

PREPARAR OS TESTES

INGLÊS

11

11.º ANO
ENSINO SECUNDÁRIO

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SÓNIA FARIA

REVISÃO LINGUÍSTICA
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- > RESUMOS TEÓRICOS
- > EXERCÍCIOS RESOLVIDOS
- > EXERCÍCIOS PROPOSTOS
- > TESTES DE AVALIAÇÃO
- > SOLUÇÕES

MODULE 1

THE WORLD AROUND US

1.1. OUR ENVIRONMENT

Vocabulary study

Environmental problems; effects	6
Sample exercises; solution	7
Over to you	8

Reading

The state of the planet	10
Text comprehension – sample exercises; solution	11
Over to you	12

Grammar study

Present simple; present continuous; present perfect	13
Sample exercises; solution	14
Over to you	15
The passive; impersonal report structures	18
Sample exercises; solution	20
Over to you	21

Creative writing

Formal letter	22
---------------	----

1.2. ENDANGERED SPECIES

Vocabulary study

Wildlife, animals and plants; the environment; politics and alternative lifestyles	24
Sample exercises; solution	25
Over to you	26

Reading

Rare species	28
Text comprehension – sample exercises; solution	29
Over to you	30

Grammar study

The article	32
Sample exercises; solution	33
Over to you	
Conditionals: first, second and third conditional	34
Sample exercises; solution	35
Over to you	36

Creative writing

Be a poet; writing a leaflet	39
------------------------------	----

1.3. GENETIC ENGINEERING

Vocabulary study

Genetic engineering uses; cloning; risks of GM foods	40
--	----

Sample exercises; solution	41
Over to you	42

Reading

Human cloning	43
Text comprehension – sample exercises; solution	44
Over to you	45

Grammar study

Purpose clauses	46
Sample exercises; solution	47
Over to you	
Adjective formation	48
Sample exercises; solution	49
Over to you	

Creative writing

Discursive essay	51
------------------	----

Evaluation test

Tourism	52
---------	----

MODULE 2

YOUNG PEOPLE AND CONSUMERISM

2.1. CONSUMER SOCIETY

Vocabulary study

The consumer society; consequences	56
Sample exercises; solution	57
Over to you	58

Reading

Consumerism consumes	59
Text comprehension – sample exercises; solution	60
Over to you	62

Grammar study

Past simple, past continuous, past perfect	63
Sample exercises; solution	64
Over to you	65
Gerund and infinitive	66
Sample exercises; solution	67
Over to you	68

Creative writing

Speech	69
--------	----

2.2. IMAGE AND FASHION

Vocabulary study

Fashion; its influence on image; advantages and disadvantages of being a model	70
Sample exercises; solution	
Over to you	71

Reading

Image is everything	72
Text comprehension – sample exercises; solution	73
Over to you	74

Grammar study

Phrasal verbs	75
Sample exercises; solution	
Over to you	76
Collective nouns	77
Over to you	

Creative writing

Biography	78
-----------	----

2.3. ADVERTISING

Vocabulary study

Advertising; consequences	79
Sample exercises; solution	80
Over to you	

Reading

Commercial ad	81
Text comprehension – sample exercises; solution	82
Over to you	83

Grammar study

Adjectives and adverbs; degrees	84
Sample exercises; solution	85
Gradual increase, parallel increase	86
Sample exercises; solution	87
Adjective + preposition	88
Sample exercises; solution	
Over to you	89
Get and have: causative use	91
Sample exercises; solution	
Over to you	

Creative writing

Commercial advertisement	92
--------------------------	----

2.4. ETHICAL CONSUMERISM

Vocabulary study

Ethical consumerism; overcoming consumerism	93
Sample exercises; solution	
Over to you	94

Reading

The rise of ethical consumerism	95
Text comprehension – sample exercises; solution	96
Over to you	97

Grammar study

Use of the apostrophe	98
Emphatic pronouns, <i>each other</i> and <i>one another</i>	

Sample exercises; solution	99
Over to you	100
Creative writing	
Invitation	101
Evaluation test	
You might be a shopaholic	102

MODULE 3**THE WORLD OF WORK****3.1. GAP YEAR****Vocabulary study**

What can you do in a gap year?	
advantages of working abroad;	
studying at university	106
Sample exercises; solution	107
Over to you	108

Reading

Gap year	110
Text comprehension – sample	
exercises; solution	111
Over to you	112

Grammar study

Noun formation	113
Sample exercises; solution	114
Over to you	115
Prepositional verbs	116
Sample exercises; solution	
Over to you	117

3.2. THE CHANGING WORLD OF WORK**Vocabulary study**

People at work; types of work;	
company departments;	
problems	118
Sample exercises; solution	119
Over to you	120

Reading

You and your work	122
Text comprehension – sample	
exercises; solution	123
Over to you	124

Grammar study

Relative pronouns and relative	
clauses	125
Sample exercises; solution	126
Over to you	127
Wishes	129
Sample exercises; solution	
Over to you	130

Creative writing

Essay; newspaper article	131
--------------------------	-----

3.3. FINDING A JOB**Vocabulary study**

Career areas; pay and other bene-	
fits; working hours; requirements	
for a job	132
Sample exercises; solution	134
Over to you	135

Reading

My first job	136
Text comprehension – sample	
exercises; solution	137
Over to you	138

Grammar study

Present perfect continuous;	
past perfect continuous	139
Sample exercises; solution	140
Over to you	141
Used to; be/get used to	142
Sample exercises; solution	143
Over to you	144

Reading

Job advertisements	145
Over to you	146

Creative writing

Letter of application	147
-----------------------	-----

Evaluation test

Humble in Hollywood	148
---------------------	-----

MODULE 4**A WORLD OF MANY CULTURES****4.1. MULTICULTURAL SOCIETY****Vocabulary study**

Multiculturalism	152
Sample exercises; solution	153
Over to you	

Reading

The challenge of humans rights	
and cultural diversity	154
Text comprehension – sample	
exercises; solution	155
Over to you	157

Grammar study

Verb formation	158
Sample exercises; solution	
Over to you	159
Modal verbs	160
Sample exercises; solution	161
Over to you	

Creative writing

Diary page	162
------------	-----

4.2. EQUALITY VERSUS DISCRIMINATION**Vocabulary study**

Types of discrimination; conse-	
quences; targets	163
Sample exercises; solution	164
Over to you	165

Reading

Theme for English B	166
Text comprehension – sample	
exercises; solution	167
Over to you	168

Grammar study

Reported speech	169
Sample exercises; solution	170
Over to you	171
Concessive linkers/clauses	172
Sample exercises; solution	
Over to you	173

Creative writing

Poem	174
------	-----

4.3. VOLUNTARY WORK**Vocabulary study**

Voluntary work; types of projects;	
advantages; NGOs	175
Sample exercises; solution	176
Over to you	177

Reading

Equality Now: the power of the	
individual	178
Text comprehension – sample	
exercises; solution	179
Over to you	180

Grammar study

Future: <i>will, going to</i> , present	
continuous, present simple	181
Sample exercises; solution	182
Over to you	183
Prepositions: time, place and	
movement	184
Sample exercises; solution	185
Over to you	186

Creative writing

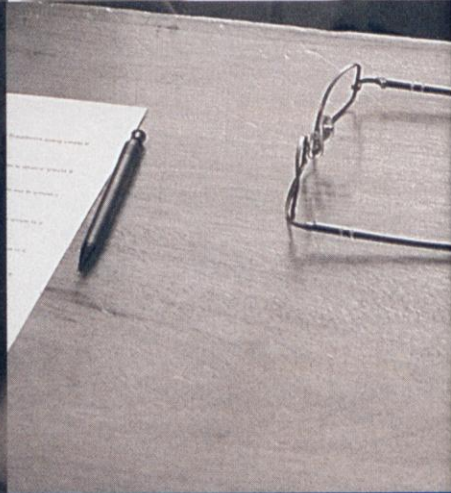
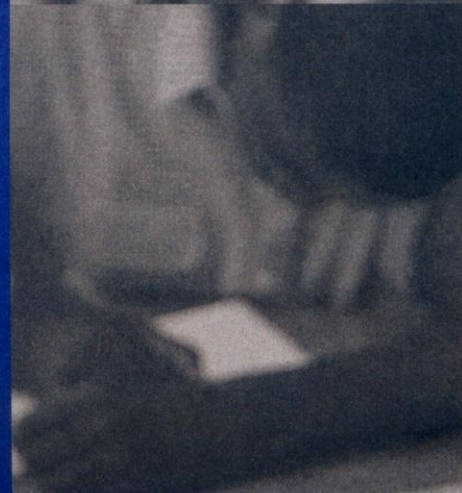
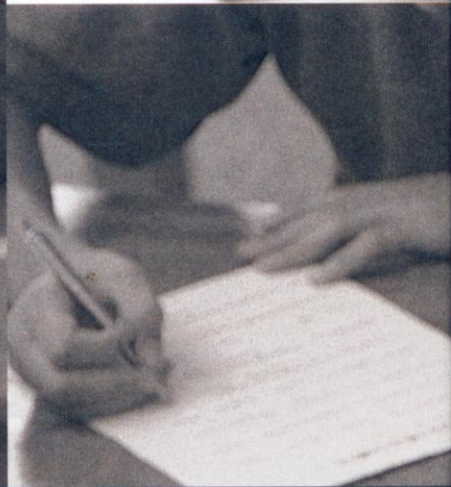
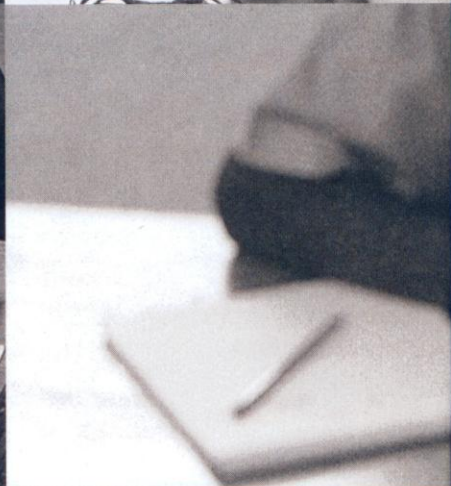
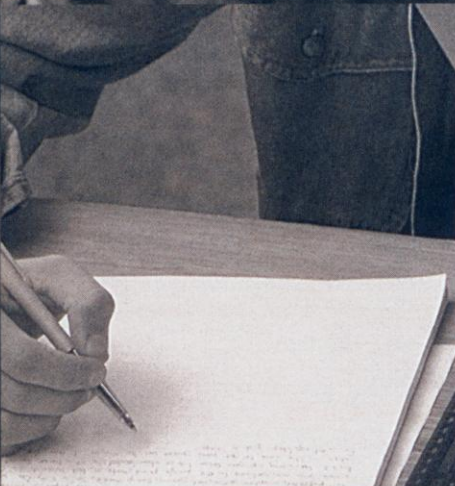
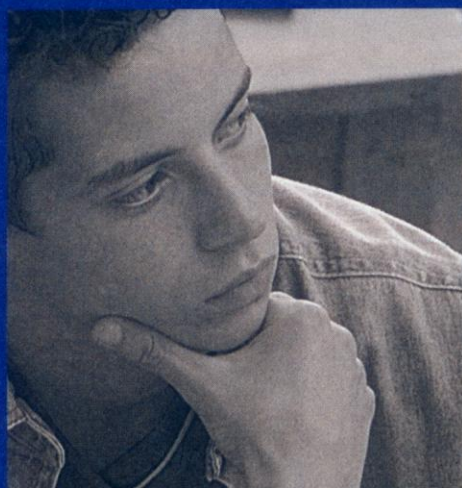
Interview	186
-----------	-----

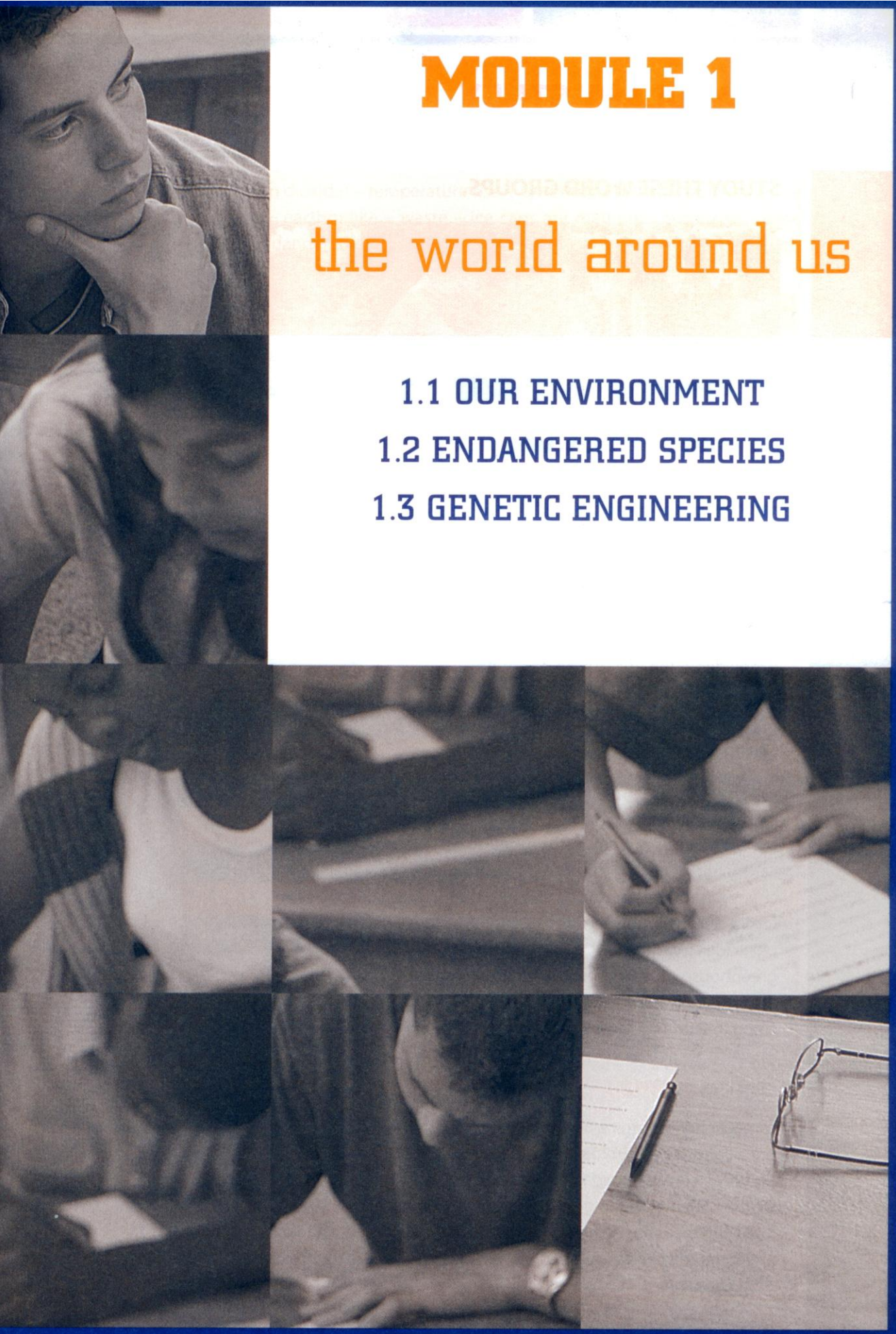
Evaluation test

Living in America	187
-------------------	-----

First global test**Second global test****Third global test****Fourth global test****Solutions**

	200
--	-----





MODULE 1

the world around us

1.1 OUR ENVIRONMENT

1.2 ENDANGERED SPECIES

1.3 GENETIC ENGINEERING

VOCABULARY STUDY

WORD GROUPS

STUDY THESE WORD GROUPS.



