

Exclusivo do(a) Docente

TEACHER'S BOOK

BRIDGES
Inglês 11º Ano

Celeste Simões / Helena Oliveira

INCLUI:

- **Planificações anual, trimestral, modular e da leitura extensiva**
- **Testes escritos, de produção oral e de audição (com soluções)**
- **Matrizes de avaliação de todos os testes**
- **Grelhas de avaliação da componente oral e escrita**
- **Sugestões metodológicas**
- **Cenários de resposta extensa**
- **Informações complementares**
- **Audio scripts**



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**manual
escolar**



SEBENTA

O projeto **BRIDGES**

O nosso projeto evoluiu, mantendo-se, no entanto, fiel à sua filosofia inovadora de inclusão de públicos e temáticas e promoção de uma cidadania ativa e participada dos/as nossos/as jovens. Continuamos a insistir em questões que consideramos chave para o desenvolvimento pleno do/a aluno/a enquanto indivíduo, como sejam a empatia, a solidariedade e o empenhamento social.

Por esse motivo, vão encontrar pontes entre ambos os projetos, quer nas temáticas abordadas, que privilegiam a responsabilização do/a aluno/a pela sua aprendizagem e o/a ajudam a olhar criticamente o mundo, quer na própria estrutura, quer ainda na obra selecionada para a leitura extensiva, que se pode considerar o símbolo dessa continuidade: recupera temas do 10.º ano, faz referência direta a pessoas ou assuntos debatidos no ano anterior e também em todos os módulos do novo manual.

O projeto *Bridges* foi desenvolvido com base em três princípios essenciais:

1. Pensamento Crítico

O *Bridges* apresenta temas próximos dos/as alunos/as, que os/as ajudam a desenvolver uma **reflexão** cuidada e criteriosa que lhe permitirá uma **análise** profunda da realidade e dos mecanismos de manipulação do mundo atual e uma **tomada de decisões** consciente e informada. Só com base nesta metodologia de trabalho os/as conseguimos conduzir à **ação** nas suas comunidade e na sociedade em geral.

2. Envolvimento e Capacitação

- a. O *Bridges* é um projeto que procura envolver o/a aluno/a na sua própria aprendizagem, fomentando a sua autonomia através de:
 - rubricas no manual como *Independent Learning*, com exercícios extra manual para praticar conteúdos lecionados na aula, ou *Learning Tips*, com remissões para páginas de revisão de matéria essencial às novas estruturas apresentadas;
 - *Practice Book* com soluções integradas;
 - Secções de *Writing* e *Speaking* com *language banks* e estruturas gramaticais que ajudam a construir textos escritos e orais autonomamente e, no caso particular da escrita, com modelos de textos semelhantes aos que são pedidos ao/a aluno/a, facilitando este processo.
- b. As boas práticas portuguesas não são esquecidas, com casos reais de envolvimento na resolução de problemas atuais e próximos do/a aluno/a.
- c. O projeto *Bridges* procura envolver a escola e a comunidade como um todo através:
 - da rubrica *Time for Action*, para desenvolver trabalhos de projeto com real impacto na sociedade;
 - da promoção da interdisciplinaridade, com fichas CLIL para 12 disciplinas diferentes.

3. Inclusão

O *Bridges* é um projeto inclusivo, o que se pode verificar através:

- das próprias temáticas, já que se estabelecem pontes com várias culturas, outras áreas do saber e outras realidades. O Inglês é abordado como meio e veículo para o entendimento entre pessoas e povos e a linguagem não verbal como fonte de expressão e ponte para o diálogo;
- da utilização do Sistema ColorADD®, um código de cores para pessoas com daltonismo, criado por Miguel Neiva, da Universidade do Minho. A aprendizagem e utilização deste sistema (descrito no verso da contracapa do manual) irá permitir aos/às alunos/as daltónicos/as a identificação das cores dos módulos do Manual e do *Practice Book* (através dos símbolos presentes em todas as páginas) e aos/às alunos/as com visão regular o contacto essa realidades e a aquisição de conhecimentos e competências transversais;
- da criação de fichas inclusivas, a utilizar por alunos/as com necessidades educativas especiais e, de igual forma, por alunos/as que não as tenham, não funcionando, por isso, como elemento diferenciador.

COMPONENTES do projeto

O projeto *Bridges* é constituído por:

Aluno/a:

- Manual
- *Making a Difference – Extensive Reading* (oferta) integrada no manual
- Practice Book
-  (offline e online)
- Site de apoio: www.bridges11.sebenta.pt

Docente:

- Manual, edição do/a docente com soluções
- *Making a Difference – Extensive Reading* (oferta integrada no manual)
- Practice Book
- Teacher's Book
- Bridging... 110 Worksheets
- CD Áudio
-  (offline e online)

Manual

- ✓ O *Bridges* está dividido em quatro módulos e inclui também, no início, um teste diagnóstico. A abertura de cada módulo inclui uma imagem e uma citação alusivas à temática, destinadas a análise em sala de aula, e os principais conteúdos a trabalhar para uma melhor orientação de docentes e alunos/as.
- ✓ Cada unidade inicia-se pela rubrica *JOIN IN!* com uma abordagem introdutória da temática.
- ✓ As competências estão identificadas – *Reading Time*, *Writing Time*, *Speaking Time* ou *Listening Time*, tal como as atividades de vocabulário e de uso do dicionário – *Vocabulary Time*. Os conteúdos gramaticais surgem em páginas graficamente distintas, indicados pela rubrica *Let's Focus On...*
- ✓ Ao longo do manual encontram-se pequenos *Thinking Time*, que apelam ao pensamento crítico dos/as alunos/as.
- ✓ Os módulos incluem propostas de análise de filmes e músicas de acordo com a temática em que estão inseridas, incluídas em rubricas próprias – *Going to the Movies* e *All in a Song* – e projeto a desenvolver, na rubrica *Time For Action*.
- ✓ Ao longo do manual surgem propostas de *Independent Learning*, direcionando o/a aluno/a para a plataforma multimédia, onde encontrará recursos para trabalhar de forma autónoma.
- ✓ Existem remissões (*Tips*) para conteúdos anteriores, essenciais para a resolução de novos exercícios.
- ✓ No final de cada módulo surge a secção *Time for Review*, com exercícios de revisão.
- ✓ A *Extensive Reading* e a respetiva análise estão integradas no final do manual, de modo a que esta componente essencial esteja sempre presente na aula.

A **edição do/a Docente** contempla ainda bandas laterais com sugestões metodológicas e propostas de solução de todos os exercícios e atividades.

Practice Book

O *Practice Book* segue a estrutura modular do manual. Os conteúdos gramaticais e lexicais são aqui alargados e, no final de cada módulo, surge um teste formativo que o/a aluno/a poderá realizar com vista à monitorização das suas aprendizagens. Incluem-se as soluções no final do livro, já que se pretende também uma utilização autónoma por parte do/a aluno/a. A segunda parte deste livro é dedicada à competência da escrita.

Teacher's Book

Inclui:

- ✓ Planificações – anual, trimestral, modular e da *Extensive Reading*.
- ✓ Testes de *writing*, *speaking* e *listening*, com matrizes e respetivas soluções.
- ✓ Grelhas de avaliação da oralidade.
- ✓ Sugestões metodológicas complementares e respostas mais extensas a questões do manual.
- ✓ *Audio scripts*.

Bridging... 110 Worksheets

Publicação para o/a docente com recursos suplementares a utilizar em sala de aula ou como trabalho para casa. As 110 fichas estão divididas em três blocos: CLIL, para trabalho em língua inglesa sobre conteúdos de outras áreas disciplinares; *Literature, Music, Cinema & Speaking Activities*, para trabalho sobre cultura de língua inglesa; *Inclusion*, com estratégias de aprendizagem, destinadas a todos os tipos de alunos/as.

CD-Áudio

Este recurso inclui documentos áudio de diversos tipos, autênticos ou gravados por falantes nativos da língua, das atividades de *listening* do Manual e do *Practice Book* e dos *listening tests* que encontra aqui, no *Teacher's Book*, e na plataforma multimédia.

20 Aula Digital Aluno

Esta componente para o/a aluno/a conjuga o livro escolar em formato digital com um banco de testes interativos que abrangem os vários conteúdos do Manual.



Esta plataforma multimédia é disponibilizada ao/à docente adotante.

Todos os recursos impressos do projeto estão aí presentes, muitos deles em formato editável, para que o/a docente os possa adaptar à realidade da sua escola e das suas turmas.

Integram ainda esta plataforma uma grande variedade de conteúdos multimédia articulados com o Manual, que tornam possível ao/à docente tirar mais partido do seu projeto escolar e adaptar as suas aulas às atuais competências a nível tecnológico e de multimédia dos/das alunos/as. Adicionalmente, o/a docente encontra materiais e funcionalidades que lhe simplificam o trabalho quotidiano:

- Manual em formato digital com ferramentas de edição e adaptado a quadro interativo
- Atividades interativas do Manual, com validação imediata, e testes interativos
- Vídeos e *links* de internet e apresentações em PowerPoint
- Animações – textos narrados para treino da leitura em voz alta e da pronúncia
- Conteúdo integral do CD-áudio
- Planificações, testes, matrizes e grelhas em formato editável
- Módulo para gestão do trabalho diário com planificações, fichas de registo de alunos, de criação de turmas, relatórios de avaliação, entre outros recursos
- Módulo de comunicação com os/as alunos/as – para envio de mensagens e testes ou comunicação em tempo real

PLANIFICAÇÕES

- **Planificação Anual**
- **Planificação Trimestral**
- **Planificação Modular**
- **Planificação da Leitura Extensiva**

PLANIFICAÇÃO ANUAL

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
Interpretação e Produção de Texto De Interpretação: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. Ouvir: – compreende discurso fluido e é capaz de seguir linhas de argumentação dentro dos tópicos abordados na dimensão sociocultural; – compreende noticiários e programas de atualidade, em formato áudio e vídeo, sobre assuntos relacionados com os tópicos abordados na dimensão sociocultural. Ler: – compreende diversos tipos de texto, dentro dos tópicos abordados na dimensão sociocultural, recorrendo à informação visual disponível; – compreende texto extenso, literário e não literário. De Produção: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem.	Cultural Quiz Language Quiz Volunteering The value of reading Travelling Module 1 Reading the World 1.1 Cultural Diversity 1.2 Search for My Tongue 1.3 Respecting Each Other 1.4 Overcoming Biases Module 2 Building up Your Future 2.1 The Working Jungle 2.2 Does School Prepare us for the Real World? 2.3 An Experience of a Lifetime! 2.4 Work at Your Feet	<i>Dictionary use</i> <i>Phrasal verbs with “back”</i> <i>Prepositions of place: at, on, in</i> <i>Conversational language, foreign language, metaphorical language</i> <i>The present tenses</i> <i>The past tenses</i> <i>Idioms</i> <i>Conditional sentences</i> <i>Prefixation</i> <i>Future tenses</i> <i>Modal verbs</i> <i>Connectors</i> <i>Relative clauses: defining and non-defining; contact clauses</i>	Estratégias de interpretação: Ouvir • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar e descodificar palavras-chave • Identificar ideias presentes no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que ouve / lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto oral que introduzem mudança de estratégia discursiva, de assunto, de argumentação • Reconhecer diferentes padrões de entoação, pronúncia, acentuação Estratégias de interpretação: Ler • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar o tipo e o contexto do enunciado	• Manual • <i>Practice Book</i> • Leitor de CDs • CD áudio • Filmes/vídeos • Computador • Internet • Projetor • multimédia • Quadro • Imagens/Postais/Fotografias/... • Fichas de trabalho • Dicionário • Gramática • Revistas • Textos selecionados • Anúncios • Jornais • Material escolar	• Pontualidade • Atenção • Tolerância/Empatia • Interesse • Motivação • Envolvimento • Responsabilidade • Colaboração a pares ou em grupo • Autonomia • Respeito • Solidariedade • Avaliação formativa • Avaliação sumativa • Auto e heteroavaliação • Observação direta • Testes • Trabalhos de casa • Fichas de trabalho • Participação oral • Participação escrita • Empenho nas tarefas

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
Falar: – interage com eficácia em língua inglesa, participando em discussões dentro dos tópicos abordados na dimensão sociocultural, defendendo pontos de vista e opiniões; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. Escrever: – elabora textos claros e variados, de modo estruturado, atendendo à sua função e destinatário, dentro dos tópicos abordados na dimensão sociocultural; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente.	Module 3 Critical Consumerism 3.1 Teen Consumer Habits 3.2 “Fast food” Consumption 3.3 Advertising & Stereotyping 3.4 Educated Consumers	<i>Dictionary use</i> <i>Idioms</i> <i>Passive voice</i> <i>Passive voice with two objects</i> <i>Impersonal passive constructions</i> <i>Noun formation</i> <i>Direct speech</i> <i>Reported speech: reported statements, reported commands, reported questions</i> <i>Prepositional verbs</i> <i>Verb collocations</i>	• Identificar e decodificar palavras-chave • Identificar ideias presentes no texto • Antecipar sequencialidade no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar atitude, emoções, ponto de vista e intenções do/a autor/a • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto escrito que introduzem mudança de estratégia discursiva, de assunto, de argumentação Estratégias de produção: Falar • Mobilizar competências prévias • Adaptar o registo ao contexto de enunciação • Usar elementos convencionados do discurso em sociedade (formas fixas) • Interagir, pedindo clarificação, reformulação e/ou repetição		
Competências Sociocultural e de Aprendizagem – demonstra abertura perante novas experiências e ideias e face a outras sociedades e culturas;	Module 4 Stand up for the World! 4.1 The World We Want 4.2 An Endangered Planet 4.3 How Far Should We Go? 4.4 Taking Action in Your Hands!	<i>Dictionary use</i> <i>Used to, be able to, have (got) to</i> <i>Gerund or infinitive</i> <i>Rephrasing</i> <i>Double comparative</i> <i>Intensifiers</i>			

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
demonstra capacidades de autorregulação do seu processo de aprendizagem; – revela capacidade para mobilizar conhecimentos adquiridos e integrar conhecimentos novos; – demonstra abertura e independência na busca, compreensão e partilha de nova informação, utilizando fontes e suportes variados; – revela uma atitude crítica perante a informação, demonstrando capacidade de a selecionar e avaliar.			• Usar formas alternativas de expressão e compensação, recorrendo à reformulação e ajuste do enunciado de maneira a torná-lo mais compreensível • Usar elementos de coesão nos textos produzidos • Verbalizar percepções, experiências, opiniões • Apresentar informação de uma forma clara e sequenciada Estratégias de produção: Escrever • Mobilizar competências prévias • Localizar e selecionar informação de fontes diversas de acordo com o assunto proposto • Organizar informação de acordo com o tipo de texto e registo pretendido • Planificar a atividade de escrita de acordo com o tipo e função do texto e o seu destinatário • Usar elementos de coesão nos textos produzidos • Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriados • Reformular o trabalho escrito no sentido de o adequar à tarefa proposta		

Manual adotado: *Bridges* - Celeste Simões e Helena Oliveira, Sebenta Editora

A programação do ano letivo segue o programa definido para a disciplina e a estruturação do manual, no entanto, não se limita, de modo algum, ao material do manual e respetivos conteúdos. Haverá **sempre** a preocupação de procurar materiais alternativos e atuais, e de acordo com as necessidades dos/as alunos/as e o Projeto Curricular da Turma. Por esse motivo, poderá surgir a necessidade, ao longo do ano letivo, de reestruturar unidades, conteúdos temáticos e/ou de língua, sendo sempre a principal preocupação do/a docente a real aquisição de competências por parte dos/as alunos/as e não o cumprimento estrito de uma planificação feita no início do ano.

PLANIFICAÇÃO TRIMESTRAL

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
Interpretação e Produção de Texto De Interpretação: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. Ouvir: – compreende discurso fluido e é capaz de seguir linhas de argumentação dentro dos tópicos abordados na dimensão sociocultural; – compreende noticiários e programas de atualidade, em formato áudio e vídeo, sobre assuntos relacionados com os tópicos abordados na dimensão sociocultural. Ler: – compreende diversos tipos de texto, dentro dos tópicos abordados na dimensão sociocultural, recorrendo à informação visual disponível; – compreende texto extenso, literário e não literário. De Produção: – integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem.	1º PERÍODO Cultural Quiz Language Quiz Volunteering The value of reading Travelling Module 1 Reading the World 1.1 Cultural Diversity 1.2 Search for My Tongue 1.3 Respecting Each Other 1.4 Overcoming Biases Module 2 Building up Your Future 2.1 The Working Jungle 2.2 Does School Prepare us for the Real World?	<i>Dictionary use</i> <i>Phrasal verbs with “back”</i> <i>Prepositions of place: at, on, in</i> <i>Conversational language, foreign language, metaphorical language</i> <i>The present tenses</i> <i>The past tenses</i> <i>Idioms</i> <i>Conditional sentences</i> <i>Prefixation</i> <i>Future tenses</i> <i>Modal verbs</i>	Estratégias de interpretação: Ouvir • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar e descodificar palavras-chave • Identificar ideias presentes no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que ouve / lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto oral que introduzem mudança de estratégia discursiva, de assunto, de argumentação • Reconhecer diferentes padrões de entoação, pronúncia, acentuação Estratégias de interpretação: Ler • Mobilizar competências prévias • Formular expectativas em relação ao texto • Confirmar e/ou reformular expectativas • Identificar o tipo e o contexto do enunciado	• Manual • <i>Practice Book</i> • Leitor de CDs • CD áudio • Filmes/vídeos • Computador • Internet • Projetor • multimédia • Quadro • Imagens/Postais/Fotografias/... • Fichas de trabalho • Dicionário • Gramática • Revistas • Textos selecionados • Anúncios • Jornais • Material escolar	• Pontualidade • Atenção • Tolerância/Empatia • Interesse • Motivação • Envolvimento • Responsabilidade • Colaboração a pares ou em grupo • Autonomia • Respeito • Solidariedade • Avaliação formativa • Avaliação sumativa • Auto e heteroavaliação • Observação direta • Testes • Trabalhos de casa • Fichas de trabalho • Participação oral • Participação escrita • Empenho nas tarefas

PLANIFICAÇÃO TRIMESTRAL

Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos	Avaliação
Falar: – interage com eficácia em língua inglesa, participando em discussões dentro dos tópicos abordados na dimensão sociocultural, defendendo pontos de vista e opiniões; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. Escrever: – elabora textos claros e variados, de modo estruturado, atendendo à sua função e destinatário, dentro dos tópicos abordados na dimensão sociocultural; – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente.	2º PERÍODO 2.3 An Experience of a Lifetime 2.4 Work at Your Feet Module 3 Critical consumerism 3.1 Teen Consumer Habits 3.2 “Fast Food” Consumption 3.3 Advertising & Stereotyping 3.4 Educated Consumers Module 4 Stand up for The World! 4.1 The World We Want	Connectors Relative clauses: defining and non-defining; contact clauses Dictionary use Idioms Passive voice Passive voice with two objects Impersonal passive constructions Noun formation Direct speech Reported speech: reported statements, reported commands, reported questions Prepositional verbs Verb collocations Used to Be able to Have (got) to	• Identificar e descodificar palavras-chave • Identificar ideias presentes no texto • Antecipar sequencialidade no texto • Reconhecer elementos de coesão e sequência no texto • Interpretar atitude, emoções, ponto de vista e intenções do/a autor/a • Interpretar informação explícita e implícita em diversos tipos de texto • Relacionar o que lê com o seu conhecimento / e com a sua vivência pessoal • Utilizar informação paratextual, contextual e intertextual na construção de sentido • Selecionar informação do texto • Reconhecer a dimensão sociolinguística / cultural do texto e as suas marcas • Identificar marcas do texto escrito que introduzem mudança de estratégia discursiva de assunto, de argumentação Estratégias de produção: Falar • Mobilizar competências prévias • Adaptar o registo ao contexto de enunciação • Usar elementos convencionados do discurso em sociedade (formas fixas) • Interagir, pedindo clarificação, reformulação e/ou repetição • Usar formas alternativas de expressão e compensação, recorrendo à reformulação e ajuste do enunciado de maneira a torná-lo mais compreensível • Usar elementos de coesão nos textos produzidos • Verbalizar perceções, experiências, opiniões		

PLANIFICAÇÃO TRIMESTRAL				
Competências de Uso de Língua	Áreas Temáticas	Língua Inglesa	Estratégias de Produção e Interpretação de Texto	Recursos
– revela capacidade para mobilizar conhecimentos adquiridos e integrar conhecimentos novos; – revela capacidade para mobilizar conhecimentos adquiridos e integrar conhecimentos novos; – demonstra abertura e independência na busca, compreensão e partilha de nova informação, utilizando fontes e suportes variados; – revela uma atitude crítica perante a informação, demonstrando capacidade de a selecionar e avaliar.	3º PERÍODO 4.2 An Endangered Planet 4.3 How Far Should We Go? 4.4 Taking Action in Your Hands!	<i>Gerund or infinitive</i> <i>Rephrasing</i> <i>Double comparative</i> <i>Intensifiers</i>	• Apresentar informação de uma forma clara e sequenciada Estratégias de produção: Escrever • Mobilizar competências prévias • Localizar e selecionar informação de fontes diversas de acordo com o assunto proposto • Organizar informação de acordo com o tipo de texto e registo pretendido • Planificar a atividade de escrita de acordo com o tipo e função do texto e o seu destinatário • Usar elementos de coesão nos textos produzidos • Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriados Reformular o trabalho escrito no sentido de o adequar à tarefa proposta	

Manual adotado: *Bridges* - Celeste Simões e Helena Oliveira, Sebenta Editora

A programação do ano letivo segue o programa definido para a disciplina e a estruturação do manual, no entanto, não se limita, de modo algum, ao material do manual e respetivos conteúdos. Haverá **sempre** a preocupação de procurar materiais alternativos e atuais, e de acordo com as necessidades dos/as alunos/as e o Projeto Curricular da Turma. Por esse motivo, poderá surgir a necessidade, ao longo do ano letivo, de reestruturar unidades, conteúdos temáticos e/ou de língua, sendo sempre a principal preocupação do/a docente a real aquisição de competências por parte dos/as alunos/as e não o cumprimento estrito de uma planificação feita no início do ano.

