhrat Mitalipov led a team of 23 scientists who methodically culled the lessons learned from stem cell research on amphibians, mice and rhesus monkeys – as well as from the abundant failures of others in the field. They devised a welter of new techniques to use the DNA of a fully formed skin cell in its most primitive embryonic form. The approach they used – called somatic cell nuclear transfer – effectively strips an egg of its chromosomes and **(d)**.

Nurtured by a stew of nourishing chemicals and zapped with two jolts of electrical current, many of the eggs began to divide and grew for five to six days. At that point, the embryos had 64 to 200 cells, including a dense inner cell mass from which stem cells were extracted.

This time, the researchers said their methods were so efficient that they could create at least one embryonic stem cell line from each batch of eggs donated by 10 female volunteers. The volunteers, between the ages of 23 and 31, **(e)** and were “financially compensated for the time, effort, discomfort and inconvenience associated with the donation process,” the study authors wrote.

The success of the experiments rekindled debate among bioethicists, who have long anticipated that human cloning would become a reality. In 2002, a commission of bioethicists established by then-President George W. Bush unanimously urged **(f)**. But the panel was deeply divided about the propriety of “therapeutic cloning” for research and medical treatment.

The OHSU team's success underscores the urgent need for federal rules that spell out consistent national limits on therapeutic cloning as Oregon has and which led to this experiment.

Bioethics Illustrated. Retrieved from www.bioethicsinternational.org/blog/2013/05/20/ (abridged and adapted, July 2013)

2. Complete the following sentences.

- a) Recent experiments led to the reproduction of ... _____.
- b) Such breakthrough can provide the means to treat several health problems such as diseases of the ... _____.
- c) In the majority of countries reproductive cloning ... _____.
- d) It was possible to conduct this study because ... _____.



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

- a) achievement (paragraph 1)
- b) substitute (paragraph 2)
- c) firmly (paragraph 3)
- d) fed (paragraph 6)
- e) aroused (paragraph 8)

4. Read the statements and match them with their authors. Consider the dates when the politicians were active in government.

a) Bill Clinton

☐


1. "Think we have taken care of the ethical problems. There obviously are ethical issues to do with it, but I think that if it is the case that done properly and in a controlled way, and we have got all sorts of procedures around it, the fact is it can benefit people's lives enormously". (2006)

b) George W. Bush

☐


2. "Banning human cloning reflects our humanity. It is the right thing to do. Creating a child through this new method calls into question our most fundamental beliefs. It has the potential to threaten the sacred family bonds at the very core of our ideals and our society." (1997)

c) Tony Blair

☐


3. "As we seek to preserve human life, we must also preserve human dignity – and therefore we must prevent human cloning by stopping it before it starts." (2002)

5. Do you know about legislation regarding cloning in your country?

www. _____

Watch the video where people protest against cloning using David Cameron masks
<http://www.acompassionateworld.org/2010/08/video-diary-from-the-david-cameron-clones-event/>



READING and LISTENING

1. Read a student's opinion on cloning and fill in the blanks with the given words.

experimental treatment dizziness draw organ
overcrowded armies of clones outlaw immune system



Today in my English class, we were told to discuss our views and opinions on such topics as cloning, and advancements in technology, with our neighbours. Upon turning to the girl who sat next to me, it was soon apparent we had differing views. After we no longer had time to discuss, she finished off by asking me this. "Where do you **(a)** _____ the line, then?"

It's not simply enough to ask a person, "Hey, what do you think of cloning?" It has come to my attention that some people don't get that there is so many different types of cloning, that just because I say "I'm not against it" doesn't mean I'm against God, or immoral. What about the cloning of something small? Like an **(b)** _____? A kidney, a liver, a gall bladder. Is that nearly the same thing as a full human clone? I don't think so. And I explained this to the girl who I was talking to and I gave her my reasons.

My mother suffers from Multiple Sclerosis. It is an autoimmune disease that attacks the brain and spinal cord. She was diagnosed with it the year my young brother, aged six now, was born; having been misdiagnosed for years, the doctors who finally got it right believe she had been a victim of it for years prior, probably after my sister's birth, age thirteen. Her **(c)** _____ is attacking her spine and brain, scarring them with lesions that upon swelling, leave her hardly able to walk, unable to fully control bowel movement, jittery, susceptible to major memory loss, numbness, muscle spasms, fatigue, temporary blindness or blurry vision, fits of depression, **(d)** _____, loss of coordination, and difficulty in speaking. Those are just to name a few.

When I am told there is an **(e)** _____ going on, where they clone or grow an immune system and transplant it into her, giving her the chance to live a practically normal life again, how is it immoral of me to support it? Is it wrong for me to want a cure for my mother? I don't think so. I support the cloning of organs and other such things that can save people's lives.

I propose a way to try and find the line that will need to be drawn if our society continues to advance as fast as it is now. What point does full human cloning serve us? To populate our already **(f)** _____ planet with more? Don't let that happen. But don't fully **(g)** _____ cloning just because of what 'could' happen. Create restrictions on it that do not allow those cons to happen. Do not allow the **(h)** _____ to rise, as some people fear. But don't make it so the people who could be cured of their illnesses do not have the chance to experience a normal life because of the people's fear. Draw the line.

TeenInk. Retrieved from http://teenink.com/opinion/social_issues_civics/article/192480/Cloning-Where-Do-We-Draw-The-Line/ (abridged and adapted, July 2013)



2. Listen to the student's opinion and check your answers.

3. After reading both texts on cloning do you still think the same way as before reading them? Justify your answer.



SPEAKING and WRITING

1. Think about the advantages and disadvantages of cloning and discuss them with your classmates. Then each student can participate in the debate and defend one of the views. Read the following tips.

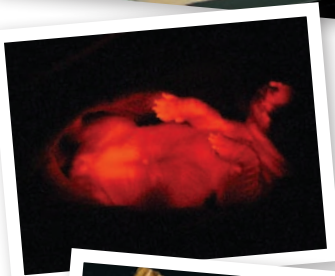
PROS	CONS
Being able to cure certain genetic diseases with the reproduction of "good" cells.	To create a human being is playing God.
To transplant healthy organs.	The use of human embryos is immoral.

2. Using the ideas debated write down your conclusions on cloning.

FACTS

1. The Pyrenean Ibex is an animal similar to a ram or goat, and as the title implies, it became extinct, was revived through cloning and once again became extinct. The reason for the extinction of the natural Pyrenean Ibex is a mystery.
2. What was science fiction a few years ago is starting to turn into reality. Scientists are hoping to save numerous endangered species through genetic cloning. It's a movement that is going slowly, is having low rates of success right now and is not without its critics.
3. New bananas are grown basically by cloning, similar to that of a rosebush, making every single banana an exact genetic copy of each other. The only reason the banana has survived for so long is due to continued breeding carried out by humans.
4. Dolly was named after Dolly Parton, because she was cloned from a mammary gland! She was cloned using the process of nuclear transfusion. Dolly was born in 1996 and lived for six years until a progressive lung disease took her life.
5. Chinese researchers are trying to clone a mammoth. The plan is to create a new mammoth embryo that they can implant into a modern elephant's uterus. This prehistoric animal has long since become extinct. Luckily, scientists have access to the mammoth's DNA by obtaining a tissue sample from the preserved remains of a mammoth in Russia.
6. All navel oranges are clones. These are the ones people buy at the supermarket and eat daily. They're popular because they have such a long growing season.
7. Ruppy (a portmanteau of ruby and puppy) is a beagle with genes from a sea anemone. A team of stem cell researchers in Korea cloned the cells that carry the anemone's red fluorescent genes. The researchers created a special glowing dog stem cell nucleus, and used it to replace the nucleus of a mother dog's egg cell.

OMG Facts. Retrieved from <http://www.omg-facts.com/lists/403/7-Creepy-but-Amazing-Facts-About-Cloning/6#JCfB01efR026U5Ws.99>
(abridged and adapted, July 2013)





PROJECT Champalimaud Foundation



"In seeking to achieve significant advances in biomedical science the Champalimaud Foundation has adopted a translational methodology, which establishes a direct link between research carried out in the laboratory and the diagnosis and treatment offered in the clinic. This connection and interdependency is at the core of the Foundation's mission to bring the benefits of biomedical science to those most in need."

<http://www.fchampalimaud.org/>



● **Do some research work about the Champalimaud Foundation. In groups of four or five choose two of the following questions and present your findings to your class. Be sure to make your presentation appealing by using pictures, videos, PWP.**

- Who is the Foundation named after?
- When and where was it founded?
- What does the Foundation focus on?
- What is the Champalimaud Centre for the Unknown?
- What kind of services does the Clinical Centre provide?
- Does the clinic have insurance agreements? Which?
- Describe the Champalimaud Neuroscience project.
- Mention the project research platforms.
- Name some of its events.
- Check the News and choose one item to present.