ENVIRONMENTAL PROBLEMS (PROBLEMAS AMBIENTAIS)

pollution (poluição)
 air pollution (poluição do ar)
 water pollution (poluição da água)
 land pollution (poluição da terra)
 noise pollution (ruído)
 global warming (aquecimento global)
 the greenhouse effect (o efeito de estufa)
 ozone depletion (destruição do ozono)
 soil erosion (erosão do solo)

ENVIRONMENTAL POLLUTION (POLUIÇÃO AMBIENTAL)

rubbish/garbage/litter (lixo)
 toxic waste (lixo tóxico)
 car exhaust fumes (fumos dos tubos de escape dos carros)
 carbon dioxide (CO₂) (dióxido de carbono)
 chemicals (químicos)
 fertilizers (fertilizantes; adubos)
 pesticides (praguicidas)
 greenhouse gases (gases com efeito de estufa)
 acid rain (chuva ácida)
 smog (mistura de fumo e nevoeiro)

EFFECTS (EFEITOS)

climate change (alteração climática)
 temperature rise (subida de temperatura)
 higher sea levels (subida dos níveis do mar)
 ice caps are melting (o gelo dos polos está em fusão)
 low-lying areas are being flooded (as áreas mais baixas estão a ficar inundadas)
 endangered species (espécies em vias de extinção)

SAMPLE EXERCISES

1 Put the words into the right group.

CO₂ (carbon dioxide) – temperature rise – car exhaust fumes – storm – higher sea levels – earthquake – waste – ice caps are melting – hurricane – toxic waste – endangered species – tornado – chemicals – avalanche – oil – volcanic eruption – fertilizers – flood – pesticides – drought – forest fire

NATURAL DISASTERS	POLLUTION	EFFECTS

2 Match the words with their definitions or explanations.

1. POLLUTION	a) A layer of the chemical ozone in the earth's atmosphere that blocks harmful rays from the sun.
2. ACID RAIN	b) A process of burying waste material.
3. OZONE LAYER	c) A violent tropical wind that moves in circles round a calm area.
4. GREENHOUSE EFFECT	d) A very strong wind.
5. OVER-POPULATION	e) The situation when gas, steam or lava escapes from a volcano.
6. CYCLONE	f) When harmful waste products enter the air, water, or earth.
7. LANDSLIDE	g) The warming of the earth's atmosphere caused by greenhouse gases.
8. LANDFILL	h) Rain that contains acid from industrial waste gases and smoke.
9. VOLCANIC ERUPTION	i) A sudden large fall of rocks or soil down a hillside.
10. WINDSTORM	j) Too many people living in the same area.

SOLUTION

1 Natural disasters

storm; earthquake; hurricane; tornado; avalanche; volcanic eruption; flood; drought; forest fire

Pollution

CO₂ (carbon dioxide); car exhaust fumes; waste; toxic waste; chemicals; oil; fertilizers; pesticides

Effects

temperature rise; higher sea levels; ice caps are melting; endangered species

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

Pollution

Complete the table.

POLLUTION – CAUSES			
air	water	land	noise
– smoke from factory chimneys	– fertilizers and pesticides	– rubbish	– cars, aeroplanes

POLLUTION – CONSEQUENCES	SOLUTIONS
– health problems	– Use the wind, the sun and the sea to make electricity.

2 Word puzzle

What's the word? Find all the words in the puzzle.

- 1 When harmful waste products enter the air, water, or earth.
p_____
- 2 A way to get rid of garbage by burying it in the ground.
l_____
- 3 The act of cutting down trees to use them for wood products.
l_____
- 4 Things from nature like trees or oil that we use in our daily lives.
n_____ r_____
- 5 Things that we do not want anymore.
r_____
- 6 Using the sun for energy instead of using oil or gas.
s_____ p_____
- 7 Types of living things such as plants and animals.
s_____
- 8 To be able to use something over an endless period of time in a way that does not destroy the environment.
s_____
- 9 A warm, humid forest that is found around the equator in places like South America, Southeast Asia, and Africa.
r_____
- 10 Using the wind for energy instead of using oil or gas.
w_____ p_____

OVER TO YOU

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

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

- 1** A lot of people feel that _____ (*pollute*) has become one of the biggest problems in the world today.
- 2** When you pollute something, you make it dirty or _____ (*danger*) for other people or animals.
- 3** Toxic waste is worrying many people and _____ (*govern*) today.
- 4** All _____ (*live*) things, especially people, make waste.
- 5** _____ (*burn*) uses oxygen and produces carbon dioxide.
- 6** _____ (*lead*) petrol – petrol with less lead, or no lead – helps to control air pollution.
- 7** Farm waste often contains _____ (*poison*) chemicals.
- 8** _____ (*farm*) also use chemicals on fruit and vegetables.
- 9** A terrible example of _____ (*accident*) pollution happened in Minimata in Japan in the 1950s.
- 10** Some people _____ (*deliberate*) dump their waste in dangerous ways.
- 11** It is dangerous to drink _____ (*pollute*) water or breathe _____ (*pollute*) air.
- 12** I think the _____ (*pollute*) – accidental or deliberate – must pay.

READING

THE STATE OF THE PLANET

Our lives, futures and planet are in danger! By polluting the air, illegally disposing of toxic waste and burning rainforests, we are damaging our world, and what is the world, especially America, doing? Is it doing all that it can and should? The very simple answer is no.

Our problems range from toxic waste to deforestation, air pollution and many, many more. Although we continue to investigate these, little has been done. In 1995, the government severely slashed funds for the Environmental Protection Agency. The EPA is devoted to "protecting human health and safeguarding the natural environment," but its funds were used instead to build more highways. So the government took money from this agency to further damage the environment. They didn't stop there, though, and also withdrew funding from Population Control, a problem that becomes more serious every day. But we continue to manufacture hazardous chemicals and dispose of toxic waste in developing countries.

In 1970, we clearly stated that we wanted to lead the world effort in environmental reform. In my opinion, in the past three decades we have not backed up this promise, lagging well behind other countries in opposing rainforest destruction and other destructive practices.

Some claim that the US has done a lot to improve the environment, and I believe we have tried, like the development of Superfund, an organization formed to clean up toxic waste. Some say we have more to worry about than the environment, including war and preserving our Constitution. But aren't we a little selfish to look only at our problems, and not the world in general? You could say that problems should be addressed one at a time, but time is running out.

This world is ours, and it's our job to save it. So we must all take a stand to correct what could potentially be catastrophic. If everyone does something, like writing to your congressperson or donating to conservation funds, we can make a difference in our future. The future is in our hands; what we do today will have a lasting impact. What are you going to do?

HYPERLINK "<http://www.teenink.com>" www.teenink.com (abridged)

VOCABULARY HELP

disposing of (ll. 1, 2) – desembrasando-nos; severely slashed (l. 7) – reduziu drasticamente; withdrew (l. 11) – tiraram; hazardous (l. 13) – perigosos
backed up (l. 16) – apoiámos; lagging... behind (l. 17) – ficando atrás
take a stand (l. 26) – tomar posição



SAMPLE EXERCISES

TEXT COMPREHENSION

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

WORD	MEANING	C/I
1. damaging (l. 2)	causing loss of value or usefulness	
2. range (l. 5)	vary or extend	
3. safeguarding (ll. 8, 9)	destroying	
4. hazardous (l. 13)	unlucky	

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

- 1 highways (l. 10)
- 2 selfish (l. 23)
- 3 lasting (l. 30)

- 3** Decide whether these statements are *true* or *false*. Quote from the text to support all your answers.

- 1 Human actions have been destroying the earth.
- 2 Lots of environmental problems are affecting our planet.
- 3 The American government used the EPA's funds to save endangered species.

- 4** Give complete answers to these questions.

- 1 What's the aim of Superfund?
- 2 Judging from the text, what's the author's opinion on American policy on the environment?

- 5** What do these words refer to?

- 1 we (l. 2)
- 2 it (l. 3)
- 3 these (l. 6)

- 6** Identify the grammatical category of these words.

- 1 Our (l. 1)
- 2 lives (l. 1)
- 3 illegally (l. 1)

SOLUTION

1. 1. C; 2. C; 3. I – protecting; 4. I – dangerous
2. 1. main public roads; 2. thinking first of one's own interests, needs, etc. without concern for others; 3. continuing for a long time
3. 1. True. "By polluting the air, illegally disposing of toxic waste and burning rain-forests, we are damaging our world."; 2. True. "Our problems range from toxic waste to deforestation, air pollution and many, many more."; 3. False. "...but its funds were used instead to build more highways."
4. 1. Superfund is an organisation formed to clean up toxic waste. 2. He thinks America hasn't done enough to save the environment. The USA has taken funds from some environmental organisations to use them for different purposes.
5. 1. human beings; people; 2. America; 3. problems
6. 1. possessive determiner; 2. noun; 3. adverb of manner

OVER TO YOU

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

WORD	MEANING	C/I
1. to lead (l. 15)	to guide	
2. claim (l. 19)	believe	
3. addressed (l. 24)	directed	
4. running out (ll. 24, 25)	expiring	

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

- 1 toxic waste (l. 2)
- 2 deforestation (l. 5)
- 3 devoted (l. 8)

- 3 Decide whether these statements are true or false. Quote from the text to support all your answers.**

- 1 The USA hasn't been doing enough to preserve the earth.
- 2 American authorities raised funds to help an environmental organisation.
- 3 The government invested more money on population control.
- 4 The USA contributes to increasing pollution in developing countries.
- 5 America has done its best to help save the environment.
- 6 All Americans think the environment should be a top concern.

- 4 Give complete answers to these questions.**

- 1 What advice does the author give to the reader?
- 2 What are you doing or going to do to help save the environment?
- 3 Give another title to the text and justify your choice.

- 5 What do these words refer to?**

- 1 its (l. 9)
- 2 this (l. 10)
- 3 our (l. 22)
- 4 it (l. 26)

- 6 Identify the grammatical category of these words.**

- 1 it (l. 3)
- 2 simple (l. 4)
- 3 from (l. 5)
- 4 these (l. 6)

GRAMMAR STUDY

TENSES

REVISION | FORM

TENSE	AFFIRMATIVE, INTERROGATIVE, NEGATIVE
Present simple	Population Control becomes more serious every day. Does Population Control become more serious every day? They don't care about the environment.
Present continuous	We are damaging our world. What is the world doing ? We aren't doing enough.
Present perfect	Some claim that the US has done a lot to improve the environment. Has the US done enough to improve the environment? We haven't done enough to protect the environment.

TENSE / TIME MARKERS	EXAMPLES
Present simple Frequency adverbs: never, rarely, sometimes, often, usually, always Other time markers: every day/ /month/week, at the weekend, on Sundays, once/twice/three times a year/month	I always save energy at home. He is never late for work. They care about the environment every day . They go to a conference on environment once a year .
Present continuous now, at the moment, today, these days	They're cleaning up a beach now .
Present perfect just, yet, already, for, since, ever, never, so far, recently, lately, always, how long	She has just sent a letter to the local authorities. It hasn't arrived yet . I haven't seen her for ages. I've always wanted to work for a green organisation. How long have you known each other? I have worked here since 1997.

SAMPLE EXERCISES

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

- 1 _____ (you/speak) English?
- 2 Sometimes they _____ (spend) the weekend in the country.
- 3 Hello, Curt. What _____ (you/do)?
- 4 My sister is a journalist. She _____ (write) articles for Greenpeace.
- 5 She always _____ (read) the newspaper in the morning, but today she _____ (run) in the park.
- 6 My father usually _____ (wash) his car on Saturdays, but today he _____ (cut) the grass.

2 Circle the correct answer.

- 1 Pauline has had this job **for** / **since** two years.
- 2 Has the bell rung **just** / **yet**?
- 3 We've known each other **for** / **since** primary school.
- 4 She's **already** / **yet** tidied her room.
- 5 The students have **ever** / **never** been to Scotland.
- 6 He hasn't found anything **already** / **so far**.
- 7 Have you **ever** / **yet** tried Chinese food?
- 8 They've **always** / **recently** wanted to visit the British Museum.
- 9 **How long** / **How far** have you known each other?
- 10 He has **never** / **always** driven a racing car.

SOLUTION

1.
 1. Do you speak
 2. spend
 3. are you doing
 4. writes
 5. reads; is running
 6. washes; is cutting
2.
 1. for
 2. yet
 3. since
 4. already
 5. never
 6. so far
 7. ever
 8. always
 9. How long
 10. never

OVER TO YOU

1 Complete with the *present simple* or *continuous*.

- 1 Carl usually _____ (*have*) lunch at the canteen but today he _____ (*eat*) at a restaurant with his workmates.
- 2 He _____ (*finish*) work at six o'clock every day but today he and a friend of his _____ (*leave*) earlier.
- 3 He _____ (*try*) to make a phone call to a customer.
- 4 _____ (*he/send*) invoices to customers every weekday?
- 5 _____ (*they/fill*) in reports every day?
- 6 He _____ (*not talk*) to his girlfriend in the morning but he _____ (*call*) her right now.
- 7 His boss and other managers _____ (*have*) a meeting at the moment.
- 8 Carl and his friends _____ (*work*) hard right now.
- 9 Where _____ (*the workers/go*) now?
- 10 The company _____ (*expand*) its business in other European countries.