PLANIFICAÇÃO MODULAR

Domínio de Referência: Module 1 – Reading the World

Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto 2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolinguística/ cultural do texto 3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados 4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto	- Citação - Canção - Fotografia - Artigo de opinião - Curtas-metragens - Imagens - Dicionário - Texto informativo - Pesquisa <i>Time for Action</i>	Identificar / reconhecer e utilizar: <i>Dictionary use</i> <i>Collocations</i> <i>-ed / -ing adjectives</i> <i>Compound adjectives</i> <i>Compound nouns</i> <i>Idioms</i> <i>Varieties of English</i>	Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas Elaborar enunciados escritos: - Respostas a perguntas de interpretação - Artigo de opinião - Entrevista Discutir assuntos / temas da atualidade: - O papel da língua inglesa no mundo - A linguagem dos jovens - A linguagem dos graffitis - Linguagem corporal Exprimir de forma crítica ideias e opiniões Descrever imagens relativas aos temas abordados Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases

PLANIFICAÇÃO MODULAR

Domínio de Referência: Module 2 – Building up Your Future

Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência
1. Listening • Identificar o contexto do enunciado • Identificar e descodificar palavras-chave • Distinguir as ideias principais de um texto 2. Reading • Reconhecer diferentes tipologias textuais • Mobilizar competências prévias • Identificar as ideias presentes no texto • Selecionar informação do texto • Interpretar informação explícita e implícita em diversos tipos de texto • Reconhecer a dimensão sociolinguística/ cultural do texto 3. Speaking • Apresentar informação de uma forma clara e sequenciada • Adaptar o registo ao contexto de enunciação • Verbalizar experiências e opiniões • Interagir em língua inglesa em discussões dentro dos tópicos abordados 4. Writing • Organizar a informação de acordo com o tipo de texto pretendido • Construir enunciados sobre um tema proposto	• Fotografia • Citação • Artigo de opinião • Imagens • Cartoon • Anúncios • Canção • Relato • Crónica • Curtas-metragens • Dicionário • Texto informativo • Pesquisa • <i>Time for Action</i>	Identificar / reconhecer e utilizar: • <i>Prefixation</i> • <i>Future tenses</i> • <i>Modal verbs</i> • <i>Connectors</i> • <i>Relative clauses: defining and non-defining; contact clause</i>	Realizar exercícios de interpretação textual: • Sinónimos / antónimos • Pergunta / resposta • Verdadeiro / falso • Procurar evidência • Preenchimento espaços / tabelas Elaborar enunciados escritos: • Respostas a perguntas de interpretação • <i>Curriculum Vitae</i> • Carta de apresentação • Entrevista de trabalho • Sumário • <i>Post num blog</i> Discutir assuntos / temas da atualidade: • <i>A selva profissional</i> • A escola como ponte para o mundo do trabalho • <i>Gap Year</i>: a experiência de uma vida • O mundo do trabalho aos nossos pés Exprimir de forma crítica ideias e opiniões Descrver imagens relativas aos temas abordados Realizar exercícios gramaticais diversificados: • Escolha múltipla • Preenchimento de espaços • Completamento de frases • Reescrita de frases

PLANIFICAÇÃO MODULAR

Domínio de Referência: Module 3 – Critical Consumerism

Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto 2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolinguística/ cultural do texto 3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados 4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto	- Citação - Gráfico - Artigo - Imagens - Testemunho - Canção - Poema - Fotografia - Relato - Crónica - Curtas-metragens - Dicionário - Texto informativo - Quiz - Poema - Pesquisa - Time for Action	Identificar / reconhecer e utilizar: <i>Dictionary use</i> <i>Idioms</i> <i>Passive Voice</i> <i>Passive Voice with two objects</i> <i>Impersonal passive constructions</i> <i>Noun formation</i> <i>Direct speech</i> <i>Reported Speech: reported statements, reported commands, reported questions</i> <i>Prepositional verbs</i> <i>Verb collocations</i>	Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas Elaborar enunciados escritos: - Respostas a perguntas de interpretação - Artigo - Carta de reclamação Discutir assuntos / temas da atualidade: - Os hábitos de consumo dos jovens - Consumo excessivo - A publicidade & os estereótipos - Consumidores informados Exprimir de forma crítica ideias e opiniões Descrver imagens relativas aos temas abordados Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases

PLANIFICAÇÃO MODULAR

Domínio de Referência: Module 4 – Stand up for the World

Interpretação e Produção Textual	Tipologia Textual	Língua Inglesa	Domínios de Referência
1. Listening - Identificar o contexto do enunciado - Identificar e descodificar palavras-chave - Distinguir as ideias principais de um texto 2. Reading - Reconhecer diferentes tipologias textuais - Mobilizar competências prévias - Identificar as ideias presentes no texto - Selecionar informação do texto - Interpretar informação explícita e implícita em diversos tipos de texto - Reconhecer a dimensão sociolingüística/ cultural do texto 3. Speaking - Apresentar informação de uma forma clara e sequenciada - Adaptar o registo ao contexto de enunciação - Verbalizar experiências e opiniões - Interagir em língua inglesa em discussões dentro dos tópicos abordados 4. Writing - Organizar a informação de acordo com o tipo de texto pretendido - Construir enunciados sobre um tema proposto	- Citação - Ficção científica - Imagens - Cartoon - Fotografia - Artigo - Curtas-metragens - Poema - Dicionário - Romance (Novel) - Pesquisa - Canção - Declaração pessoal - Time for Action	Identificar / reconhecer e utilizar: <i>Dictionary use</i> <i>Used to, be able to, have (got) to</i> <i>Gerund or infinitive</i> <i>Rephrasing</i> <i>Double comparative</i> <i>Intensifiers</i>	Realizar exercícios de interpretação textual: - Sinónimos / antónimos - Pergunta / resposta - Verdadeiro / falso - Procurar evidência - Preenchimento espaços / tabelas Elaborar enunciados escritos: - Respostas a perguntas de interpretação - Cartoon com legendagem - Relatório - Texto argumentativo - Roteiro / guião Discutir assuntos / temas da atualidade: - O mundo que queremos - Um planeta em risco - Bioética - Proteção do meio ambiente e do mundo ao nosso redor Exprimir de forma crítica ideias e opiniões Descrever imagens relativas aos temas abordados Realizar exercícios gramaticais diversificados: - Escolha múltipla - Preenchimento de espaços - Completamento de frases - Reescrita de frases

PLANIFICAÇÃO DA LEITURA EXTENSIVA

N.º de semanas: 3 semanas

Competências do Uso da Língua	Tipologia Textual	Estratégias/Atividades
Interpretação e Produção de Texto De interpretação: • integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. Ouvir: • compreende discurso fluido e é capaz de seguir linhas de argumentação dentro dos tópicos abordados na dimensão sociocultural; • compreende noticiários e programas de atualidade, em formato áudio e vídeo, sobre assuntos relacionados com os tópicos abordados na dimensão sociocultural. Ler: • compreende diversos tipos de texto, dentro dos tópicos abordados na dimensão sociocultural, recorrendo à informação visual disponível; • compreende texto extenso, literário e não literário. De produção: • integra a sua experiência e mobiliza conhecimentos adquiridos noutras disciplinas em diferentes situações de aprendizagem. Falar: • interage com eficácia em língua inglesa, participando em discussões dentro dos tópicos abordados na dimensão sociocultural, defendendo pontos de vista e opiniões; • demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. Escrever: • elabora textos claros e variados, de modo estruturado, atendendo à sua função e destinatário, dentro dos tópicos abordados na dimensão sociocultural; • – demonstra capacidade de relação de informação, sintetizando-a de modo lógico e coerente. Competências Sociocultural e de Aprendizagem • demonstra abertura perante novas experiências e ideias e face a outras sociedades e culturas; • relaciona apropriadamente a sua cultura de origem com as culturas com que contacta; • demonstra uma atitude proativa perante o processo de aprendizagem da língua inglesa; • demonstra capacidades de autorregulação do seu processo de aprendizagem; • revela capacidade para mobilizar conhecimentos adquiridos e integrar conhecimentos novos; • demonstra abertura e independência na busca, compreensão e partilha de nova informação, utilizando fontes e suportes variados; • revela uma atitude crítica perante a informação, demonstrando capacidade de a selecionar e avaliar.	• Entrevista • Imagens • Diagrama • Conto • Diário • Pesquisa	• Audição de uma biografia pela autora • Redação de uma carta informal • Preenchimento de tabela / espaços • Completamento de frases com informação em falta • Registo de notas • Análise do título do conto • Análise de imagens • Exercícios de correspondência • Resposta a questões sobre o conto • Descrição das personagens • Verdadeiro / Falso • Comentário a citações do conto • Reescrita de situações em forma de diálogo • Sinónimos • Procura de evidência • Escolha múltipla • Ordenação de frases • Discussão na sala de aula • Exercícios de escrita • Pesquisa

TESTS

- Written tests
- Speaking tests
- Listening tests

MATRIZ DO TESTE DE DIAGNÓSTICO [Inglês VII – 11.º Ano]

Conteúdo	ESTRUTURA				Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Conteúdos gramaticais lecionados até ao nível B1	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	30	120 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta extensa	1	80 pontos
					200 pontos

Name _____ Class _____

Teacher _____ Date ____/____/____ Grade _____

I

1. Read the sentences below and choose the correct option from a, b, c or d.

- 1.1** He _____ a lot of films with Tom Cruise recently.
 a. saw b. has seen c. sees d. was seen
- 1.2** Ask him how old _____.
 a. he has b. is he c. he is d. has he
- 1.3** Could I get _____ tea, please?
 a. little b. few c. a few d. a little
- 1.4** Father made me _____ to sleep early.
 a. go b. going c. to go d. gone
- 1.5** I wish you _____ me then.
 a. helped b. had helped c. have helped d. did help
- 1.6** I prefer walking _____ running.
 a. than b. from c. to d. for
- 1.7** His latest novel _____ two weeks ago.
 a. has published b. was published c. published d. has been published
- 1.8** I love Greek food. _____.
 a. So I love. b. So I do. c. So do I. d. So love I.
- 1.9** Would you mind _____ the window?
 a. close b. to close c. closing d. closed
- 1.10** Let's find her, _____?
 a. will you b. can we c. do we d. shall we
- 1.11** I'd rather we _____ at home tonight.
 a. stayed b. stay c. to stay d. have stayed

1.12 Could you _____ me some money, Jack?

- a. lent b. to borrow c. lend d. borrow

1.13 I have worked here _____ ten years.

- a. for b. since c. from d. by

1.14 Are you used _____ on your own?

- a. to work b. with working c. to working d. at work

1.15 Jane should _____ swimming.

- a. take in b. take up c. take on d. take after

1.16 Mary was extremely _____ to sunlight.

- a. sensible b. sensitive c. sensual d. sensuous

1.17 A lot of people are suffering _____ malnutrition.

- a. with b. for c. from d. of

1.18 What _____ yesterday at four?

- a. had you done b. have you done c. were you doing d. have you been doing

1.19 I insist _____ everyone a drink.

- a. to buy b. in buying c. buying d. on buying

1.20 I need to _____ my shoes mended.

- a. do b. get c. take d. make

1.21 If you _____ warmer clothes yesterday, you wouldn't be ill now.

- a. put on b. had put on c. have put on d. did put on

1.22 There are a lot of clouds _____ the sky.

- a. on b. at c. in d. by

1.23 Look at his face! He _____.

- a. will faint b. is going to faint c. is fainting d. can faint

1.24 I went to work _____ feeling bad.

- a. although b. in spite c. nevertheless d. despite

1.25 You _____ better leave now!

- a. would b. should c. had d. have

1.26 _____ had she felt so sad in her life!

- a. Sometimes b. Never c. Not only d. However

1.27 Very rarely _____ does it rain here in August.

- a. it rains b. does it rain c. is it raining d. it is raining

1.28 It's _____ likely that this film will win the Oscars.

- a. totally b. deeply c. strongly d. highly

1.29 My brother invested a lot of time _____ researching the most appropriate university course.

- a. to b. for c. with d. in

1.30 Our students take their responsibilities very _____.

- a. considerably b. thoroughly c. seriously d. strongly

http://leader.civ.pl/leader/upload/testy/fce_cae_placement_test.pdf, accessed in February 2014

II

1. Continue writing the story below.
Write between 150 and 180 words.

As I walked home from school the other day I heard footsteps behind me...



MATRIZ DO 1.º MOMENTO DE AVALIAÇÃO ESCRITA [Inglês VII – 11.º Ano]

Conteúdo	ESTRUTURA				Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Module 1 Reading the World	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	10	40 pontos
		Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta curta - Resposta restrita	2 2 2 2 10	10 pontos 40 pontos 10 pontos 10 pontos 10 pontos
		Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta extensa	1	80 pontos
					200 pontos

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

ACTIVITY A

1. Read the following summary from the novel *Blue Jasmine*. Choose the right option to best complete the gaps.

When twelve-year-old Seema Trivedi **a.** _____ that she and her family must move **b.** _____ their small Indian town to Iowa City, she realizes she **c.** _____ have to say goodbye to **d.** _____ purple-jeweled mango trees and sweet-smelling jasmine, to the monsoon rains and the bustling market. **e.** _____ important, she must leave behind her beloved family of aunts, uncles, grandparents and her best friend and cousin, Raju. Everything is **f.** _____ in America, where Seema feels like an outsider to the language and traditions. She **g.** _____ how to behave in her new classroom, let alone handle a bully who has it **h.** _____ for her. But when Seema's grandmother becomes ill, back in India, all of **i.** _____ suddenly seems less important. During a return visit Seema is given a precious gift that helps her understand the meaning of 'home' and 'family'. As she begins to plant roots in the foreign soil, Seema is able to build a **j.** _____ between two homes.

http://kashmirasheth.com/books/younger_readers/blue_jasmin.php (adapted and abridged), accessed in February 2014

a.	learns	is learning	learnt
b.	to	from	for
c.	can	must	will
d.	a	an	the
e.	More	Much	Many
f.	similar	different	distinctive
g.	doesn't know	didn't know	hadn't known
h.	on	in	out
i.	these	them	that
j.	tower	bridge	link

ACTIVITY B

1. Read the following extract from the novel *Blue Jasmine*.

Blue Jasmine

That night I wondered why they hadn't told all of us at the same time. When I went to bed, I wondered how I could leave the rest of the family and go to America. We all lived in the same house, ate in the same kitchen. Raju and I went to school together and were in the same class.

5 Raju was my cousin, but he was as much my brother as he was Uma's brother. He was my best friend.

I missed mom that night. Dad was so happy about going to America that I didn't want to talk to him about my fears, but I wanted mom to hold me tight and tell me that without the rest of the family we would be fine. That

10 we would go to the new country and make new friends. Dad had called mom and told her about going to America, and I wondered if she herself was as scared about the move as I was.

For the next few days Raju hardly spoke to me. In class I saw him writing furiously. He covered his writing with his right arm while he wrote with

15 his left hand. I knew it was about our going to America, but he never mentioned it at school or at home. Then slowly, he began talking to me again, but he still wouldn't discuss our leaving for America. For the next few days I thought he was fine, until today when I was standing by the acacia tree, and he burst like an overfilled water bottle and ran away.

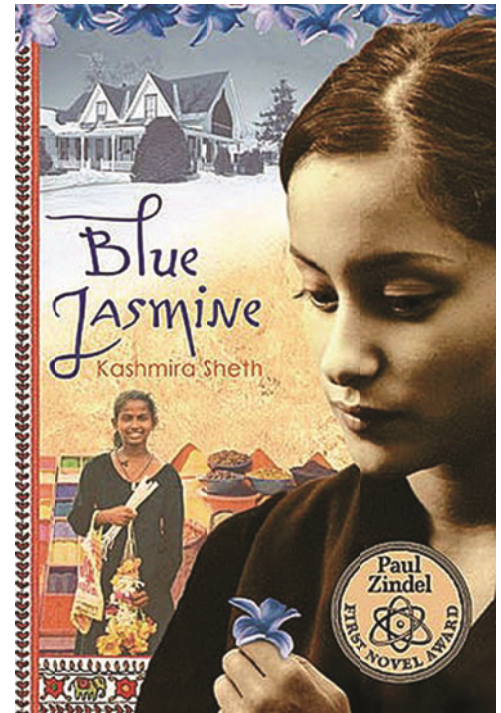
20 Why is Raju running away from me? I thought as I reached home. The iron gate was wide open.

"Why do you have to go to America? Why can't you stay here and we can keep on going to school together?" Raju pleaded.

"Pappa and Monny and Mela are going, so I have to go," I said.

"You don't have to! We're all here and you can stay here and go to school with me."

25 I didn't know what to say. Raju was right. I could stay in Vishanagar, our town in Gujarat, and go to school. There was a girl named Sarla in my class whose parents had gone to Canada, but she had stayed behind with her grandparents. One part of me wanted to stay. Home was like the smell of ripe *kesar* mangoes that made me happy even before I took a bite. If I went to America, everything would be unfamiliar.



Kashmira Sheth, *Blue Jasmine* (2004) (adapted and abridged)

2. Complete the following sentences with information from the first paragraph of the text.

- a. Seema finds it hard _____
- b. Raju was like _____

3. Answer the following questions.

3.1 What fears might Seema be facing now that she is moving to a new country?

3.2 How did Raju react to Seema moving away to America? Find evidence in the text.

4. Who or what do the following words refer to?

- a. it (l. 15) _____ b. here (l. 21) _____

5. Read the third paragraph and find the words that mean the same as:

- a. angrily _____ b. departure _____

6. Fill in the gaps with the appropriate prepositions of place.

- a. Do you live _____ Manchester?
 b. Are the books _____ the shelf?
 c. He was _____ the bus stop for half an hour.
 d. Look at the example _____ the board.
 e. Seema's mother is not here – she's _____ work at the moment.
 f. She usually sits _____ the floor while she prays.
 g. My passport isn't _____ my room. Where is it?
 h. Is Seema going to be happy _____ her new school?
 i. On their first day _____ America, they had breakfast _____ the garden.

ACTIVITY C

You have received an email from your English-speaking friend, Peter, who has lived in many countries and is now considering opening a restaurant. Read his email and answer his questions. Then write an email to Peter, using all your notes.

Email

From: Peter Watkins
Sent: 15th October 2014
Subject: Restaurant opening

You remember how Mary and I have always wanted to open a restaurant, especially because we've travelled to much around the world and now know so much about world cuisine – well, we're going to do it!

We want to serve food from the different countries we have lived in, and we're planning to travel for six more months to collect some more ideas. We would like to visit your country. When is the best time to come?

We want to find out what people really cook at home every day. What's the best way for us to do that?

We'd also like to go to some local restaurants which serve traditional food. Portugal is known to have wonderful gastronomy, isn't it so? Can you recommend some places for us to visit?

When we open the restaurant in August, we'd like you to come. Will you be free?

Reply soon,

Peter

Write your email. You must use grammatically correct sentences with accurate spelling.

MATRIZ DO 2.º MOMENTO DE AVALIAÇÃO ESCRITA [Inglês VII – 11.º Ano]

Conteúdo		ESTRUTURA			Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Module 1 Reading the World	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Item de seleção - completamente Item de construção - resposta restrita	10 1	20 pontos 20 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta curta - Resposta restrita Itens de seleção - completamente	5 2 2 15	25 pontos 30 pontos 10 pontos 15 pontos
	C	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta extensa	1	80 pontos
					200 pontos

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

ACTIVITY A

1. Fitting in in a new school isn't always easy. Read Jessica's account and fill in the gaps with an appropriate word.

In middle school, everything began **a.** _____ change. By then I was speaking English fluently, so it **b.** _____ easier to communicate. I told myself: I'm not going to be laughed **c.** _____ anymore. I started making friends. I met a girl named Nora, and I liked her **d.** _____ she kept everything to herself. I could trust her. And I met Walter, who is one of those homeboys who gives you advice. I finally felt like I fit in - like I was a real American. They are still **e.** _____ best friends today. Most importantly, middle school is **f.** _____ my mom and I gained legal status. We didn't throw a party, but we were excited. We kept saying "congrats" to each other. It was a relief, because my mom got paid **g.** _____, and we moved into a one-bedroom apartment that we didn't **h.** _____ to share. That was also when my mom gave birth to my baby sister, Mia. I feel lucky that I'm Mexican and American. Most of my relatives are still in Morelia. I'm finally going **i.** _____ - it'll be my first trip there since I emigrated. I'm excited to see my grandmother and the rest of my family. It's hard to be so far **j.** _____ from them. Since they haven't seen me since I was little, I'm nervous, but mostly I can't wait to give them hugs.

Jessica Hernandez, "Jessica Is An Immigrant", www.huffingtonpost.com (adapted and abridged)
accessed in February 2014

2. Look at the two photos and comment on them. Don't forget to:

- mention the reasons why people immigrate;
- mention the problems they usually face.



ACTIVITY B

1. Read Jessica's story.

This is me, Jessica!

Nearly 40 million people in America were born in another country and went to the US for a better life. Jessica is one of them. This is her story.

I'll never forget being the new kid in my second grade class in Silver Spring, Maryland, and asking the teacher for a "shoe." Everyone laughed at me, because I had meant to say "tissue." I was so embarrassed that I turned bright red. My mom and I had moved to the U.S. that year from Morelia, a city in Mexico, in the middle of the country. So my English wasn't great at first.

I don't remember Mexico well because I left when I was young. My mom says that we left because it's hard to find work there. She brought me to the U.S. so I could go to a great school and get an excellent job someday.

But not being able to speak English well in elementary school made it hard to make friends and understand my teachers. Besides, I have dark skin, dark hair, and dark eyes, but in America, there are so many white people with different-colored eyes. I didn't just sound different – I looked different. I cried every day. I felt like such a loner, like I didn't belong or deserve anything. Nobody would talk to me, and even though I'm an outgoing person by nature, I kept everything bottled up inside because I didn't know how to say what I wanted to say. It was so frustrating. It was difficult getting used to the little things too. I remember seeing a sloppy joe¹ in the cafeteria for the first time and thinking: "What is that? It looks nasty!"



During elementary school, my family's immigration status was illegal, so things weren't easy. It was hard for my mom to find a job. She eventually found work as a hotel maid, but she wasn't getting paid well. She couldn't speak up about it, because she didn't want to cause a stir and risk getting fired or deported. Since we didn't have a lot of money, my mom and I had to live in a small apartment that we split with another family that we didn't know. It was crowded, and I hated having to share a kitchen and bathroom with strangers. The other people were nice, but we didn't know if we could trust them. At that point, if anyone told the police about us, we might get deported. So most nights, my mom and I holed up in our room and watched TV.

Jessica Hernandez, "Jessica Is An Immigrant", www.huffingtonpost.com (adapted and abridged)
accessed in February 2014

Glossary

¹ **sloppy joe** • minced beef, onions, tomato sauce or ketchup and other seasonings, served on a hamburger bun.

2. Complete the sentences below according to the information in the story. You can only write between two to five words.

- a. People immigrate in _____ life.
- b. When Jessica pronounced a word wrongly in class, _____.
- c. Not being able to speak English fluently _____ to integrate at first.
- d. As she looked different from everyone else, she felt _____ anywhere.
- d. Due to the fear of deportation, Jessica and her mom _____ room in the evenings.

3. Answer the following questions.

- 3.1 What were the reasons that forced Jessica and her mom to leave Mexico?
- 3.2 Why is being an illegal immigrant problematic in a country such as the USA?

4. Who or what do the following words refer to?

- a. there (l. 11) _____
- b. it (l. 33) _____

5. Fill in the gaps with the verbs in brackets in the appropriate present or past form.

After high school, I want to go to college and get a good job. I want to make my mom proud. I'll probably try to get into Harvard. I **a.** _____ (**get**) straight A's now, and my teachers keep telling me that I **b.** _____ (**be**) a leader. They say that when I do my work, it **c.** _____ (**make**) the other kids around me want to do their work too.

I want to be a psychologist. You see me, and you don't think I've been through things, because my smile **d.** _____ (**hide**) a thousand feelings. Being an immigrant **e.** _____ (**make**) me stronger – it **f.** _____ (**teach**) me how to be determined, work hard, and overcome obstacles. At first, **g.** _____ (**be**) in a shell. I **h.** _____ (**not want**) to talk to anyone – people **i.** _____ (**make**) fun of me. But once I **j.** _____ (**learn**) English and **k.** _____ (**feel**) comfortable, I couldn't stop. I **l.** _____ (**spread**) my wings, and now I feel like I can fly. If I **m.** _____ (**be**) playing soccer in the park today and **n.** _____ (**see**) those kids who laughed at me in second grade, I would say, "Hi, remember me? Look at me now!" **o.** _____ (**it / not sound**) great?