4.3

Alternative Lifestyles

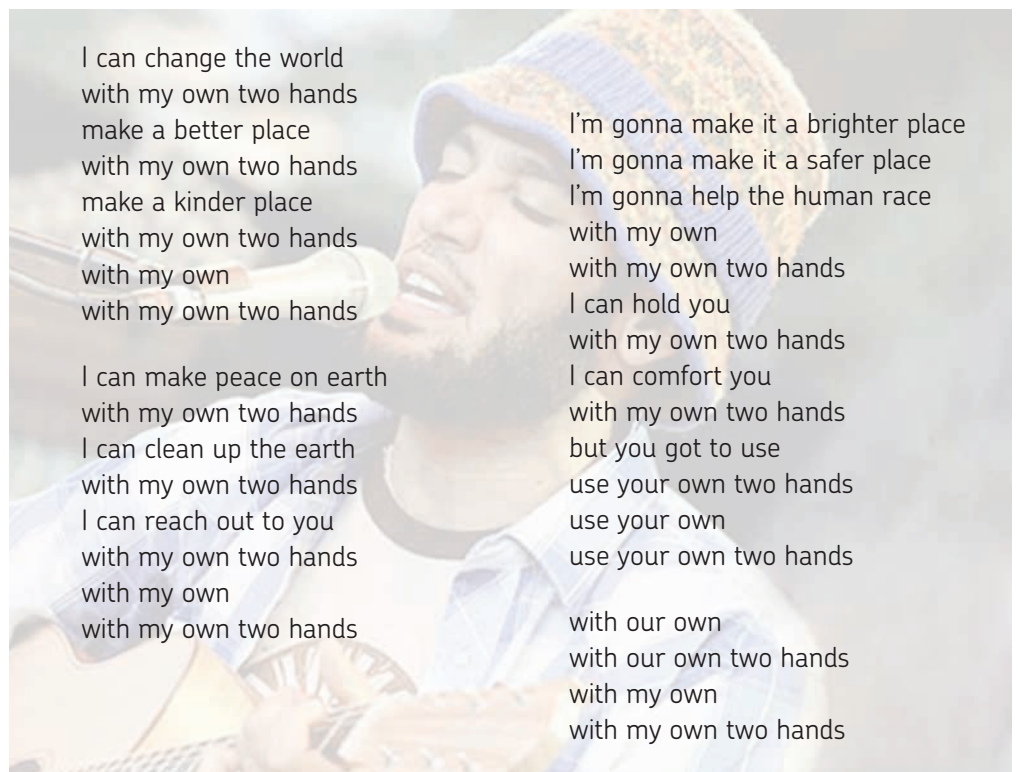


INTRODUCTION

In our troubled world many people choose alternative lifestyles to try to protect the environment or just contribute to a better world by taking specific actions.



1. Watch the video clip of the song *With my own two hands* by Ben Harper.



I can change the world
with my own two hands
make a better place
with my own two hands
make a kinder place
with my own two hands
with my own
with my own two hands

I can make peace on earth
with my own two hands
I can clean up the earth
with my own two hands
I can reach out to you
with my own two hands
with my own
with my own two hands

I'm gonna make it a brighter place
I'm gonna make it a safer place
I'm gonna help the human race
with my own
with my own two hands
I can hold you
with my own two hands
I can comfort you
with my own two hands
but you got to use
use your own two hands
use your own
use your own two hands

with our own
with our own two hands
with my own
with my own two hands

FACTS

Ben Harper recorded a John Lennon song for a CD compilation to raise funds for Amnesty International. Harper donated an item to watchmaker Nixon to be made into a watch, the sale of which benefitted the MusiCares MAP Fund – a pool of resources set aside to address addiction and recovery needs of members of the music community. In 2008 he participated in the CD Songs for Tibet to raise awareness of the Free Tibet Campaign.

<http://www.looktothestars.org/celebrity/ben-harper>

2. Although the lyrics are quite simple, their content is not trivial. Can you explain the meaning of the following sentences?

- a) "I can change the world with my own two hands"
- b) "I'm gonna help the human race"

3. This song was released in 2003. Do you think its theme is still relevant today?



4. There are so many things each one of us can do to “change the world”.
Label the pictures with the given phrases.

solidarity mission grow your own food live in a hippie village recycling be a vegetarian
walk make donations to protect endangered species buy at local stores use public transport



a) _____



b) _____



c) _____



d) _____



e) _____



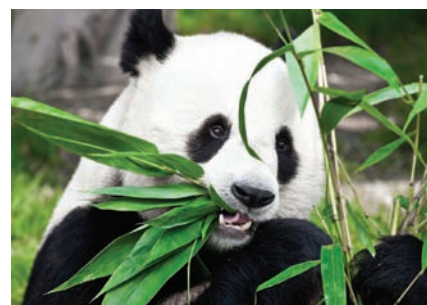
f) _____



g) _____



h) _____



i) _____

? LEAD-IN

Choosing a healthier diet is a main concern for many people, not only to protect animal life, but also due to changes in the food production industry.

1. Read Leonardo DaVinci's and Albert Einstein's views on the meaning of being a vegetarian and then discuss the following with a classmate.

Leonardo da Vinci: "I have from an early age abjured the use of meat, and the time will come when men such as I will look upon the murder of animals as they now look upon the murder of men."

Albert Einstein: "It is my view that the vegetarian manner of living, by its purely physical effect on the human temperament, would most beneficially influence the lot of mankind."

- a) Leonardo DaVinci (1452-1519) and Albert Einstein ((1879-1955) are proof that being vegetarian is not something from the 21st century. Comment on their views with your classmate.
- b) In your opinion, is a vegetarian diet the healthiest way of living?



READING and LISTENING



1. Adopting a vegetarian diet is for some a way of protecting the environment. Listen to four youngsters' opinions and fill in the blanks.



Lucy: "Taking all the (a) _____ effects of raising livestock for human consumption into consideration, a meat eater might be doing more to harm the planet than greenhouse gases. Cutting the meat from a diet is more effective than many pro environment campaigns combined. Crops get energy from sunlight; however, (b) _____ must be fed and housed and transported and slaughtered and processed and cooked in order to be on the dinner plate. How many trees were cut for that piece of succulent steak? How much energy did all those processes waste? How much pollution did all those processes generate? Think about these questions next time before taking a bite of that mouthwatering steak. Go green, go vegetarian."

Robert: "If you think about if we were all vegetarians or vegan then there wouldn't be any fertilizers and such and soon there would be no plants. If we only consumed plants, all of the farmland that we have now to produce livestock such as cattle, horses, pigs, and etc, all these would have to be used to raise (c) _____ plants, which may have a possibility of having no livestock and in return, no fertilizer from that livestock. If this happens eventually over time this results in no plants. This is like a domino effect really and it's sort of confusing. I'm not a vegetarian and have no intention of being one."



Kate: “To me, being a vegetarian is like being on a (d) _____ diet. Meat isn’t the healthiest thing for you, and it’s a statistic that vegetarians live ten years longer. I know, I know. What am I going to do with ten extra years to live? Oh, I don’t know. Maybe I’ll get to
 25 meet my great-grandchildren and watch them grow up. I feel proud of myself to say I’m a vegetarian. I’ve always liked to challenge myself. Challenge to me is good. I learn something new every time with it. And being a vegetarian has changed me and made me into a real animal’s life activist. I don’t know what would have stayed the
 30 same if I hadn’t gone vegetarian and actually taken animal testing and (e) _____ seriously.”

Joaquin: “I don’t eat anything with a face. Being vegetarian I don’t eat animals, instead I eat foods such as whole (f) _____, fruits, nuts, and vegetables. I had been eating meat for many years, when
 35 I became aware of its consequences and changed my eating habits. There are several pros to being vegetarian; the vegetarian diet leads to a better health, helps to reduce one’s (g) _____ footprint, and prevents animal cruelty. Therefore, I think it would be in everyone’s best interest if more people like yourself switched to a vegetarian diet.”

TeenInk. Retrieved from http://www.teenink.com/search_google.php?q=vegetarian&x=-1113&y=-194 (abridged and adapted, July 2013)



2. Who says what? There may be more than one speaker who shares the same opinion.

- a) If everybody stopped eating meat, the growth of plants would be compromised.
- b) Raising cattle implies much more consumption of resources than to growing crops.
- c) Being a vegetarian leads to having a higher life expectancy.
- d) If you stop eating meat, you’ll diminish your carbon dioxide emissions.
- e) Think twice before eating your next delicious steak.
- f) Meat is not very good for your health.

3. Find evidence for the following in the texts.

- a) Lucy compares the effect of eating meat to carbon dioxide emissions.
- b) Robert doesn’t want to stop eating meat.
- c) Kate being a vegetarian might mean her seeing her great-grandchildren.



WRITING

1. Write an opinion essay on the vegetarian diet. Consider the following:

- Do you think youngsters are concerned about the environment to the point of changing their eating habits?
- Have you ever considered becoming a vegetarian yourself? Justify your answer.

www.