2 Rewrite the sentences using the word given. Follow the example.

- 1 I've never been to this restaurant before. (*time*)
This is the first time I've been to this restaurant.
- 2 How long have you worked for this company? (*not*)
I _____ for a long time.
- 3 They have never won a competition before. (*time*)
This is the _____ a competition.
- 4 He is the most handsome boy I've ever met. (*never*)
I _____ such a handsome boy.
- 5 I've never read such a good short story. (*best*)
This is the _____ read.
- 6 This is the first time the candidates have received any training in management. (*never*)
The candidates _____ any training in management before.
- 7 This is the first time the plane has taken off three hours late. (*never*)
The plane _____ so late before.

3 Choose the best option.

- 1 Doctors _____ many deadly diseases in recent decades.
a) cure
b) are curing
c) have cured
- 2 In the last 100 years scientists _____ the atom and discovered DNA.
a) have split
b) split
c) are splitting

OVER TO YOU

-
- 3 Mary _____ Spanish, but she can communicate.
a) masters
b) doesn't master
c) isn't mastering
- 4 Every twelve months, the Earth _____ the sun.
a) circles
b) is circling
c) has circled
- 5 She _____ help right now.
a) needs
b) is needing
c) has needed
- 6 The students _____ three tests so far this month.
a) have
b) are having
c) have had
- 7 Paul _____ to several doctors about his problem, but nobody knows why he is ill.
a) talks
b) is talking
c) has talked
- 8 I _____ to become a vet.
a) study
b) am studying
c) has studied
- 9 This week my car _____ four times.
a) breaks down
b) has broken down
c) is breaking down
- 10 I don't like them because they _____.
a) are always complaining
b) always complain
c) have always complained
- 11 Veronica _____ for two different companies since she graduated from university.
a) works
b) is working
c) has worked

OVER TO YOU

- 4 Complete the letter with the *present simple*, *present continuous* or *present perfect*.

Dear Mr Weill,

My name is Aekta and I am in the 11th grade at Canyon Rim High School. I (1) _____ (*study*) about the rainforest. I recently did a report on the kinkajou. The kinkajou (2) _____ (*not be*) an endangered species, but if you (3) _____ (*keep*) lending companies who cut the rainforest money, then soon it may be endangered. It (4) _____ (*make*) me mad and very sad that people (5) _____ (*cut down*) the rainforest, and you should be concerned, too. (6) _____ (*you / know*) what the rainforest provides for us? The rainforest (7) _____ (*provide*) chocolate, oxygen, and a lot of the plants used for medicine. I hear you (8) _____ (*lend*) money to the people who cut it down.

I (9) _____ (*know*) that you will just think that this is just some letter from an eleventh grader, but I (10) _____ (*guarantee*) you that all my relatives will find some other bank, unless you (11) _____ (*stop*) lending money to rainforest destroyers. If you stop lending them money, then my relatives won't move to another bank. I (12) _____ (*speak*) to my relatives in New York and they will be taking their money out of Citibank.

Did you know that 70% of the plants used to fight cancer are found only in the rainforest? If you (13) _____ (*know*) all of this already, then you shouldn't have been lending money to the companies who cut it down, but to people who (14) _____ (*preserve*) it. All I ask you is to stop lending money to people who (15) _____ (*ruin*) the rainforest.

Thank you for your time and understanding,

Pauline Harrison



GRAMMAR STUDY

THE PASSIVE

Study these examples taken from the text:

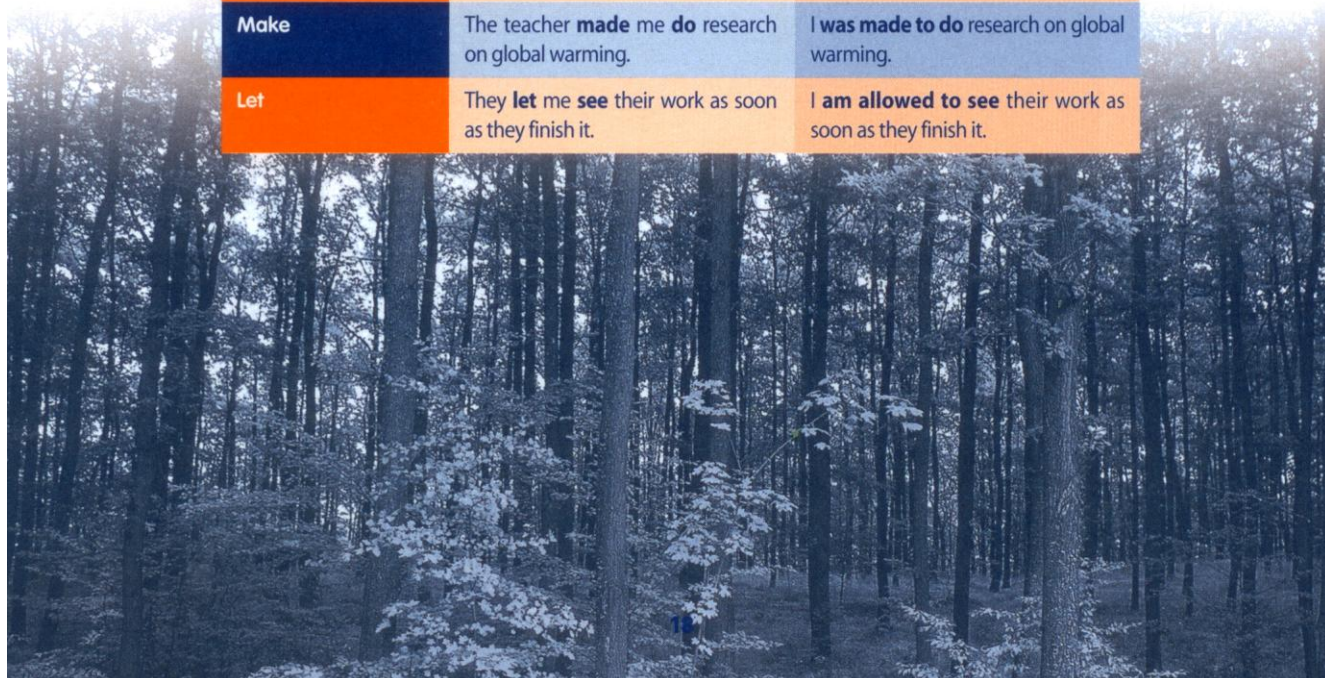
*Its funds **were used** instead to build more highways.*

*Although we continue to investigate these problems, little **has been done**.*

FORM

We use the verb **to be** in the tense we need and the **past participle** of the main verb.

	ACTIVE	PASSIVE
Present simple	They cut down trees.	Trees are cut down .
Past simple	They cut down that ancient tree yesterday.	That ancient tree was cut down yesterday.
Present continuous	They are cutting down the trees in my street.	The trees in my street are being cut down .
Past continuous	They were cutting down the trees in the forest yesterday.	The trees in the forest were being cut down yesterday.
Present perfect	They have cut down the trees in my street.	The trees in my street have been cut down .
Past perfect	They had cut down that ancient tree when the Greenpeace members arrived.	That ancient tree had been cut down when the Greenpeace members arrived.
Will	They will cut down all those ancient trees.	All those ancient trees will be cut down .
Going to	They are going to cut down all those trees for construction.	All those trees are going to be cut down for construction.
Modals	We should cut down fewer trees.	Fewer trees should be cut down .
Infinitive	The company bought that forest land to use for construction.	The company bought that forest land to be used for construction.
Make	The teacher made me do research on global warming.	I was made to do research on global warming.
Let	They let me see their work as soon as they finish it.	I am allowed to see their work as soon as they finish it.



GRAMMAR STUDY

DOUBLE OBJECT VERBS

There are some verbs that can have **two objects** like, for example, **ask, answer, bring, call, give, lend, make, offer, pay, send, show, tell** and **write**. They are called double object verbs.

These verbs form the passive in **two ways**.

People gave Greenpeace large sums of money. – active sentence

We make the **indirect object the subject** of the passive sentence.

***Greenpeace** was given large sums of money.*

We make the **direct object the subject** of the passive sentence.

***Large sums of money** were given to Greenpeace.*

USE

When we use the passive, who or what causes the action is often unimportant or unknown.

The active subject is usually omitted from the passive sentence, unless the speaker thinks it is important.

IMPERSONAL REPORT STRUCTURES

It + the passive

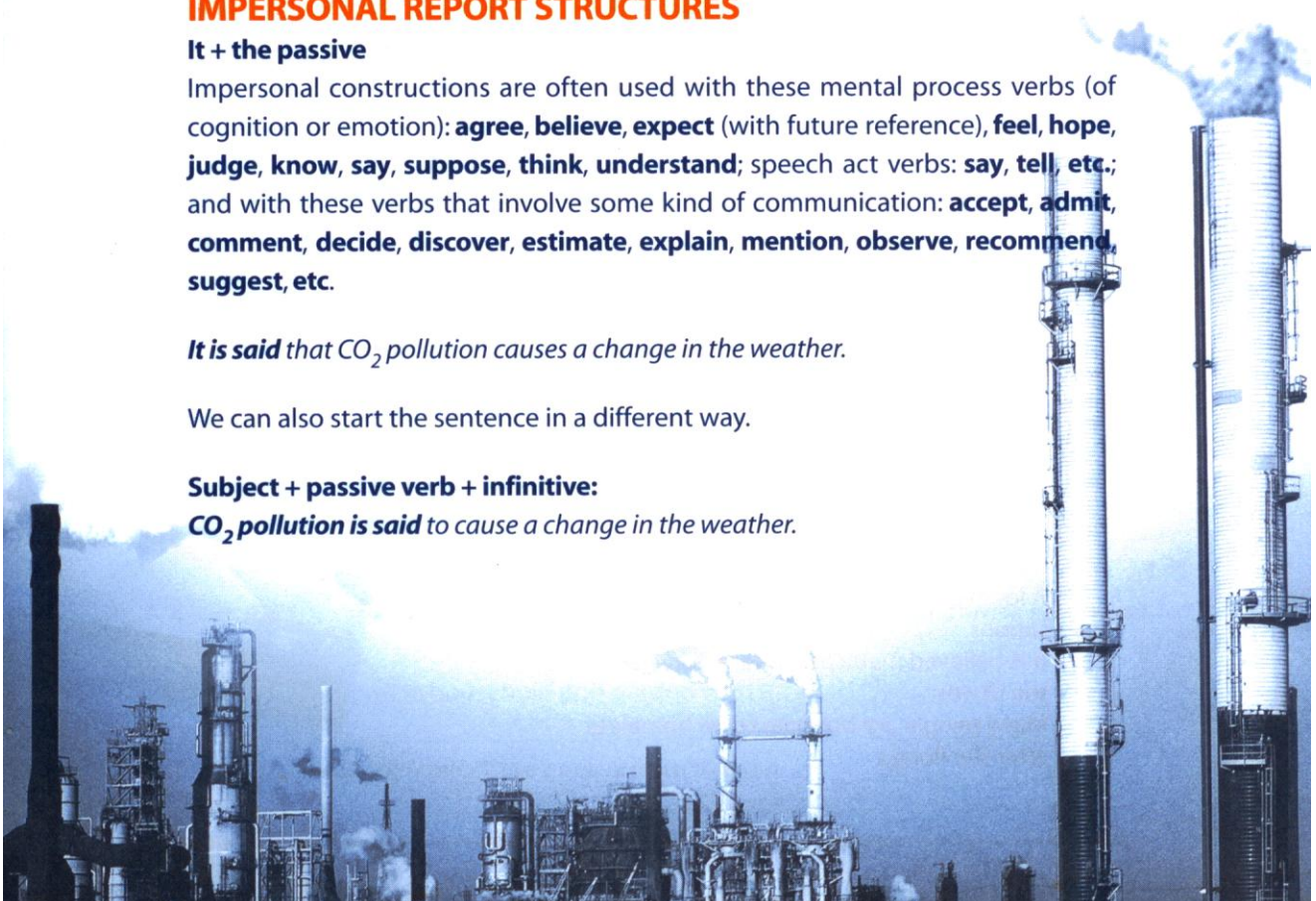
Impersonal constructions are often used with these mental process verbs (of cognition or emotion): **agree, believe, expect** (with future reference), **feel, hope, judge, know, say, suppose, think, understand**; speech act verbs: **say, tell, etc.**; and with these verbs that involve some kind of communication: **accept, admit, comment, decide, discover, estimate, explain, mention, observe, recommend, suggest, etc.**

***It is said** that CO₂ pollution causes a change in the weather.*

We can also start the sentence in a different way.

Subject + passive verb + infinitive:

***CO₂ pollution is said** to cause a change in the weather.*



SAMPLE EXERCISES

1 Complete with the *passive*. Use the tense given.

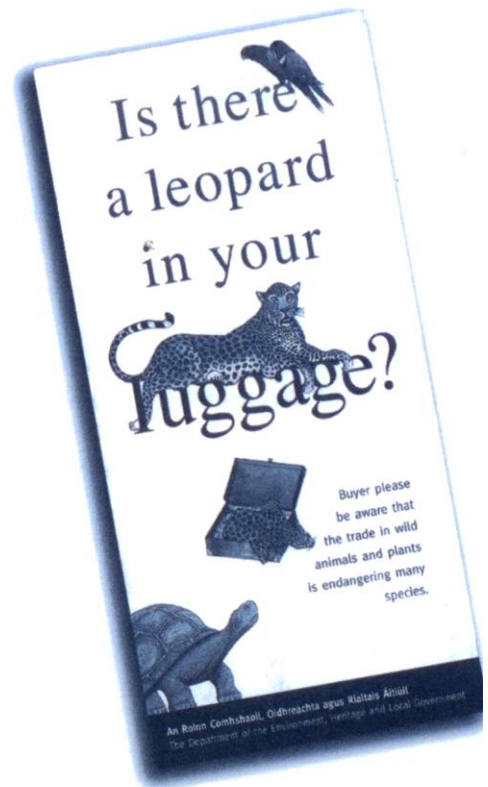
- 1 A small town _____ (*build*) in a beautiful place. (past simple)
- 2 A factory _____ (*build*) near the river. (present perfect)
- 3 Waste _____ (*dump*) into the river. (present continuous)
- 4 Waste paper _____ (*recycle*) in my school. (will)
- 5 Electricity _____ (*can, produce*) by burning waste. (present simple)
- 6 A way of producing oil from household rubbish _____ (*discover*). (past perfect)
- 7 Household rubbish _____ (*usually, dump*) in landfill sites. (present simple)

2 Rewrite the sentences in the *passive*. Do it in two ways when possible.

- 1 Greenpeace sent a leaflet to all the pupils of my school.
All the pupils of my school _____
A leaflet _____
- 2 They showed the students the brochure of other green technologies.
- 3 They won't pay a lot of money to green organisations.
- 4 They believe many people are homeless after the floods.