ACTIVITY C

You have seen details of a story-writing competition in your school magazine and have decided to enter. It is under the title "Just say no to prejudice!" Write your story in about 180 words.

MATRIZ DO 3.º MOMENTO DE AVALIAÇÃO ESCRITA [Inglês VII – 11.º Ano]

Conteúdo		ESTRUTURA			Cotações				
	Ativ.	Competências	Tipologia de itens	Número					
Module 2 Building up Your Future	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - associação	5	40 pontos				
		B				Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta curta - Resposta restrita	3	30 pontos
								1	10 pontos
			2	20 pontos					
			10	10 pontos					
	C		Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta extensa	1	80 pontos			
						200 pontos			

Name _____ Class _____

Teacher _____ Date ____/____/____ Grade _____

ACTIVITY A

1. Read an excerpt from the article you're going to read next. Five sentences have been removed from it. Choose from the sentences *a.* to *e.* the one which fits each gap.

Where are the skilled ones?

Economists are now emphasising a third problem: the mismatch between the skills that young people offer and the ones that employees need. ⁽¹⁾ _____ — but complain that they cannot find candidates with the right abilities. McKinsey, a consultancy, reports that only 43% of the employers in the nine countries that it has studied in depth (America, Brazil, Britain, Germany, India, Mexico, Morocco, Saudi Arabia and Turkey) think that they can find enough skilled entry-level workers. ⁽²⁾ _____

The most obvious reason for the mismatch is poor basic education. In most advanced economies (whether growing or shrinking) the jobless rate for people with less than a secondary-school education is twice as high as for those with university degrees. But two more subtle reasons deserve attention, too.

⁽³⁾ _____. Germany has a long tradition of high-quality vocational education and apprenticeships, which in recent years have helped it reduce youth unemployment despite only modest growth. ⁽⁴⁾ _____. In France few high-school leavers have any real experience of work. In North Africa universities focus on preparing their students to fill civil-service jobs even as companies complain about the shortage of technical skills. The unemployment rate in Morocco is five times as high for graduates as it is for people with only a primary education. The legacy of apartheid means that young black South Africans often live and go to school many miles from where there are jobs.

⁽⁵⁾ _____; today they do so less. Peter Capelli, of Wharton business school, argues that companies regard filling a job merely like buying a spare part: you expect it to fit.

“Generation jobless”, www.economist.com (abridged), accessed in January 2014

- a. Countries with the lowest youth jobless rates have a close relationship between education and work
- b. Middle-sized firms (between 50 and 500 workers) have an average of 13 entry-level jobs empty
- c. Companies used to try to bridge that gap themselves by investing in training
- d. Employers are awash with applications
- e. Countries with high youth unemployment are short of such links

ACTIVITY B

1. Read the article.

Generation Jobless

Helder Pereira is a young man with no work and few prospects: a 21-year-old who failed to graduate from high school and lost his job on a building site a few months ago. With his savings about to run out, he has come to his local employment centre in the Paris suburb of Sevran to sign on for benefits and to get help finding something to do. He'll get the cash. Work is another matter. Youth unemployment in Sevran is over 40%.

A continent away in Athlone, a gritty Cape Town suburb, Nokhona, a young South African mother of two, lacks a "matric" or high-school qualification, and has been out of work since October 2010, when her contract as a cleaner in a coffee shop expired. She hopes for a job as a maid, and has sought help from DreamWorker, a charity that tries to place young jobseekers in work. A counsellor helps Nokhona brush up her interview skills. But the jobless rate among young black South Africans is probably around 55%.

Official figures assembled by the International Labour Organisation say that 75m young people are unemployed, or 6% of all 15- to 24-year-olds. But going by youth inactivity, which includes all those who are neither in work nor education, things look even worse. The OECD, an intergovernmental think-tank, counts 26m young people in the rich world as "NEETS": not in employment, education or training.

A World Bank database compiled from households shows more than 260m young people in developing



economies are similarly "inactive". *The Economist* calculates that, all told, almost 290m are neither working nor studying: almost a quarter of the planet's youth. If the figures did not include young women in countries where they are rarely part of the workforce, the rate would be lower; South Asian women account for over a quarter of the world's inactive youth, though in much of the rich world young women are doing better in the labour force than men.

On the other hand, many of the "employed" young have only informal and intermittent jobs. In rich countries more than a third, on average, are on temporary contracts which make it hard to gain skills. In poorer ones, according to the World Bank, a fifth are unpaid family labourers or work in the informal economy. All in all, nearly half of the world's young people are either outside the formal economy or contributing less productively than they could.

"Generation jobless", www.economist.com (abridged), accessed in January 2014

2. Complete the following sentences according to the information in the article. You can only use two to six words.

- Not only did Helder fail _____ his job on a building site a few months ago.
- Although Nokhona is getting help with the job interviews, she _____ a job.
- A quarter of the planet's youth _____

3. Explain the title of the article.

4. Answer the following questions.

4.1 Explain the importance of getting an education when the time comes to find a job.

4.2 Why are half of the world's young people contributing less productively than they could?

5. Fill in the gaps with the appropriate future form of the verb in brackets.

- a. Tomorrow after school, I _____ (go) to a job interview.
- b. When you _____ (get off) the plane, I _____ (wait) for you.
- c. Don't forget that we _____ (have) our weekly staff meeting at 3 pm.
- d. I _____ (finish) this work before tomorrow morning – even if it takes me all night!
- e. _____ (you / stay) with friends when you're in New York next month?
- f. Next week at this time I _____ (travel) to Greece.
- g. Where _____ (we / meet) our colleagues this weekend?
- h. Look at the thermometer! It _____ (be) so hot later today!
- i. I think we _____ (arrive) late at the meeting!

ACTIVITY C

You have seen the following job advertisement on the noticeboard of your local language school:

CLUB ORGANISER NEEDED!

(Monday and Wednesday evenings only)

Our language school is looking for a person to help organise a Film Club for students of English. Our Film Club will meet twice a week to watch a film in English followed by a discussion of the film.

- Do you have some knowledge of English?
- Do you like working with groups of people?
- Are you interested in films?

If you think you would be a suitable person to organise our Film Club then we would like to hear from you. Please send your letter to the school director saying why you are suitable for the job.

Write your letter of application to the school owner (around 180 words).

MATRIZ DO 4.º MOMENTO DE AVALIAÇÃO ESCRITA [Inglês VII – 11.º Ano]

Conteúdo	ESTRUTURA				Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Module 2 Building up Your Future	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla Itens de construção - Resposta restrita	10 1	30 pontos 10 pontos
		Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta curta - Resposta restrita	2 2 4	20 pontos 40 pontos 20 pontos
	C	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta extensa	1	80 pontos
					200 pontos

Name _____ Class _____

Teacher _____ Date ____/____/____ Grade _____

ACTIVITY A

1. Read about Nigel's gap year experience. Choose from the given options to best complete the gaps.

For Nigel Portman, a love of travelling began with what's called a "gap year". In common with many other British teenagers, he chose to take a year out before **a.** _____ to study for his degree. After doing **5** various jobs to **b.** _____ some money, he left home to gain some experience of life in different cultures, visiting America and Asia. The more adventurous the young person, the **c.** _____ the challenge they are likely to **d.** _____ themselves for the gap year, and for **10** some, like Nigel, it can **e.** _____ in a thirst for adventure. Now that his university course has come to an end, Nigel is just about to leave on a three-year trip that will take him **f.** _____ around the world. What's more, he plans to make the whole journey using only means of transport which are **g.** _____ by natural energy. In other words, he'll be **h.** _____ mostly on **15** bicycles and his own legs; and when there's an ocean to cross, he won't be taking a **i.** _____ cut by climbing aboard a plane, he'll be joining the crew of a sailing ship instead. As well as doing some mountain climbing and other outdoor pursuits along the way, Nigel hopes to **j.** _____ on to the people he meets the environmental message that lies behind the whole idea.



www.englishforums.com/English/ALoveTravellingMultipleChoiceTest/gnbc/b/post.htm (adapted and abridged), accessed in February 2014

a.	settling down	getting up	taking over	holding back
b.	achieve	raise	advance	win
c.	stronger	wider	greater	deeper
d.	put	set	aim	place
e.	result	lead	cause	create
f.	just	complete	whole	right
g.	pulled	charged	forced	powered
h.	relying	using	attempting	trying
i.	quick	short	brief	swift
j.	leave	keep	pass	give

2. Name two advantages and two disadvantages related with taking a gap year.

ACTIVITY B

1. Read all about Laurence's gap year experience in Madagascar.

Blue venture in Madagascar

I decided to take a gap year because after spending 14 years educating myself I felt that I deserved some time off! I spent some time in my final year of school deciding what I wanted to do. It wasn't easy, so I ended up writing down a few criteria: it has to be remote; it has to be worthwhile; and it has to include scuba diving. Bearing this in mind, I started trawling through the myriad companies that offer Gap Year experiences. I didn't fully appreciate just how diverse a choice there was and what a wide range of activities were open to Gap Year students. I found the Blue Ventures website and began reading a description of their expeditions. It appealed to me instantly because of the number of different activities that are covered in each expedition. Scuba diving, teaching English, Baobab excursions, science training, pirogue sailing (local canoes), further scuba diving training and a whole host more – all in the exotic location of Madagascar. Before I continue – Blue Ventures is a not-for-profit, English-based charity that runs expeditions to Madagascar. The main aim of these expeditions is to train the volunteers in simple scientific survey methods, equip them to recognise the sub-aqua flora and fauna and then accurately record the data. But there is so much more to it than that.

Madagascar is a wonderful country and I was impressed by the scenery and the vibrancy of the capital almost as soon as I left the airport. The actual location of the camp itself is on the southwest coast, just next to a small fishing village named Andavadoaka. There is a great deal of interaction between the volunteers and the locals, who are incredibly friendly and love having their pictures taken and beating the volunteers' football team! Once we had gotten settled in and accustomed to our authentic Malagasy huts, the scuba diving started almost immediately. One of the joys of diving there is the remoteness. There is no pollutant source, no tourist diving, no commercial trawling vessels and the majority of fishermen fish traditionally – this means fantastic diving! I have dived in many places around the world, but the coral formations I saw out there were far better than any I have seen elsewhere. It is also an exceptionally diverse area in terms of fish species; there are few places in the world where you can see such a wide variety of fish - in all shapes and sizes – in one dive.

I had a fantastic time out in Madagascar, I made some important friends, improved my diving technique and I have a whole wealth of excellent memories. You are looked after very well and all the staff out there are very friendly and approachable. Make sure you travel abroad and go somewhere unusual and different!



www.yearoutgroup.org/stories/region/africa/blue-ventures-madagascar (adapted and abridged),
accessed in February 2014

2. For questions 2.1 and 2.2 choose the answer which best completes the sentence.

2.1 Laurence decided it was time to take a gap year because:

- a. he wasn't sure about what to do.
- b. he felt he needed it.
- c. he wanted travel to a remote place.
- d. he wanted to go scuba diving.

2.2 In line 29, "any" refers to:

- a. fish species.
- b. Fishermen.
- c. places around the world.
- d. coral formations.

3. Answer the following questions.

3.1 Why was Laurence impressed with Madagascar?

3.2 How does he feel about this whole experience?

4. Rewrite the following sentences as suggested.

a. Laurence now lives in South Africa. His gap year experience changed his life.

Laurence

b. Madagascar is a wonderful country. Laurence wishes to visit again some day.

Madagascar

c. Although Laurence worked a lot as a volunteer, he feels it was extremely rewarding.

Despite

d. Laurence has kept in touch with the people he met. He doesn't want to forget his memories.

Laurence

ACTIVITY C

You have seen an advertisement on your school noticeboard for a pen friend in the United Kingdom. There would be the opportunity to stay in England for a week in the summer, and in return your friend would also visit you.

Write a letter to introduce yourself for the first time.

Begin your letter

Dear Pen Friend...

MATRIZ DO 5.º MOMENTO DE AVALIAÇÃO ESCRITA [Inglês VII – 11.º Ano]

Conteúdo		ESTRUTURA			Cotações				
	Ativ.	Competências	Tipologia de itens	Número					
Module 3 Critical Consumerism	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - completamente	10	40 pontos				
		B				Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta curta - Resposta restrita	2	10 pontos
								1	10 pontos
			2	10 pontos					
			5	50 pontos					
	C		Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta extensa	1	80 pontos			
						200 pontos			

Name _____ Class _____

Teacher _____ Date ____/____/____ Grade _____

ACTIVITY A

1. Read the following text about advertising and complete the gaps with the missing words.

Beauty and the Beast of Advertising

Advertising is an over 100 billion dollar a year industry and affects all of us **a.** _____ our lives. We are each exposed to over 2000 ads a day, constituting perhaps the most powerful educational force in society. The average American **b.** _____ spend one and one-half years of his or her life watching television commercials. The ads sell a great deal more **c.** _____ products. They sell values, images, and concepts of success and worth, love and sexuality, popularity and normalcy. They tell us who we are and who we should be. Sometimes they sell addictions.



Advertising is the foundation and economic lifeblood of the **d.** _____ media. The primary purpose of the mass media is to deliver an audience to advertisers, just as the primary purpose of television programs is to deliver **e.** _____ audience for commercials.

Adolescents are particularly vulnerable because they are new and inexperienced consumers and are the prime targets of **f.** _____ advertisements. They are in the process of learning their values and roles and developing their self-concepts. Most teenagers are sensitive to peer pressure and find it difficult to resist or even question the dominant cultural messages perpetuated and reinforced **g.** _____ the media. Mass communication has made possible a kind of national peer pressure that erodes private and individual values and standards. But **h.** _____ do people, especially teenagers, learn from the advertising messages? On the most obvious level they learn the stereotypes. Advertising creates a mythical, mostly white world in **i.** _____ people are rarely ugly, overweight, poor, struggling or disabled, either physically or mentally (unless you count the housewives who talk to little men in toilet bowls). In **j.** _____ world, people only talk about products.

Jean Kilbourne, "Beauty and the Beast of Advertising", www.medialit.org (adapted and abridged), accessed in January 2014

ACTIVITY B

1. Read the article.

Happiness comes from the market

Most people feel that advertising is not something to be taken seriously. Other aspects of the media are serious – the violent films, the trashy talk shows, the bowdlerization of the news. But not advertising! Although much more attention has been paid to the cultural impact of advertising in recent years than ever before, just about everyone still feels personally exempt from its influence. What I hear more than anything else is: ‘I don’t pay attention to ads... I just tune them out... they have no effect on me.’ I hear this most from people wearing clothes emblazoned with logos.

In truth, we are all influenced. There is no way to tune out this much information, especially when it is designed to break through the ‘tuning out’ process. As advertising critic Sut Jhally put it: ‘To not be influenced by advertising would be to live outside of culture. No human being lives outside of culture.’ Much of advertising’s power comes from this belief that it does not affect us. As Joseph Goebbels said: ‘This is the secret of propaganda: those who are to be persuaded by it should be completely immersed in the ideas of the propaganda, without ever noticing that they are being immersed in it.’ Because we think advertising is trivial, we are less on guard, less critical, than we might otherwise be. While we’re laughing, sometimes sneering, the commercial does its work.

Taken individually, ads are silly, sometimes funny, certainly nothing to worry about. But cumulatively they create a climate of cynicism that is poisonous to relationships. Ad after ad portrays our real lives as dull and ordinary, commitment to human beings as something to be avoided. Because of the pervasiveness of this kind of message, we learn from childhood that it is far safer to make a commitment to a product than to a person, far easier to be loyal to a brand.

Advertising creates a worldview that is based upon cynicism, dissatisfaction and craving. Advertisers aren’t evil. They are just doing their job, which is to sell a product; but the consequences, usually unintended, are often destructive. In the history of the world there has never been a propaganda effort to match that of advertising in the past 50 years. More thought, more effort, more money goes into advertising than has gone into any other campaign to change social consciousness. The story that advertising tells is that the way to be happy, to find satisfaction – and the path to political freedom, as well – is through the consumption of material objects. And the major motivating force for social change throughout the world today is this belief that happiness comes from the market.



Jean Kilbourne, www.bodyenlightenment.me (adapted and abridged), accessed in February 2014

2. Complete the following sentences according to the article. Use between two to five words.

- a. Although the cultural impact of advertising _____, people believe they are exempt from its influence.
- b. Relationships _____ by the effect advertising on their lives.

3. Comment on the last sentence of the article:

"(...) the major motivating force for social change throughout the world today is this belief that happiness comes from the market." (ll. 30-31)

4. Who or what do the following words refer to?

- a. it (l. 10) _____
- b. this (l. 22) _____

5. Rewrite the following sentences as suggested.

- a. The government had to create new legislation regarding advertising.

New legislation _____

- b. The journalist asked Jean a lot of questions about her personal life.

Jean _____

- c. Someone much teach these students about media literacy.

These students _____

- d. "I can't wait here anymore. I've been here for over an hour! I'll come back tomorrow."

Jean said _____

- e. "Are you free tomorrow? I'd like to know if we could meet after lunch."

The journalist wondered _____

ACTIVITY C

Write an article for a teen magazine, giving your opinion on the following statement:

"It's important that young people should learn to earn money early on in life rather than being given pocket money. They need to start valuing other things life has to offer."

Write about 180 words.

MATRIZ DO 6.º MOMENTO DE AVALIAÇÃO ESCRITA [Inglês VII – 11.º Ano]

Conteúdo	Ativ.	ESTRUTURA		Número	Cotações
		Competências	Tipologia de itens		
Module 4 Stand up for the World	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	10	40 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta curta - Resposta restrita	2	10 pontos
				2	40 pontos
				6	30 pontos
	C	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - Resposta extensa	1	80 pontos
					200 pontos

Name _____ Class _____

Teacher _____ Date ____/____/____ Grade _____

ACTIVITY A

1. Read the text below and decide which answer, best fits each space.

Habitat Destruction

All over the world, people are changing the face of the Earth. Wild areas are cleared for farming and to build roads and expand cities. Our factories, cars and power stations poison the environment with polluting gases and chemical **a.** _____. As well as transforming the environment, we are destroying habitats, the homes of both plants and animals. Living things have evolved **b.** _____ millions of years. Many animals and plants can only survive in certain environments. When **c.** _____ areas are destroyed, wildlife cannot always **d.** _____ to the new conditions and some species may **e.** _____ out. Thousands of species of plants and animals face extinction because of human activities. People can also suffer from habitat destruction. When forests are **f.** _____ down, earth is washed away, and this causes crop failure and starvation. There is the future to consider, too; plants provide essential food and can also be used in medicines. If species become extinct, their potential value will never be known. The scale of destruction is enormous. Swamps, forests, grasslands and jungles are being cleared at an increasing **g.** _____. Half of the world's tropical rainforests have **h.** _____ been destroyed. Coral reefs, called the rainforests of the ocean because they are so rich in life, are threatened around the world. We must limit the **i.** _____ to habitats now **j.** _____ they remain a valuable resource for the future.



Matt Richtel "A Silicon Valley School That Doesn't Compute", www.nytimes.com (adapted and abridged), accessed in February 2014

a.	rubbish	nonsense	remains	waste
b.	over	in	with	since
c.	so	this	such	that
d.	adapt	use	stand	bear
e.	fade	die	give	run
f.	cut	pulled	put	struck
g.	degree	rate	extent	index
h.	still	even	already	yet
i.	injury	hurt	damage	pain
j.	so that	in order to	in case	as a result

ACTIVITY B

1. Read the article.

World Environment Day and the Rights Connection

For Abigail Chombo in Zimbabwe, World Environment Day will pass like any other – a day with no safe water to drink, a day where the bush substitutes for a toilet. It's as unlikely that Su Xia, a father of two in China, will notice that it's World Environment Day. He's too busy caring for his children who have lead poisoning, sickened by industrial pollution that plagues the country. Children working in artisanal gold mines around the world won't celebrate either, as they burn and inhale toxic mercury while processing gold.

The United Nations Environment Program, which sponsors World Environment Day, calls on all citizens of the world to promote positive environmental change. While this message of optimism and action is important, it misses a critical factor. Around the world, real impact on environmental degradation cannot be achieved without protecting human rights. The issues are inseparable.

No one is more aware of this connection than Phyllis Omidio, a single mother in Mombasa, Kenya. For four years, Phyllis has been fighting to protect the health and rights of a slum community from the illegal actions of a nearby lead smelter. The smelter was built illegally, without a proper environmental impact assessment, and in violation of health and safety regulations. It spews toxic pollution into the air, water and soil, and has caused lead poisoning among children in the community. Yet when Phyllis spoke out about the impact this smelter was having on her community, she was repeatedly threatened, harassed and beaten by thugs allegedly linked to the smelter. Phyllis has not obtained any legal redress and she lives in fear of retaliation for her actions. Phyllis's



rights under the Kenyan constitution and international human rights law go unrealized and unprotected. And Phyllis is not alone. Many environmental human rights defenders have been killed to this day.

Human Rights Watch research on industrial pollution in China found a close intersection of environmental issues and the violation of human rights. We found that people were regularly denied critical information about health risks from pollution, that people were arrested and detained when protesting about dangerous factories or raising awareness about toxic pollution, and that medical professionals lied to them and prevented them from seeking medical care for their children, all in violation of their rights under Chinese and international law. When basic human rights, like the rights to life, health, food, information, justice, participation and assembly are not respected, the global environmental movement loses a critical ally – citizens around the world for whom the protection of rights and the environment are one and the same. In violating their rights, the marginalization of many of these people limits their ability to affect positive environmental change.

Jane Cohen, "World Environment Day and the Rights Connection" www.huffingtonpost.com (adapted and abridged), accessed in February 2014

2. Complete the following sentences according to the article. Use between two to five words.

- a. For many, _____ because these people have other preoccupations.
- b. Human rights are closely _____ change.

3. Answer the following questions.

3.1 Is World Environment Day a good initiative to attract people's attention and raise their awareness? Why/Why not?

3.2 Do you think there is a connection between protecting the environment and human rights? Why/Why not?

4. Rewrite the following sentences as suggested.

- a. Farmers treated their land with harmful pesticides. They polluted both the soil and water.

If _____

- b. Did anyone encourage these people to promote World Environment Day?

Were _____

- c. Some consumers have started to buy organic products. They wish to protect the environment.

Consumers _____

- d. "I've been fighting for my community for many years. Don't ignore us anymore!"

Phyllis told the journalist _____

- e. People know little of what is going on in the world around them.

Little _____

- f. Despite the government's good intentions, the project was never concluded.

Although _____

ACTIVITY B

In about 180-220 words, write an argumentative essay where you discuss the significance of initiatives such as World Environment Day.