Learn more about the myths and truths about vegetarians at

<http://www.youtube.com/watch?v=nclHgRDRsUY>



VOCABULARY

fruitarian

macrobiotic

vegan

vegetarian

carnivore

1. Match the different eating diets with their definition.

- | | | |
|--------------------------|--------------------------|--|
| a) vegetarians | ☐ | 1. The practice of eliminating the use of animal products, including dairy and eggs. |
| b) carnivores | ☐ | 2. This diet eliminates the flesh of any animals (mammals, birds or fish). There are different forms of this type of diet. |
| c) omnivores | ☐ | 3. The practice of eating only nuts, fruits and flowers that can be harvested without causing damage to the plant. Avocados, tomatoes and eggplants are considered to be fruits. |
| d) lacto-ovo vegetarians | ☐ | 4. Vegetarian diet which includes eating eggs but not dairy products. |
| e) ovo-vegetarians | ☐ | 5. Vegetarian diet which includes consuming dairy products but not eggs. |
| f) lacto-vegetarians | ☐ | 6. This diet includes dairy products and eggs. This is the most common vegetarian diet. |
| g) fruitarians | ☐ | 7. This is a vegetarian diet, but sometimes includes seafood. All other meat products are excluded, as well as eggs and dairy products. |
| h) macrobiotics | ☐ | 8. This diet focuses on eating only other animals. |
| i) vegans | ☐ | 9. The practice of eating both vegetable and meat products. |

2. Complete the sentences with a suitable word from the previous exercise.

- Many famous people were _____. Albert Einstein was one of them.
- He eats a lot of meat, but he also likes vegetables. I don't think he can ever stop being an _____.
- She is very elegant, because her diet is based on fruits and nuts. She is a _____.
- They don't eat any animals. However, I've seen them drinking milk, so I believe they are _____.
- Sometimes it's difficult to go to a restaurant, because we don't eat animal products, not even eggs. We are very strict about our _____ diet.

3. Did you know there were so many different diets? Do you follow any of them?

4. Do you have any friends who follow one of these diets?



GRAMMAR Past Perfect Simple vs. Past Perfect Continuous

SEE GRAMMAR SYNTHESIS, PAGE 212

1. Joaquin said “*I had been eating meat for many years, when I became aware of its consequences*” this means:

- ☐ a) He still eats meat.
☐ b) He ate meat in the past for a short period of time.
☐ c) He ate meat during a specific period in the past.

► Remember ...

- The **Past Perfect Simple** is used to draw attention to the fact that something took place and finished before something else in the past.
e.g. *Before I watched that BBC documentary, I had followed a carnivore diet.*
- The **Past Perfect Continuous** is used when we are concerned with an extended or repeated event or activity which took place before a particular point in the past.
e.g. *I had been trying to be a vegetarian for a long time, when I attended the Healthy Eating workshop.*
- It is formed with *had been and the main verb in an -ing form.*

2. Complete the sentences with the missing verbs in the Past Perfect Simple.

try promise call travel paint

- a) We _____ (already) the house before the children were born.
 b) The government _____ (just) to lower taxes when the oil price went up.
 c) At the time I saw my friend, I _____ (already) my sister.
 d) The twins _____ (never) before they moved to India.
 e) _____ you ever _____ a vegetarian dish before you ate in that restaurant?

3. Write sentences with the words given in the Past Simple, Past Perfect Simple or Past Perfect Continuous.

- a) When / my mother / arrive / I / already / cook / dinner
 b) I / just / to meet / her / but then / she / to disappear
 c) They / to try / to have a baby / for two years / when she / to get / pregnant
 d) He / already / to go / home / when I / to arrive / at the beach

? LEAD-IN

Having a healthy diet is not always a matter of appearance as we have seen but it is a way of protecting the environment by contributing to better food production.

1. Look at the pictures below and comment with a classmate on how you both interpret them in terms of the food production industry.

FACTS

GM stands for genetically modified food. GM foods have been artificially changed by scientists in a laboratory. In the past, plants have been improved by breeding them with other, better plants – a natural process which takes years. But with GM foods, it's done quickly and artificially, and lots of people are worried about it.

http://news.bbc.co.uk/cbbcnews/hi/newsid_1740000/newsid_1746900/1746923.stm



READING

1. Read the text carefully.

Are Biotech Foods Safe to Eat?



Most Americans have eaten genetically modified foods without knowing it, but are they safe? Genetically modified food has quietly become second nature in the U.S., and it may surprise you just how many foods you are eating that you never knew contained a genetically modified ingredient.

Experts say 60% to 70% of processed foods on U.S. grocery shelves have genetically modified ingredients. The most common genetically modified foods are soybeans, maize, cotton, and rapeseed oil. That means many foods made in the U.S. containing field corn or high-fructose corn syrup, such as many

breakfast cereals, snack foods, and the last soda you drank; foods made with soybeans (including some baby foods); and foods made with cottonseed and canola oils could likely have genetically modified ingredients. These ingredients appear frequently in animal feed as well.

If this shocks you, a new USDA-funded (United States Department of Agriculture) survey shows you're not alone. Researchers from the Food Policy Institute at Rutgers' Cook College found that only 52% of Americans realized that genetically modified foods are sold in grocery stores and only 26% believed that they

have ever eaten genetically modified foods – a modest 6% increase since 2001.

But what exactly is genetically modified food? Is it safe to eat? Why isn't it labeled in the U.S.? The European Union and the U.S. are boxing it out. The U.S. government's position is that genetically engineered crops are safe, resist disease better, and can provide much-needed food in starving nations.

The EU position is the following: keep it out, we prefer organic, which is much healthier. The risk of genetically modified foods to health and the environment outweigh the benefits. Only the multinational biotech companies will benefit, dominating the world food supply and squeezing out traditional farmers. The U.S. is the largest producer of genetically modified crops. More than a dozen countries around the world have latched on to the technology, including Argentina, Canada, China, Australia, India, and Mexico.

"Frankenfood" fears: The term genetically modified food (also known as biotech or genetically engineered food) refers to crop plants that have been modified in the laboratory to

enhance desired traits, such as resistance to herbicides or improved nutritional content.

Experts say this science, like any other, has no guarantees.

Risks include: introducing allergens and toxins to food, accidental contamination between genetically modified and non-genetically modified foods, antibiotic resistance, adversely changing the nutrient content of a crop, creation of "super" weeds and other environmental risks.

Benefits include: increased pest and disease resistance, drought tolerance and increased food supply.

Is Regulation Too Soft? So you might ask, what's the big deal? The U.S. government wouldn't allow a product on the market without strict testing and approval, right? It seems genetically modified foods are a bit of a scientific anomaly, a creature that U.S. regulation agencies aren't quite sure how to efficiently manage.

WebMD. Retrieved from <http://www.webmd.com/food-recipes/features/are-biotech-foods-safe-to-eat> (abridged and adapted, July 2013)

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

- a) "... become second nature in the U.S., ..." (l. 4)
- b) "'Frankenfood' fears ..." (l. 49)

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

- a) To what extent are people eating GM food in the USA?
- b) Are they aware of such a reality? Justify your answer.
- c) Which products are most commonly genetically modified?
- d) Explain the US government's position regarding GM food.
- e) Does the EU share the same view? Why? Why not?

4. What do you usually consume most: organic or processed food?

5. Are you concerned about the consequences of consuming food with chemicals? Why? Why not?

6. Do you think that you have already eaten GM food without knowing? Does this worry you?

www.

Do you know what you are eating? Watch this video with Jamie Oliver, a famous British chef, in which he explains the origin of some meat products.
<http://www.youtube.com/watch?v=wshlnRWnf30>

GREENPEACE



? LEAD-IN

We have already seen that by becoming a veggie we are somehow protecting our ecosystem. However there are other ways of doing so. Several organisations help maintain our planet healthy.

1. Look at the logos of the organisations on the left and identify only those which are aimed directly at protecting the environment.
2. Name other environmental organisations that you know of.
3. Do you know what their activity consists of?
4. Have you ever joined any ecological organisation or movement?

READING

1. Read the text about the WWF initiative carefully and fill in the blanks with the given words.

footprint natural resources sustainability initiatives travel
low-carbon impact average resident levels of consumption

Changing the Way we Live



Globally, people are using about 25% more **(a)** _____ than the planet can replace. In the UK, we're consuming three times our fair share of the planet's natural resources. We face an "ecological overshoot" that will have severe consequences for both people and nature unless we humans change the way we live.

Although advances in technology have helped people to produce things more efficiently, the benefits have been swamped by ever-higher **(b)** _____ by affluent Western economies and the growing middle classes in the developing world. Some 70% of humanity's global footprint arises from carbon emissions; other pressures are linked to commodities such as crops, meat, fish and wood, and the freshwater we take from rivers and lakes.

WWF is seeking a One Planet Future where both people and nature thrive within their fair share of what's available. We are developing a range of One Planet **(c)** _____ to support this goal, helping to bring sustainability and equity to production, trade and

consumption. With an established track record in supporting the development of sustainable lifestyles, WWF is well placed to provide leadership in helping to reduce the UK's footprint and supporting other countries to do the same.

Food: A quarter of the world's population does not have enough food. If we are to achieve a One Planet Future where people and nature thrive together, we need to reconsider the types of food we eat in the UK and where and how our food is produced.

Housing: The UK's 26 million homes currently have a huge (d) _____ on the environment. Technological innovations provide opportunities to make all new homes "zero carbon" – meaning that no carbon emissions are produced from energy used in the home. WWF continues to support the government's plans for "zero-carbon" new housing from 2016.