SOLUTION

1.
 1. was built
 2. has been built
 3. is being dumped
 4. will be recycled
 5. can be produced
 6. had been discovered
 7. is usually dumped
2.
 1. All the pupils of my school were sent a leaflet by Greenpeace.
 A leaflet was sent to all the pupils of my school by Greenpeace.
 2. The students were showed the brochure of other green technologies.
 The brochure of other green technologies was showed to the students.
 3. Green organisations won't be paid a lot of money.
 A lot of money won't be paid to green organisations.
 4. It is believed many people are homeless after the floods.
 Many people are believed to be homeless after the floods.



OVER TO YOU

1 Complete the quiz with the *passive*. Use the *present simple*.

2 Answer the questions to test your knowledge about the world.

What do you know about the world?

- 1 ☐ a) 5% ☐ b) 15% ☐ c) 33%
of the world's electricity _____ (use) by the USA.
- 2 ☐ a) Electricity ☐ b) Coal ☐ c) Wood
_____ (use) by half the world's population for cooking and heating.
- 3 ☐ a) 6% ☐ b) 15% ☐ c) 25%
of the Earth's surface _____ (cover) by rainforests.
- 4 70% of the Earth's surface _____ (cover) by
☐ a) forest ☐ b) ice ☐ c) water
- 5 ☐ a) 5% ☐ b) 15% ☐ c) 85%
of Greenland _____ (cover) by ice.
- 6 Seals _____ (catch) and _____ (eat) by
☐ a) crocodiles ☐ b) polar bears ☐ c) penguins
- 7 More oil _____ (import) by
☐ a) the USA ☐ b) Portugal ☐ c) Japan
than any other country in the world.
- 8 ☐ a) France ☐ b) The USA ☐ c) Spain
_____ (visit) by more tourists than any other country in the world.

3 Rewrite the sentences in the *passive*. Do it in two ways when possible.

- 1 They have offered me a voluntary job.
- 2 We should send the letter to the government.
- 3 They pay him a good salary.
- 4 We can lend her our research work on global warming.
- 5 They told me those young activists are British.
- 6 We gave the young activists food and money.
- 7 They are telling the students a sad story.
- 8 They have asked them difficult questions.
- 9 She brought me a beautiful present from Ireland.
- 10 Has anybody shown you the photographs?
- 11 Somebody will pay you to do the work.
- 12 They don't let people feed the animals in zoos.
- 13 They have never made me do anything like that.

4 Rewrite the sentences in the *passive*. Use a *prepositional phrase* whenever necessary.

- 1 You can recycle household and garden waste.

- 2 Special panels collect the energy from the sun.

OVER TO YOU

- 3 Pipes brought water to the house for drinking.
 - 4 A big container is collecting rainwater.
 - 5 They recycle all water.
 - 6 They have recycled waste paper.
 - 7 A pipe was carrying the gas to a power station.
 - 8 A power station will produce electricity.
 - 9 The government should encourage recycling.
 - 10 The Greens had collected lots of materials for recycling.
 - 11 They have never dumped rubbish in the sea or rivers.
 - 12 Many people use recycled products.
 - 13 They catch a lot of fish in this area.
 - 14 Someone has cleaned the pavement.
 - 15 They say the temperature will rise significantly in this century.
 - 16 They hope to save some endangered species from extinction.
 - 17 They believe mass tourism degrades habitats and landscapes.
 - 18 They've decided to hold a meeting very soon.
-
- 5 **Rewrite the sentences in the active. Use the subject given in brackets.**
- 1 I was given this necklace. (*my mother*)
 - 2 She has been sent a beautiful birthday present. (*Paul*)
 - 3 We will be shown their pictures. (*they*)
 - 4 They are going to be told the good news. (*we*)
 - 5 Were you offered the job I told you about? (*they*)
 - 6 Have you ever been asked about your work experience? (*anyone*)
 - 7 She might be offered a higher salary at the bank. (*the manager*)
 - 8 I was allowed twenty minutes to get ready. (*John*)

CREATIVE WRITING

LETTER WRITING

The trees in the place where you live are being cut down. The land will be used for construction. You don't agree with that decision.

In about **120 words**, write a letter to the editor of your local newspaper.

Follow the layout and the ideas given below.



FORMAL LETTER

Layout

Your address

The date

The name and address
you are writing to

Dear Sir/Madam, (if you don't know the person's name)

Dear Mr Murray/Dear Mrs Harris, (if you know the person's name)

- Give some information about you.
- Give your reasons for writing the letter.
- Describe the situation.
- Mention the importance of trees for people and the environment.
- Say you disagree.
- Ask the local authorities to stop cutting down the trees.

I look forward to hearing from you.

Yours faithfully, (if you begin *Dear Sir* or *Dear Madam*)

Yours sincerely (If you begin with a name)

Your signature

Your name – printed

VOCABULARY STUDY

WORD GROUPS

STUDY THESE WORD GROUPS.

WILDLIFE (VIDA SELVAGEM)

chimpanzee (chimpanzé)
 giant panda (panda gigante)
 whale (baleia)
 orang utan (orangotango)
 rhino (rinoceronte)
 leopard (leopardo)
 monkey (macaco)
 ape (símio)
 antelope (antílope)
 snake (cobra, serpente)
 spider (aranha)
 jaguar (jaguar; onça)
 toucan (tucano)
 gorilla (gorila)
 tarantula (tarântula; aranha venenosa)



ANIMALS AND PLANTS (ANIMAIS E PLANTAS)

endangered species/species in danger of extinction (animais em vias de extinção)
 protected species (espécies protegidas)
 destruction of rainforests (destruição de florestas tropicais)

THE ENVIRONMENT, POLITICS AND ALTERNATIVE LIFESTYLES (O AMBIENTE, A POLÍTICA E MODOS DE VIDA ALTERNATIVOS)

environmental group (grupo ambientalista)
 environmental campaign (campanha ambiental)
 eco-warrior (defensor do ambiente)
 ecologist (ecologista)
 environmentalist (ambientalista; protetor do ambiente)
 green issues (questões ambientais)
 sustainable development (desenvolvimento sustentável)
 demonstration (manifestação)
 vegetarian/vegan (vegetariano)
 vegetarianism/veganism (vegetarianismo)

SAMPLE EXERCISES

- 1 All these animals make their home in tropical rainforests. What are they called? Complete the words.



l _ _ _ _



m _ _ _ _



a _ _ _ _



s _ _ _ _



s _ _ _ _



j _ _ _ _



t _ _ _ _



p _ _ _ _



g _ _ _ _



t _ _ _ _ _

- 2 All these words are related to rainforests. Put them into three groups.
plants – air – animals – fruits – insects – tall – trees – wood – birds – medicines
– hot – wet – rubber – dark

WHAT'S IN THE RAINFOREST?	WHAT DO WE GET FROM THE RAINFOREST?	WHAT'S THE RAINFOREST LIKE?

- 3 **Alternative diets**

What do you know about vegetarianism? Match the words in the left-hand column with their explanations in the right-hand column.

1. OVO-LACTO VEGETARIANS	a) They eat eggs, but not milk.
2. OVO-VEGETARIANS	b) They eat milk products.
3. LACTO-VEGETARIANS	c) They eat less meat than the average people.
4. SEMIVEGETARIANS	d) Vegetarians who consume fish.
5. PESCEARIANS	e) They don't eat any animal flesh, but they eat animal products, such as eggs.

SOLUTION

- 1 leopard, monkey, antelope, snake, spider, jaguar, toucan, parrot, gorilla, tarantula
2. **What's in the rainforest?** plants; air; animals; insects; trees; birds
What do we get from the rainforest? fruits; wood; medicines; rubber
What's the rainforest like? tall; hot; wet; dark
3. 1. e; 2. a; 3. b; 4. c; 5. d

OVER TO YOU

1 Match the words with their definitions.

1. ENDANGERED	a) The natural environment in which an animal or plant lives or grows.
2. EXTINCTION	b) Things from nature like trees or oil that we use in our daily lives.
3. HABITAT	c) When a living forest is destroyed due to things such as logging, cattle ranching, or oil drilling.
4. DEFORESTATION	d) A diet that does not include any meat, chicken, or fish but can include dairy and eggs.
5. LOGGING	e) When a species or habitat is threatened with extinction.
6. NATURAL RESOURCES	f) To be able to use something over an endless period of time in a way that does not destroy the environment.
7. DIET	g) The total dying out of a species of animal, plant, etc.
8. VEGAN	h) The act of cutting down trees to use them for wood products.
9. VEGETARIAN	i) Another word for "natural" or "living."
10. NUTRITION	j) The food that a person or animal usually consumes.
11. ORGANIC	k) What our bodies need to be healthy and alive.
12. SYNTHETIC FIBERS	l) A totally plant-based diet that does not include any animal products like meat, dairy, or eggs.
13. INDIGENOUS PEOPLES	m) Fabrics like polyester, nylon, acetate, and acrylic that come from petrochemicals.
14. SUSTAINABLE	n) The original, native peoples that have lived in the same area for thousands of years.

2 Find the odd one out.

- 1 pollution, global warming, rainforest, acid rain
- 2 earthquake, tornado, flood, rubbish
- 3 recycle, reuse, pollute, reduce
- 4 solar power, water power, fossil fuel, wind power
- 5 coal, gas, oil, wind
- 6 unleaded petrol, diesel, recycled paper, organic products
- 7 polluted, clean, spoiled, dirty
- 8 fauna, flora, power station, wild animal

3 Complete the table.

VERB	TRANSLATION	NOUN
conserve		
preserve		
recycle		
reduce		
reuse		
save		
plant		
protect		

OVER TO YOU

4 Complete the sentences with the verbs in the table on page 26. Use the right verb tense.

- 1 We should _____ old envelopes.
- 2 Walking to school or work _____ spending money on the bus.
- 3 They should pass new laws to _____ wildlife in the area.
- 4 Hanging clothes to dry in the sun helps _____ the consumption of energy.
- 5 We should _____ new trees because they absorb CO₂.
- 6 In the summer, large crops of fruit may be _____ by freezing.
- 7 What materials do you _____ in your school?
- 8 Tropical rainforests might disappear in our lifetime if we don't _____ them.

5 What can you do to help the earth?

Choose and complete.

Plant a tree.

food – future – spirit – planet – tree

Planting a _____ is a powerful thing that you can do to help the earth and contribute to the _____. Trees clean the air and water and help to keep the _____ cool. They help build up rich soil, create shade and provide _____ and shelter for humans and animals. The beauty of trees is soothing and good for the _____!

Go for a hike.

earth – trip – enjoy – family – hike – nature

Getting out and enjoying _____ is good for you. Nature can lift your spirits and provide peace of mind. Going for a _____ is also great exercise. If you love the _____ and want to help protect it, don't forget to get out and _____ the beauty it has to offer. Hiking is a safe and healthy activity to enjoy with your _____. So plan a _____ to the great outdoors!

Visit a zoo or a botanical garden.

zookeepers – endangered – zoos – plants

Make a list of animals or _____ that live in the rainforest. Find out which ones are _____ and what you can do to help save them. Some people don't like _____ because the animals are often kept in small cages. Talk to the _____ about other ideas such as "Video Zoos."

Your actions can change the world!

READING

RARE SPECIES

Why protect rare and endangered species?

Protecting the world's species and their habitats lies at the heart of WWF's mission to conserve the earth's biodiversity and was the prime reason for the organisation's establishment in 1961. Whilst important in their own right, species are also critical for maintaining the fundamental balance of ecosystems. As charismatic icons, they also provide unique opportunities for promoting and communicating critically important conservation and environmental issues.

WWF global network

The WWF global network focuses particular attention on a small number of globally important 'flagship' species: the giant panda, tiger, marine turtles, great apes, whales, elephants (African and Asian) and rhinos (in both Africa and Asia). These charismatic creatures inspire conservation efforts for themselves – and for the thousands of lesser-known, but vitally important, plants and animals with which they coexist.

WWF-UK

At WWF-UK our goals are:

- to reduce threats – such as wildlife trade and habitat loss – to wild populations of ten 'flagship' species: chimpanzee, elephant, giant panda, golden lion tamarin, mountain gorilla, North Atlantic right whale, orang utan, rhino, snow leopard and tiger.
- to ensure wildlife trade does not threaten additional selected wild populations of plants and animals – including the musk deer, sharks, sturgeon, Tibetan antelope and mahogany.

WWW-UK

VOCABULARY HELP

ecosystems (l. 5) – ecossistemas
 to ensure (l. 21) – assegurar
 musk deer (l. 22) – almiscareiro
 sturgeon (l. 22) – esturjão
 mahogany (l. 23) – mogno



SAMPLE EXERCISES

TEXT COMPREHENSION

1 Read through the text and answer these questions.

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

2 Find evidence in the text for the following.

- 1 The main objective of the organisation is to protect species in danger of extinction.
- 2 The organisation was set up to conserve the earth's biodiversity.
- 3 Species are important to nature.