MATRIZ DA PROVA GLOBAL DE AVALIAÇÃO ESCRITA [Inglês VII – 11.º Ano]

Conteúdo		ESTRUTURA			Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Global Test	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica	Item de construção - resposta curta - resposta restrita	1	5 pontos
		Competência pragmática - competência funcional	Itens de seleção - escolha múltipla	10	20 pontos
		Competência sociolinguística		3	15 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica	Itens de construção - Resposta curta - Resposta restrita	3	15 pontos
		Competência pragmática - competência discursiva - competência funcional		3	15 pontos
		Competência sociolinguística		1	30 pontos
				4	20 pontos
	C	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica	Itens de construção - Resposta extensa	1	80 pontos
		Competência pragmática - competência discursiva - competência funcional			
		Competência sociolinguística			
					200 pontos

Name _____ Class _____

Teacher _____ Date ____/____/____ Grade _____

The final task you are expected to complete is to write a text giving your opinion on the benefits of education in the future working lives of today's youth. Activities A and B will provide you with input for Activity C.

ACTIVITY A

1. Write a suitable caption for this picture using the exact words given.

youth

employment



2. Complete the following text with the words below.

investments

reducing

climate

stability

growth

work

inequality

sustainable

reading

health

Education is more than (a) _____ writing, and arithmetic. It is one of the most important (b) _____ a country can make in its people and its future and is critical to reducing poverty and (c) _____. Education gives people critical skills and tools to help them better provide for themselves and others. It helps people (d) _____ better and can create opportunities for (e) _____ and viable economic (f) _____ now and into the future. It encourages transparency, good governance, and (g) _____ and helps fight against corruption. The impact of investment in education is profound: education results in raising income, improving (h) _____, promoting gender equality, mitigating (i) _____ change, and (j) _____ poverty.

3. Rewrite the sentences below using the word(s) in brackets and without changing their meaning. Do not use the same word/expression more than once.

a. If I haven't got any research to do, I read a book or listen to music. (*Unless*)

b. Although Amy worked a lot on her last project, she didn't get the best mark in her class. (*Despite*)

c. University students often use the Internet to look for the information they need. (*So that*)

ACTIVITY B

Read the following text.

Great expectations: the hopes, fears and challenges of today's young people



A lifetime in debt after university, jobs hard to find, mortgages out of reach and rents too high: young people seem to be facing a tough time. But on the surface at least, many seem as hopeful and positive as young people should be.

Amy Baxendale, 20, from Wigan, is currently in her third year of a degree in photography at Falmouth. "I enjoy my freedom to come and go as I please, and having the means to experiment in my line of study before I go out into the big wide world! I enjoy being around likeminded people who are here for the same reason."

Nevertheless, there is evidence from many quarters that young people in the UK today really don't have it easy.

Oliver Meredith, 17, from Swindon, has just left college and is looking for work. "I want to get a job, move into a place with some friends and hopefully go into acting. Moving into a flat is likely. Acting is not likely but I'm still hopeful about it."

In practice many young people have good relationships with their family and friends. According to Baxendale, "being away from my family and my boyfriend for so much of the year is really difficult. I've always been a family girl, and my friends are such an important part of my life."

Communicating via sites such as Twitter and Facebook is an integral part of the lives of young people – many of whom simply cannot remember a time without it. "Social networking is important for knowing what's going on," says Jacob Macmillan. "It makes communication a lot easier." And for Baxendale: "I use it to keep in touch with my family and friends back home, to Skype with my boyfriend and my mum, to organise university group work, and to get inspiration."

Despite the current doom and gloom, many of the fears of young people seem remarkably similar to those of an older generation: they are afraid of growing up, taking on responsibilities, not reaching their goals, doing badly in their exams. "Right now," says Meredith, "my only challenge is getting a job. This is of paramount importance in my life. I'll do my very best to be successful and accomplish my dreams."

Rizwan Syed, "Great expectations: the hopes, fears and challenges of today's young people" (adapted and abridged), accessed in February 2014

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

- lifetime in debt (l. 1)
- current doom and gloom (l. 37)
- paramount importance (l. 43)

2. Say who or what do the following words refer to.

- many (l. 4) _____
- who (l. 11) _____
- It (l. 31) _____

1. Why do you think it is so difficult for today's youth to decide on a line of work?
2. Reread the following sentences from the text. Match the verb forms in bold with their uses in context. One of the uses does not apply.

a. I **enjoy** my freedom (ll. 7-8)

b. Oliver Meredith (...) **has** just **left** college (ll. 16-17)

c. **is looking** for work (l. 14)

d. I'll **do** my very best (ll. 43-44)

☐
☐
☐
☐

1. Past action with consequences for the present

2. Action completed at a specific time in the past

3. Fact

4. Making a promise

5. Event in progress at the moment of speaking

ACTIVITY C

Write a text for the European Commission giving your opinion on the benefits of education in the future working lives of today's youth.

Write between 150 and 220 words.

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

MATRIZ DA AVALIAÇÃO DA PRODUÇÃO ORAL [Inglês VII – 11.º Ano]

Conteúdo	Ativ.	ESTRUTURA	
		Competências	Tipologia de exercícios
Conteúdos lecionados até ao nível B1/B2	ST1	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Comentar imagens, relacionando-as com as temáticas trabalhadas em aula, e expressando a sua opinião sobre as mesmas.

MATRIZ DA AVALIAÇÃO DA INTERAÇÃO ORAL [Inglês VII – 11.º Ano]

Conteúdo	Ativ.	ESTRUTURA	
		Competências	Tipologia de exercícios
Conteúdos lecionados até ao nível B1/B2	ST2	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica	Discutir algumas das áreas temáticas trabalhadas ao longo do ano.
	ST3	Competência pragmática - competência funcional Competência sociolinguística	ou comentar imagens, expressando a sua opinião sobre as áreas temáticas em que se inserem.

ASSESSING ORAL PRESENTATIONS IN CLASS (Student assesement: Page 63 in *Bridges*)

Use the table below to give feedback on this oral presentation. Put a tick in the box that best describes what you thought about each aspect of the presentation, according to the criteria and prompt questions in the first column. These marks will give the presenter an indication of their strengths and areas for improvement. However, even more valuable are the comments that you are able to give, which justify the mark you have allocated, and identify for the presenter what you considered to be particular strengths or suggestions for improvement.

Criteria and prompt questions	unacceptable	acceptable	good	very good	impressive	dentdComments
<u>Audibility</u> Can you hear him/her clearly?						
<u>Pace</u> Is the pace of the speech, or flow of ideas too fast or too slow?						
<u>Fluency</u> Is the speech pattern fluent, indicating familiarity with the content and rehearsal of delivery?						
<u>Tone and energy</u> Is there sufficient variation in tone? Does the presenter seem enthusiastic?						
<u>Eye contact</u> Is the presenter making eye contact across the audience and avoiding becoming note-bound?						
<u>Body language and gestures</u> Is the presenter's posture upright and confident? Does his/her movement and gesture enhance, not distract from, what s/he are saying?						
<u>Appropriateness to the audience</u> Is the content and approach relevant, interesting and engaging?						
<u>Structure and cohesion</u> Was the structure clearly outlined? Is the order logical and easy to follow? Is the balance of various elements effective? Is timing accurate?						
<u>Use of visual aids</u> Is there a suitable amount? Are they easy to read? Do they effectively support the spoken delivery? Does the presenter use them competently?						

This resource was created by Kate Ippolito from the LearnHigher CETL at Brunel University and is licensed under a Creative Commons Attribution <http://creativecommons.org/licenses/by-nc-sa/2.0/uk> (adapted)

TEACHER'S NOTES

Each student will comment on one of the following images.

- The students must be given some prompts, as for example:
 - Describe what you see in the photo/picture.
 - Explain the message you think it conveys.
 - Express your feelings about the photo/picture.
- If appropriate, and in advance, the teacher may inform the student they can use the language bank in their *Practice Book* or **20 AULA DIGITAL**



TEACHER'S NOTES

The following tasks are examples of what the teacher can do in class. All of them can be previously assigned by the teacher giving the students time to prepare the topics. The pairs can also be chosen in advance if the teacher thinks this will be the best option for his/her students.

- The teacher must give the students a time limit, for example two or three minutes.
- The students must be given some instructions, such as:
Speak clearly and loud.
Avoid hesitation and repetitions.
Listen to each other and comment on each other's opinions:
 - agreeing with them, extending them and justifying them, or
 - disagreeing, presenting your own opinion and justifying it.
- If appropriate, and in advance, the teacher may inform the student they can use the language bank in their *Practice Book* or 

TASK 1

In pairs, choose one of the topics below and have a conversation about it. Give your own opinion on the chosen topic, relating it to what has been discussed in class.

Multiculturalism	Growing up in different countries	A dream job
Taking a gap year	The importance of education	The power of advertising
Protecting the environment	How far should we go? - ethics	

TASK 2

In pairs, choose a topic discussed in class. Discuss it with your partner.

Culture	Diversity	Immigration	Third Culture Kids
Human Rights	Prejudice	Flexibility at work	The modern world
Taking a gap year	Recycling	Endangered species	

TASK 3

Your school has just received a five thousand Euro prize.

Student A is planning to buy books for the school library.

Student B wants to invest in a volunteering organisation and help people in need.

Student C wants to save the money so it can be spent when it is really needed.

Have a discussion (3 minutes), trying to convince your colleague that s/he should do the same as you.

Part 1 ● Interview (3 minutes)

1. Where do you live?
2. How long have you been studying English?
3. What are your plans for the future?
4. How do you spend your free time?
5. What do you like/don't like about your city?
6. Do you live in a house or in a flat?

Part 2 ● Long Turn (1 minute per student)

Now I'd like each of you to talk **on your own** for about **a minute**.

I'm going to give each of you two different photographs and I'd like you to talk about them.

Student A: Here are your two photographs. They show two different **places to live**. I'd like you to compare and contrast these pictures and say **where you would like to be and why**.



Student B: Is there a lot of air pollution in the area where you live?

Student B: Here are your two photographs. They each show boats in the sea. I'd like you to compare and contrast these pictures and say **what these pictures make you feel**.



Student A: Do you like spending time near the sea?

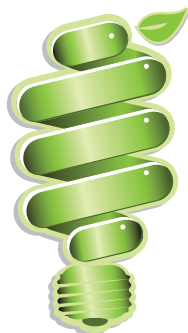
Part 3 ● Collaborative Task (3 minutes)

Now, I'd like you to talk about **something together** for about **three minutes**. I'm just going to listen.

Imagine you are doing a **school project on how to save our planet**.

Here are some ideas about **things we can do to save our planet**.

First talk together about **how useful these actions could be**. Then **decide which two pictures would be the best to use in your school project**.

**Part 4 ● Discussion (4 minutes)**

Discuss the following questions.

1. What is the most important threat for our planet?
2. Are you interested in environmental issues? Why?
3. Would you become or are you already a member of Greenpeace or any other organisation?
4. Are there things we can do at home to help save energy? Give a few examples.
5. What is the most important environmental problem in your country?
6. The climate is changing. What problems do you think people are going to have in the future because of this?
7. What things can we do save our water supplies?

Avaliação da Oralidade

CATEGORIAS E DESCRITORES PARA A AVALIAÇÃO DA INTERAÇÃO ORAL

Nível	Âmbito - 25%	Correção - 15%	Fluência - 10%	Desenvolvimento Temático e Coerência - 25%	Interação - 25%
N5	- Para se exprimir com clareza sobre a maioria dos assuntos, usa: - um leque alargado de recursos linguísticos; - expressões complexas/variadas; - circunlocuções ocasionais.	- Usa com correção geralmente elevada: - um vocabulário adequado; - estruturas gramaticais variadas. - Pronúncia e entoação geralmente claras e naturais. - Erros ocasionais não perturbam a comunicação.	- Produz discursos: - longos em velocidade regular; - com poucas pausas evidentes; - com ritmo adequado. - Hesitações ocasionais.	- Desenvolve um tema com consistência, apresentando informações, argumentos e exemplos relevantes. - Utiliza eficazmente mecanismos de coesão.	- Inicia, mantém e conclui um discurso eficazmente, mas ainda com algum esforço. - Usa expressões feitas para ganhar tempo e manter a vez. - Faz observações e dá seguimento a declarações de outros. - Verifica se compreendeu e esclarece aspetos ambíguos.
N4					
N3	- Para se exprimir sobre assuntos correntes e previsíveis, usa: - meios linguísticos suficientes; - circunlocuções. - Eventuais hesitações/repetições/dificuldades de formulação.	- Usa com correção: - vocabulário elementar; - estruturas gramaticais simples. - Pronúncia claramente inteligível.	- Produz um discurso: - com relativo à-vontade; - com pausas para planejar e remediar.	- Transmite informação simples e direta, exprimindo o essencial. - Liga frases simples com conectores elementares e mais frequentes.	- Inicia, mantém e conclui conversas simples, utilizando as expressões mais comuns num registo neutro. - Exprime-se e reage com correção a um leque de funções linguísticas. - Pede esclarecimentos ou reformulação.
N2					
N1	Usa um repertório básico de palavras e expressões simples relacionadas com situações e necessidades concretas.	- Usa, com um controlo muito limitado: - algumas estruturas gramaticais simples; - um repertório memorizado. - Pronúncia entendida com algum esforço.	- Produz enunciados: - muito curtos/isolados/estereotipados; - com muitas pausas.	- Fornecer informações básicas. - Liga palavras ou grupos de palavras com conectores muito simples.	- Estabelece contactos sociais básicos, utilizando as fórmulas de delicadeza do quotidiano mais simples. - Reage a um leque muito limitado de funções linguísticas elementares.

Fonte: GAVE (adaptado)

CATEGORIAS PARA A AVALIAÇÃO DA INTERAÇÃO ORAL: CLASSIFICAÇÃO INDIVIDUAL DO EXAMINADOR

- ☐ Assinalar, para cada categoria, o nível que corresponde ao desempenho observado.
- ☐ Um desempenho inferior ao nível mais baixo descrito numa dada categoria é classificado com zero pontos, devendo ser assinalado na coluna correspondente ao zero.

Atividade Colaborativa	Categorias	Âmbito 25%					Correção 15%					Fluência 10%					Desenvolvimento Temático e Coerência 25%					Interação 25%					Total 100%	Nota																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		50	40	30	20	10	0	30	24	18	12	6	0	20	16	12	8	4	0	50	40	30	20	10	0	50			40	30	20	10	0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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Fonte: GAVE (adaptado)

Avaliação da Oralidade				
CATEGORIAS E DESCRITORES PARA A AVALIAÇÃO DA PRODUÇÃO ORAL				
Nível	Âmbito - 25%	Correção - 25%	Fluência - 25%	Desenvolvimento Temático e Coerência - 25%
N5	- Para se exprimir com clareza sobre a maioria dos assuntos, usa: - um leque alargado de recursos linguísticos; - expressões complexas/ variadas; - circunlocuções ocasionais.	- Usa com correção geralmente elevada: - um vocabulário adequado; - estruturas gramaticais variadas. - Pronúncia e entoação geralmente claras e naturais. - Erros ocasionais não perturbam a comunicação.	- Produz discursos: - longos em velocidade regular; - com poucas pausas evidentes; - com ritmo adequado. - Hesitações ocasionais.	- Desenvolve um tema com consistência, apresentando informações, argumentos e exemplos relevantes. - Utiliza eficazmente mecanismos de coesão.
N4				
N3	- Para se exprimir sobre assuntos correntes e previsíveis, usa: - meios linguísticos suficientes; - circunlocuções. - Eventuais hesitações/repetições/ dificuldades de formulação.	- Usa com correção: - vocabulário elementar; - estruturas gramaticais simples. - Pronúncia claramente inteligível.	- Produz um discurso: - com relativo à-vontade; - com pausas para planear e remediar.	- Transmite informação simples e direta, exprimindo o essencial. - Liga frases simples com conectores elementares e mais frequentes.
N2				
N1	Usa um repertório básico de palavras e expressões simples relacionadas com situações e necessidades concretas.	- Usa, com um controlo muito limitado: - algumas estruturas gramaticais simples; - um repertório memorizado. - Pronúncia entendida com algum esforço.	- Produz enunciados: - muito curtos/isolados/ estereotipados; - com muitas pausas.	- Fornecer informações básicas. - Liga palavras ou grupos de palavras com conectores muito simples.

Fonte: GAVE (adaptado)

CATEGORIAS PARA A AVALIAÇÃO DA PRODUÇÃO ORAL: CLASSIFICAÇÃO INDIVIDUAL DO EXAMINADOR

- ☐ Assinale, para cada categoria, o nível que corresponde ao desempenho observado.
- ☐ Um desempenho inferior ao nível mais baixo descrito numa dada categoria é classificado com zero pontos, devendo ser assinalado na coluna correspondente ao zero.

Atividade Colaborativa	Categorias	Âmbito 25%						Correção 25%						Fluência 25%						Desenvolvimento Temático e Coerência 25%						Total 100%	Nota						
		Pontos	Aluno/a	50	40	30	20	10	0	50	40	30	20	10	0	50	40	30	20	10	0												
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
				N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1		N5	N4	N3	N2	N1							
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Fonte: GAVE (adaptado)

MATRIZ DO 1.º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO [Inglês VII – 11.º Ano]					
Conteúdo		ESTRUTURA			Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Área temática: <i>Reading the World</i>	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	5	100 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de seleção - resposta curta	10	100 pontos
					200 pontos

MATRIZ DO 2º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO [Inglês VII – 11.º Ano]					
Conteúdo		ESTRUTURA			Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Área temática: <i>Building up Your Future</i>	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	5	100 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de construção - resposta curta	5	100 pontos
					200 pontos

MATRIZ DO 3.º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO [Inglês VII – 11.º Ano]					
Conteúdo	ESTRUTURA				Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Área temática: <i>Critical Consumerism</i>	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	5	100 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de seleção - resposta curta	10	100 pontos
					200 pontos

MATRIZ DO 4.º MOMENTO DE AVALIAÇÃO DE AUDIÇÃO [Inglês VII – 11.º Ano]					
Conteúdo	ESTRUTURA				Cotações
	Ativ.	Competências	Tipologia de itens	Número	
Área temática: <i>Stand Up for the World</i>	A	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	5	100 pontos
	B	Competência Linguística - competência lexical - competência gramatical - competência semântica - competência ortográfica Competência pragmática - competência discursiva - competência funcional Competência sociolinguística	Itens de seleção - escolha múltipla	5	100 pontos
					200 pontos

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

I

1. You will hear Alden Hortopo, the *Chimes* campus news co-editor and also a TCK. He is a junior from Jakarta, Indonesia, studying International Relations and Economics. For questions 1.1 to 1.5, choose the best answer (A, B or C).

1.1 When asked how he spoke English so well, he

- A. laughed at the question.
- B. felt offended.
- C. failed to reply to the question.

1.2 The fact that he speaks English so fluently, shows that

- A. he has always been an excellent student.
- B. he grew up in the US.
- C. he has a natural talent for languages.

1.3 If you ask a missionary kid where s/he is from,

- A. they immediately mention their birthplace.
- B. they say they are citizens of the world.
- C. they are unable to answer the question.

1.4 The moment Alden returned to Indonesia,

- A. he was welcomed by all his family and friends.
- B. he was labelled a foreigner.
- C. he felt the need to move away again.

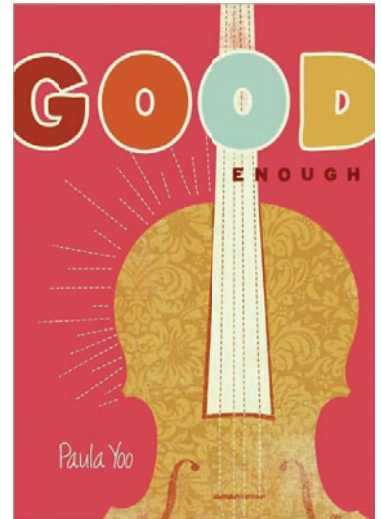
1.5 He still feels he remains an outsider to any American because

- A. he didn't grow up in the US all of his life.
- B. he hasn't adopted all of their culture and traditions.
- C. he still sees himself as an Indonesian.

II

1. You will hear an interview with Paula Yoo, a novelist and children's book author, talking about one of her latest books, *Good Enough*. For questions a-j, complete the sentences.

- a. *Good Enough* is to a great extent based on _____.
- b. At her last Thanksgiving reunion, she met some of the real-life people who inspired many of her _____.
- c. The most difficult thing for her was to write the _____ of the story.
- d. It was challenging to make Stephanie and Eric into three- _____ characters.
- e. The reason why Paula has so many favourite writers is because she majored in _____.
- f. One of her favourite writers at the moment is Tom Perrotta, as she would also love to master the balance between _____.
- g. Whenever she doesn't feel like creative writing, she turns to other forms of writing, such as _____, revising / editing or reading novels or re-reading classics.
- h. Sometimes she also plays _____, plays some videogames or watches a lot of "guilty pleasure" TV, especially Food TV.
- i. The moment she read *Charlotte's Web*, she decided she wanted to be _____.
- j. She feels very honoured for having _____, and doesn't take it for granted.



Name _____ Class _____

Teacher _____ Date ____/____/____ Grade _____

I

1. You will hear five career advisers talking to young people who are preparing for their first job interview. Choose from the list (A-F) which piece of advice each speaker (1-5) gives. There is one extra letter which you do not need to use.

- A. Analyse all job proposals carefully even if they don't sound tempting.
- B. Avoid concentrating on your free-time interests.
- C. Prioritising is vital when searching for a job.
- D. Attend informational interviews so you become more at ease.
- E. Spend your time discovering your true interests.
- F. Use social media apps to widen your prospects.

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____ Speaker 4 _____ Speaker 5 _____

II

1. You will hear people talking in five different situations. For questions 1.1-1.5, choose the best answer (A, B or C).

1.1 You hear a young woman talking to her friend. Why does she want to go back to school?

- A. She wants to find a better job.
- B. She wants to move to another country.
- C. She needs to acquire new skills.

1.2 You hear a young woman talking on the radio. What is her job?

- A. An inventor.
- B. An interior designer.
- C. A lawyer.

1.3 You hear a journalist talking about an artist. What kind of work does he do?

- A. He transforms the materials he is working on.
- B. He reinvents what someone else has done.
- C. He works solely on designing new building facades.

1.4 You hear a young man talking about his work. What is he fighting for?

- A. Better working conditions.
- B. A better job.
- C. A better world.

1.5 You hear an actor being interviewed on the radio. Why did he decide to become an actor?

- A. To follow a family tradition.
- B. To pursue his passion.
- C. To develop a natural talent.

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

I

1. You will hear Carolina talking about shopping in the UK. For questions 1-5, choose the best answer (A, B or C).

1.1 One of the most popular markets in the UK is related with

- A. fashion.
- B. music.
- C. cinema.

1.2 The weather and the seasons

- A. influence your mood.
- B. influence what your friends choose to wear.
- C. influence what you wear.

1.3 When the weather allows,

- A. you can read in the park.
- B. you can go for a walk in the park.
- C. you can go to the coast.

1.4 For those who come from abroad and want to save some money,

- A. make a list of what you need and want to buy.
- B. only buy products which are in the sales.
- C. look in other shops before buying a product.

1.5 The UK is the best place to buy

- A. crisps of all different flavours.
- B. chocolate, all flavours, shapes and sizes.
- C. different types of sweets.