Transport: WWF's One Planet Mobility programme is creating solutions that will help reduce the need for (e) _____ and encourage a shift to more sustainable ways of travelling.

Finance: Finance serves every economic sector that has major impacts on our environment, including energy production, fishing, agriculture and logging. We need to ensure that money is only invested in areas that protect the planet and push us towards a (f) _____ future.

Economy: We can only make the changes we need if the overall management of the economy supports the shift to a one planet future.

Cities: This report ranks the 60 British cities by the ecological (g) _____ of their (h) _____. It highlights the ways in which we are living unsustainably as well as opportunities for change.

WWF. Retrieved from http://www.wwf.org.uk/what_we_do/changing_the_way_we_live/ (abridged and adapted, July 2013)



2. Answer the following questions.

- Explain the expression "ecological overshoot".
- Describe the *One Planet Future* programme.
- According to the WWF, which changes need to be carried out?



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

- | | |
|---------------------------|--------------------------|
| a) outcomes (paragraph 1) | c) succeed (paragraph 4) |
| b) fairness (paragraph 3) | d) change (paragraph 8) |

4. Do you know if any of the measures described in the text are being followed in your country?

5. What about your household? Are you contributing to sustainability of resources? In what way?





GRAMMAR Modal verbs

SEE GRAMMAR SYNTHESIS, PAGES 217-218

► Read the sentence taken from the text and then answer the questions.

"We **can** only make the changes we need if the overall management of the economy supports the shift to a one planet future." The verb in bold, as you already know, is a modal one.

1. Say if the sentences are True (T) or False (F). Correct the false ones.

- a) A modal verb is usually followed by an infinitive without *to*. ☐
- b) *Can* expresses ability, possibility and obligation.
The negative form is *can't* or *cannot*. ☐
- c) *Could* is used in more formal requests. It also refers to past time. ☐
- d) Modal verbs are invariable. ☐
- e) *May* and *might* express possibility and permission.
May is also used to make requests and give permission in a more formal way. ☐
- f) *Must* is used to express permission, obligation, and to give strong advice or orders. ☐
- g) *Will* is usually used as an auxiliary verb in constructing the Future Simple whereas *would* is used in the Conditional. It also expresses intention, promise or an offer. ☐
- h) *Would* is also used to make requests and invitations. ☐
- i) *Should* expresses obligation, duty and it is also used to make requests. ☐
- j) *Shall* is used to make offers, suggestions and requests. It can also be used to express the future in the first person. ☐

► Remember ...

- *Must* can be replaced by *have to*. In the past we use *had to* instead of *must*.
e.g. *I had to disconnect my mobile phone.*
- *Must* is also used to express probability when we believe something is happening.
e.g. *He must be studying for the exam.*

2. Say which intention is conveyed by the modal verb in each sentence.

- a) Could you tell me where the vegetables are?
- b) May I pay in cash?
- c) You mustn't use your mobile phone here.
- d) If I had a great deal of money, I would help to save endangered species.
- e) I will help you with the recycling campaign.
- f) He always takes the bus, because he can't drive.
- g) Shall I serve dinner?
- h) Would you like to come with me to the Greenpeace event?
- i) You must study harder, if you want to pursue an academic career.



SPEAKING and WRITING

Throughout this unit we have been discussing several ways to preserve the environment and make it a sustainable one.

1. What piece of advice would you give to create a more sustainable environment? Think about feasible actions you could suggest to your family and friends (don't forget to use the modal verbs both in positive and negative sentences) and share your ideas with the class.
2. Use the ideas you have discussed and create a PowerPoint presentation or a chart and then display them around your school.



WATCHING

1. Watch the following animation videos on sustainability and then answer the questions.

Video 1 – Mr Box – A short film on sustainability

- a) What happens to Mr. Box along the way?
- b) What does he see?
- c) Name some of the words that come up.
- d) Describe the ending and the message conveyed.

Video 2 – Sustainability explained through animation

- a) Define sustainability.
- b) What is threatening sustainability?
- c) What can be done?



2. In your opinion which video better depicts the idea of sustainability.



PROJECT Sustainable projects in Portugal

- Learn about sustainable projects in Portugal! Each group of four or five students carries out some research work into one of the following programmes, or any other that they know of, and present it to the class.
 - **Tree planting in Monsanto** <http://www.cm-lisboa.pt/zonas/centro/noticias/detalhe-da-noticia/article/plantacao-de-140-arvores-em-lisboa>
 - **Urban gardening – workshops for disabled people** <http://www.impulsopositivo.com/content/horta-acessivel-na-alta-de-lisboa-vai-ter-workshops-para-criancas-com-deficiencia>
 - **Green cork – recycling programme by Quercus** <http://www.greencork.org/index8.php?idlingua=1&idbanner=2&idlink=2&idcontador=54172&>
 - **Hidrobox – water saving awareness – initiative by SIMTEJO** http://www.simtejo.pt/artigo.aspx?lang=pt&id_object=701&name=Educacao-Ambiental-



READING

1. Read the article by Mark Kinver carefully.

Air Pollution Kills Millions each Year



A study has suggested that outdoor air pollution is estimated to contribute to more than two-and-a-half million deaths each year. It calculated that, each year, 470,000 people died as a result of ozone and 2.1 million deaths were linked to fine particulate matter. Air pollution increased respiratory and heart disease risks, with the young, elderly and infirm most vulnerable. The findings appear in the Environmental Research Letters journal.

An international team of scientists wrote “Epidemiological studies have shown that ozone and PM2.5 (particulates with a diameter of less than 2.5 microns – about 30 times thinner than the width of a human hair) have significant influences on human health, including premature mortality”. In order to reach their estimate, the researchers compared the results from a range of earlier mathematical models on deaths from air pollution. They found that their total was lower than previous estimates. But the team added: “Our methods likely underestimate the true burden of outdoor pollution because we have limited the evaluation to adults aged 30 and older. On the other hand, recent studies suggest that the relationship between PM2.5 and mortality may flatten at high concentrations, suggesting that we may overestimate PM2.5 mortality in regions with very high concentrations.”

The World Health Organisation (WHO) says it is difficult to identify the world’s most polluted cities because of the lack of monitoring systems in place. “Nevertheless, the available data indicates that air pollution is very high in a number of Asian cities, in Latin American cities and in Africa (Cairo),” it observes.

But the WHO adds that although most air pollution hotspots are located in developing nations, it says that developed countries are also at risk and the issue is a major environmental risk globally. As air quality is largely beyond the control of an individual, the WHO says action needs to be taken by national and international bodies. In 2005, WHO published its Air Quality Guidelines that recommended limits of air pollutants, including PM2.5 and ozone. “Continued exposure to particles contributes to the risk of developing cardiovascular and respiratory diseases, as well as lung cancer,” the WHO states.



“Even in the EU, life expectancy is 8.6 months lower [as a result of] exposure to PM2.5 produced by human activities.” Ozone pollution is linked to breathing problems, such as asthma, reduced lung function and lung disease.

40 The research, conducted by an international team of scientists, also looked at how changes to the planet’s climate system as a result of human activities could have affected the impact of air pollution, such as changes in temperature and humidity. 45 While being a contributing factor to climate change, previous studies had considered how the emissions could create conditions that exacerbated poor air quality, such as the way an increased concentration of chemicals interacted with sunlight. 50

BBC. Retrieved from <http://www.bbc.co.uk/news/science-environment-23315781>
(abridged and adapted, July 2013)



2. Say if the sentences are True (T) or False (F). Quote from the text to justify your answers.

- a) A research study found the causes of air pollution. ☐
- b) Many polluted cities don't have mechanisms to evaluate their pollution levels. ☐
- c) According to the WHO, international organisations must promote the protection of the planet. ☐
- d) Despite the air pollution, Europeans can live more than half a year longer. ☐



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

- a) ill (paragraph 1)
- b) weight (paragraph 2)
- c) shortage (paragraph 3)
- d) in danger (paragraph 4)

4. Answer the following questions.

- a) Name the regions where air pollution is highest.
- b) Mention health problems which result from air pollution.
- c) Did you realise that so many people died due to this problem?



VOCABULARY

1. Find the following words in the crossword.

smog waste natural resources greenhouse gas
sustainable ecological footprint

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

2. Complete the sentences using the words from the previous exercise.

- The quantity of resources wasted by a person constitutes an _____.
- Carbon dioxide emissions lead to the formation of _____.
- The outcome of a great deal of consumption is a large amount of _____.
- _____ refers to smoke from factories and cars which creates a kind of fog.
- We can only move forward, if we adopt _____ lifestyles.
- The exploitation of _____ is leading to the environmental ruin of the planet.



GRAMMAR

1. Identify the verb tenses in each sentence.

- I have studied this subject for four years, but I still have doubts.

- When I came to the UK, I had been on a vegan diet for some time.

- They had just planted these trees when the baby was born.

- She has been painting the house since Monday.