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

- 1 prime (l. 3)
 - a) chief
 - b) less important
 - c) first
- 2 establishment (l. 4)
 - a) business organisation or large institution
 - b) group of people employed in an organisation
 - c) action of creating or setting up
- 3 charismatic (l. 6)
 - a) emphasizing the divine gifts
 - b) generous
 - c) having the power to inspire devotion and enthusiasm

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

- 1 WWF was set up _____
- 2 They are concerned _____
- 3 Endangered species are important _____

SOLUTION

1. 1. The text is about a British conservation organisation, WWF (the World Wildlife Fund), and their concern for rare species. 2. The main purpose of the text is to inform the reader about the organisation's goals and draw our attention to the importance of rare species.
2. 1. "Protecting the world's species and their habitats lies at the heart of WWF's mission." 2. "...to conserve the earth's biodiversity and was the prime reason for the organisation's establishment in 1961." 3. "...species are also critical for maintaining the fundamental balance of ecosystems."
3. 1. a; 2. c; 3. c
4. 1. ... in 1961. 2. ... about endangered species. 3. ... to maintain the fundamental balance of ecosystems.

OVER TO YOU

1 Read through the text and identify:

1 the type of text (Choose from these alternatives.)

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

2 audience (experts, general public...)

3 its communicative intention (to inform, to advise, to persuade, to warn...)

4 language features (objective style, evidence, formal or informal style...)

2 Find evidence in the text for the following.

1 Species help us think about the environment.

2 The organisation concentrates on some of the most important species.

3 Rare species make us think of other plants and animals they live with.

4 The organisation wants to preserve natural habitats.

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

1 unique (l. 6)

- a) unparalleled
- b) rare
- c) remarkable

2 issues (l. 7)

- a) problems
- b) important topics for discussion
- c) disagreements

3 focuses (l. 9)

- a) becomes able to see clearly
- b) adjusts the focus
- c) concentrates

OVER TO YOU

- 4 flagship (l. 10)
 a) ship which has the commander of a fleet on board
 b) most important of a group
 c) group of ships
- 5 coexist (l. 14)
 a) exist together without fighting
 b) tolerate each other
 c) exist together in the same place
- 6 goals (l. 16)
 a) points scored when the ball goes into the goal
 b) pair of posts with a crossbar
 c) targets
- 7 threaten (l. 21)
 a) give warning of
 b) put at risk
 c) seem likely to occur

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

- 1 WWF wants _____
- 2 Some African and Asian endangered species _____
- 3 There are other lesser-known plants and animals _____
- 4 WWF wants to prevent _____
- 5 They also want to guarantee _____



GRAMMAR STUDY

THE ARTICLE

THE INDEFINITE ARTICLE

We use the *indefinite article* with:

- singular jobs
*He's **a** sales representative.*
*She's **an** office clerk.*
- singular countable nouns (mentioned for the first time)
*I took **a** course in computing.*
- these numbers: 100, 1,000, 1,000,000
*There were **a** hundred/**a** thousand people at the party.*
*He won **a** million pounds in the lottery.*

THE DEFINITE ARTICLE

We use the *definite article*:

- with oceans and seas, mountain ranges, island groups, areas, rivers, deserts
***the** Pacific, **the** Andes, **the** British Isles, **the** northeast, **the** Thames, **the** Sahara*
- with hotels, cinemas, theatres, newspapers, national groups
***the** Ritz, **the** Odeon, **the** National Theatre, **the** Times, **the** British*
- when there is only one thing
*I can surf **the** web quite easily.*
- to talk about particular nouns when it is clear what we are referring to.
*Where's **the** phone book? I need it now.*

THE ZERO ARTICLE

We use *no article (zero article)* with:

- proper names
Mr Grant will arrive in London at 11.00 am tomorrow morning.
- most countries, continents, mountains, lakes, cities, streets, magazines, illnesses
Portugal, Africa, Mount Everest, Lake Como, Madrid, Oxford Street, Time magazine, flu

Exceptions include: *The Algarve, The Azores, The Netherlands.*

- uncountable, plural and abstract nouns used in their general sense.
I buy fruit at the greengrocer's.
I don't like dishonest people.
Love makes the world go round.

SAMPLE EXERCISES

1 Put in *a/an, the* or *(-)*.

- 1 She doesn't watch ____ TV in the afternoons.
- 2 'Is there ____ hospital near here?' 'Yes, at ____ end of this road.'
- 3 ____ Maurine is ____ very good student.
- 4 Who is ____ president of ____ United States?
- 5 ____ Thames runs through ____ London.
- 6 ____ Mount Everest is ____ highest mountain in ____ world.

SOLUTION

1. -; 2. a; the; 3. -; a; 4. the; the; 5. The; -; 6. -; the; the

OVER TO YOU

1 Put in *a/an, the* or *(-)*.

After nearly 50 years of groundbreaking natural history broadcasting, (1) _____ David Attenborough takes stock of (2) _____ state of the planet and assesses why (3) _____ Earth needs our help.

"(4) _____ question is, are we happy to suppose that our grandchildren may never be able to see (5) _____ elephant except in (6) _____ picture book? And if the answer is no, then (7) _____ people worldwide have got to say: 'Yes, (8) _____ elephants are (9) _____ glory and (10) _____ splendour and (11) _____ wonder and we should not be responsible for their disappearance. And we are prepared to do something about it'."

"The only way to save (12) _____ rhinoceros is to save (13) _____ environment in which it lives because there's (14) _____ mutual dependency between it and (15) _____ millions of other species of both animals and plants."

"It's not just that we are dependent on (16) _____ natural world for our food and for (17) _____ very air we breathe – which is, of course, the case – and that the very richness of (18) _____ natural world continues to provide us with all kinds of assistance. But it's (19) _____ moral question about whether we have the right to exterminate (20) _____ species and leave a world that is more impoverished than the one we inherited. People must feel that the natural world is important and valuable and beautiful and wonderful and (21) _____ amazement and (22) _____ pleasure."

David Attenborough

GRAMMAR STUDY

CONDITIONALS

REMEMBER

FIRST CONDITIONAL

Form

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

*If you **want**, you **can help** this environmental organization.*

*If you **listen to** this song, **you'll like** it.*

If + present simple – imperative

*If you **go** to the cinema, **see** *I, Robot*.*

Use

Conditions which are very probable in the present or future.

SECOND CONDITIONAL

Form

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

*If I **found** a voluntary job, I **would apply** for it.*

*If I/he/she **was/ were** rich, I/he/she **would give** money to support a green organization.*

*(**Were** is more formal than **was**.)*

Use

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

THIRD CONDITIONAL

Form

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

*If his father **had listened to** him, he **wouldn't have gone away**.*

(But his father didn't listen, so he went.)

Use

Unreal conditions in the past.

Note:

Sometimes we use mixed conditional to focus on (1) particular aspects of meaning or (2) interpersonal functions. Examples:

(1) *If you **ask** him politely, he **might help** you, but I doubt it.*

*(**Might** shows more doubt than **may**.)*

(2) *If you **wouldn't mind** waiting, Mr Greene **will see** you this morning.*

*(**Wouldn't** is more polite than **don't**.)*

SAMPLE EXERCISES

1 Circle the normal word.

- 1 If Jack is lucky, he may / would find a good job.
- 2 If it rains, they won't / wouldn't go to the football match.
- 3 He won't finish his report if you don't / didn't help him.
- 4 If he moved to Paris, I won't / wouldn't see him very often.
- 5 If we don't / didn't work hard, we would earn less money.
- 6 He won't / wouldn't be a very good football player if he didn't train hard.
- 7 She will take a secretarial course if she listens / listened to her father's advice.
- 8 I won't be surprised if they get / got married.
- 9 I wouldn't be surprised if they get / got married.
- 10 What would you do if you were / are eighteen?
- 11 If someone have / had an electric shock, what would you do?
- 12 If your friend got hurt, what will / would you do?
- 13 You can win a good prize if you come / came with me.

2 Rewrite the following as conditional sentences.

- 1 I can't get the car started. I don't take you to work.
If _____
- 2 Peter responded in a very aggressive manner. The teacher got angry.
If _____
- 3 Mary didn't lock her car properly. It was stolen.
If _____
- 4 I didn't know about your difficult situation. I couldn't help you.
If _____
- 5 Susan left William. He wasn't reasonable and understanding.
_____ if _____
- 6 She didn't get a taxi because she didn't have any money on her.
If _____

SOLUTION

1. 1. may; 2. won't; 3. don't; 4. wouldn't; 5. didn't; 6. wouldn't; 7. listens; 8. get; 9. got; 10. were; 11. had; 12. would; 13. come.
2. 1. If I could get the car started, I would take you to work.
2. If Peter hadn't responded in such an aggressive manner, the teacher wouldn't have got angry.
3. If Mary had locked her car properly, it wouldn't have been stolen.
4. If I had known about your difficult situation, I could have helped you.
5. Susan wouldn't have left William if he had been reasonable and understanding.
6. If she had had some money on her, she would have got a taxi.

OVER TO YOU

1 First conditional

Complete the sentences.

- 1 If you put engine oil in water, you _____ (pollute) it.
- 2 If the weather is fine tomorrow, we _____ (go) to the beach.
- 3 If you _____ (need) a calculator, I can lend you mine.
- 4 If you pull out that plug, you _____ (cut off) the electricity.
- 5 If you talk to him, he _____ (understand) your decision.
- 6 If I have time, I _____ (help) you with your organization.
- 7 If you drive too fast, you _____ (have) an accident.
- 8 If he _____ (not behave), the teacher may get angry.
- 9 Send me a postcard if you _____ (go) to Italy.
- 10 If you exercise, you _____ (lose) weight.
- 11 Don't eat so much if you _____ (not want) to get fat.

2 Second conditional

Put the verb into the correct form and then answer the questions.

- 1 If you _____ (have) millions of euros, what would you do?

- 2 If you had a dangerous job and your mother was worried about you,
_____ (you / stop) doing it?

- 3 If you had to live in a new country to get a better job, _____ (you / go)?

- 4 If your best friend _____ (be) famous, would you feel envious?

- 5 If a newspaper _____ (write) something horrible about you, how would you feel?

- 6 If you _____ (meet) your favourite singer, what would you do?

- 7 If you _____ (travel) into space, what would you take with you?

- 8 If you _____ (be) alone on a desert island, what would you do?

- 9 If you _____ (go) to Los Angeles, what would you visit?

3 Third conditional

Choose the best answer.

- 1 If I hadn't driven so fast, I _____ a car accident.
a) wouldn't have had
b) wouldn't have
c) won't have

OVER TO YOU

- 2 If he _____ ill, he would have gone to the concert.
a) was
b) hadn't been
c) isn't
- 3 If you had practised more, you _____ your driving test.
a) wouldn't fail
b) won't fail
c) wouldn't have failed
- 4 I might have finished my course if I _____ harder.
a) had worked
b) have worked
c) worked
- 5 If it hadn't rained yesterday evening, I _____ with you.
a) would go
b) could have gone
c) can go
- 6 If they had taken my advice, they _____ a lot of time.
a) would have saved
b) will save
c) won't save
- 7 If you had phoned me, we _____ to meet.
a) would arrange
b) could have arranged
c) can arrange
- 8 If you _____ on the bus, it would have been cheaper.
a) come
b) came
c) had come
- 9 If she _____ all her pocket money on clothes, she could have bought a new calculator.
a) had spent
b) hadn't spent
c) has spent
- 10 If my father had lent me some money, I _____ my dream car.
a) will buy
b) might buy
c) could have bought

OVER TO YOU

4 Rewrite the following as *conditional sentences*.

- 1 They didn't arrive on time. They missed the demonstration.
If they had _____
- 2 They didn't look after the animal. The animal died.
If they had _____
- 3 Animals and birds live in small cages, so their behaviour is not natural.
If _____
- 4 Visitors come to zoos to see the animals. They can't sleep quietly by day.
If _____
- 5 Some endangered species live in zoos, so scientists can learn about them.
If _____
- 6 The animals couldn't go back to their natural habitats. They didn't feel free.
If _____
- 7 The animals didn't live in their habitats. They forgot their natural behaviour.
If _____
- 8 We look for new and interesting animals. We can learn from them.
If _____
- 9 Come to the zoo! You can see rare species there.
If _____
- 10 The water is polluted. Fish can die.
If _____
- 11 You weren't careful. The cat ran away.
If _____
- 12 He got up late, so he couldn't come to the demonstration.
If _____
- 13 He didn't invite me, so I didn't go with him.
If _____
- 14 Preserve natural resources to save the environment.
If _____

CREATIVE WRITING

1. BE A POET!

Imagine that you are in a rainforest.

- What can you see?
- What can you hear?
- What does the rainforest taste like?
- What does it smell like?
- What's it like?
- What are you thinking?
- How do you feel?



2. WRITING A LEAFLET

Imagine that you work for the Department of the Environment. There are some people who speak English in your country, so you were asked to write the text for a leaflet in English in which you inform the public about illegal trade in wild animals and the way it threatens wildlife with extinction and over-exploitation.

Follow the layout below.

LEAFLET

Layout

- Think of a direct and eye-catching main heading.
- Use short and clear sub-headings. You may ask a question rather than state a fact.
- Break up the information into short and logical sections.
- Use visual help:
 - write important points on separate lines;
 - number your points;
 - use capital and small letters;
 - write in bold and italics, underline some phrases or words.

VOCABULARY STUDY

WORD GROUPS

STUDY THESE WORD GROUPS.