II

1. You will hear Mark interviewing Ruth Rothelson, an expert on ethical shopping from the Ethical Consumer Research Association, and two teenagers, Lauren and Bella. For questions a-j, complete the sentences.
- a. On the high street we're all looking for a _____.
 - b. The Ethical Consumer Research Association exists to provide _____, letting them know what the companies are doing behind the brands that they see on the shelves.
 - c. An ethical shopper is someone who is concerned about _____ behind the product they are buying.
 - d. When products are cheap, it is even more likely someone _____ before it got to us.
 - e. A product from a factory where the workers have been paid _____ will cost you more to buy.
 - f. Being an ethical shopper also means buying _____.
 - g. On the high street you can also find lots of _____.
 - h. When Bella is out shopping for clothes, she doesn't want to think they have been made _____.
 - i. Lauren prefers buying _____ clothes which are obviously second-hand.
 - j. Mark now feels he will be a more _____ in the future.

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

II

- 1. You will hear Emma, a high school student, talking about the importance of recycling. For questions 1.1 to 1.5 choose the right answer (A, B or C).**

1.1 We are often advised on the news that we ought

- A. to be active citizens.
- B. to reuse products.
- C. to save water.

1.2 What are the essential keys needed to power the protection of the environment?

- A. An informed public, teaching about recycling, and a greater demand for recycled materials.
- B. An informed public, the development of improved technology, and investment from local governments.
- C. A more informed public, the development of improved technology, and a greater demand for recycled materials.

1.3 Who should teach the public about how to use reusable materials?

- A. local governments.
- B. schools and their teachers.
- C. a special committee.

1.4 In some cases, recycling could be hazardous for the environment if special precautions aren't taken, because

- A. abandoned dumps can severely harm it.
- B. chemical waste is sometimes produced as a result.
- C. a great deal of energy is expended to create new products.

1.5 The demand for recyclable materials in the manufacturing of new products is sometimes sluggish because

- A. some governments are unwilling to support expensive recycling methods.
- B. businesses do not invest enough money in research.
- C. there is a lack of advanced technology to process the materials.

II

1. You will hear an interview with Sylvia Earle, a well-known marine scientist and a National Geographic Explorer-in-Residence. For questions 1.1-1.5, choose the best answer (A, B or C).

1.1 When did she first encounter a wave?

- A. At the age of three.
- B. At the age of four.
- C. At the age of five.

1.2 What characteristics do the best scientists and explorers have?

- A. They have a vivid imagination and enjoy exploring.
- B. They question everything and they are curious.
- C. They like travelling and exploring.

1.3 Why are oceans so important?

- A. They allow us to explore another world.
- B. They are beautiful.
- C. They are the foundation of life.

1.4 How does she define the ocean nowadays?

- A. Vulnerable.
- B. Safe.
- C. Mysterious.

1.5 When was the last monk seal seen in the Gulf of Mexico?

- A. 1942
- B. 1952
- C. 1962



EXTRA TEACHER'S NOTES

AUDIO SCRIPTS

ANSWER KEY

EXTRA TEACHER'S NOTES

(Sugestões metodológicas e respostas complementares da banda do/a docente do Manual)

Module 1

Page 23 – Exercise 3.4

Model answer:

America has everything to be a great country. Maybe that is why all the university students in the audience were amazed at the question asked by one of their colleagues. Nevertheless they were even more surprised with the answers that followed. It has often been said that America is the land of opportunity and freedom, but great ideas fail to get off the ground, and are not implemented. There is hope for the future; however, the numbers tell a different story, and hope seems to be a thing of the past.

- They are seventh in literacy;
- They are twenty-seventh in math;
- They are twenty-second in science;
- They are forty-ninth in life expectancy;
- They are a hundred and seventy-eighth in infant mortality;
- They are a third in median household income;
- They are number four in labor force and number four in exports;
- They lead the world in only three categories: number of incarcerated citizens per capita, number of adults who believe angels are real, and defense spending, where they spend more than the next twenty-six countries combined, twenty-five of whom are allies;
- They stood up for what was right;
- They fought for moral reasons;
- They passed laws and struck down laws for moral reasons;
- They started wars on poverty, not poor people;
- They sacrificed, they cared about their neighbors;
- They weren't arrogant or brash;
- They built great big things, made ungodly technological advances, explored the universe, cured disease, and they cultivated the world's greatest artists *and* the world's greatest economy;
- They reached for the stars, acted like *men*;
- They aspired to intelligence, they didn't criticize it;
- They didn't identify themselves by who they voted for in the last election, and they didn't scare so easy;
- They were able to be all these things and do all these things because they were informed. By great men, men who were revered.

Exercise 3.5

America is still the land of unfinished dreams and there is a lot of work to be done. It has all it takes to be a great country, but it still hasn't happened. So, both the song and the video advocate for all the expectations people have for the future.

Page 25 - Exercise 5

- a. It means two things, not being able to speak and having lost their language.
- b. The poet uses the image of two tongues in a mouth to represent being able to speak two languages.
- c. This metaphor is used to describe the mother tongue as being a growing plant. The repetition of "grows" and the word "strong" make the mother tongue sound healthy and robust.
- d. The poet shows her mother tongue as if it were a part of nature itself, with a life and strength of its own. It separates itself from the other language, which is not her mother tongue. Her mother tongue is as strong as blood ties; it's a part of her identity.

Page 33 - Exercise 2

- a. Article 2: Don't Discriminate
"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."
- b. Article 4: No Slavery
"No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms."
- c. Article 7: We're All Equal Before the Law
"All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination."
- d. Article 18: Freedom of Thought
"Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance."

e. Article 19: Freedom of Expression

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

f. Article 23: Worker’s Rights

“(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.”

Page 35 - Exercise 4

Sugestão metodológica

Model answers:

Esta atividade pode ser realizada individualmente, em pares ou grupo e o/a docente pode solicitar aos/as alunos/as que apresentem as suas pesquisas à turma, incluindo imagens exemplificativas de cada uma das referências culturais.

- a. It is an American reality-singing competition program.
- b. It is the name given to an ID card attesting to the permanent resident status of an immigrant in the United States. It is called green because that was the color of the card between 1946 and 1964. It has reverted to that colour since May 2010.
- c. The indigenous peoples of the United States.
- d. It is a narrow sea passage between the easternmost point of the Asian continent and the westernmost point of the North American continent.
- e. It is a national holiday celebrated primarily in the US (on the fourth Thursday of November) and Canada (second Monday of October). It is a way to give thanks for the blessing of the harvest. In the US it dates back to colonial times, when the Plymouth colonists and Wampanoag Indians shared an autumn harvest feast in 1621.

Exercise 5.5

Americans must be grateful for the work immigrants (and migrants) do, because although sometimes it is invisible work – they cultivate the fresh produce Americans eat, they clean shops and restaurants – they are there to do it.

Exercise 5.6

They should grant them permanent residence – their green cards – a minimum wage, and schooling for their children.

Exercise 5.7

She mentions Thanksgiving because it is understood as a sharing celebration.

Page 36 - Exercise 2

Model answers:

- a. He always asked difficult questions.
- b. They listened to him, thought for a while and then answered him.
- c. He was reading about illegal immigration when his father called him to watch a documentary about immigrants on TV.
- d. He was reading about illegal immigration when his father called him to watch a documentary about immigrants on TV.

Page 45 – Exercise 4.5

Model answer: Perhaps this happens when people admire others who are negatively seen by society in general or by their group of friends. And they don’t want to admit before them they don’t have the same opinion, because they wouldn’t be part of the group and exclusion is marginalization. The person who has the courage to have a different opinion from the rest of the crowd is usually socially excluded and relegated to the fringe of society and they don’t want to feel they don’t belong.

Page 48 – Exercise 6

Sugestão metodológica:

O/a docente pode entregar aos/as alunos/as o poema completo e pedir que leiam em voz alta, em pares, para treinar a pronúncia mas também o som e o ritmo, dadas as potencialidades fonológicas do poema. Poderá, ainda, solicitar que os/as alunos encontrem uma música adequada ao poema e até talvez criar um *rap* e apresentá-lo à comunidade escolar. Esta atividade será excelente para a prática da oralidade.

Module 2

Page 62 - Exercise 1

Job Vacancy A

Circa £16,000 pa

But don’t forget that you will have deductions from this amount, including tax and national insurance.

Job Vacancy B

Part time (20 hrs/week) – A full time job would normally be around 35 hours per week, but this does depend on what type of job it is. Part time jobs can be good for extra cash when you are studying at school or college, or if you have other responsibilities.

Part of a team – If you've been part of a sports team, band or a school project then make sure you talk about these things on your CV and covering letter – as they all help to develop teamwork skills.

Page 63 – Exercise 1

Questions about you

How will your greatest strength help you perform?

- How would you describe yourself?
- Describe a typical working week.
- Describe your work style.
- Do you work well with other people?
- Do you take work home with you?
- How many hours do you normally work?
- How would you describe the pace at which you work?
- How do you handle stress and pressure?
- What motivates you?
- What are your salary expectations?
- What are you passionate about?
- What do people most often criticize about you?
- Do you prefer to work independently or on a team?
- What type of work environment do you prefer?
- How do you evaluate success?

Questions about the new job and the company

- Why are you the best person for the job?
- What do you know about this company?
- What challenges are you looking for in a position?
- What can you contribute to this company?
- What do you see yourself doing within the first 30 days on the job?
- Are you willing to travel?

Work history – Questions about your resume

- What were your responsibilities?
- What major challenges and problems did you face? How did you handle them?
- What have you learnt from your mistakes?
- What did you like or dislike about your previous job?
- Which was most / least rewarding?

Page 82 – Exercise 1.1

Model answers:

- a. Creators: journalists, chef, photographer, graphic designer
- b. Doers: plumber, armed forces, firefighter, fitness instructor
- c. Helpers: police officer, teacher, social worker, nurse
- d. Organisers: event organiser, accountant, personal assistant (PA), civil servant
- e. Persuaders: advertising executive, public relations officer, sales manager, hotel manager
- f. Thinkers: scientist, web designer, solicitor, engineer

Page 88 – Research Time

RAF stands for the Royal Air Force and people were against war at that time. They didn't want to join the army in a cause they didn't believe in.

Part of the lyrics (largely the line 'I won't open letter bombs for you') could have been inspired by Mick Jones' experiences in a part-time job he held a few years before forming The Clash, where he worked as a clerical assistant at a DHSS Benefit Office. At the time, government buildings were on a high terrorist alert, with the IRA terrorist organization using letter bombs as weapons. So with no one wanting to open the mail at the benefit office, his senior co-workers made Jones, as the most junior staff member, open and check all the mail. He mentioned in a 1977 interview to Tony Parsons about his experiences, saying "Most of the letters the social security get are from people saying their neighbors don't need the money. The whole thing works on spite." (www.songfacts.com)

Module 3

Page 95 – Exercise 1

Charlotte

Q1 - About \$20

Q2 - From babysitting jobs, I make about \$10 an hour.

Q3 – Slurpees (Frozen flavoured drink)

Q4 – Cash

Katie

Q1 - \$10

Q2 - Pocket money and babysitting jobs

Q3 - Clothes, jewellery and food

Q4 – Cash

Troy

Q1 - I live with my girlfriend and we spend about \$300 a week including \$150 rent.

Q2 – Part-time job
Q3 – Shoes
Q4– Cash

Oliver

Q1 – \$10
Q2 – \$Pocket money. I get \$6 a week and if I do extra jobs I get extra spending money
Q3 – Sportswear
Q4 – Cash

Matilda

Q1 – Roughly \$100
Q2 – I work part-time at Grill'd, about 10-15 hours a week, plus I get \$50 a week pocket money.
Q3 – Clothes
Q4 – Cash or savings account on my debit card

Savannah

Q1 – \$100
Q2 – I work 6 hours a week at Boost Juice and mum gives me \$60-70 a week
Q3 – Shoes and taxi fares
Q4 – Cash or debit card

Page 102 – Exercise 1.2

Model answer:

Ad (*informal*) an advertisement: Try placing an ad in the local paper.

Commercial – an advertisement on the television or radio.

Billboard – a large outdoor sign used for advertising, usually placed in a busy area.

Poster a large piece of paper, usually with a picture on it, used for advertising: Campaign posters appeared everywhere in the weeks before the election.

Flyer – a piece of paper advertising a product, service, or event, that is given to people on the street or delivered to their homes.

Slogan – a short clever sentence or saying used in an advertisement for a particular product.

Campaign – a planned series of posters, advertisements, and events used for advertising something: a big, government-sponsored campaign to promote tourism in the region

The classified ads – small advertisements in a newspaper or magazine, often placed by private individuals rather than by companies.

The small ads (*British*) – a more informal word for 'the classified ads'.

The personal ads – a section in a newspaper or magazine where people advertise when they want to meet someone to have a relationship with.

www.macmillandictionary.com/dictionary/british/advertising,
accessed in January 2014

Page 111 – Writing Time

In his poem, writer Leroi Jones, for many years now known as Amiri Baraka, foregrounds the necessity of students developing their hearts as well as their minds. For Baraka, authentic feeling includes feeling for the world and people around us.

www.uic.edu/classes/ad/ad382/sites/Projects/P008/P008_first.html

Biography:

Amiri Baraka (formerly LeRoi Jones) was born in Newark, New Jersey, on October 7, 1934. After three years in the U.S. Air Force, Jones joined the Beat movement in Greenwich Village. After the assassination of Malcolm X, he took the name Amiri Baraka and became involved in the Black Nationalist poetry and literature scenes. He later identified himself as a Marxist.

Baraka is known for his aggressive, incendiary style. His writing is controversial and has often polarized readers. His poem "Somebody Blew up America," a response to the attacks against the United States on September 11, 2001, was criticized for being anti-Semitic. His position as New Jersey's poet laureate was stripped as a result of public outcry against the poem.

A prolific writer, Baraka has penned more than 50 books, including fiction, music criticism, essays, short stories, poetry and plays. In 1984, he published *The Autobiography of LeRoi Jones/Amiri Baraka*. He has taught at many universities, including the New School for Social Research, San Francisco State University and Yale University. Before retirement, he served as professor emeritus of Africana Studies at the State University of New York at Stony Brook for 20 years. Baraka lives in Newark, New Jersey, with his wife Amina.

www.biography.com/people/amiri-baraka-9198235 (abridged),
accessed in January 2014

Page 115 – Listening Time

Exercise 1

- a. things... objects.; b. self-esteem; c. violence
d. dismembered... focused; e. physical... disorders;
f. anorexia; g. Kate Winslet; h. aware... pay attention;
i. tyranny... health

Page 155 – Research Time

At present, the USA may be a bigger threat (ethically speaking). The USA has been central in the development of designer babies, without any ethical restrictions. There are

hardly any regulations on this topic in the USA. Generally speaking, designer babies are disallowed in Europe except for clinical reasons. It's a hot topic, but only in America where you can choose 'the father' from a catalogue, among other things. In most European countries there are very strict regulations.

Page 166 – Sugestão metodológica

Live as if Our Future Matters
Don't leave us a World that is Torn and Battered
The Ruling Generation Needs to Wake Up Now
And our Generation is going to show them how

Why are you sleeping why are you so blind
When I look around I think you lost your mind
How can you dis the Earth this Way
It gives you your life each and every Day
But You spit upon her ... you ask for more
Not thinking what future generation will endure
What will be left by the time you're done
Your children will suffer from your dysfunction

Live as if our Future Matters
Don't leave us a World that is Torn and Battered
The Ruling Generation Needs to Wake up Now
And our Generation is going to show them how

The air is so polluted it's getting hard to breathe
Our forests are disappearing that means no more trees
The water is rising in the seas
You unleashed a storm because of your disease
Warning bells are ringing, you better take heed
Gonna destroy the Earth with your greed
The storm is coming ya better beware
What ya leaving us children just ain't fair

Live as if our Future Matters
Don't leave us a world that is Torn and Battered
The Ruling Generation Needs to Wake up Now
And our Generation is going to show them how

Youth are uniting all over the planet
We're not taking our awesome Earth for granted
We're standing together and changing the game
Our movement will go down in History with fame
And the people who've been fighting for so long
Are the Heroes that have made our revolution strong
United together our message will be heard
And we will create the world we deserve

Live as if our Future Matters
Don't leave us a world that is Torn and Battered
The Ruling Generation Needs to Wake up Now
And our Generation is going to show them how

Our earths really bad, It's just so sad
I just don't understand
Understand u-understand yeah
Look at our earth what do you see
Why no one's helping It beats me
Come on everybody we gotta make it right
Listen to what I'm saying, this is all of our fight, so...

Live as if our future matters,
don't leave us an earth that is torn and battered,
the ruling generation needs to wake up now
and our generation going to show them how

yeah yeah! Live as if our future matters,
don't leave us an earth that is torn and battered,
the ruling generation needs to wake up now
and our generation going to show them how...!!!!!!

www.reverbnation.com/artist/song_show_lyrics/12461647
(adapted), accessed in January 2014

Page 167 – Speaking Time

Para melhor preparar o debate o/a docente deve começar por juntar aos/as alunos/as por áreas: o/as moderadores/as, os/as cientistas, os/as médicos/as...

Desta forma, os/as alunos/as poderão preparar as respostas às questões que lhes serão colocadas na perspetiva do setor que representam. Os/as moderadores poderão, igualmente, preparar-se para os temas e, eventualmente, acrescentar novas perguntas a colocar aos/as participantes. Nesta aula de preparação, os/as alunos/as poderão pesquisar os vários tópicos na internet ou noutros recursos que tragam para a aula ou existam na biblioteca da escola.

AUDIO SCRIPTS

STUDENT'S BOOK

Page 10 – Listening Time

Exercise 2

Georgie is using her travel experiences in Kenya to change the world! She was sponsored by the Blackberry Build a Village awards program, traveled with Me to We to Kenya where she got to experience rich traditions as well as the daily struggles of the people in the Maasai Mara Region firsthand. However, she didn't leave those experiences behind when she returned home to Canada.

Page 10 – Listening Time

Exercise 3

When I landed at the Nairobi airport I immediately experienced culture shock – everything was different: the food, the weather, the people, the language and the drivers! Watching *The Lion King* over and over again when I was a kid definitely hadn't prepared me for this. However, once I arrived at our campsite I instantly felt at home – the incredible staff and facilitators became my family, along with the 24 other high school students I was traveling with. Together we dove into new experiences and learned about the hardships facing the people of Eor Ewuaso, and their hopes and dreams for the future.

One of the highlights of my trip was being able to go on a water walk with two of the mothers from Eor Ewuaso. They considered themselves lucky as they only had to walk two kilometres to the nearest water source – I couldn't imagine my friends at home walking that distance for a drink! The mothers were also grateful that their water source was a flowing stream, because it minimized the risk of ingesting diseases like malaria.

As we walked, the children of the community ran out of their huts and joined us on our journey, grabbing our hands and leading us to the stream. Once we got there, they took the jerry cans and began filling them. Once full, the jerry cans became really heavy, and the children showed me how to tie scarves to them to make them easier to carry. I was astonished that these children, sometimes as young as six or seven years old were so comfortable carrying these heavy jerry cans! It was a sad realization, as I knew that these children had to complete the water walk with their mothers every day, just to stay alive and healthy.

Page 10 – Listening Time

Exercise 4

During the last few days of my trip in Kenya, I began to re-evaluate my life. How could I have so much, when these people had so little? It's hard to summarize my experience but I *can* say that it changed my life. When I left Kenya after those three amazing weeks, I left part of my heart in Eor Ewuaso. Returning home was almost as much of a culture shock as traveling to Kenya. My family was amazingly supportive as I hid from society and listened to *The Lion King* soundtrack on repeat in an attempt to relive my trip memories. I missed everything about Kenya – from the donkey that woke me up every morning to the deadly but beautiful plants that we were all warned not to touch. I knew that I had to turn my experience into an action for change, so slowly I turned my longing for Kenya into a plan – the *2013 Mama's Water Walk*.

My plan turned into action almost a year later, on May 11, 2013, the day before Mother's Day. About 15 teams of students from the Kitchener-Waterloo Region collected pledges and completed a two-kilometre water walk at Waterloo Park. For just a moment, I was taken back to that day in Kenya when the mothers invited me to join them on their walk. Somehow, I felt as though we had built a bridge that connected us to the people of Eor Ewuaso, and that we were truly walking in their footsteps. This walk really made students understand how precious water is, and at the end of the walk they each made a pledge to take action. Some pledges were as simple as turning off the water when brushing their teeth, and taking shorter showers.

Planning this water walk has reminded me of the life-changing lessons I learned in Kenya, and it has also helped me share my experience with others. I discovered so many things during those three weeks in Kenya, and I want to incorporate those things into my life in Canada. I learned to live with less – less water, less electricity, less apathy. While I learned to live with less, I also learned to live with more – more love, more passion and more empathy. On my last day in Kenya, I did not say goodbye, I said *tuananekesho*, see you tomorrow; for you can never forget something that has changed your life.

Discover how you can go on a Me to We adventure to Kenya:
www.metowe.com/kenya

Module 1

Page 20 – Listening Time

Exercise 1

America is truly a "melting pot." Living in Miami, I experience this blending of cultures everyday. And having attended a nearly all white school in Illinois when I was younger, I vastly prefer high school in Miami, where students come from all backgrounds. Some Americans may not be aware of it, but the integration of cultures in America has changed popular culture, music, and daily life for the better. Each culture adds different values and a different perspective to form the entirety that is American life.

On the weekends, my neighbors sometimes decide to serenade the entire block by turning up their traditional Spanish music. I don't mind, however. Even though I do not understand most of the words, the message that the music delivers is universal. The soulful blend of vocals and acoustic guitar speaks of heartache, while the fiery trumpets and trombones speak of passion. No other music delivers so direct and powerful a message about love than Hispanic music, a music which has influenced modern hip-hop. Every afternoon, I hear on the streets the lively, hip-hop beat of

“Reggaeton,” a music that blends Jamaican and Latino influences.

Page 20 – Listening Time

Exercise 2

But the influence of different cultures is hardly restricted to music. Not only have contemporary movies begun to incorporate elements from diverse cultures, foreign films have also become more popular in America. These films broaden our understanding of the struggles and triumphs of cultures around the world, connecting every individual to the global community.

In particular, foreign films from China have been important to me; they offer me the opportunity to discover my roots as well as to see the struggles that my culture experiences today. The film *Raise the Red Lantern* gave me a glimpse of old Chinese society and the struggles women experienced, while *Hero* showed me the aesthetic aspects of my homeland and of Chinese martial arts. But more importantly, these films offer the same insight to every individual that views them.

Not only in film has the merging of different cultural influences benefited Americans. In Miami, the culinary heritages of the world converge. As a lover of unique foods, I am grateful for this diversity.

Last summer, I experienced my first taste of authentic Greek cooking at the Daily Bread and I enjoyed it very much. Although the ingredients were not unusual to me (chicken, olives, lettuce, tomatoes, lemon juice, bread), the way the ingredients were prepared to make the Greek dishes was unique.

Underneath every culture, the people remain the same; they experience the same tragedies, sufferings, and triumphs that every other person does. But each culture offers a new perspective, a new lifestyle, that when experienced can expand our own knowledge and familiarities; in the process we become more empathic, and we mature as citizens of a global community.