2. Fill in the blanks with the Infinitive or the Gerund.

- a) She is worried about _____ (to bring up) her children in the city because of the stress and pollution.
- b) When he saw me, he stopped _____ (to speak).
- c) I expect you _____ (to follow) the teacher's instructions and to do the research work.
- d) Susan avoids _____ (to buy) processed food, especially since she has decided _____ (to go) on a healthier diet.

3. Explain the difference between the sentences by identifying the meaning of the modal verbs.

a) Can

- 1. Can I come in? _____
- 2. I can't speak German. _____
- 3. Can I help? _____

b) May

- 1. She may be having some health problems. _____
- 2. May we see the house? _____

c) Must

- 1. You must turn down the radio. _____
- 2. She must be ill. _____

d) Could / couldn't

- 1. I couldn't understand what was happening. _____
- 2. Could you tell me the way to the stadium? _____



WRITING

- 1. Write a small text expressing how you feel when you see a picture like the one below? Don't forget to relate this to the topics you have been studying.



Useful Language

UNIT 1

Apprentice — a young person who works for an employer for a fixed period of time in order to learn the particular skills needed in their job

Application form — a form to be filled in when applying for something / a job

Apply for — to make a formal request, usually in writing, for something such as a job, a place at college, university, etc

Apprenticeship — a period of time working as an apprentice

Benefits — money provided by the government to people who need financial help because they are unemployed, ill/sick, etc

Bonus — an extra amount of money that is added to a payment, especially to somebody's wages as a reward

Commission — an amount of money that is paid to somebody for selling goods and which increases with the amount of goods that are sold

Degree — the qualification obtained by students who successfully complete a university or college course

Dismiss — to officially remove somebody from their job

Earn — to get money for work that you do

Employ — to give somebody a job to do for payment

Fire — to officially remove somebody from their job

Hire — to give somebody a job

Income — the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc

Layoff — an act of making people unemployed because there is no more work left for them to do

Make redundant — without a job because there is no more work available for you in a company

Payment — a sum of money paid or expected to be paid

Promote — to move somebody to a higher rank or more senior job

Quit — to leave your job, school, etc

Recruit — to find new people to join a company, an organization, the armed forces, etc

Retire — to stop doing your job, especially because you have reached a particular age or because you are ill/sick; to tell somebody they must stop doing their job

Salary — money that employees receive for doing their job, especially professional employees or people working in an office, usually paid every month

Training — the process of learning the skills that you need to do a job

Wage(s) — a regular amount of money that you earn, usually every week, for work or services

UNIT 2

Ancestor — a person in your family who lived a long time ago

Activist — a person who works to achieve political or social change, especially as a member of an organisation with particular aims

Bigotry — the state of feeling, or the fact of expressing strong, intolerant beliefs or opinions

Citizen — a person who has the legal right to belong to a particular country

Counsellor — a person who works in a school/university and is responsible for giving students advice about classes and helping them with personal problems

Descendant — a person's descendants are their children, their children's children, and all the people who live after them who are related to them

Emigration — to leave your own country to go and live permanently in another country

Ethnic — connected with or belonging to a nation, race, or people that shares a cultural tradition

Ghetto — a part of a city, especially a slum area, occupied by a minority group or groups

Heritage — the history, traditions, and qualities that a country or society has had for many years and that are considered an important part of its character

Homeless — people who don't have a house to sleep in

Humanitarian — concerned with reducing suffering and improving the conditions that people live in

Immigration — the process of coming to live permanently in a country that is not your own; the number of people who do this

Influx — the fact of a lot of people, money, or things arriving somewhere

Inhabitant — a person or an animal that lives in a particular place

Naturalisation — the process of making someone who was not born in a particular country a citizen of that country

Outflow — the movement of a large amount of money, liquid, people, etc. out of a place

Refugee — a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons

UNIT 3

Ad / Advert / Advertisement — a notice, picture or film telling people about a product, job or service

Advertiser — a person or company that advertises

Advertising — the activity and industry of advertising things to people on television, in newspapers, on the Internet, etc

Advertising campaign — a series of advertising actions

Brand — a type of product made by a particular company

Consumerism — the buying and using of goods and services; the belief that it is good for a society or an individual person to buy and use a large quantity of goods and services

Consumer protection — it is a group of laws and organisations designed to ensure the rights of consumers as well as fair trade competition and the free flow of truthful information in the marketplace

Consumption — the act of buying and using products

Ethics — moral principles that control or influence a person's behaviour

Franchising — formal permission given by a company to somebody who wants to sell its goods or services in a particular area; formal permission given by a government to somebody who wants to operate a public service such as a business

Hoarding — a large board on the outside of a building or at the side of the road, used for putting advertisements on

Logo — a printed design or symbol that a company or an organisation uses as its special sign

Marketing — the activity of presenting, advertising and selling a company's products in the best possible way

Merchandising — the activity of selling goods, or of trying to sell them, by advertising or displaying them, products connected with a popular film/movie, person or event; the process of selling these goods

Publicity — the business of attracting the attention of the public to something/somebody; the things that are done to attract attention

Purchase — the act or process of buying something

Refund — a sum of money that is paid back to you, especially because you paid too much or because you returned goods to a shop/store

Trademark — a name, symbol or design that a company uses for its products and that cannot be used by anyone else

UNIT 4

Climate change — changes in the earth's weather, including changes in temperature, wind patterns and rainfall, especially the increase in the temperature of the earth's atmosphere that is caused by the increase of particular gases, especially carbon dioxide

Clone — plant or an animal that is produced naturally or artificially from the cells of another plant or animal and is therefore exactly the same as it

Deforestation — the act of cutting down or burning the trees in an area

Drought — a long period of time when there is little or no rain

Ecological footprint — a measure of the amount of the earth's resources used by a person or a population that lives in a particular way

Ecosystem — all the plants and living creatures in a particular area considered in relation to their physical environment

Endangered species — animals or plants that soon may no longer exist

Fossil fuel — fuel such as coal or oil, that was formed over millions of years from the remains of animals or plants

Frutarian — a person who eats mainly fruit and flowers

Global warming — the increase in temperature of the earth's atmosphere, that is caused by the increase of particular gases, especially carbon dioxide

GM food — genetically modified

Greenhouse gas — any of the gases that are thought to cause the greenhouse effect, especially carbon dioxide

Reforestation — the act of planting new trees in an area where there used to be a forest

Renewable energy — types of energy that can be replaced naturally such as energy produced from wind or water types of energy that can be replaced naturally such as energy produced from wind or water

Recycling — to treat things that have already been used so that they can be used again

Smog — a form of air pollution that is or looks like a mixture of smoke and fog, especially in cities

Stem cell — a basic type of cell which can divide and develop into cells with particular functions. All the different kinds of cells in the human body develop from stem cells

Sustainability — involving the use of natural products and energy in a way that does not harm the environment

Vegetarian — a person who does not eat meat or fish

Vegan — a person who does not eat any animal products such as meat, milk or eggs. Some vegans do not use animal products such as silk or leather

Waste — materials that are no longer needed and are thrown away

GRAMMAR SYNTHESIS

Verb tenses

PRESENT	
Present Simple	
USAGE	VERB TENSE (Form)
To talk about facts, habits, routines, scientific truths; with a future meaning specially when referring to timetables.	Form: "s" in the 3rd person singular Auxiliary verb (<i>do / does / do not / does not</i>)
Present Continuous	
To talk about actions that are happening at the moment of speaking and when things are changing over a long period; with a future meaning specially when referring to arrangements.	Form: verb to be in the present tense (<i>am / is / are</i>) + <i>-ing</i> form
Present Perfect Simple	
To talk about actions that started in the past and continue in the present (unfinished); to talk about past actions that have consequences in the present; to talk about indefinite past (the action is more important than the time); to talk about recent actions.	Form: verb <i>to have</i> in the present tense (<i>have / has</i>) + past participle
Present Perfect Continuous	
- An action that happens over time, starting in the past and continuing into the present. <i>Yet</i> is often used in negative and interrogative sentences. <i>Just</i> is used to refer to an event that happened very recently. <i>For</i> is used to express a period of time. <i>Since</i> indicates the time when the action started.	Form: verb <i>to have + been + (verb) + -ing</i>

PAST	
Past Simple	
USAGE	VERB TENSE (Form)
To describe an action that started and finished in the past; to talk about a sequence of events in the past.	Form: Regular verbs: verb + <i>-ed</i> Irregular verbs: see the list on page? Auxiliary verbs (<i>did / did not</i>)
Past Continuous	
To describe actions that were in progress at a particular moment in the past; to talk about simultaneous actions in the past; to describe actions that were unfinished or interrupted while they were happening.	Form: verb to be in the past tense (<i>was / were</i>) + <i>-ing</i> form
Past Perfect Simple	
In time clauses referring to an action that happened before another action in the past; in the third conditional.	Form: verb <i>to have</i> in the past tense <i>had</i> + past participle
Past Perfect Continuous	
An action that happened over time in the past before another action.	Form: <i>had + been + verb + -ing</i>