GENETIC ENGINEERING USES (USOS DA ENGENHARIA GENÉTICA)

solving crime (resolução do crime)
 people's identification (identificação de pessoas)
 food production (produção de alimentos)
 medicine (medicina)
 environment (ambiente)
 farming (agricultura)
 GM (genetically modified) foods production (produção de alimentos transgênicos)
 cloning (clonagem)

CLONING (CLONAGEM)

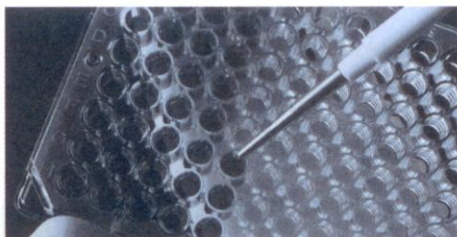
cell (célula)
 chromosome (cromossoma)
 embryo (embrião)
 gene (gene)
 genetic code (código genético)
 genetic disease (doença genética)
 genetic modification (modificação genética)
 gene therapy (terapia do gene)

RISKS OF GM FOODS (PERIGOS DOS ALIMENTOS TRANSGÊNICOS)

human health problems (problemas para a saúde humana)
 environmental problems (problemas ambientais)
 economic problems (problemas económicos)

BENEFITS OF GM FOODS (BENEFÍCIOS DOS ALIMENTOS TRANSGÊNICOS)

to increase the output of crops (aumentar a produção das colheitas)
 to make plants grow faster (fazer com que as plantas cresçam mais depressa)
 to make plants become more resistant to pesticides or disease (tornar as plantas mais resistentes aos praguicidas e à doença)



SAMPLE EXERCISES

1 What is the word?

- 1 The manipulation of genetic material in the laboratory.
G _ _ _ _ _ E _ _ _ _ _
- 2 The so-called biological unit of inheritance.
g _ _ _
- 3 The genetic modification of body cells of an individual patient, directed at alleviating disease in that patient.
g _ _ _ t _ _ _ _ _
- 4 The smallest structural unit of all living organisms.
c _ _ _
- 5 Deoxyribonucleic acid, a large molecule that contains all genetic information in the cell.
D _ _

2 Choose and complete.

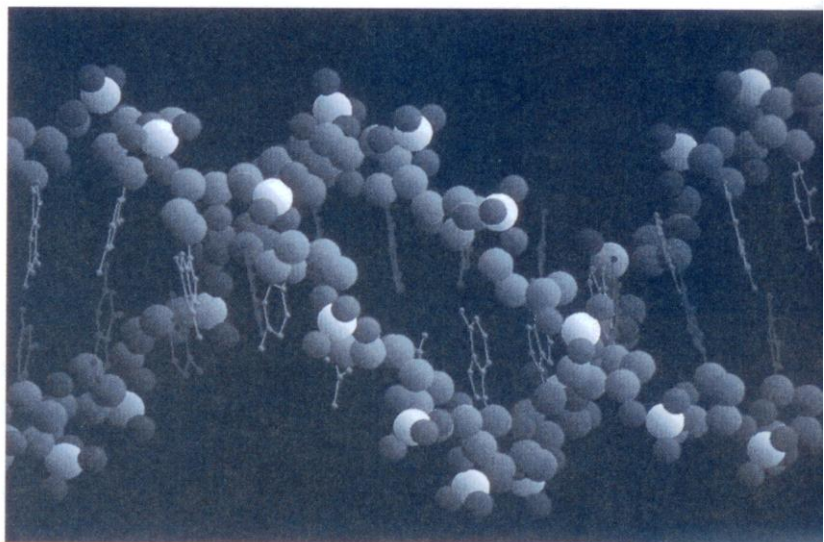
Genetic Engineering – genes – organisms – created – technology – cells – species

Genetic Engineering is a (1) _____ designed to create new organisms by combining species. It involves the manipulation of (2) _____ – units of DNA – where scientists are able to transfer these genes between totally unrelated (3) _____. All creatures on earth are made up of the same basic units – (4) _____, so scientists can combine these basic units in any way.

The major difference between (5) _____ and natural reproduction is that it occurs across species of (6) _____. So this means that anything can be experimented with and potentially (7) _____.

SOLUTION

1. 1. Genetic Engineering
2. gene
3. gene therapy
4. cell
5. DNA
2. (1) technology
(2) genes
(3) species
(4) cells
(5) Genetic Engineering
(6) organisms
(7) created



OVER TO YOU

1 What is the word?

- 1 The process of creating a clone.
c _____
- 2 The totality of genes in an organism.
g _____
- 3 A microscopic particle containing thousands of genes (DNA) found in the nucleus of the cell.
c _____
- 4 Early developmental stage of a plant or animal after fertilisation.
e _____
- 5 The diversity of variety, species, families, genera etc of living organisms in a particular place.
b _____
- 6 The industrial use of biological processes.
b _____
- 7 A cell that throughout life is able to produce all the cells within an organ.
s ____ c ____

2 Read the following arguments about cloning. Decide if they are *for* or *against* human cloning.

- 1 Banning things is a bad idea.
- 2 People shouldn't play God.
- 3 It doesn't hurt anyone.
- 4 Cloning violates human dignity and makes people into products that can be replaced.
- 5 It gives people more choices about their family.
- 6 It would help infertile people or those who've lost a child.
- 7 Cloning involves destroying embryos.
- 8 People should be allowed to reproduce in the way they choose.
- 9 It would let celibate people have biological children.
- 10 It lets parents do their best for their children.
- 11 Cloning amounts to unethical experimentation on people.
- 12 It satisfies a child's right to have good genes.
- 13 Clones will be considered inferior to 'real people'.
- 14 Cloning will change family relationships.
- 15 It's wrong to stand in the way of progress.
- 16 It would help save our species if there was a global disaster.
- 17 Cloning will change human relationships and the nature of society.

READING

HUMAN CLONING

Technology creates ethical dilemma.

In 1997, when Scottish scientists at the Roslin Institute revealed they had successfully cloned an adult sheep, the world took note. While the researchers said they had no aim to ever clone human material, human cloning was now theoretically possible, the *Washington Post* reported. Rather, the scientists said, the ability to clone adult animals held out the promise of agricultural and medical advances.

Nevertheless, the scientific watershed – astounding scientists worldwide who had repeatedly attempted to clone other adult animals – has led to an ethical dilemma. Should human cloning be outlawed? Is it ethical to grow human embryos to use in potentially life-saving treatments? Is cloning the next logical step (after in vitro fertilization) for infertile couples who desire children?

Hello Dolly

The recent breakthroughs – first Dolly and now the hotly debated use of stem cells – have only been possible due to more than 40 years of genetic research. Scientists have been cloning cells for years by copying genes and other parts of chromosomes to create enough identical material for further study.

After Dolly's birth more questions fueled the evolving controversy. How safe was it to even consider cloning a human when so many variables and unknowns existed? Dolly was one success out of more than 200 attempts. How could some scientists consider human cloning a safe, moral option when so many things could go wrong?

Stepping up the debate

More recently, the cloning debate has intensified around the topic of therapeutic cloning, which makes it possible to repair imperfect organs and other body parts.

Both politically and ethically, the questions and concerns regarding the cloning of human cells remain.

Jeremy Dunn

www.startspot.com/network (abridged)

VOCABULARY HELP

watershed (l. 7) – ponto de viragem

outlawed (l. 9) – declarada ilegal

breakthroughs (l. 13) – desenvolvimentos científicos

fueled (l. 18) – incendiaram

stepping up (l. 23) – aumentar



SAMPLE EXERCISES

TEXT COMPREHENSION

- 1 Match the two columns to find the meaning of these words taken from the text.**

1. HELD OUT (l. 5)	a) of morals or moral questions
2. ETHICAL (ll. 8, 9)	b) variable things
3. HOTLY (l. 13)	c) developing
4. EVOLVING (l. 18)	d) efforts to do something
5. VARIABLES (l. 19)	e) offered
6. ATTEMPTS (l. 20)	f) passionately

- 2 Decide whether these statements are *true*, *false*, or if there is *not enough evidence to know*. Correct the false statements.**

- 1 The first clone was a human being.
- 2 Scientists said they didn't intend to clone human beings.
- 3 They thought cloning could be extended to other fields.
- 4 Everybody believed scientific and technological development had created a nightmare scenario.

- 3 Complete these sentences according to the information given in the text.**

- 1 After Dolly was born, _____
- 2 People started to wonder _____

- 4 Identify the grammatical category of these words.**

- 1 when (l. 1)
- 2 Scottish (l. 1)
- 3 at (l. 1)

- 5 Identify these verb tenses.**

- 1 had cloned (ll. 1, 2)
- 2 has led (l. 8)

SOLUTION

1. 1. e; 2. a; 3. f; 4. c; 5. b; 6. d
2. 1. False. It was a sheep called Dolly. 2. True. 3. True. 4. No evidence to know.
3. 1. ... the controversy around cloning increased. 2. ... if cloning was safe.
4. 1. temporal conjunction; 2. adjective; 3. preposition of place
5. 1. past perfect; 2. present perfect

OVER TO YOU

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

- 1** made known (para. 1)
- 2** caused to grow as a clone (para. 1)
- 3** purpose (para. 1)
- 4** capacity (para. 1)
- 5** amazing (para. 2)
- 6** used to describe a biological process conducted outside the body of a living organism (para. 2)
- 7** unable to have children (para. 2)
- 8** exactly similar (para. 3)
- 9** worries (para. 6)

2 Answer these questions on the global meaning of the text.

- 1** What is the text about?
- 2** What have you learnt about cloning?

3 Decide whether these statements are true, false, or if there is not enough evidence to know. Correct the false statements.

- 1** Scientists had never tried to clone other animals before Dolly.
- 2** Cloning has raised no moral questions.
- 3** In vitro fertilization was developed before cloning.
- 4** Recent scientific developments are a result of long years of research.
- 5** Two types of cloning produce genetically identical animals.
- 6** Dolly is the result of a third type of cloning.

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

- 1** Before Dolly's birth, _____
- 2** Therapeutic cloning aims _____
- 3** The cloning of human cells _____

5 Identify the grammatical category of these words.

- 1** successfully (l. 2)
- 2** sheep (l. 2)
- 3** held out (l. 5)
- 4** medical (l. 6)

6 Identify these verb tenses.

- 1** had attempted (l. 8)
- 2** have been (l. 14)
- 3** fueled (l. 18)

GRAMMAR STUDY

PURPOSE CLAUSES

Purpose clauses express the reason why somebody did something.

When the subject of the main clause is the same subject of the purpose clause

Affirmative sentences

TO + INFINITIVE	Scientists are carrying out research to discover the causes of this uncommon illness.
IN ORDER TO + INFINITIVE	Scientists are carrying out research in order to discover the causes of this uncommon illness.
SO AS TO + INFINITIVE	Scientists are carrying out research so as to discover the causes of this uncommon illness.

Negative sentences

IN ORDER NOT TO + INFINITIVE	You should put on a coat in order not to get a cold.
SO AS NOT TO + INFINITIVE	You should put on a coat so as not to get a cold.

When the subject of the main clause is different from the subject of the purpose clause

SO THAT + SUBJECT + CAN/WILL (It refers to the present or future.)	They'll do further research so that other illnesses can be cured.
SO THAT + SUBJECT + COULD/WOULD (It refers to the past.)	They did further research so that other illnesses could be cured.
IN ORDER THAT + SUBJECT + CAN/WILL (It refers to the present or future.)	They'll do further research in order that other illnesses can be cured.
IN ORDER THAT + SUBJECT + COULD/WOULD (It refers to the past.)	They did further research in order that other illnesses could be cured.

Note:

You can use **in order that** and **so that** when the subject is the same, but you have to use the subject again.

In **order to** and **so as to** are more often used in formal writing.



SAMPLE EXERCISES

1 Join the sentences by using the words given.

- 1 She usually buys goods and packaging that are made from recycled materials or are recyclable. She wants to cut down on packaging. (*to*)
- 2 They bought some reusable bags for the supermarket. They didn't want to use plastic bags. (*in order not to*)
- 3 They take showers, not baths. They don't want to waste water. (*so as not to*)
- 4 We dispose of waste liquids such as household cleaners and paints correctly. We want our rivers, lakes and seas to be kept clean. (*so that*)

SOLUTION

- 1 1. She usually buys goods and packaging that are made from recycled materials or are recyclable to cut down on packaging.
2. They bought some reusable bags for the supermarket in order not to use plastic bags.
3. They take showers, not baths, so as not to waste water.
4. We dispose of waste liquids such as household cleaners and paints correctly so that our rivers, lakes and seas will be kept clean.

OVER TO YOU

1 Join the sentences by means of a *purpose clause*.

- 1 Try not to overheat your home. You can save energy.
- 2 He switched off lights when he left the room. He wanted to save energy.
- 3 We separate our bottles, cans and other recyclable items. We want to recycle them.
- 4 Choose environmentally friendly cleaning products. You can reduce pollution.
- 5 She used both sides of the sheet of paper. She wanted to save paper.
- 6 Let clothes dry naturally rather than using a tumble drier. You reduce your energy bill.
- 7 Turn down your thermostat. You save up to 10 per cent on your heating bill.
- 8 Fix dripping taps. You don't waste up to 13 litres of water a day.

GRAMMAR STUDY

ADJECTIVE FORMATION

ADJECTIVE SUFFIXES

NOUN/VERB + SUFFIX		
noun/verb	suffix	adjective
danger	-ous	dangerous
science	-ic	scientific
ethics	-al	ethical
dirt	-y	dirty
expense	-ive	expensive
sense	-itive	sensitive
care	-ful	careful
pain	-less	painless
interest	-ing	interesting
annoy	-ing	annoying
annoy	-ed	annoyed
affection	-ate	affectionate
comfort	-able	comfortable
rely	-able	reliable
comprehend	-ible	comprehensible
eat	-ible	edible (fit to be eaten)

ADJECTIVE PREFIXES

PREFIXES TO EXPRESS NOT OR THE OPPOSITE MEANING		
prefix	adjective	new adjective
dis-	similar	dissimilar
il-	logical	illogical
im-	moral	immoral
in-	tolerant	intolerant
ir-	relevant	irrelevant
non-	violent	non-violent
un-	spoilt	unspoilt

SAMPLE EXERCISES

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

NOUN/ /VERB	break	help	rely	thought	obsess	home	enjoy	compete	create
ADJECTIVE									

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

ADJECTIVE	legible	patient	similar	tolerant	likely	social	responsi- ble
OPPOSITE							

SOLUTION

- 1 break – breakable; help – helpful, helpless; rely – reliable; thought – thoughtful, thoughtless; obsess – obsessive; home – homeless; enjoy – enjoyable; compete – competitive; create – creative.
- 2 legible – illegible; patient – impatient; similar – dissimilar; tolerant – intolerant; likely – unlikely; social – antisocial; responsible – irresponsible.

OVER TO YOU

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

NOUN/ /VERB	industry	fog	apply	repair	violate	eat	job	use
ADJECTIVE								
NOUN/ /VERB	drink	wash	decide	disaster	produce	silence	sympathy	beauty
ADJECTIVE								
NOUN/ /VERB	critic	difference	mood	rely	please	consider	grace	hope
ADJECTIVE								

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

ADJECTIVE	polite	employed	patient	loyal	literate	relevant	common	helpful
OPPOSITE								
ADJECTIVE	moral	efficient	interesting	stable	convenient	crowded	logical	visible
OPPOSITE								

OVER TO YOU

SAMPLE EXERCISES

3 Fill in the gaps with **adjectives** formed from the words given in brackets.

- 1 Don't be so sad. The sofa is still _____ (*repair*).
- 2 He completely agreed with my decision. In fact, he was very _____ (*sympathy*) to me.
- 3 I'm sure this water is safe for drinking. It is _____ (*drink*).
- 4 Some people don't agree with cloning. For them it's largely an _____ (*ethics*) problem.
- 5 They were all very _____ (*please*) with the news.
- 6 Try to develop a more _____ (*critic*) attitude, instead of accepting everything.
- 7 Buying this car was a _____ (*disaster*) step; it's always breaking down.
- 8 CD players are _____ (*use*) things to have in the classroom.
- 9 A car is _____ (*use*) without petrol.
- 10 Books are _____ (*rely*) sources of information.