Page 40 – Listening Time

Exercise 3

2nd excerpt of *Mathematics* by Hollie McNish

Man

I’m sick of crappy mathematics
Cos I love a bit of sums
I spent three years into economics
And I geek out over calculus
And when I meet these paper claims

That one of every new that came
Takes away ones daily wage
I desperately want to scream
“Your maths is stuck in primary”
Cos some who come here also spend
And some who come here also lend
And some who come here also tend
To set up work which employs them
And all your balance sheets and trends
They work with numbers not with men
And all this goddamn heated talk
Ignores the trade the Polish brought
Ignores the men they gave work to
Not plumbing jobs but further too
Ignores the guys they buy stock from
Accountants, builders, on and on
And I know it’s nice to have someone
To blame our lack of jobs upon
But immigrations not that plain
Despite the sums inside your brain
As one for one, as him for you
As if he goes, they’ll employ you
Cos sometimes one that comes makes two
And sometimes one can add three more
And sometimes two times two is much much more
Than four
And most times immigrants bring more
Than minuses.

Page 48 – Listening Time

Exercise 3

1st excerpt of *Faceless* by Benjamin Zephaniah

You have to look beyond the face
To see the person true,
Deep down within my inner space
I am the same as you;
I’ve counted since that fire burnt
The many lessons I have learnt.

You have to talk to me and not
The skin that holds me in,
I took the wisdom that I got
To make sure that I win;
I’m counting weaker folk than me
Who look but truly cannot see

Page 48 – Listening Time

Exercise 4

2nd excerpt of *Faceless* by Benjamin Zephaniah

I’ve seen compassion from the blind
Who think with open eyes,

It's those that judge me quick you'll find
Are those that are unwise;
Why judge the face that I have on
Just value my opinion.

Friends will come and friends will go
Now I need friends that feel.
(...)

Page 48 – Listening Time

Exercise 5

3rd excerpt of *Faceless* by Benjamin Zephaniah

My friends have changed so much and so
I make sure they are real;
I took the ride and paid the price,
I can't afford to do that twice.

I came to here from ignorance
I cannot call it bliss,
And now I know the importance
Of loving me like this;
To leave behind that backward state
Of judging looks is very great.

I'm beautiful, I'm beautiful
This minor fact I know,
I tell you it's incredible
Near death has made me grow;
*Look at me, smile, you are now seeing
A great thing called a human being.*

Module 2

Page 70 – Listening Time

Exercise 4

There should be a class on drugs. There should be a class on sex education, a real sex education class. Not just pictures and diaphragms and un-logical terms and things like that. There should be a drug class, there should be sex education, there should be a class on scams, there should be a class on religious cults, there should be a class on police brutality, there should be a class on apartheid, there should be a class on racism in America, there should be a class on why people are hungry, but there not, there's class on gym, you know, physical education, let's learn volleyball. Because one day we're gonna need...you know...there's classes like algebra where I've yet to go to a store and say can I have $xy+2$ and give me my y change back thank you. I think you can let me out, I've lived alone by myself. And the things that helped me were the things I learned from my mother, from the streets.

(adapted)

Page 70 – Listening Time

Exercise 5

Reading has helped me, I mean, schools taught me reading, which is, I love. Reading, writing and arithmetic, that's it. Like foreign languages, I think they're important, but I don't think they should be required. Because...actually they should be teaching you English. And then teaching you how to understand double-talk, politicians' double-talk. Not teaching you how to understand French, and Spanish and German. When am I going to Germany?! I can't afford to pay my rent in America! How am I going to Germany? You know, this is what I meant by the basics are not the basics for me.

And I think that it should be like college you can go and take the classes that you want. I think that Elementary school should be that way. Where they give you the classes you take, for the basics. And then Junior High School and High School should be the classes that you need, in order to choose your path.

It's just a place you go during the day to keep you busy while they're at work, that's exactly what it is... We're not being taught to deal with the world as it is. We're being taught to deal with this fairy land which one I don't even live in anymore. And it's sad. Because I'm telling you. And it should not be me telling you.

(adapted)

Page 78 – Listening Time

Exercise 3

I took a gap year myself before coming to university and I'd recommend the experience to anybody, whether you know what you want to do after university or not. I didn't know what I wanted to take at university or what I wanted to do afterwards and I took a gap year going to Kenya, working as a volunteer in a luxury tented camp teaching water skiing for six months, which was quite a unique experience. It's helped obviously improve my CV. I had an amazing experience while I was out there and I think it really aided me both getting into university in the first place and applying for graduate jobs afterwards. My gap year taught me lots of skills that I was able to use at university and hopefully in life afterwards. Mainly I guess independence and self-reliance and also the degree of responsibility you're given and you take on a voluntary placement and while you're transporting yourself around the world is higher than you've ever experienced before. In terms of transferring those skills to university, my gap year's given me loads of confidence. You can tell in the first week of university who's taken a gap year and who hasn't. It tends to be those who come forward and are more socially active that have had a

bit more life experience and also those who are a bit more outspoken on their course and the lecturers love that.

www.birmingham.ac.uk/accessibility/transcripts/gap-year.aspx,
accessed in December 2013

Page 79 – Listening Time

Exercise 5

Professor Marcus:

Generally speaking I think if you talk to most academics they think that gap years used wisely – and the key is used wisely – are a very good thing. About 12% of our current intake take gap years. Now there may be a few admissions tutors that you talk to who are a little bit more skeptical about gap years; they tend to be in the sciences or perhaps in engineering or mathematics and they're worried perhaps that if you spend a year out of the habit of learning that it may be more difficult to pick up of course once you join the University.

Professor Julia:

I'm a big fan of gap years. I took one myself so I'm probably biased. I think that if you've got something you want to do in the year before you come to university, that you should do it – and a lot of students who want to study a biology degree actually want to go off and travel and perhaps work on a conservation project and of course that's all very good, it will contribute towards your degree and your preparation for that and then when you come to us you'll be ready for your studies. So if there's something you really want to do then my advice is to go for it.

www.birmingham.ac.uk/accessibility/transcripts/gap-year.aspx
accessed in December 2013

Module 3

Page 94 – Join In

Exercise 2

Join In

Interviewer: Are you the kind of person you gets caught in the latest “gotta have it craze”?

Person A: Yeah yeah yeah yeah yeah yeah I am.

Person B: I guess you could say that.

Person C: Yeah... I'm guilty but, you know, I try not to... when I think about it.

Person D: I don't feel as a need for me to have it. I gotta have it, I gotta have it, but I do like, I do like nice things, you know?

Person E: No. It's not really that important and I don't have the money for it so...

Person F: It's just a waste of money. They break in less than a week. I spend my money on something else.

Person G: No, I dare to be unique. So I do everything the opposite.

Person H: No, I believe in just being me and if you don't like it then... that's fine.

Person I: I just do what I like, I dress how I like. It's what makes me happy and what I enjoy.

Interviewer: When a new product or gadget comes up on the market like the iPhone or a new video game system are you the first one in line to buy it?

Person A: I won't take the first 'cause I like it to be pretty cheap. The price goes down, I get it, yeah...

Person J: I don't like to see really splurge or spending too much money on things. I'm more patient. I wait for it to go down price. I really buy things that I really need.

Person K: Not the first in line, but pretty close to it. Just “gotta have” kind of type thing.

Person C: Yeah.

Interviewer: Tell me, what kind of item?

Person C: I just got... I have a diving board the day it came out.

Person L: I didn't have an iPod till like... this year.

Person M: No, I don't pay attention to things like that.

Person N: I'm not greedy or spoiled or anything. I'm happy with what I have. I don't need anything like new or like just came out to make me happy. I have my friends and family for that. There's no need for anything.

Person H: I have four... three brothers and a little sister. So, if you want it, you buy it, and I don't see the need to buy it. If you have a phone, or if you have a phone period and it works, why get a new one?

Person O: I don't think it's worth it to have all these gadgets.

Page 94 – Join In

Exercise 3

Matt: What is it about some of these latest fads and products which make them so hard to resist?

Bill: Well, I think when they're advertised...hum... the companies, they use these big flashy things, pictures, names

and action scenes from movies or something to advertise them, to make them seem like “oh it’s really cool!”

Cletchy: And also, I think they use celebrities and good songs and they show me the good stuff. They don’t show the bad stuff.

Vince: And advertising companies have, you know, spent time and money for years trying to understand what it is that appeals to the youth of America.

Keira: Also like when you see your friends have something, that’s kind of like “Oh man, they have it, now I gotta get it.” Like, so even not like the marketers themselves, just people that you see in your every day life.

Chris: The commercials and the advertisings, they always use that catchy jingle or somebody having fun doing that, the thing that you want.

Kim: The ads definitely try to make you feel like you have to have it, and if you don’t have it, you’re gonna feel left out because everyone else is gonna have it. So they make you want to buy their product.

Jess: And they’re like, with the athletes nowadays, they’re paid to wear like certain names. Like Tiger Woods, he is paid to wear Nike. So like golfers will be like, “Oh Tiger Woods is a great golfer.” You know what I mean? “If I get Nike, I’ll be as good as Tiger Woods. I’ll be great!”

Keira: Even, even in like *Project Runway*, like when they say “the blueflydotcom” wall, they say it fifteen thousand times so you’re like “blueflydotcom”. I actually looked up BlueFly.com ‘cause I’d had never heard of it before. Even like on the clock that they show, it’s like *Timex*. Like everything, every little way they can get themselves in there.

Page 79 – Going to the Movies

Exercise 2

You are an individual, but you are also a member of a global community. Most important of all, you are a consumer. As a member of this community, it is your duty to consume. Why? Because the system would collapse if you stop spending, and the consequences would be awful. The system that runs your country relies on you, being a good consumer. This film will show you how.

Page 115 – Listening Time

Exercise 1

We all grow up in a culture in which women’s bodies are constantly turned into things and into objects. Here she’s become the bottle of Michelob. In this ad she becomes part of a video game. And this is everywhere, in all kinds of advertising. Women’s bodies turned into things and into

objects. Now of course this affects female self esteem. It also does something even more insidious – it creates a climate in which there is widespread violence against women. I’m not at all saying that an ad like this directly causes violence, it’s not that simple but turning a human being into a thing is almost always the first step towards justifying violence against that person. We see this with racism, we see it with homophobia, we see it with terrorism. It’s always the same process. The person is dehumanised and violence then becomes inevitable. And that step is already and constantly taken with women.

Women’s bodies are dismembered in ads, hacked apart – just one part of the body is focused upon, which of course is the most dehumanising thing you could do to someone. Everywhere we look, women’s bodies turned into things and often just parts of things. And girls are getting the message these days so young, that they need to be impossibly beautiful. Hot, sexy, extremely thin, and they also get the message that they’re going to fail, that there’s no way to really achieve it. Girls tend to feel fine about themselves when they’re 8, 9, 10 years old but they hit adolescence and they hit the wall and certainly a part of this wall is this terrible emphasis on physical perfection. So no wonder we have an epidemic of eating disorders in our country and increasingly throughout the world.

I’ve been talking about this for a very long time and I keep thinking that the models can’t get any thinner but they do. They get thinner and thinner and thinner. This is Ana Carolina Reston who died a year ago of anorexia weighing 88 pounds and at the time she was still modelling. So the models literally cannot get any thinner so Photoshop is brought to the rescue. There are exceptions however – Kate Winslet has been outspoken about her refusal to allow Hollywood to dictate her weight. When British *GQ* magazine this photograph of Winslet which was digitally enhanced to make her look dramatically thinner, she issued a statement that the alterations were made without her consent and she said, “I don’t look like that and more importantly I don’t desire to look like that. I can tell you that they’ve reduced the size of my legs by about a third.” Bless her heart.

So, what can we do about all of this? Well the first step is to become aware, to pay attention, and to recognise that this affects all of us. These are public health problems that I’m talking about. The obsession with thinness is a public health problem, the tyranny of the ideal image of beauty, violence against women. These are all public health problems that affect us all and public health problems can only be solved by changing the environment.

www.definatalie.com/killing-us-softly-4/ (adapted and abridged),
accessed in January 2014

Page 120 – Going to the Movies

So, uh, you know on my show what I like to do is I like to promote kindness and equal rights, and I don't like labels and I don't see colour, I'm like a cocker spaniel in that way. And I don't like pointing out differences between people, especially men and women. And I thought that women... we've made a lot of progress towards equality. And we're allowed to vote, and I think since 1982 now, and we can wear pants and drive at night, all those things have happened. And then I saw something that makes me think we still have a little bit, uh, a little ways to go. It's a new product from Bic, the pen company. And they have a new line of pens called Bic for Her. And this is totally real, they're pens just for ladies. And I know what you're thinking "it's about damn time! Where have our pens been?" Can you believe this? We've been using man pens all these years. Blech! And they come in both lady colours: pink and purple. And they're just like regular pens except they're pink so they cost twice as much. That is absolutely true as well. The worst part is, they don't come with any instructions, so like, how do they expect us to learn how to write with them, you know? I was reading the back of the pack- well I had a man read the back of the package to me, and it said it's designed "to fit a woman's hand". This is all true, I'm not making any of this up. Designed to fit a woman's hand, what does that mean? Like, so when we're taking down dictation from our bosses, we'll feel comfortable, and we'll forget we're not getting paid as much? I don't know. I mean, just think over the last 20 years, companies have spent millions of dollars making pills that grow men's hair and fix men's sex lives and now ladies have a pen. Wow! We have, we have come a long way baby. It's so ridiculous. And they called to ask me to be their spokesperson and I was outraged! I said I will never do a commercial for you, and then they said how much they'd pay me; I was like okay. So here's the commercial we shot.

Ellen: Oh, what's wrong sweetie?

Girl: I don't know... Sometimes I just feel... different.

Ellen: That's because you're growing up. I think it's time we had that talk – the pen talk.

Girl: But I can't handle those man-pens!

Ellen: That's why you need the new Bic for Her pen.

Girl: There's a pen for women?

Ellen: There is now! They're built strong enough for a man, but simple enough that even a woman can understand how to use them. Here's how it works: When you have an opinion, you write it down on a piece of paper and then

crumple it up and throw it away because no-one wants to know our opinion sweetheart.

Girl: Wow! What else can I do with a Bic for Her pen?

Ellen: Well, you can use it to write down a grocery list, or even recipes for when you need to feed your man. And, it's indestructible so it'll stand up to all your wild mood swings.

Girl: It's so pretty!

Ellen: It's the only pen for ladies you'll ever need.

Girl: I can use it when I become president.

Ellen: Oh, right! Hahaha. We should get back now.

Announcer: Bic for Her pens! For best results use while barefoot and pregnant.

Ellen: Good jogging. I need to burn off some of those calories. Keep fit!

(back to studio)

Ellen: Wow, I wish my mom would have talked to me about lady pens.

<http://feministing.com/2012/10/15/ellen-degeneres-endorses-bic-for-her-pens/> (adapted)

Module 4

Page 137 – Listening Time

Exercise 1

In 1931, when *Brave New World* was being written, I was convinced that there was still plenty of time. The completely organized society, the scientific caste system, the abolition of free will by methodical conditioning, the servitude made acceptable by regular doses of chemically induced happiness, the orthodoxies drummed in by nightly courses of sleep-teaching -- these things were coming all right, but not in my time, not even in the time of my grandchildren. I forget the exact date of the events recorded in *Brave New World*; but it was somewhere in the sixth or seventh century A.F. (After Ford). We who were living in the second quarter of the twentieth century A.D. were the inhabitants, admittedly, of a gruesome kind of universe; but the nightmare of those depression years was radically different from the nightmare of the future, described in *Brave New World*. Ours was a nightmare of too little order; theirs, in the seventh century A.F., of too much. In the process of passing from one extreme to the other, there would be a long interval, so I imagined, during which the more fortunate third of the human race would make the best of both worlds -- the disorderly world of liberalism and the much too orderly *Brave New World* where perfect efficiency left no room for freedom or personal initiative.

Twenty-seven years later, in this third quarter of the twentieth century A.D., and long before the end of the first century A.F., I feel a good deal less optimistic than I did when I was writing *Brave New World*. The prophecies made in 1931 are coming true much sooner than I thought they would. The blessed interval between too little order and the nightmare of too much has not begun and shows no sign of beginning. In the West, it is true, individual men and women still enjoy a large measure of freedom. But even in those countries that have a tradition of democratic government, this freedom and even the desire for this freedom seem to be on the wane. In the rest of the world freedom for individuals has already gone, or is manifestly about to go. The nightmare of total organization, which I had situated in the seventh century After Ford, has emerged from the safe, remote future and is now awaiting us, just around the next corner.

www.huxley.net/bnw-revisited/

Page 153 – Listening Time

Exercise 1

Narrator (Dilly Barlow): Imagine a world where every child was perfect. They need never get ill. Always be happy. They could be bred to be geniuses, brilliant at music or sport. Some say this is no dream. That soon we'll be able to select the genes of our children and have 'designer babies'.

For others the idea of designer babies fills them with fear. They say it's playing God, that the weak or unusual won't be allowed to exist. That we will breed a master race. Or it could be even worse. We might create a breed of mutants. No subject attracts more controversy than manipulating the genes of our offspring. So, what is a designer baby and can we really create one today?

Page 153 – Listening Time

Exercise 2

Narrator: Some say one of these children should never have been allowed to be born, that their existence is a threat to humanity. They say the technology that created their tiny bodies threatens to bring back one of the nightmares of our history, the dream of creating a perfectly bred race of humans. The Nazis wanted to improve the German race by controlling those who had children and exterminating the imperfect. And some say we could use today's genetic technology to do the same thing, even if it was never intended to be used in that way. We could create a world devoid of individuality where only perfect children are allowed to be born.

Professor Steve Jones: PGD, or pre-implantation genetic

diagnosis, is a technique some people think could lead to designer babies. Using PGD scientists can screen embryos outside the womb, long before they develop into babies. Then they can select just those embryos that carry healthy genes, to ensure the baby is free from genetic abnormalities.

Page 153 – Listening Time

Exercise 3

Dr Lee Silver: I have no doubt that in the future people are going to want to use this technology for uses that go beyond medicine, for uses that are cosmetic, for things like eye colour and height and other things that are on the border of medicine like longevity. I have no question in my mind this technology is going to be used to provide people with these kinds of, of genetic choices in their children.

Narrator: As the use of PGD expands some people are worried about just what genetic choices we will make. That we might select for genes that affect looks or personality. They think we've already started on a slippery slope to a world where only genetically perfect humans are allowed to be born. And that the possibility of abusing PGD to create a master race draws closer as we discover more about what our genes do. And barely a week goes by without scientists claiming to have discovered how yet another gene affects us. Some of these genes are clearly linked to disease. But others seem to have the power to influence our behaviour. Dean Hamer was one of the first scientists to link genes to mood. He discovered a gene which he thinks affects happiness.

Page 153 – Listening Time

Exercise 4

Narrator: PGD is unlikely to be used to select a designer baby. To create a true designer baby, we couldn't rely on an embryo with just the right genes occurring by chance. We'd need to be able to insert any genes we wanted. And some say a way to do this may already have been discovered. French Anderson has been acknowledged as one of the most remarkable scientists of our time. He pioneered what claimed to be the biggest revolution in modern medicine, treating genetic disease by inserting healthy genes into patients. It's called gene therapy. In 1990 Anderson treated his first patient, four year old Ashi De Silva. She had a faulty gene that meant her immune system didn't work properly.

Professor Steve Jones: The phrase 'designer baby' just fills me with despair, because it's one of those things that promises so much and delivers almost nothing. What do you mean by designer baby? You design your baby when you, when you choose to go to bed with somebody, okay? That's

where the designer baby starts, and that's no doubt crafted by evolution. You design your baby when you send him or her to Eton, or to the local comprehensive. The environment designs your baby, that's happened since humans evolved. And the notion that we can somehow radically change the process by technology just seems to me fundamentally foolish. We can't do it. We can't do it technically; if we could do it technically, we probably wouldn't want to do it because it would be much less efficient than doing it environmentally.

Page 163 – Listening Time

Exercise 1

Frankly, now much of the science is pointing to the fact that we can't stop these things. The Arctic will melt; the world will experience the next mass extinction. My generation will have to deal with the consequences. Surely, your generation owes it to us to not make it worse.

The International Energy Agency says we have five years to curb global greenhouse gas emissions. It may just be my youthful naiveté, but if that's the case, expanding our network to extract, sell and burn fossil fuels seems highly impractical, which brings us to another point.

People say, "Well, if we don't sell it, someone else will. We should sell it while we can and we'll build the Canadian economy." Frankly, that may be true. Maybe if we don't sell it, someone else will, but that certainly doesn't make it okay. I assure you, no parent ever has said to their kid, "Don't worry, it's okay to become a drug dealer because if you sell - if you don't sell drugs - drug addicts will give their money to someone else. You should profit while you can."

That's just wrong.

Furthermore, they say it will grow the economy. Well, I have a message for you on behalf of youth all around the world. That is not the economy we want for our future. We simply cannot keep investing in fossil fuel infrastructure. The Enbridge pipeline would export the equivalent of 82 mega tonnes of CO₂ per year. That's more than B.C. emits as an entire province.

We have quite some progressive policies in place in the B.C. government, and allowing this project to go through our province will be going in the exact wrong direction. We need to drastically reduce emissions, and becoming a carbon superhighway to the Pacific is not the way to do it. Regardless of where the oil is burned, it will have the same effect on all 7 billion of us.

Canadians are supposed to be the nicest people on earth. That's one of the stereotypes I actually like about us, but we

can't be if our entire economy is based on selling fossil fuels. It's time we draw a line in the sand.

This is why I've spent my high school career not partying and hanging out with friends, but advocating for political change because I know, even if we don't stop this project, some day when I have kids and they look me in the eyes and ask, "What the hell were you thinking, why didn't you do anything about this?" I know I'll be able to look them back in the eyes with absolute confidence and say, "I'm sorry. I tried my very hardest."

Will you? Please don't let this pipeline go through.

Thank you very much to each of you.

EXTENSIVE READING

Page 179 – Exercise 3

I was born on September 24, 1984 in Bangkok, Thailand. My father was a diplomat, so diplomacy and being globally-minded was instilled in me from an early age. Being a diplomat's daughter definitely has its perks. Through my father, I visited various countries in Asia and Europe, experiencing the different cultures and lifestyles. Of all of my travel experiences, I loved the unique natural environment that each country boasts. Norway is my favorite country so far, with its glaciers, fjords, and majestic mountains. Sri Lanka was an experience of a lifetime, I saw what poverty looked like. I also saw how resilient and passionate children can be even when they have nothing. Traveling is a passion of mine, but I'm currently taking a break from that. Sooner or later, I have to find my own career path and take root somewhere, right?

Page 179 – Exercise 4

Seeing my dad in the political arena made me realize that I am not cut out to be a diplomat or do anything in the political field. It's one aspect of society that I try to stay away from. I believe that real change can be done on the ground, on the local level. Yes, policies are important, laws and governance are important, but they take forever for real change to happen. So, I'm an advocate of voluntarism and face-to-face interactions. Hence, all my volunteer and non-profit work. Currently, I'm a Research Assistant at the Pinchot Institute for Conservation, assisting on a climate adaptation plan for the Upper Delaware Region in the US (the region consists of seven counties in three states: New York, New Jersey, and Pennsylvania). This is my first experience on tackling a global issue (climate change) on a local level. The climate adaptation plan is in its final editing stages and I hope to see it published by the end of the year.