FUTURE	
Future Simple	
USAGE	VERB TENSE (Form)
To talk about future decisions taken at the moment of speaking; to make predictions based on opinions; to make suggestions, offers and requests.	Form: <i>will ('ll) / will not (won't)</i> + infinitive without <i>to</i>
Future Continuous	
An action that will happen in the future for a length of time.	Form: <i>will + be + verb + -ing</i>
Future Perfect Simple	
To describe an event that will have ended at a particular time in the future.	Form: <i>will have + past participle</i>
Future Perfect Continuous	
An action that happens over time in the future before another action.	Form: <i>will + have + been + verb + -ing</i>

Infinitive or Gerund

- Some verbs are usually followed by the infinitive to give orders, express purpose or report sentences: *agree, claim, consent, decide, hope, learn, prepare and persuade*
- Many verbs are followed by an object and the infinitive: *ask, advise, encourage, expect, invite, tell, want.*
I expect you to do your best for your planet.
- The gerund occurs after prepositions, expressions like "cant" or certain verbs, such as *admit, avoid, confess, consider, deny, enjoy, imagine, keep, miss and regret.*
She considered moving to another country.
- Expressions like *to be interested in; to care about; to concentrate on; to confess to; to depend on; to dream about; to look forward to; to prevent from; to succeed in; to worry about* are followed by the Gerund.
They succeeded in finishing high school.
- Some verbs can be followed both by Infinitive or Gerund, such as *begin, continue, hate, like, love, neglect, prefer, start and try.*
- The Gerund is frequently used when we talk about things in general and the infinitive is used for more specific situations.
They began to dance. / They began dancing.
- Some verbs can be followed by both tenses but their meaning changes: *forget, remember and stop.*
He stopped to drink. (at that moment)
He stopped drinking. (he gave up drinking)

► Verbs of senses

- They can be followed by the infinitive without **to** or the gerund: *feel, hear, listen to, notice, see, watch.*
I felt the man entering the building. (the action was going on)
I heard the birds sing. (they had finished)

Relative pronouns and relative clauses

Pages 20-21

- Relative pronouns relate two sentences replacing an object or a subject.
Who refers to people (subject).
Whom refers to people (object). It's formal.
Which refers to objects or animals.
That refers to people, things or animals.
Whose implies possession (for people or things).
Where refers to places.
When refers to time.
What means the thing that.
Why comes after the word reason.

Defining relative clauses

- They give us necessary information to identify the person or thing we are referring to. Even though *which* and *that* have the same meaning, that is usually used after superlatives and most quantifiers (*all, none, little, few, ...*)
- If the relative pronoun refers to the object of the main sentence, it can be omitted.

Non-defining relative clauses

- They give us extra or unnecessary information about the person or thing we are referring to.
- The relative clause is separated from the main sentence by commas.
- The relative pronoun *that* cannot be used.
- Superlatives, some determiners and quantifiers can be used before *whom* or *which*.

Phrasal verbs

Page 42

- A phrasal verb is a verb whose original meaning changes when an adverb particle or preposition is added to it: *look after, set in, go along with, break up, ...*
- Note that the meaning of the phrasal verb can sometimes be easily understood due to the meaning of its parts, but most of times it isn't that obvious.
*I go **out** quite often.* (the adverb particle *out* implies the person leaves his or her house to go outside)
*The bomb went **off** after a few seconds.* (**off** doesn't give any clue about the meaning of the phrasal verbs, that is to explode).
- The same phrasal verb can have several meanings:
To get on
 - Used to talk or ask about how well sb is doing in a particular situation.
 - To be successful in your career.
 - to manage to survive.

Adjectives

Pages 44-46

- Adjectives** are used to describe nouns. They are used before nouns or after some perception verbs like *be, look, appear, smell, taste, ...*
A beautiful girl. She looks wonderful.

Degrees of adjectives

► Comparative

Superiority:

- one-syllable adjectives add **-er**
taller
- two-syllable adjectives ending -y change it to **-i** and add **-er**
heavier
- most two or three syllable adjectives put **more** before the word
more beautiful
- some two-syllable adjectives accept **-er** or **more**
more simple / simpler

Equality:

- (just) as + adjective + as
as careful as

Inferiority:

- less + adjective + than / not as + adjective + as
not as large as

► Superlative

- one-syllable adjectives add **the + -est**
the tallest
- two-syllable adjectives ending -y change it to **-i** and add **-est**
the heaviest
- most two or three syllable adjectives put **the most** before the word
the most beautiful
- some two-syllable adjectives accept **the + -est** or **the most / the least**
the most simple / the simplest

► Double comparative

- more + and + more adjective
Mary is getting more and more beautiful.
- adjective (comparative) + and + adjective (comparative)
John is getting taller and taller.

► Proportional comparative

- The + comparative + the + noun, the + comparative + the + noun
The more expensive the computer, the better its performance.
- The more / comparative + clause, the more / comparative + clause
The older people get, the harder finding a job is.
- Sometimes: The more + clause, the + comparative + the + noun
The more you travel, the better your knowledge of the world.

► Adjectives ending in **-ed** and **-ing**

Page 52

- Some adjectives can sometimes end either in **-ed** or **-ing**. These are often very confusing.
- **-ed** adjectives describes emotions / feelings. It tells us how people feel about something.
I'm bored.
- **-ing** adjectives describe the person / thing that causes the emotion / feeling.
It's boring.

Adverbs

Pages 44-46

- Are used to describe verbs.
- They are also used before adjectives or other adverbs as intensifiers.

Adverbs of manner

Rules:

- Some adverbs add **-ly** to the adjective
madly
- Adjectives ending **-e** drop **-e**, adjectives ending in **-y** change it to **-i** and add **-ly**
- Some adverbs have the same form as adjectives
long, straight
- Some adverbs have an irregular form
good-well
- Some adverbs have two forms with a different meaning
hard / hardly
- Some adjectives can also end in **-ly**
lovely, ugly

Adverbs of frequency

- They are used to indicate how often we do things or how often things happen: *always, usually, often, sometimes, hardly ever, seldom, rarely, never* are examples of frequency adverbs.
I hardly ever get up early on Sundays.

Intensifiers

- Words which are used to add force to the meaning of verbs, adjectives or other adverbs: *really, extremely, too, very, quite, rather*

Expressing wishes and regrets

Page 57

- The structure **I wish / If only + Past Simple** is used to express wishes or regrets about current situations.
- The structure **I wish / If only + Past Perfect Simple** is to talk about past wishes or regrets. It is used to express the idea that we would like something to have happened differently.

- The structure **I wish / If only + would + infinitive** is used to talk about future wishes, and to express our desire to change a situation that displeases us.
- The following structure **It's (high / about) time + subject + Past Simple** is used to say that it's about time to do something, that may have been postponed for a long time.

Reported speech

Pages 72-73

- When reporting a sentence or a conversation, *say*, *tell* and *ask* are often used. However, other reporting verbs can also be used (*accept*, *agree*, *apologise*, *claim*, *greet*, *explain*, *offer*, etc).

They agreed to go to the concert.

Note: Notice that the reporting verb *suggest* is followed by *should* + Infinitive or past tense.

He suggested I should go (I went) to a language course in the UK.

Reporting verbs such as *agree*, *offer* and *refuse* are followed by the Infinitive.

They agreed to send me a better report.

The verb *apologise* is followed by the preposition *for* + *-ing* form.

She apologised for disturbing the lesson.

- In reported speech, the tenses change if the introducing verb is in the past tense (*said**, *told**, *asked*). The following changes usually occur:

Direct speech		Reported speech	
Present Simple	"He learns ..."	Past Simple	She said he learnt...
Present Continuous	"He is learning ..."	Past Continuous	She said he was learning...
Past Simple	"He learnt ..."	Past Perfect Simple	She said he had learnt...
Past Continuous	"He was learning ..."	Past Perfect Continuous	She said he had been learning...
Present Perfect Simple	"He has learnt ..."	Past Perfect Simple	She said he had learnt...
Present Perfect Continuous	"He has been learning ..."	Past Perfect Continuous	She said he had been learning...
Future Simple	"He will learn ..."	<i>would</i>	She said he would learn...

**say* is usually used without a personal object.

tell is followed by a personal direct object.

He said he could come.

He told me he could come.

- Personal pronouns and possessive adjectives/pronouns also change from the first/second person to the third, except when the speaker is reproducing his own words.

"I'm going there," I said.

I said that I was going there.

- These words usually change:

Direct speech	Reported speech
now	then, at that moment
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next/following day
the day after tomorrow	two days later
next week/year ...	the following week/year...
last week/year ...	the previous week/year...
a week/year ... ago	a week/year... before; the previous week/year...
this	that
these	those
here	there

Reported commands

- Imperatives are reported using *tell*, *ask*, *order*, etc, followed by the Infinitive.

"Don't come home late."

Mother told me not to come home late.

Reported questions

- In reported questions, *do* is not used as an auxiliary of the interrogative.

"Where do you go to school?"

She asked me where I went to school.

- Interrogative words (*how*, *what*, *where*, *who*, *why*, etc) introducing direct questions are also used in reported questions, otherwise *if/whether* is used.

"Do you like English Literature?"

They asked her if/whether she liked English Literature.

Connectors

- Connectors are used to link sentences, expressing contrast, purpose, cause or result.