4 Complete each sentence with an **adjective** which has the same meaning as the words in bold.

- 1 His handwriting **cannot be read**. It is _____.
- 2 She wants things to **happen immediately**. She is _____.
- 3 The plane **cannot be seen**. It is _____.
- 4 What you want to do is **against the law**. It is _____.
- 5 He was very **rude** to the waiter. He was very _____.
- 6 His moods and opinions **change** from moment to moment. He is very _____.
- 7 His arrival was **not convenient**. He arrived at an _____ time.
- 8 Hurricanes are **not very common** in Portugal. Actually, they are quite _____.
- 9 There are **too many people** in the city centre. It is always _____.
- 10 Your conclusion is **not sensible**. It is _____.

5 Choose the **right adjective**.

- 1 The house was left in a shocking / shocked state.
- 2 For a few minutes they stood in shocking / shocked silence.
- 3 They were amazing / amazed to find no one was hurt.
- 4 It's amazing / amazed how quickly people adapt.
- 5 She was disappointing / disappointed to see he wasn't at the party.
- 6 The party was disappointing / disappointed for the guests.

CREATIVE WRITING

Write an essay with the title:

Should human cloning be banned?

You may use some of the arguments presented in **Vocabulary Study** and follow the model below.

DISCURSIVE ESSAY

FIRST PARAGRAPH

Introduction

Introduce the topic and give some general information.

SECOND PARAGRAPH

Write some arguments in favour of cloning.

THIRD PARAGRAPH

Write some arguments against cloning.

FOURTH PARAGRAPH

Conclusion

Give your personal opinion about the subject.

Note: If you are against something, you'd better put the arguments for first.

If you are for something, put the arguments against first.

Avoid using colloquial expressions.

You may use passive sentences where appropriate.

Use some of these *contrast linkers*:

Despite/In spite of disagreeing with cloning...

Although they recognize...

However, there are some people...

On the one hand, the supporters of cloning say...

On the other hand, some people think cloning people is unethical.

FIRST EVALUATION TEST

Read the text carefully.

TOURISM

Tourism is one of the biggest and fastest-growing economic sectors in the global economy and has significant environmental, cultural, social, and economic effects, both positive and negative. It has been noted as the world's largest and fastest-growing industry. In 1998, it accounted for 200 million jobs worldwide. In the same year 625 million people visited a foreign country, bringing receipts from international tourism to US\$445 billion. 5

Because tourism is essentially dependent on an unspoilt, natural or unpolluted environment, and on environmental services, it follows that tourism has both a responsibility for, and a need to, invest in the maintenance of the natural environment. If undertaken sustainably, tourism can be a positive force for conservation and environmental protection, and can provide unique opportunities for awareness raising and enhancing support for conservation. It can also be developed in more environmentally sustainable ways that can create many alternative economic activities. 10

However, tourism can and often does have destructive effects on biodiversity and unspoilt environments, and can result in the misuse of natural resources such as freshwater, forests, and coral reefs. For example, in a number of areas tourism development has resulted in serious water shortages affecting local communities and the tourism industry; forests have been depleted through wood collection for fuel; and coral reefs have been damaged by sewage, sedimentation, and boats. In order to avoid such impacts, tourism should be planned, managed and undertaken in a way that is environmentally sustainable, socially beneficial, and economically viable. 20

It is important that tourists and the tourism industry understand both the negative and positive aspects of tourism so that they can contribute to more sustainable approaches. Conservation organizations should use the opportunities tourism provides to raise awareness of the issues, to provide other significant benefits such as income for natural resource management, and to ensure implementation of key measures, such as the protection of fragile areas. 25

www.wwf.org.uk (abridged)

A Read through the text and identify:

- | | |
|--------------------------------|----------------------|
| 1 the type of text; | 2 audience; |
| 3 its communicative intention; | 4 language features. |

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

- 1 Tourism can have good and bad consequences in several areas.
- 2 Tourism created a lot of jobs.
- 3 Although millions of people travelled abroad in 1998, tourism didn't bring many profits.

FIRST EVALUATION TEST

- 4 There is a close relationship between tourism and the environment.
 5 Sustainable tourism doesn't contribute to conservation and environmental protection.
 6 Sustainable tourism has no influence on the world economy.

C Find words in the first two paragraphs to match these equivalents or explanations.

- | | |
|-----------------------|--|
| 1 results | 2 was the explanation of |
| 3 all over the world | 4 money received by a business |
| 5 the world around us | 6 not dirty; clean |
| 7 unparalleled | 8 having knowledge or consciousness of something |

D Say how these adjectives are formed.

- 1 unpolluted (l. 7) 2 environmental (l. 8) 3 economic (l. 13)

E Give complete answers to these questions.

- 1 What is the relationship between tourism and the environment?
 2 What measures should be taken to avoid the negative aspects of tourism?
 3 Why is it important to understand both the negative and positive aspects of tourism?

II

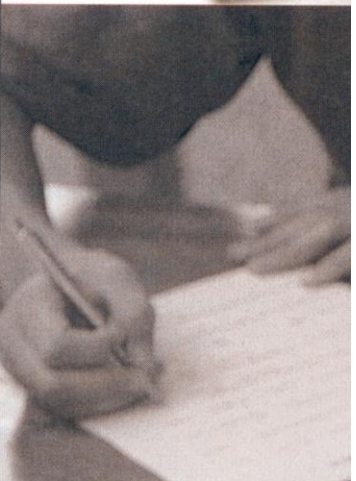
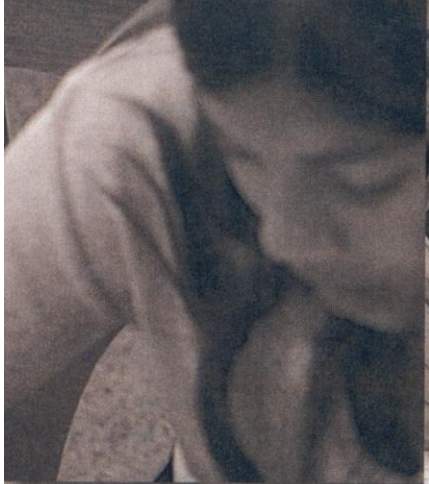
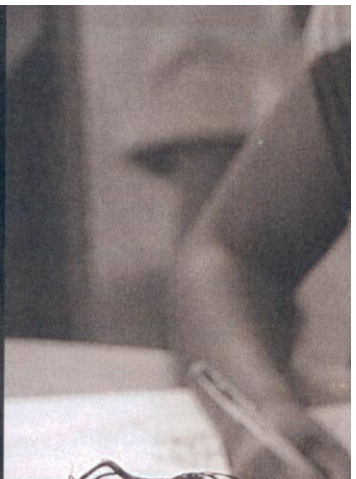
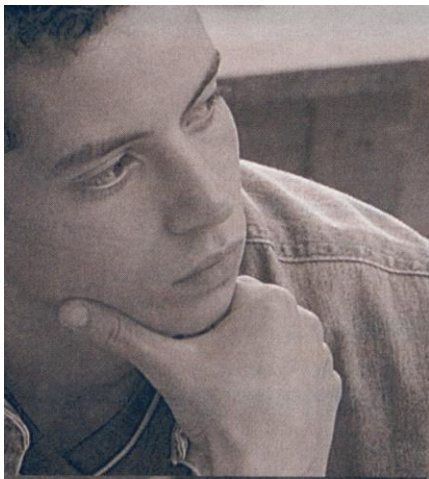
A Rewrite the sentences, starting them as suggested.

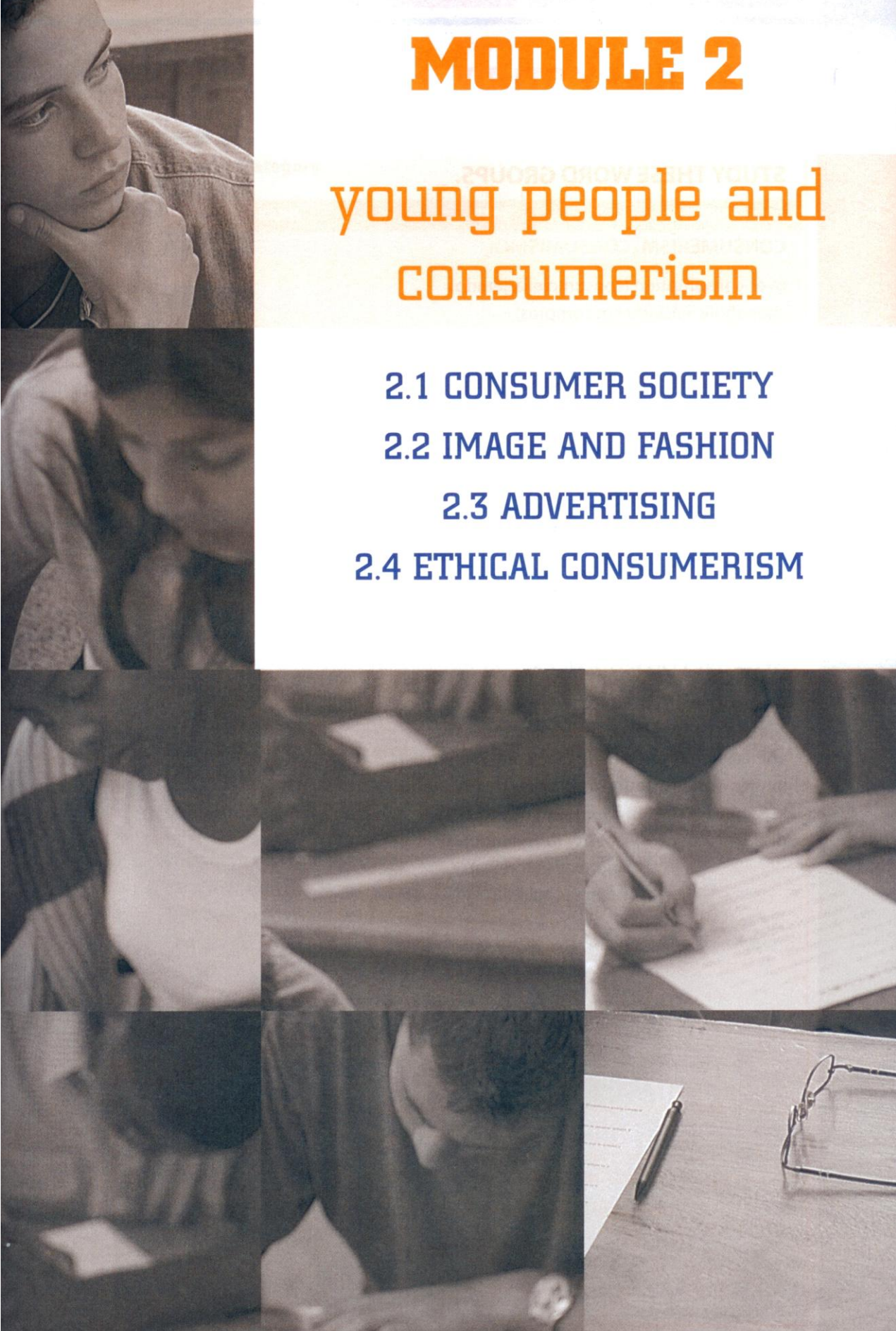
- 1 They organised the concert to raise funds.
 The concert _____
- 2 They don't let them cut down the trees to use the land for agriculture.
 They aren't _____
- 3 They say they are going to close down that shop.
 It _____ that shop _____
- 4 You should turn off the heating at night.
 The heating _____
- 5 They might invite me to the show.
 I _____
- 6 Mr Johnson signed my letter of recommendation. I can find a job easily.
 Mr Johnson signed my letter of recommendation so _____
- 7 We wrote to Greenpeace. They sent us a tourism brochure.
 If _____
- 8 They reduced car traffic in the city centre. Air pollution decreased.
 If they hadn't _____

III

Write an essay with the title:

Is tourism good or bad for people and the environment?





MODULE 2

young people and consumerism

2.1 CONSUMER SOCIETY

2.2 IMAGE AND FASHION

2.3 ADVERTISING

2.4 ETHICAL CONSUMERISM

WORD GROUPS
STUDY THESE WORD GROUPS.

- over-consumption (consumo exagerado)
- shopaholic (viciado em compras)
- compulsive buying (comprar compulsivamente)
- globalisation (globalização)
- business (negócio)
- materialism (materialismo)
- purchase (compra, comprar)
- sale (venda, saldo)

creation of jobs (criação de empregos)
more comfortable life (vida mais confortável)

- waste of natural resources (desperdício de recursos naturais)
- climate changes (mudanças climáticas)
- animal cruelty (crueldade para com os animais)
- longer working hours (mais horas de trabalho)
- less time for the family/community (menos tempo para a família/comunidade)
- diseases (doenças): obesity (obesidade)
 - anorexia (anorexia)
 - bulimia (bulimia)



OVER TO YOU

1 Here are some quotations on consumerism.

1 Complete them with the missing vowels.

a Y__ c_n n_v_r g_t _n__gh _f wh_t y__ d_n't n__d t_ m_k_ y__ h_ppy.

Eric Hoffer

b Y__ w_rk _n _ j_b y__ h_t_ t_ b_y st_ff th_t y__ d_n't n__d, t_ _mpr_ss p__pl_ th_t y__ d_n't l_k_.

Unknown

c _dv_rt_s_ng h_s _lw_ys s_ld _nx__ty, _nd _t c_rt__nly s_lls_nx__ty t_ th_ y__ng. _t's _lw_ys t_ll_ng th_m th_y'r_ l_s_rs _nl_ss th_y _r_ c__l.