Page 179 – Exercise 5

Places that I've called home: Bangkok, Thailand and in the US: New York City and Philadelphia. Now, I'm in the Poconos region of Pennsylvania (I decided to give a rural life a try).

Places that I've visited: Sri Lanka, the Maldives, Malaysia, Singapore, Norway, Sweden, Denmark, England, France, Italy, Poland, Czech Republic, Hungary, Russia, Turkey ... and I got plenty more on my "want to visit" list.

Other interests: I love to hike, eat food from various cuisines (a dangerous pastime if I'm not careful), cook, volunteer, and read. My favorite genres: science fiction and fantasy. My favorite TV series: Dr. Who (I'm a big David Tennant fan).

PRACTICE BOOK

Module 1

Page 4 – Exercise 2

Jason Trefts is an American-born TCK who has lived in Saudi Arabia, China and the United States. He studied Sociology in the University of Washington and now lives in Cambridge, Massachusetts, where he was born. He is a well-known hip-hop songwriter and producer. He has worked with the likes of Canibus, Kool Keith and Murs. During the day he works as a social worker, but he cut his first album in 2002, when he was 19, about a year after he moved to the U.S. from China. It was, by every measure, a solo project. He arranged and recorded every song by himself in his bedroom, and mastered and distributed the finished product on his own. In 2008, the Boston Globe featured him as "Five Locals On The Verge" with the release of his first album, "The Glass Should Be Full."

Page 5 – Listening Time

Exercise 3

When did you first realize that you wanted to become a hip-hop artist?

When I was in 4th grade, I went to the states for the summer and this kid I knew had a Naughty By Nature album with OPP. That first album shaped me. And when Public Enemy dropped Apocalypse 91, that album changed everything. Chuck D always sounded like he was conveying something important to me. I just started emulating his stuff. I just feel like in the early 90s if you were a kid at the age, everyone just wanted to rap. They might not say it, but everyone wanted to. I have good rhythm, verbally I feel like I could just do it.

How did you get to where you are now?

It's a mixture of three things: I'm talented, I'm easy to talk to and I'm friendly. Being a Third Culture Kid is a huge help

for me because for the most part I work with people who are more in tune with the struggle, like Canibus and Jean Grae. Coming from that struggle, I just get along with those people better, because of how I grew up. I feel like a Third Culture Kid automatically has respect from people, you don't even have to try.

Page 5 – Listening Time

Exercise 4

As an artist, what do you feel is the most important thing listeners should take away from your political and personal views of the world and life?

The commentary I'm making is now less about politics and more about life. I've done the anger towards the government stuff, but for the most part I want to talk about how we get like that. I want to make sure my impact on the world is in the most positive manner I can. I'm more about philosophy and happiness than sadness, and music is a way for me to release the sadness and try help people feel better as well as myself. I feel better after I write something in a song rather than talking about myself.

How does being a TCK benefit your career?

Connections for one. I did a European tour and the majority of the time I was sleeping at my friend's places or friends of friends' houses. Like when I was in Paris I stayed with a friend of a friend who I met at one night in NYC. Having access to connections, as well as people having connected crews. People are all over the place and they'll come out to support you wherever you are.

Is there anything about being a TCK that held you back in your career?

There's a negativity that people feel threatened by because you've experienced so much more culture. That's why people hang out with people they grow up with; it takes people longer to make friends. As a TCK, I went from knowing everybody to not knowing anybody.

Page 5 – Listening Time

Exercise 5

What advice would you give to TCKs who want to pursue a life in music?

Don't forget about the people you knew before you made yourself [into an artist]. TCKs don't have a city or place to claim, we have experiences. It's like all TCKs are from one city.

www.denizenmag.com/2011/05/im-a-tck-and-a-hip-hop-artist/
(abridged), accessed in January 2014

Module 2

Page 37 – Listening Time

Exercise 4

Media, as we know it today, plays an important role in our lives, whether we are conscious of it or not. It is all around us, newspapers, commercials, posters, magazines, flyers, reality shows, and cartoons only to name a few examples of our everyday interaction with the media. However, with so much involvement in our everyday lives, is the media causing some major problems in our society? One of the main issues with the media is it only appeals to cultural biases, what the public want to hear and what it supports. Sexism can be found in multiple sources anywhere from magazine advertisements to movies, all of which support or portray women in a submissive or inferior position and attack women who do not follow this example.

Advertisements are the most obvious forms of usage of sexism in the media. In an ad selling cleaning products, women are portrayed as the ones enjoying the product as if men are not affected by it at all. Society still expects women to be physically, mentally and morally inferior to men and the media is only driving this force. Brenna Coleman explains in her article, "Portrayal of Women: Female Stereotypes in the Media" that ads display and highlight the female body parts (thigh, butt, chest) to sell a product which objectifies a women in the eyes of a man. In the article, "Our Barbies, Ourselves" Emily Prager describes how Barbie was a woman born of a man's image. The physical attributes of Barbie cannot be replicated by any living women but still many women try today with plastic surgery and extremely deadly diets until they are as plastic and lifeless as their Barbie beauty idol. With Barbie, Bratz and Polly at every turn, little girls are brain washed to believe they must subject themselves to being pretty and perfect to be accepted in society and the media plays a big part in it.

Page 37 – Listening Time

Exercise 5

Movies are just as guilty of this. Women can be shown in two ways in films; one, pretty, innocent, obedient, and dependent or two, strong, independent, and sassy but a half-clothed sexual object. "Tomb Raider" is a good example of the latter, the main character, Lara Croft, is independent and strong but half-clothed and always sight appealing to the audience. The problem is it has the same effect as the advertisements, it objectifies women. Disney movies do this also; they portray women as slender, fragile, vulnerable and dependent on men for survival such as in "Aladdin" or "Cinderella" (Prager). Working women are even attacked

and displayed as being isolated and cold-hearted like Cruella de Vil from "101 Dalmatians."

Although women have made great progress from being lawfully excommunicated from the workforce to voting equally alongside men as equals, but even with political equality they might never gain social equality. This is because our media controls practically every kind of information obtainable. According to "Moral Responsibilities and the Power of Pictures" by Paul Martin Lester, children watch at least twenty five hours of television a week, adults spend one-half of their leisure time engaged in it, sixty million of 1,500 daily newspapers and 7,600 weekly newspapers are sold each day and 60,000 different periodicals and 40,000 books are sold each year in the US.

<http://scholarclaudia.hubpages.com/hub/How-Women-are-Portrayed-in-the-Media>, accessed in January 2014

Module 4

Page 52 – Listening Time

Exercise 2

Speaker A - Martha

Teens Turning Green is an organization led by students with a focus on environmental education and advocacy. This organization aims to expose and eliminate toxics that directly affect health and quality of life. TTG even made their own brand and line of safe, environmentally friendly body care products. The organization currently has three programs - TTG: Lifestyles, TTG: Schools, and TTG: Community. In addition, they hold yearly campaigns. They are also affiliated with green sites that discuss how teens can make a difference in various aspects of their lives.

Speaker B - Samuel

Project Green Dorm focuses on a more daily aspect of university teenagers' lives: living in a dormitory. It offers teens green alternatives from choosing laundry detergent alternatives to linen to school supplies. Consider eco-friendly brands when buying bed sheets, pillows, and bags. Choose recycled products when shopping for school supplies. And recruit roommates to join in the fun of the green lifestyle.

Speaker C - Kimberly

EarthForce focuses on making youths active citizens who are not only aware of environmental problems, but who are able to critically assess them. Through proper training of educators, EarthForce aims to improve youths'

understanding of civic systems and the process of proper implementation of solutions and policy changes that address environmental issues. The organization has a six-step model that is designed to engage young people in using their creativity and ideas for environmental decision-making.

Speaker D - Anna

Project Lunch is spearheaded by Teens Turning Green, the organization which speaks out on school food programs issues. The project focuses on Marin County schools and aims to improve school food programs through education and involvement. The organization aims for a Platinum Standard for all the schools involved, from elementary to high school and universities. A Platinum Standard means that the food program offers local, organic, and non-processed food products prepared by respected and environmentally aware chefs.

Speaker E - John

Teens for Planet Earth is a one of a kind green site for teens. It is a social network for teenagers sharing a common interest in environment issues and projects. Teens for Planet Earth not only connects teenagers to other like-minded peers, but also brings them together in projects for the environment. Many of these are citizen science projects designed to involve young people and students. T4PE has several award winning green projects that united thousands of teenagers for a green cause. T4PE also helps teens to get involved with volunteer and fund raising projects, as well as workshops and seminars to further equip them in their efforts for environment conservation.

www.theenvironmentalblog.org/2012/01/teenagers-environment/, accessed in January 2014

Page 53 – Listening Time

Exercise 4

Sindy: Tell us a little about the project you created, the *Passport to Sustainability*.

Caitlin: It was a program started to inspire younger students to make small changes to their lives and develop more sustainable habits. For kindergarten to grade six girls, we developed a program that would enable them every day to keep track of their sustainable actions. So it is basically a passport that every girl received at the beginning of the year and it's divided into about 20 pages with boxes and areas to get stamps. So each teacher in the classroom has a stamp with a paw print, which is our school's logo. For every sustainable action, say packing a litter-less lunch, walking to school, carpooling, recycling, doing something helpful in

class, the teacher can award a stamp to the student. It's a way to get students motivated to do these types of very small things and also inspire their families to get on board.

Sindy: Why focus on this young age group?

Caitlin: I thought for the youngest students, they'd probably be the most important group to get on board because they're the ones who, in a couple of years, will be leading the school and also the ones who are going to be the next generation. So if they develop the habits now, in the future it will be so much easier to do this naturally.

Sindy: What are some ways that teens can act in environmentally responsible ways?

Caitlin: There are lots of important actions like walking to school, carpooling, bussing, packing lunches that don't have extra wrappers so using containers instead, recycling, all these different small things. But then there's also the aspect of sustainability that has to do with relationships and interaction with the community, to get students to look around them and see that perhaps going for a walk or helping with a project or planting a flower has two benefits - the environmental side and also the social responsibility side.

Sindy: Where does your passion for the environment come from?

Caitlin: As a child, I used to travel a lot with my mom, play in the garden, be at the farm - my grandparents used to live in Alberta and they had a farm - plant flowers, hike in the forest. And so all these little things taught me a lot about seeing the world around me and seeing how my own actions had an impact, even the smallest things. And that has stayed with me until now and is the main inspiration behind everything.

Sindy: Do you have any advice for kids who want to start similar projects in their communities?

Caitlin: Always keep in mind what the real purpose of a project is. It's so easy to get bogged down by prices and decisions and even politics within an institution. Just keep in mind that the purpose of a project is to, say build a school or inspire younger students. With that in mind, you can get it done and inspire everyone else around you - whoever is helping, adults, teachers - to have similar enthusiasm towards the common goal because it's very easy to get lost in the details.

Sindy: Any last words you'd like to say to get kids more involved and more aware of pressing environmental issues?

Caitlin: I think awareness is the key word in the media now.

There is growing awareness. I'm not always thrilled with the way things like sustainability and global warming are being presented, but I think it's great that suddenly this is a household word and people, even young children, recognize that it is. So for younger people to keep building their own opinions regarding things like global warming because there are so many different sources and opinions being presented by environmental interest groups, political groups, even environment clubs at school, but if each one can feel confident that their own opinion regarding the matter is the right one, I think is the most important because then that way, you feel personally connected with what you're doing and what you can do to change or help what's happening around you.

Page 53 – Listening Time

Exercise 5

Sindy: What do you do in your day-to-day life to help protect the environment?

Caitlin Ohama-Darcus: Definitely reducing as much consumption as possible. A lot of it has to do with attitude, respect and enthusiasm towards the subject, not just standing back and thinking, "Okay, what I'm doing today is not going to have any impact, so I can do just whatever I want" but thinking about it. And even if I don't go the whole way by not ever driving in a car or something like that, the fact that I acknowledge that it is having an impact and that there are certain things that can be done to change it, to make up for whatever's happening. I recycle, I try to walk to school every day, I do not waste water at all, among dozens of other things. It can be done, and acknowledging what role you play is most important.

www.kidzworld.com/article/8218-caitlin-ohama-darcus-interview,
accessed in January 2014

AUDIO SCRIPTS

Teacher's Book

Listening Test 1

PART I

Not too long ago — at a dinner with friends — I was asked where I was from. I calmly responded that I am from Indonesia. After some short conversation my friend proceeded to ask, "I hope you won't find this offensive, but how do you speak English so well?" Upon hearing that question I laughed and replied that I grew up in the U.S. for nearly eight years before spending the next decade in an international school in Jakarta.

This was not the first time I have been asked this question. Countless times I get the bewildered expression when a newly introduced stranger remarks how fluent my English is and I in turn explain once more the story behind the accent. In fact, I was recently introduced to a fellow Indonesian who asked me if I spent any time in Indonesia at all. In contrast to the majority of international students, my fluent American accent throws off any hint of the possibility that I am not from this land. When it comes down to it I am just another third culture kid, born in Indonesia to an Indonesian family who grew up in Philadelphia for a significant part of my childhood, returned to my home country and am now in Grand Rapids for my third year of college.

For those of you who may not know what this means, a third culture kid is a term coined by sociologist Ruth Hill Useem which refers to an individual who has spent a significant number of years outside their parents' culture. Unlike many TCKs I am not a missionary kid, a military brat or from a business family; rather I was in Philadelphia for the bulk of my time as my dad completed his masters and doctorate studies.

When you ask many missionary kids where they are from, you might find that that student is unable to name a specific nation as a result of living in multiple places. Fortunately in my case, I simply have the option of two hometowns: Philadelphia and Jakarta. Though I would ultimately call Indonesia home due to my passport, I have at times replied Philadelphia for the fun of it because it was that convincing to pass as a citizen from either country.

A common difficulty that TCKs experience is the identification of a sense of belonging. Since English is my first language, when I returned to Indonesia I was confronted with the challenge of being labeled as a foreigner in my own motherland. My inability to speak fluent Indonesian had alienated myself from my fellow countrymen.

When I started fresh in college I was able to quickly transition from being labeled as an international student because of my fluency in English. If you never asked, you may have never realized that I was international. A question on a recent survey I distributed to co-workers regarding my origins revealed that my American colleagues who were unaware of my citizenship chose Asian-American as my ethnic group rather than solely Asian. Many of my friends have told me that if they never knew where I was from they would have assumed that I was Asian-American from the way I speak and behave.

Nevertheless, I remain an outsider to any American because I didn't entirely grow up in this land. Although my lifestyle, culture and accent allowed me to fit in, I wasn't familiar with many of the terms, brands and sayings. I grew up in a different world than them yet I was still able to cling on and fit in. Likewise, I was a foreigner in Indonesia, growing up with a western background and education and carrying an accent in the language. So where do I really belong? In reality this confusion is the essence of being a TCK — the lack of a sense of belonging. The thought of a future here or there has remained a pressing issue that I have not yet decided on. After being here for nearly three years, this place has steadily become more and more a home.

www.calvin.edu/chimes/2013/11/08/the-life-and-times-of-a-third-culture-kid/, accessed in February 2014

PART II

Today, we are lucky enough to have Paula here for an interview, and she has some awesome things to say about the book, her non-writing-and-music-related dream job, writer's block, and more.

Interviewer: How much of Good Enough is autobiographical? What do you and Patti have in common?

Paula: Wait a minute, you mean Good Enough is fiction?! What? OMG! Oh no! :) Haha! Just kidding. Yes, I admit quite a bit of my first novel is based on my own life. Like Patti, I play the violin and I was Concertmaster of my All-State Orchestra and I did perform the Mendelssohn Violin Concerto with my youth orchestra. I even had a bad perm that burned my ear! But Patti's way is more sarcastic than me. She's also much smarter than me (I was horrible at maths, so I made Patti a straight-A AP Calculus student!) and she plays the violin WAY better than me! Although a lot of the book was inspired by my life, it IS fictional because I took what happened in my life and wondered, "What if...?" and that's where the fiction kicked in. It was interesting, however, when I attended my 20th high school reunion this past Thanksgiving and met some of the real-life people who inspired many of the characters, including the real-life version of "Ben Wheeler." Fortunately, they all liked the book... phew!

Interviewer: What was your favorite scene in the book to write? Which one was most difficult?

I'd say my favorite scenes were with Patti's youth group, especially when she snuck out of church to go to a rock concert with Ben. I grew quite fond of Patti and her little circle of uptight square friends, and I loved how they all lived vicariously through her rebellion! As for the most difficult, I would say the ending was very, very hard to write.

The original ending had Patti joining the track team to impress Ben – it was a funny ending but it lacked depth... it felt like a very superficial "sitcom" ending. My editor suggested that instead of making Ben the main focus of the story, I concentrate on Patti's relationship to her parents and learning to stand up for herself. That led to a much more poignant and "deeper" ending. I would also say the scene where Patti witnesses her father being the victim of prejudice especially difficult to write because of my own family's personal experiences.

Interviewer: Besides Patti, who was your favorite character to write? Who was the most difficult?

I had a crush on Ben Wheeler! I also loved how Samuel Kwon, the most uptight of Patti's friends, learned to loosen up the most in the end. The most difficult characters were Stephanie and Eric – I didn't want them to come off as cardboard stereotypes, which is why their character arcs ended the way they did (Stephanie trying to apologize to Patti and Eric being suspended from the graduation ceremony)... I tried to show that despite their flaws, they were human beings who simply made mistakes based on their environment and family influences. It was difficult, however, to keep them from becoming stereotyped Evil Villains, so I would say it was most challenging to make them as three-dimensional as possible.

Interviewer: Who are your biggest writing influences?

That is a tough question! How much room do you have in your blog? haha. Seriously, I have many favorite writers, because I was an English major in college. I loved the American "realism" movement, and I'm a huge fan of poets like Wallace Stevens. I had a thing for Japanese authors like Shusako Endo (looooved his novel "The Samurai") and Junichiro Tanizaki (looooved his novel "The Makioka Sisters") Currently, I love the author Tom Perrotta – he masterfully balances humor and poignancy, which is something I strive to do in my writing as well.

Interviewer: What do you do to beat writer's block?

I no longer believe in writer's block. I think there is "left brain" writing and "right brain" writing. For example, there are days when you can't stop me from writing. I'll write 10,000 words in one day if I'm that inspired! On the days when I'm not in the "mood" to write, I usually use those days to do other forms of writing – research, revising/editing what I've written, or reading new novels or re-reading the classics. I strongly believe in reading as much as possible because reading helps you become a better writer. Sometimes I'll play my violin or play some video games or watch a lot of guilty pleasure TV, especially Food TV, and let my brain wander. I also believe in taking breaks –

sometimes your subconscious has to solve some writing problem, so it's best to do anything NOT related to writing.... then the next day, bam! Writing problem solved. On some days when I'm not ready to write, I will brainstorm new ideas or work on outlines for other ideas I've been developing.

Interviewer: How long have you wanted to be a writer?

I've wanted to be writer from Day One. When I read Charlotte's Web in the first grade, I knew instantly that I wanted to become a writer. I began writing short stories as soon as I finished reading Charlotte's Web. I wrote my first "novel" – a 50-page hand-written manuscript – in the 2nd grade and actually submitted it to Harper & Row Books because they published "Little House on the Prairie," which was my favorite book series at the time. I have never not wanted to be a writer – I have never wanted to be anything else but a writer since the first grade. I feel very lucky and honored to have achieved that dream, and I don't take it for granted!

Interviewer: Thank you so much for the kind words, Paula, and for doing this interview!

<http://teenbookreview.wordpress.com/2008/03/17/interview-paula-yoo/>, accessed in February 2014

Listening Test 2

Part I

Speaker 1: You must set a goal. Make a fresh start in your job search with a renewed purpose by turning your resolution into a clear-cut, concise goal. This can be finding a job in a certain field, or simply finding a job in a certain location. I'd also recommend throwing out old goals that simply aren't realistic for you. Spend time uncovering what truly matters to you. What do you feel you are at your best? When do people ask you for help?

Speaker 2: Search like it's *your* job. Whether you're continuing an on-going job search or starting a new one, prioritizing your search is key. If you're not working, your job search is your job. Approach it as a job or a project. Set targets and deadlines. Set quantifiable goals. Doing so helps you dedicate the time and effort your job search requires to be a success.

Speaker 3: Focus, but don't limit yourself. It's important to aim for what you want, but also to keep an open mind in case something unexpected comes up. Don't settle for something that's one of your deal-breakers, but don't dismiss unexpected opportunities out of hand simply because they don't match up with what you're hoping for. Target your search, but don't limit it. Years ago I got a job offer to be the

head of leadership development for a financial services company. A Wall Street firm was absolutely the last place I ever thought I wanted to work. It turned out to be the best job I ever had at a terrific company. If I hadn't been open to considering this option, I would have missed out on an incredible three-year career experience.

Speaker 4: The job search is all about technique and finesse, especially when you need to do so urgently. I recommend doing informational interviews as a quick way to network, meet new people and uncover job hints. Doing informational interviews gets you out and about in front of people who may be in a position to hire in the near future and can help you quickly discover a "hidden" job market. This keeps you ahead of the competition for jobs that aren't open or posted yet, but will be soon.

Speaker 5: Taking advantage of social media can help reach a wider variety of prospects and can keep your job search energized. Create a YouTube resume or an Instagram account where you highlight aspects of your career that will stand out to hiring managers. Post a link to those creative accounts on your resume to get them noticed.

<http://career-advice.monster.com/job-search/Getting-Started/things-to-do-to-get-job-now/article.aspx> (adapted), accessed in February 2014

Part II

One

You hear a young woman talking to her friend. Why does she want to go back to school?

- A She wants to find a better job.
- B She wants to move to another country.
- C She needs to acquire new skills.

Well, Sarah, I'd always wanted to go back to school. But it's not easy when you are working full time and you have so many things to do as I do ... my only free time is in the evenings, and I also need to rest ... Then the firm gave me a promotion, and it involves leading a team of people, which I have no experience of. That's why I've decided to go back to school and finish my studies. I do need to upgrade my skills and develop new ones, so as to be able to move further in the firm.

Two

You hear a young woman talking on the radio. What is her job?

- A an inventor
- B an interior designer
- C a lawyer

I wanted to follow my passion – I knew I had to do it, so I made it happen. I didn't feel completely fulfilled in my career choice; even though I loved the law, I didn't love it all the time and I yearned for a job where I wanted to go to work when I got up every morning. I do now – well, 99% of the time. The great thing about studying with younger people is that they give a fresh perspective on design and definitely keep you on your toes – they challenge you with out-of-the-box ideas and push you out of your comfort zone. I keep in touch with Weltec and have done some Colour Theory teaching for them. I also do some examining and external critique work at Massey in the Textile Department. It's important to give back to the industry and support the up and coming talent.

Three

You hear a journalist talking about an artist. What kind of work does he do?

- A He transforms the materials he is working on.
- B He reinvents what someone else has done.
- C He works solely on designing new building facades.

Alexandre Farto, aka Vhils, is a young Portuguese artist who has become famous for his stunning murals that are created through scratching away what's already there, rather than adding additional material. Alexandre creates the majority of his work by peeling away the top layer of whatever material he's working on, until it forms into something beautiful. He became well known somewhat recently, when his work was linked with Banksy. His natural talent and unique medium skyrocketed him to great renown, and this young artist is already working on large commissions and being featured in galleries. His work is made through a combination of careful paint application and from peeling off the outer layers of walls, and he seems to favor old buildings. Alexandre's work always seems to feature faces, old and young, with intense and wonderfully rendered expressions.