Contrast clauses

Pages 77-78

although, though, even though

- After these connectors there is a sentence. *Though* is informal and can appear at the end or in the middle of a sentence. *Even though* is more emphatic.

Although I felt sick, I went to school.

in spite of, despite

- After these connectors there is a verb in the *-ing* form or a noun. No subject is required.

In spite of feeling sick, I went to school.

however, nevertheless, nonetheless

- These connectors are followed by a sentence. They are more formal and usually used in writing. *However, nevertheless* and *nonetheless* occur at the beginning of a second sentence.

I felt sick. However, I went to school.

Purpose clauses

Page 88

to, in order so, so as to

- These connectors are followed by the infinitive. The subject is the same.

He's studying harder, in order to improve his marks.

in order that, so that

- These connectors are used when the sentences has two subjects.

She is studying hard, so that her parents can be proud of her.

Cause clauses

Page 109

because of, thanks to, on account of, due to, since, for, as

- These connectors are followed by a noun or a verb in the gerund.

The wedding party was cancelled because of the bad weather.

Result clauses

Page 109

therefore, in consequence, consequently, for this/that reason, as a result, that's why, so, thus

- These connectors usually occur in a second sentence.
- She didn't eat anything after breakfast. That's why she was feeling sick.*

Conditional clauses

Pages 105-106

If clauses

► Expressing something that is generally true:

- Zero Conditional — **If + Present Simple, Present Simple.**
Water boils at under 100°C if you are high up in the mountains.

► Expressing possible future events and their consequences:

- First Conditional — **If + Present Simple, will + verb.**
If she has the time, she will phone you.

► Expressing an impossible situation in the present or an impossible or improbable event in the future:

- Second Conditional — **If + Past Simple, would + bare Infinitive.**
If he knew the address, he would send a telegram.

► Expressing a hypothesis in the past:

- Third Conditional — **If + Past Perfect Simple, would have + Past Participle.**

If she hadn't missed the train, she would have met her old friend.

Note: *if... not* can be replaced by *unless*.

If she doesn't show up at the interview, her name will be crossed out.

Unless she shows up at the interview, her name will be crossed out.

Passive voice

Pages 125-126

- The Passive is formed by the verb *to be* in the correct tense and the Past Participle of the main verb.
- Sometimes it occurs with an agent (*by*). It is mainly used when the doer is unknown or not important, or when our main interest is in the action.

Tense	Active	Passive
Present Simple	gives	is given
Present Continuous	is giving	is being given
Past Simple	gave	was given
Past Continuous	was giving	was being given
Present Perfect Simple	has given	has been given
Past Perfect Simple	had given	had been given
Future	will give	will be given
Conditional	would give	would be given

Passive voice: verbs with two objects

- Sentences with verbs that are followed by two objects (*bring, give, lend, offer, pay, send, show, teach, tell, write*, etc) can have two Passive forms.

They gave us a bunch of flowers on Mother's Day.
(Active)

We were given a bunch of flowers on Mother's Day.
(Passive)

A bunch of flowers was given to us on Mother's Day.
(Passive)

Note: The first construction is the more usual.

Passive with modal verbs

- Passive sentences with modal verbs follow the structure:
modal + be + Past Participle (main verb)
They should launch a dynamic publicity campaign as soon as possible.
A dynamic publicity campaign should be launched as soon as possible.

Passive with verbs followed by object + Infinitive

- The verbs *hear*, *help*, *make*, *see* are followed in the Active by an object and bare Infinitive. In the Passive, the Infinitive with *to* is used.

I saw him take the picture of the statue.

He was seen to take the picture of the statue.

► Special cases:

- The **impersonal passive** is used after verbs such as *agree*, *allege*, *believe*, *decide*, *explain*, *know*, *say*, *suggest*, *think*, ...
- It is often used when the verb in the active sentence is intransitive. The impersonal passive verb is followed by *that* + clause.

It is said that many people died in the shipwreck.

Active sentence: *They say that the firefighters were really brave.*

Impersonal passive: *It is said that the firefighters were really brave.*

- It would also be possible to use the **Personal Passive**. In this case the verb is followed by *to* + infinitive.
The girl is said to have obtained a great part in Spielberg's next film.

Prepositional verbs

Pages 138-139

- Many English verbs need a preposition followed by an object or prepositional phrase. These are called **prepositional verbs**.
- The verb and preposition always come together, unless an adverb is used. Unlike phrasal verbs, the preposition doesn't change the meaning of the verb and can't be placed in different places.
I believe in ghosts.
- Note that if there's no object/prepositional phrase, then the preposition isn't needed.
Look! not Look at!

Uncountable nouns

Page 150

- Words like *information*, *music*, *water*, *money*, *oil*, *advice*, *progress*, *traffic*, ... are **uncountable nouns**. They don't have both singular and plural forms.
- They are preceded by words such as: *the*, *some*, *any*, *little*, *a little*, *much*, ...
- a* / *an* cannot be used before uncountable nouns;
- Sometimes phrases such as *an act*, *an item*, ... are added before them.

- They are often used with quantifiers such as *little* and *a little*. Even though these appear to be similar, they express different ideas:
little is negative
a little positive.
- Note that *few* / *a few* have the same meaning, but are used with countable nouns.

Causative use of have

Page 156

- The structure **have + object + past participle** is called the causative use of the verb *have*. You can also use *get* instead of *have*. However, *have* is more formal than *get*.
- This structure is used when you arrange someone to do something for you.
I have my hair washed twice a week.
- Note that the verb *have* can be used in different tenses, as well as with modal verbs.
He has had his house cleaned.
He can have his car repaired tomorrow.
- The short forms of *have* cannot be used and whenever we want to mention the person that does / did the action, the preposition **by** is needed.
- Although the causative use of *have* is similar to the Present / Past Perfect Simple, they are used in different situations.
I had already bought a new pen when I found the lost one. (Past Perfect Simple – I performed the action)
I had my fence painted. (Causative form of *have* – Someone else painted my fence.)

Modal verbs

Page 204

- Modal verbs are invariable and followed by the infinitive of the main verb without *to*.
- Can* is used to express ability, possibility and permission. The negative form is *can't* or *cannot*.
He can't speak Chinese.
I can cook dinner tonight, if you help me.
Can I come in?
- Could* is used in more formal requests. It also refers to the past time.
Could you help me carry these bags?
- May* and *might* are used to express possibility and permission. *May* is also used to make requests and give permission in a more formal way.
She might go to the party, if she feels better.
May I read your paper?

- *Must* is used to express obligation, prohibition and to give strong advice or orders. It can be replaced by *have to*. In the past we use *had to* instead of *must*.

You must park over there.

You mustn't use your mobile phone.

- *Must* is also used to express probability when we believe something is happening.
- *Will* is usually used as an auxiliary verb in the Future Simple. It also expresses intention, promise or offer.

I will help you paint the room.

- *Would* is used in the conditional. *Would* is also used to make requests and invitations.

Would you like to come in?

- *Should* is used to give advice and it also expresses duty.

You should listen to your mother.

People shouldn't talk in the cinema.

- *Shall* is used to make offers, suggestions and requests. It can also be used to express the future in the first person.

Shall I open the window?

Irregular verbs

Infinitive	Past	Past Participle
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung/hanged	hung/hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted

Infinitive	Past	Past Participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
slide	slid	slid
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

International Phonetic Alphabet (IPA)

Vowels

► short

ɪ	it, pin
e	best, get
æ	hat, mad
ʌ	love, up
ɒ	soft, what
ʊ	foot, push
ə	after, potato
i	happy

► long

i:	leave, tree
ɑ:	father, start
ɔ:	caught, law
u:	blue, few
ɜ:	curl, third

► diphthongs

eɪ	cake, may
əɪ	cry, fight
ɔɪ	oil, toy
əʊ	flow, no
aʊ	cloud, how
ɪe	beer, fear
eə	bear, where
ʊə	pure, tour

Consonants

p	power, tip
b	baby, cab
t	tooth, part
d	decide, hard
k	chaos, pick
g	goal, log
f	funny, off
v	valley, cave
θ	three, earth
ð	then, brother
s	seat, practice
z	zoo, husband
ʃ	ship, caution
ʒ	leisure, decision
h	heart, whole
m	mouse, climb
n	next, know
ŋ	interesting, song
tʃ	chip, teacher
dʒ	joke, large
l	look, heal
r	right, wrong
j	unit, youth
w	watch, queen

Self Check Keys

UNIT 1

READING

Page 63

2.
 - a) shanty
 - b) outskirts
 - c) rickety
 - d) horde
 - e) stricken
 - f) engaged
3.
 - a) being an unforgettable experience (the time in Peru)
 - b) Auriole and the other volunteers
 - c) the Peruvians
 - d) the children
 - e) Auriole and the other volunteers
4.
 - a) ... was overwhelming.
 - b) ... to improve the living conditions of Peruvian children and their families.
 - c) ... accepted them quite well.
5.
 - a) False. "Our base was in a shanty town called Villa María."
 - b) False. "...on the outskirts of Lima."
 - c) True. "...to improve the lives of poverty stricken children's and their families."
 - d) True. "... it was clear that they loved every minute with us."
6.
 - a) She considered it an unforgettable experience.
 - b) They live in really poor conditions. They live in shanties and receive help from volunteers.

VOCABULARY

Page 64

1.
 - a) hard
 - b) tiny
 - c) limpet
 - d) Despite
 - e) dusty
 - f) chased
2.
 - a) On Sundays I usually go to the cinema.
 - b) To post that parcel you need to fill in the form.
 - c) They have just arrived from the shopping centre.
 - d) Have you got any biscuits?
 - e) At the weekend the children eat sweets.

GRAMMAR

Page 64

1.
 - a) backed ... up
 - b) brought up
 - c) go along with
 - d) broke up
 - e) getting over
 - f) put up with
2.
 - a) thoroughly
 - b) sure
 - c) great
 - d) good
3.
 - a) ... you are, the harder it is to find a job.
 - b) ... is more interesting than mine.
 - c) ... he changed his life.
 - d) ... I had taken a year off.
 - e) ... which were abroad.
 - f) ... who(m) I met yesterday, gave me some really good advice.

UNIT 2

READING

Page 114

2.
 - a) notwithstanding
 - b) dissimilarity
 - c) drop
 - d) uneven
3.
 - a) A Protestant or Catholic alone is like a piece out of place and it moves towards its equals.
 - b) Peace is obtained through barriers to avoid confrontations between different creeds.
 - c) It's difficult to implement changes.
4.
 - a) ...the diversity of cultures, ethnic groups or religious groups coexisting in the same place (country, city).
 - b) ...between Catholics and Protestants, who find it difficult to reach a peaceful agreement.
 - c) ...he/she tends to leave that place due to segregation.
5.
 - a) The relationship between Catholics and Protestants is very conflictuous, because they can't seem to find peace and keep on clashing due to their different religious beliefs.
 - b) The influx of immigrants in Northern Ireland has blurred a little the tension between Catholics and Protestants, then there's a greater mixture among different creeds.
 - c) The last sentence of the text suggests that the diversity of people leads to a global future, when people will have to accept each other's individuality, beliefs and traditions.

VOCABULARY

Page 115

- a) heritage
- b) naturalisation ... citizens
- c) ethnic ... immigrants

GRAMMAR

Page 116

1.
 - a) She said that it reached a point when that minority thought 'uh oh, I'm the only one here' and left.

- b) She said that once an area was segregated, they never came back.
 - c) The author referred that reflected the proportion who would have to move in order to spread themselves evenly across the province's 582 wards.
 - d) She said that they had had some success in areas that were already /had already been fairly mixed.
 - e) He said that over the years officials had worked to create shared housing estates.
2.
 - a) ...they will probably find it difficult to accept other cultures and traditions/they won't understand the value of each person.
 - b) prejudice will remain and cause someone's suffering. / countries won't move forward / people won't leave in a peaceful environment.
 - c) I would choose Switzerland to settle.
 - d) we would be firefighters, because they give an essential help to everyone.
 - e) I would found a school for needed children.

3.
 - a) Although immigrants have to face obstacles, they are courageous and tenacious enough to overcome difficulties.
 - b) Being a refugee is devastating, because people's life is turned upside down.
 - c) In times of war people have to accept change. However, the important thing is to survive.
 - d) Even though there are a lot of organisations which help the homeless and the poor, the aid provided is not enough to eradicate hunger and misery.
 - e) A lot of people do volunteer work, so that they can help others.

Self Check Keys

UNIT 3

READING

Page 159

3.

- a) expandable
- b) restrictions
- c) counterpart
- d) relentless
- e) cure

4.

- sedentarism
- craving things their parents can't afford
- exposure to sexual messages, ...

GRAMMAR

Page 160

1.

- a) ... is said that strict laws will be created to protect children against the harmful effects of advertising.
- b) ... should be advised how to spend your money wisely.
- c) ... have been bought by Mary because she was convinced by the well-organised advertising campaigns.
- d) ... had been given a piece of advice on credit cards.
- e) ... are expected to succeed in selling the product.

2.

- a) for
- b) for
- c) on
- d) to
- e) to
- f) on
- g) for

3.

- a) Students need to improve their behaviour.
- b) I don't have much money.
- f) I usually watch the news online.
- i) The traffic is following well.
- j) Let me give a piece of advice.

4.

- a) John asked someone to paint his house – causative use of have
- b) John painted his house by himself – Past Perfect Simple

UNIT 4

READING

Page 207

2.

- a) False. "A study has suggested that outdoor air pollution is estimated to contribute to more than two-and-a-half million deaths each year."
- b) True. "it is difficult to identify the world's most polluted cities because of the lack of monitoring systems in place."
- c) True. "The WHO says action needs to be taken by national and international bodies."
- d) False. "Even in the EU, life expectancy is 8.6 months lower."

3.

- a) infirm
- b) burden
- c) lack
- d) at risk

4.

- a) Air pollution has higher rates in Asian cities, Latin America and Africa.
- b) Some of the health problems linked to lack of clean air are: cardiovascular and respiratory diseases, namely lung cancer, and other breathing problems, such as asthma and lung disorders.

VOCABULARY

Page 208

2.

- a) ecological footprint
- b) greenhouse gas
- c) waste
- d) smog
- e) sustainable
- f) natural resources

GRAMMAR

Page 208

1.

- a) Present Perfect Simple / Present Simple
- b) Past simple/ Past Perfect Simple
- c) Past Perfect Simple / Past Simple
- d) Present Perfect Continuous

2.

- a) bringing up
- b) speaking
- c) to follow
- d) buying... to go

3.

- a) Permission / Lack of ability / Offer
- b) Probability / Request for permission
- c) Obligation / Probability
- d) Inability in the past / Formal request

Fontes Fotográficas

Agência Lusa

- p. 11 Billie Joe Armstrong; Annie Lennox; Michelle Obama
- p. 61 Fila no centro de emprego
- p. 50 Manifestação
- p. 99 Exposição de Sebastião Salgado
- p. 193 Fundação Champalimaud

Corbis

- pp. 8/9 Livro e lápis com elementos
- p. 19 Percussionistas
- p. 68 Família real inglesa
- p. 76 Eminem
- p. 108 Angelina Jolie; Charlize Theron; Paul McCartney; Mia Farrow; Ben Affleck; Bono Vox
- p. 117 Imigrante
- p. 165 Cegonha
- p. 174 Conferência de Quioto
- p. 177 Garbage City, no Egito
- p. 195 Ecoaldeia
- p. 209 Rio poluído

Getty Images

- p. 19 Patinagem artística; escavação arqueológica
- p. 41 Universidade de Bolonha
- p. 59 Mulher com cartaz
- p. 68 Maoris
- p. 89 Maya Angelou
- p. 93 Langston Hughes
- p. 102 Sem-abrigo
- p. 107 George Clooney
- pp. 120/121 Consumidores
- p. 151 J. F. Kennedy
- p. 159 Menino obeso
- pp. 162/163 Mãos a segurar globo
- p. 173 Conferência de Doha
- p. 177 Degelo
- p. 179 Cidade global
- p. 182 Piscina na China
- p. 195 Loja tradicional; horta

iStockphoto

- pp. 14/15 Lupa
- p. 19 Contadora de histórias; jovens agricultores
- p. 40 Universidade de Oxford; Universidade de Viena
- p. 47 Placa de sinalização
- p. 50 Cão ao computador
- p. 58 Mãos e teclado de computador
- p. 65 Mulher ao computador
- pp. 66/67 Bandeiras de vários países
- p. 68 Várias mãos; torres Petronas; *cheerleaders*; cataratas do Niagara; ópera de Sydney; Kruger Park; mulher indiana
- p. 75 *Hip hop*
- p. 84 Mãos atadas; crianças; mãos dadas; xadrez; figuras de papel
- p. 87 Mulher indiana
- p. 89 Várias bocas
- p. 94 Mulher muçulmana
- p. 100 Bandeira do Kosovo
- p. 101 Refugiados do Kosovo
- pp. 118/119 Planisfério com marcas
- p. 123 Globo num carrinho de compras
- p. 129 Sacos de compras
- p. 130 Código de barras
- p. 142 CD; sapatos de ténis; telemóveis; maquilhagem
- p. 158 Crianças a ver televisão
- p. 165 Rio poluído; *smog*
- p. 167 Poluição na China
- p. 168 Poluição na China; rio poluído

- p. 172 Árvore dentro de lâmpada
- p. 175 Mãos a segurar globo
- p. 185 Casal
- p. 195 Ecopontos; transeuntes; voluntários; panda
- p. 200 Alimentos geneticamente modificados
- p. 206 Mulher com máscara

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- p. 161 *Le fils de l'homme*

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- p. 55 *A Persistência da Memória*

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- p. 84 Campanha contra a violência doméstica

Byeong Chun Lee

- p. 192 Cachorro *Ruppy*

Diego Medrano/SXC

- p. 16 Homem com cartaz

Ken Duncan/SXC

- p. 114 Mural na Irlanda do Norte

Paula Rego

- p. 97 *Sentada* (série mulher-cão), 1994

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