Four

You hear a young man talking about his work. What is he fighting for?

- A better working conditions
- B a better job
- C a better world

I get to fulfill my life calling of helping to save the world's oceans, forests and farmland by helping people learn how to create sustainable livelihoods from the landscape and its resources, thus becoming its protectors instead of destroying it. I am able to work in the places I love,

analyzing data in an office hunched over a computer and also being paid to travel to check out mountain streams, emerging deserts, re-purposed rainforests and restored farmland and get in some great local fishing. I get to solve the problems of world poverty caused by unsustainable livelihood and environmental changes by working to support sustainable farming, fishing and other livelihoods that will feed people and help them stop going to bed and waking up hungry everyday.

Five

You hear an actor being interviewed on the radio. Why did he decide to become an actor?

- A to follow a family tradition
- B to pursue his passion
- C to develop a natural talent

I've been acting in school plays, student films, shows friends asked me to be in since I was in second grade but only during college did I decide I wanted to do this professionally. When I first went away to college I wanted to be an engineer. So for three years I studied electrical engineering at the University of California at Santa Barbara. In my third year I realized I really hated what I was doing. The prospect of living in a cubicle for the next several decades sounded pretty unappealing, and I had stopped enjoying even learning about engineering. The only thing I enjoyed was acting. I had gotten involved in the school's drama department as well as with some independent productions on campus. Some days I'd have six hours of rehearsal but I never once complained. It was then I decided I wanted to do this professionally and to stop being an engineer, and luckily I had all my parents' support. I love my job!

www.americanbar.org/publications/gp_solo/2012/march_april/why_im_glad_i_became_lawyer.html, accessed in February 2014

weburbanist.com/2011/01/27/vhils-murals-scratch-more-than-just-the-surface/, accessed in February 2014

www.manifestyourpotential.com/work/take_up_life_work/5_dream_job/task3_what_is_my_dream_job.htm, accessed in February 2014

<http://www.artofmanliness.com/2009/08/19/so-you-want-my-job-actor/>, accessed in February 2014

Listening Test 3

The U.K. market can offer you a great variety when you're shopping; there are always many options to choose from when you are shopping whichever your shopping list is! I guess one of the most popular and attractive markets in the U.K. is fashion. To start with, every season is different from

the previous, and I mean it! For example, “what was on” and was very fashionable during the summer tends to be quite different from the autumn... if green was “the” colour to wear during the summer everyone will be wearing it, and when the autumn comes, everyone will be wearing “what’s on” at that moment.

I think it great, you get to see so much variety and it can even be interesting (let’s be a bit sarcastic and call it that way) to watch some people’s taste. Anyway, my main point here is that the High Streets are always up to date! Additionally, I think that due to the weather and the seasons, it is more fun to dress up because you have more accessories like a scarf, gloves, boots, hats...!! Don’t give me that face, I know that we have to wear those things because it can get cold sometimes up here, but let’s look at the positive side of it!

In addition to this, the UK is also great for other types of shopping. If you are interested in decorating your house, for example, there are great stores that sell from little decorative accessories to essential pieces of furniture. Whatever you need (or want) you can find it in almost every size, shape and colour because there are different stores that you can go to.

If you are interested in books, I think the UK is also good for that. People here tend to read everywhere and whenever they have the chance to do so. You will find people reading books, magazines or just newspapers in the underground, in the bus stop, waiting in a queue, in the train, in the park (when it is sunny!), in the coffee shops... So there is a fair demand for good reading resources. For this reason, there are good bookstores with a huge variety for all tastes.

If you are into sports, then there is good news for you as well, especially if it’s about football, golf, rugby, cricket, squash and badminton. Don’t worry if you like other sports apart from those; I was mentioning the most popular ones here. There are some sports shops that are like 3 floors tall so you’re bound to find what you are looking for!

I know you are also probably wondering about the prices so now I am going to talk a little bit about it. The British economy is quite strong, so the British Pound Sterling can be expensive when you come from abroad. However, there are some good news and general tips I am going to give you so you can make the most out of your money (but remember there might be many other ways of saving money too).

The first one is that there are many shops that sell the same products, so it is a good idea to look around in different places instead of buying everything in the first shop you go to. There are shops out there for all kind of budgets - you

just need to shop around! Each city usually has a main shopping road, in Newcastle, for example, it is Northumberland Street; in London you can go to Oxford Street or Piccadilly Circus, and so on. This is quite handy because you can find everything in one area, no need for transportation while you are shopping! However, once you know the city a bit better you will find a lot of very nice shops that are not necessarily in the high streets but still offer good quality and wide variety of products.

By the way, if you like crisps (yes, I mean the potato snack) the UK is “the” best place to buy crisps!! I know you might be laughing but honestly they have so many flavours. Obviously they have the classic ones like salty and cheese and onion but they also have flavours like salt and vinegar, prawn cocktail, beef, chicken, Worcester sauce, pickled onion, bacon, barbecue, Thai sweet chilli, Mexican chilli, Ham and mustard, Oriental ribs, etc.,....! You see, there is a huge list to choose from!

<http://esol.britishcouncil.org/community/carolinas-blog-shopping-uk>, accessed in February 2014

PART II

Hello and welcome to Trend UK, your shortcut to popular culture from the British Council. In the next few minutes we’re going to be asking whether you’re after value for money when you’re shopping for fashion, or fashion that’s made with values. We’re all after a bargain on the high street. But how often do you stop to consider how some stores seem to stock low-cost/high fashion items quicker and more cheaply than others? Fulfilling our needs for fast fashion means increased production and competition in clothing made in countries with low-wage economies. Our reporter Mark has been to the high street to find out more.

Here in a typical British high street there are plenty of bargains to be had. Handbags at £3.99, T-shirts for a fiver and shoes for under a tenner - all roughly equivalent to the price of an everyday meal. But how many of the people shopping in this high street have stopped to think about how it’s possible to sell clothes so cheaply? Is it because some companies are turning a blind eye to the exploitation in the countries where these items are made? Ruth Rothelson is an expert on ethical shopping from the Ethical Consumer Research Association, who amongst other things produced the magazine ‘Ethical Consumer’.

Ruth, just tell us what the Ethical Consumer Research Association is.

OK, well the Ethical Consumer Research Association exists to

provide information for shoppers, letting them know what the companies are doing behind the brands that they see on the shelves.

So what makes an ethical shopper?

Very broadly speaking, people who are concerned about ethical issues want to know that the product they're buying hasn't been made at the expense of the people who are producing it, whether it's in this country or abroad. They might also be concerned with other kinds of issues: whether the company is involved in armaments, or whether they're donating money to certain political parties. And that as a shopper, you might not want to give your money to that party so therefore you might not want to buy a product from a company who is supporting a political party that you don't agree with.

And is there any kind of rule of thumb? Is something that's more expensive, for example, likely to be more ethical?

Unfortunately it isn't always the case that the more expensive something is, the more ethical it is. We can buy very cheap products and it's very likely that when products are cheap, someone has suffered from exploitation in order to get it to us. Whether it's the person making it or the animals or the environment. Quality, however, is often a good indicator whether something, especially with clothes, has been made well. And unfortunately a lot of ethical products will cost more because they reflect the real cost of bringing that thing into the shops. So something that has been made in a factory where the workers have been paid a proper wage will cost you more to buy, simply because the people making it are getting paid enough to live on.

Do you have to be well off then to be an ethical shopper?

It really depends. You don't have to be rich to be an ethical shopper. One way of thinking about ethical shopping is thinking about buying less. Sometimes we buy an awful lot more than we need. We buy more items of clothing than we need. So being an ethical shopper really means thinking a bit before you go and spend your money in the shops. Some things may cost a little bit more in the short-run, but be worth it in the long-run. If you are paying for quality, something will last you longer and then save you money. And sometimes you can buy things second-hand. There are a lot of charity shops on the high street to buy good clothes. Sometimes you can look a lot better than someone who's just bought off the high street because you can have quite a unique look, and the quality that you find in most second-hand shops is really very good these days. So it's about thinking before you shop.

Thanks Ruth. Now among the shoppers here I've got Lauren and Bella. Starting with you Bella, would you consider shopping ethically?

Bella: Definitely for food. And clothing, well, when I buy clothes I wouldn't want to think of them being made in a sweatshop.

Lauren, you do shop ethically. But you've got a slightly different take on it, haven't you?

Yeah, I suppose I shop ethically but my original thing for that was that I like to wear clothes that are different from everyone else. So I would start shopping for vintage clothes. So ethically, obviously they're second-hand so... also I buy a lot of clothes from market stalls, from fashion students, maybe. So they're all made here, so they would be made ethically as well.

Thanks Lauren, thanks Bella. Well it's an interesting debate, and I'll certainly be doing my clothes shopping with a little bit more care in future.

<http://esol.britishcouncil.org/podcasts-uk/ethical-shopping>,
accessed in February 2014

Listening Test 4

PART I

We hear it a lot in the news these days: "Recycle newspapers and save a tree. Collect bottles and cans so they can be reused in the manufacturing of new products."

Protecting our delicate environment seems to be on the agenda of politicians, government leaders, and citizens in many parts of the world to show support for Mother Nature. The concept of green consumerism has gained momentum more and more over the last decade, and the public feels moved to pitch in and help. However, three essential keys needed to power this movement include a more informed public, the development of improved technology, and a greater demand for recycled materials.

Let's use paper as an example. The first step is to raise public awareness about the recycling process, to explain the kinds of materials that can be recycled, and provide ways on how to properly dispose of them. Local governments should educate the public on how to properly sort reusable materials from those, like waxed paper, carbon paper, plastic laminated material such as fast food wrappers, that can't be recycled very easily. Then, a system of collecting these sorted materials needs to be established. The Public interest might be there, but soon may wane if there isn't a system where they can take these materials to be recycled.

Sometimes, we become complacent when it comes to recycling, but when you speak in terms of actual facts and figures that everyone can understand, people become more cognizant of the problem. I remember reading one time that the energy saved from one recycled can provides enough power to operate a television for three hours. Give the public information they can grasp, and then you will increase your chances of gaining followers.

Second, technological progress has been made on many fronts, but governmental agencies need to step up their support for companies involved in recycling by providing tax incentives, low-cost loans, or even grants to upgrade equipment and to encourage further research. One breakthrough has been the development of a new manufacturing process that uses enzymes to help remove ink from paper in more energy efficient and environmentally safe methods. Recycling paper materials can be expensive in both monetary and environmental terms. The difficulty in removing print from paper, the amount of energy expended during the process, and caustic waste that is sometimes produced are costs that companies incur that are then passed on to the consumer.

The final key is to increase demand for the growing surplus of resources waiting to be recycled. This process (or rather, problem) has appeared in various regions of the world where the technology to process the used materials lags far behind the amount being collected for recycling. There may be a great outpouring of support; yet the great stumbling block to implementing the second stage of this plan could be impeded by the corporate sector's inability to find commercial enterprises interested in using recycled goods especially when the cost exceeds those of virgin materials.

Recycling is a crucial key to protect our planet. The three keys mentioned are important ways to achieve this end.

www.esl-lab.com/world/worldsc1.htm, accessed in February 2014

PART II

What were you like as a kid and where did you grow up?

Earle: Growing up is a long process and I am not working too hard at achieving it. My personal beginning was in south (New) Jersey on a little farm. My parents moved to Florida when I was 12 and my backyard was the Gulf of Mexico. My first encounter with the ocean was on the Jersey Shore when I was three years old and I got knocked over by a wave. The ocean certainly got my attention! It wasn't frightening, it

was more exhilarating. And since then life in the ocean has captured my imagination and held it ever since.

How did you get to be a scientist or explorer?

Earle: It was easy. I started out as a kid and never did grow up. The best scientists and explorers have the attributes of kids! They ask question and have a sense of wonder. They have curiosity. Who, what, where, why, when, and how! They never stop asking questions and I never stop asking questions just like a five year old.

Why is the ocean so important to life on Earth?

Earle: The ocean is the cornerstone of our life support system and the cornerstone of the ocean's life support system is life in the ocean. The ocean is alive. Oxygen is generated by living creatures. They are part of the system and food chains in the sea drive those systems. Every fish fertilizes the water in a way that generates the plankton that ultimately leads back into the food chain, but also yields oxygen, grabs carbon—it's a part of what makes the ocean function and what makes the planet function. Take away the ocean and we don't have a planet that works. Take away life in the ocean and we don't have a planet that works.

What can kids do to help the ocean?

Earle: The ocean is vulnerable. What we do or don't do will make a difference. As individuals, kids can make a difference. The only difference that has been made ever in the world, for good or for not so good, always starts with somebody, an individual. It might as well be a kid! We need to convey a sense of urgency because the world is changing. The next ten years is likely to be the most important time in the next 10,000 years. We have options that we are going to lose within ten years unless we take action now. Every day options close. When I was a child the last monk seal in the Gulf of Mexico Caribbean Sea was seen. None has been seen there since 1952. I never got to see one. What else are we losing every day that children will never get to see that we can see now? Once I understood the real cost of ocean wildlife, I lost my appetite for it and it appals me that we are so indifferent to the destructive activities that bring seafood to our plate. In the process we are not just losing the wildlife in the sea, we are losing the integrity of the life support system—their future and ours.

<http://kids.nationalgeographic.com/kids/stories/peopleplaces/sylvia-earle/> (adapted and abridged), accessed in February 2014

ANSWER KEY TESTS

PLACEMENT TEST

- 1.
- 1.1 b
- 1.2 c
- 1.3 d
- 1.4 a
- 1.5 b
- 1.6 c
- 1.7 b
- 1.8 c
- 1.9 c
- 1.10 d
- 1.11 a
- 1.12 c
- 1.13 a
- 1.14 c
- 1.15 b
- 1.16 b
- 1.17 c
- 1.18 c
- 1.19 d
- 1.20 b
- 1.21 b
- 1.22 c
- 1.23 b
- 1.24 d
- 1.25 c
- 1.26 b
- 1.27 b
- 1.28 d
- 1.29 d
- 1.30 c

Test 1

Activity A

- 1.
- a. learns
- b. from
- c. will
- d. the
- e. More
- f. different
- g. doesn't know
- h. in
- i. that
- j. bridge

Activity B

2. Model answers:

- a. ... to understand why they hadn't all been told the truth at the same time.

- b. ... a brother to her.

3. Model answers:

3.1 She is moving to a place where she doesn't know anyone and she is used to having all of her family next to her.

She is also starting at a new school and making new friends isn't easy. Traditions and lifestyle are probably also quite different from what she's used to.

3.2 Raju didn't react positively. He wanted Seema not to leave Gujarat and to continue living with them – "You don't have to! We're all here and you can stay here and go to school with me." During the first few days he hardly spoke to her – "For the next few days Raju hardly spoke to me"; but when they started speaking again he didn't mention her leaving the country – "he still wouldn't discuss our leaving for America." Then suddenly, one day he burst into tears as he finally caved in into the sadness inside him – "today when I was standing by the acacia tree, and he burst like an overfilled water bottle and ran away."

4.

- a. his writing
- b. in Gujarat

5.

- a. furiously
- b. leaving

6.

- a. in
- b. on
- c. at
- d. on
- e. at
- f. on
- g. in
- h. in
- i. at / in

Activity C

Open answer.

Test 2

Activity A

- 1.
- a. to
- b. was
- c. at
- d. because
- e. my

- f. when
- g. more
- h. have
- i. back
- j. away

2. **Model answer:** In both photos we are shown images of people who have immigrated (often illegally) to the USA. They are in search of a better life, and believe they have the right to succeed. People migrate for many different reasons. These reasons can be classified as economic (moving to find work or follow a particular career path), social (moving somewhere for a better quality of life or to be closer to family or friends), political (moving to escape political persecution or war) or environmental (causes of migration include natural disasters such as flooding). Despite all the desires for a better life, these people often go through hardships: the pulling up of centuries old family roots; the breaking of deep, meaningful ties; the leaving of the familiar and comfortable for the unknown; the disorientation that follows; the strangeness of the new environment; and the lack of familiarity with the local resources.

Activity B

2. Model answers:

- a. ... search of a better...
- b. ... she was laughed at.
- c. ... made it difficult for her...
- d. ... like she didn't belong...
- e. ... hardly ever left their...

3. Model answers:

3.1 The reasons that forced them to leave Mexico come down to one, the desire to search for a better life. It was very difficult for Jessica's mother to find work in Mexico, and she also wanted Jessica to attend a better school so she could find a better job in the future.

3.2 It is problematic because it is difficult for them to find proper jobs or follow up with their studies, in the case of immigrant children. It's difficult for them to have a sense of belonging in a country where people do not know they exist.

4.

- a. Mexico

b. not getting paid well

5.

a. get am getting

b. am

c. makes

d. hides

e. has made

f. taught

g. was

h. didn't want

i. made

j. learnt OR learned

k. felt

l. spread

m. was OR were

n. saw

o. Doesn't it sound

Activity C

Open answer.

Test 3

Activity A

1.

1. d

2. b

3. a

4. e

5. c

Activity B

2. Model answers:

a. ... to graduate, but he also lost...

b. ... will find it hard to get...

c. ... isn't working or studying.

3. **Model answer:** The title "Generation Jobless" means that this generation has been finding it difficult to find a job. They have become an unemployed generation.

4.

4.1 Education is important when it comes to finding a job because it gives the knowledge, competences and skills you lack as a young person. It also teaches you about existing options so that you know which one is the best for you. Teens are often unaware of what path to follow and by taking different subjects at school they find out more easily about what moves them, what interests them.

4.2 They are contributing less productively because they can't find a

job, or the jobs they find are only temporary. They spend most of their time unemployed or looking for a job rather than actually working or studying.

5.

a. am going

b. get off / will be waiting

c. have / are having

d. am going to finish

e. Are you staying OR Will you be staying

f. will be travelling

g. are we meeting OR shall we meet OR will we meet

h. is going to be

i. will arrive OR 'll arrive OR 'll be arriving

Activity C

Open answer.

Test 4

Activity A

1.

a. settling down

b. raise

c. greater

d. set

e. result

f. right

g. powered

h. relying

i. short

j. pass

Activity B

2.

2.1 b

2.2 d

3. Model answers:

3.1 He was impressed with Madagascar because he was stunned by the scenery and the liveliness of its capital. There was also a wonderful atmosphere between him and the people he communicated with on a daily basis. Everyone was really friendly and loving, and so he felt at home.

3.2 It was a wonderful experience and he spent a wonderful time in Madagascar. He learnt a lot of new things, met new people, improved his diving techniques and took home with him a lot of good memories. He advises

everyone to travel abroad and go somewhere different and exotic.

4.

a. Laurence, whose gap year experience changed his life, now lives in South Africa.

b. Madagascar is a wonderful country that Laurence wishes to visit again some day.

c. Despite having worked a lot as a volunteer, Laurence feels it was extremely rewarding.

d. Laurence has kept in touch with the people he met because he doesn't want to forget his memories.

Activity C

Open answer.

Test 5

Activity A

1.

a. throughout

b. will

c. than

d. mass

e. an / the

f. many

g. by / in

h. what

i. which

j. this / our

Activity B

2. Model answers:

a. ... has been looked at before ...

b. ... are/can be damaged ...

3. **Model answer:** It means that people once believed that happiness came from some other place rather than a world of commercial goods. They believed happiness came from within, their friends, their job, from reaching their goals. However, nowadays, happiness is found in the shopping centre or through the consumption of material goods. The more you buy, the happier you become.

4.

a. information

- b. our real lives as dull and ordinary, commitment to human beings as something to be avoided
- 5.
- a. New legislation regarding advertising had to be created by the government.
- b. Jean was asked a lot of questions about her personal life.
- c. These students must be taught about media literacy.
- d. Jean said she couldn't wait there anymore as she had been there for over an hour. She added she would come back the next day.
- e. The journalist wondered if I/he/she/they was/were free the next day because he/she would like to meet me/him/her/them after lunch.

Activity C

Open answer.

Test 6

Activity A

- 1.
- a. waste
- b. over
- c. such
- d. adapt
- e. die
- f. cut down
- g. rate
- h. already
- i. damage
- j. so that

Activity B

2. Model answers:

- a. ... World Environmental Day goes unnoticed...
- b. ... related with / to environmental...
- 3.

3.1 Personal answer.

3.2 Model answer: There is a close connection between them, as people's rights are often overlooked when disasters happen, although in some cases they are taken into consideration. It only depends on the people in charge of these environmental operations. The environment needs to be protected but so do people.

- 4.
- a. If farmers hadn't treated their land with harmful pesticides, they wouldn't have polluted the soil and water.
- b. Were these people encouraged to promote World Environment Day (by anyone)?
- c. Consumers who wish to protect the environment have started to buy organic products.
- d. Phyllis told the journalist she had been fighting for her community for many years and asked him not to ignore them anymore.
- e. Little do people know of what is going on in the world around them.
- f. Although the government had good intentions, the project was never concluded.

Activity C

Open answer.

GLOBAL TEST

Activity A

1. Model answer: Choosing a job when you're young / I'm young – which job should I go for? / Young people have to think about a job.

- 2.
- a. reading
- b. investments
- c. inequality
- d. work
- e. sustainable
- f. growth
- g. stability
- h. health
- i. climate
- j. reducing

3.

- a. Unless I have got research to do, I read a book or listen to music.
- b. Despite having worked a lot on her last project, Amy didn't get the best mark in her class.
- c. University students often use the Internet so that they can look for the information they need.

Activity B

1. Model answer:

- a. It means that they spend many years, if not a lifetime, paying for their education.
- b. It means that the situation is difficult and not likely to improve.
- c. It means that it is extremely important.

2.

- a. young people
- b. likeminded people
- c. social networking

3.

a. Model answer: It is difficult because school doesn't give them enough experience in the different areas they can tackle and so they end up not knowing in what they are good at or what they actually enjoy doing. Besides this, they live life as it happens, and so they often don't think too much about their future and what they will be doing.

4.

- a. 3
- b. 1
- c. 5
- d. 4

ANSWER KEY LISTENING

LISTENING TEST 1

Part I

- 1.
- 1.1 A
- 1.2 B
- 1.3 C
- 1.4 B
- 1.5 A

Part II

- 1.
- a. her own life / her life
- b. characters
- c. ending
- d. -dimensional
- e. in English (at college)
- f. humour and poignancy
- g. research
- h. (the) violin
- i. a writer
- j. achieved her dream

LISTENING TEST 2

Part I

Speaker 1: E
Speaker 2: C
Speaker 3: A
Speaker 4: D
Speaker 5: F

Part II

1.1 C

1.2 B

1.3 A

1.4 C

1.5 B

LISTENING TEST 3

Part I

1.

1.1 A

1.2 C

1.3 B

1.4 C

1.5 A

Part II

1.

a. bargain

b. information for shoppers

c. ethical issues

d. suffered from exploitation

e. a proper wage

f. less

g. charity shops

h. in sweatshops

i. vintage

j. ethical shopper / ethical consumer

LISTENING TEST 4

Part I

1.

1.1 B

1.2 C

1.3 A

1.4 B

1.5 C

Part II

1.

1.1 A

1.2 B

1.3 C

1.4 A

1.5 B