Mark Crispin Miller

2 What is the difference between the quotations you completed and the one below?

Sell them their dreams. Sell them what they longed for and hoped for and almost despaired of having. Sell them hats by splashing sunlight across them. Sell them dreams – dreams of country clubs and proms and visions of what might happen if only. After all, people don't buy things to have things. They buy things to work for them. They buy hope – hope of what your merchandise will do for them. Sell them this hope and you won't have to worry about selling them goods.

Helen Landon Cass

3 What aspects of consumerism are focused on in each quotation?

4 Which quotation do you mostly agree with?

READING

CONSUMERISM CONSUMES

Consumerism consumes. At summer sales, there are many faces pressed against the shop window panes, but there is only one expression: all-consuming bargain hunger. Consumerism consumes the variety of human features; the human face, usually a rich register of human emotion, is here reduced to a cash register.

5 Consumerism similarly reduces the varieties of human encounter. According to British Rail, passengers no longer exist. Everyone is a "customer". Patients are "customers" of hospitals in the health-service marketplace. The cash relationship is privileged over all others. If the story of Eve and the Serpent were invented today, it would be told without reference to experience or temptation, knowl-
10 edge or sex. The consumer angle would be exclusively portrayed, Eve the first customer, the serpent a Berwick Street barrow boy – "Apples, thirty-five pence a pound to you, darlin'; that's my best price and don't tell the guv."

15 Consumerism consumes time. When businesses have exhausted spatial territories, they expand into time territories, so by the world day of the international stock exchange, it is always McMarket day, and shops, opening 24 hours, opening on Sabbath days and on festivals, consume the distinctiveness of time for everyone, and do so to fatten the girth of their profit margins. Consumerism creates a McTime, a McWorld where the McSun always McShines.

20 Consumerism consumes resources: energy, space, time and nature. It is a cultural appetite problem, and bulimia is both the sickness and the symbolic sign of consumer society; this self-destructive monster gobbling materials, forests, oils, and lumbering off to a landfill site for a dump in what's left of the woods.

25 The language of consumerism is the language of hunger. "Appetite" for products must be created. Markets can be "glutted" or "satiated". Consumer "tastes" must be "satisfied". Consumerism depends on persuading customers that their "wants" are actually their "needs" and further that these needs have the force of food-hunger, the literal meaning of "appetite".

It persuades us that we are the predator, but we are really the prey.

resurgence.gn.apc.org (abridged)



SAMPLE EXERCISES

TEXT COMPREHENSION

1 Match these words from the text with their meaning on the right:

- | | |
|--------------------------|--|
| 1. bargain (ll. 2, 3) | a) eating very fast |
| 2. girth (l. 17) | b) animal who lives by feeding on other animals |
| 3. bulimia (l. 20) | c) size round the waist |
| 4. gobbling (l. 21) | d) animal hunted, killed and eaten by another |
| 5. landfill site (l. 22) | e) area where waste material is buried |
| 6. predator (l. 28) | f) thing bought for less than the usual price |
| 7. prey (l. 28) | g) emotional disorder in which a person eats too much and then forces himself/herself to vomit |

2 Decide whether the following statements are *true* or *false* and quote from the text to support all your answers.

- 1 Nothing escapes consumerism, not even human emotions.
- 2 Consumerism makes human encounter easier.
- 3 Consumerism tries to convince people that they don't need anything.
- 4 People don't consume; they are consumed.

3 What do these words refer to?

- 1 others (l. 8)
- 2 it (l. 9)
- 3 my (l. 12)
- 4 their (l. 17)

4 Give complete answers to these questions.

- 1 According to the author, what consequences does consumerism have on people?
- 2 Why does the author mention the episode of the Bible of Eve and the Serpent?
- 3 What type of language is used by consumerism?

5 Fill in the blanks with words formed from the word '*consume*'.

- 1 We live in a more and more _____ society.
- 2 Advertising influences people to _____.
- 3 Most _____ don't realise that there is such thing as 'enough'.
- 4 It's time to overcome _____.

SAMPLE EXERCISES

SOLUTION

- 1
 1. f
 2. c
 3. g
 4. a
 5. e
 6. b
 7. d
2.
 1. True. "Consumerism consumes the varieties of human features".
 2. False. "Consumerism similarly reduces the varieties of human encounter".
 3. False. "Consumerism depends on persuading customers that their wants are actually their needs".
 4. True. "It persuades us that we are the predator, but we are really the prey".
- 3
 1. relationships
 2. the story of Eve and the Serpent
 3. Berwick Street barrow boy's
 4. shops'
- 4
 1. According to the author, consumerism has very negative effects on people. They lose their human qualities, which are reduced to materialistic thoughts ("all-consuming bargain hunger"). People aren't treated as such but as mere "customers"; their relationships are mainly based on money ("The cash relationship is privileged over all others"). People lose not only much money but also much time and they may not realise it, but they are not consuming, they are being consumed.
 2. The author mentions this episode to show that while Eve was tempted by her curiosity, her desire to know more, if it were nowadays she would be tempted by consumerist ideas, which are the ones that prevail in our society.
 3. Consumerism uses very strong words all related to hunger, appetite, satisfaction, in order to persuade the consumer that only if he buys a certain product will he be "satiated". They intend to give shopping the same strength as food hunger.
- 5
 1. consumerist
 2. consume
 3. consumers
 4. consumerism

OVER TO YOU

1 Order these sentences according to the text.

- 1 Even holy days are invaded by consumerist ideals.
- 2 When there are sales people seem to lose their humanity.
- 3 Consumers are persuaded that they really need what is advertised.
- 4 The earth also suffers with the consumer society.
- 5 Eventually people are not the ones who consume but the ones who are consumed.
- 6 Everywhere people aren't seen as humans, but as "customers".

2 Complete the sentences according to the text.

- 1 In time of sale, people's faces _____
- 2 In hospitals _____
- 3 The shops open 24 hours a day in order to _____
- 4 Customers are persuaded _____

3 Explain the following expressions taken from the text.

- 1 "bargain hunger" (ll. 2, 3)
- 2 "the human face (...) is here reduced to a cash register" (ll. 3, 4)
- 3 "When businesses have exhausted spatial territories, they expand into time territories" (ll. 13, 14)

4 Give complete answers to these questions.

- 1 Why does the author say that "Consumerism creates a McTime, a McWorld where the McSun always McShines"?
- 2 Which health problem does he relate directly to consumerism? Why?
- 3 Why is the consumer not the predator but the prey?

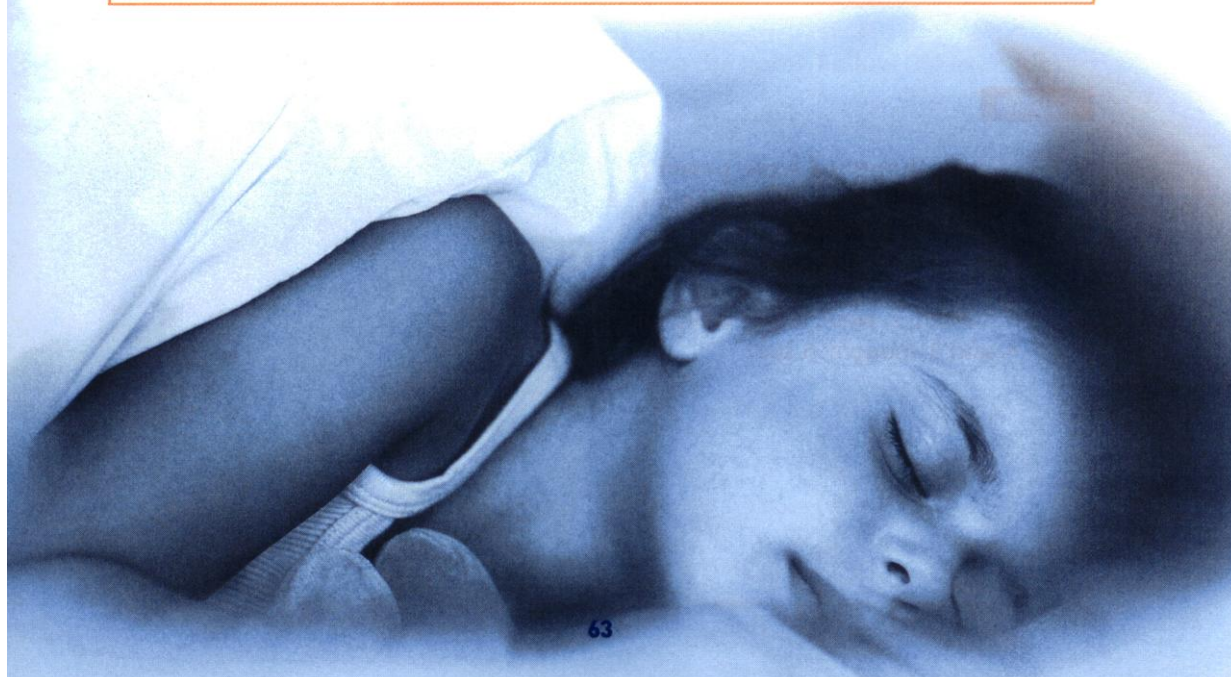
5 "this self-destructive monster..."

- 1 What does the suffix "self" mean?
- 2 Form four other words with that suffix.

GRAMMAR STUDY

PAST TENSES

TENSE	USE	FORMATION (AFFIRMATIVE, INTERROGATIVE, NEGATIVE)	TIME MARKERS
Past simple	To talk about a finished action in the past	He reinvented the story of Eve and the Serpent. Did he reinvent the story of Eve and the Serpent? He didn't invent the story of Eve and the Serpent.	yesterday, last week/ month/year, 2 years ago, in 1998, in the past
Past Continuous	To say we are in the middle of an action at a certain time in the past	I was talking about that problem. Was I talking about that problem? I wasn't talking about that problem.	as, when, while
Past Perfect	It refers to something that happened before the simple past	When I got home the children had gone to bed. When I got home had the children gone to bed? When I got home the children hadn't gone to bed.	already, never, before, just



SAMPLE EXERCISES

- 1 Complete the following text about American materialism with the verbs in the *simple past*.

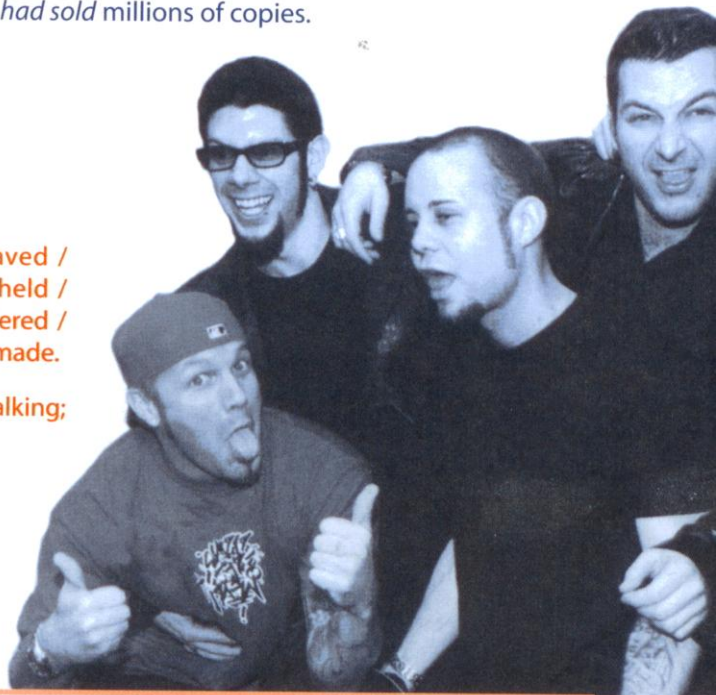
American materialism has a long history with roots that start in the American Dream, going back to when the first settlers _____ (come) to its shores. Many _____ (think) that American streets _____ (pave, passive) with gold. Initially the pioneers _____ (not live) lives of luxury. The twenties _____ (be) the years of materialism. The Americans _____ (build) big houses, _____ (hold) big parties and _____ (buy) too many things. In 1929 America _____ (experience) the Great Depression but when they _____ (enter) World War II in 1942 the economy _____ (pick) up. In the 50s television _____ (become) a mass consumer item and advertisements _____ (help) sell all types of devices. After a period of "peace and love" with the hippy generation, the 80s _____ (make) the return to materialism.

- 2 Music is also affected by consumerism. Do you like Limp Bizkit? Choose the correct verbs to complete their story.

- 1 Limp Bizkit's story started / had started in Jacksonville, Florida in 1994.
- 2 Fred and Sam were / were being friends.
- 3 One day, Fred walked / was walking down the street with a friend.
- 4 His friend said / was saying "My brain feels like a limp biscuit".
- 5 Fred thought / was thinking that was a good name for the band.
- 6 Limp Bizkit's albums sold / had sold millions of copies.

SOLUTION

- 1 came / thought / were paved / didn't live / were / built / held / bought / experienced / entered / picked / became / helped / made.
- 2 1. started; 2. were; 3. was walking; 4. said; 5. thought; 6. sold



OVER TO YOU

1 Choose the correct verb tense for each blank.

- 1 Yesterday I _____ ten e-mails.
a) was writing b) wrote c) have written
- 2 While I _____ to the airport, I had a fantastic idea.
a) drove b) didn't drive c) was driving
- 3 The thief _____ by the time the police arrived.
a) had escaped b) has escaped c) escaped
- 4 The dog doesn't need a walk. I _____ just _____ him out.
a) had taken b) was taking c) have taken
- 5 _____ you already _____ when the fight started?
a) did...leave b) had...left c) have...left
- 6 I _____ to her last night because I was already in bed.
a) wasn't talking b) hadn't talked c) didn't talk
- 7 Jane and Cathy _____ when Jim interrupted.
a) chatted b) was chatting c) were chatting
- 8 She _____ in New York since she got married.
a) has lived b) was living c) lived

2 Match the two halves of the sentences.

- | | |
|------------------------------------|---------------------------------------|
| 1. Phil broke a leg | a) she weighed about 90 kilos. |
| 2. I have lived in this house | b) when we arrived. |
| 3. Paul had already prepared lunch | c) since I was born. |
| 4. I was having a beautiful dream | d) when he was skating. |
| 5. When they opened the door | e) they saw that the sun was shining. |
| 6. Last time I saw her | f) when the alarm clock rang. |

3 Add a sentence with the *past perfect* using the notes. Follow the example.

- 1 Ann looked very suntanned when I saw her last week.
She had just been on holiday. (*just / be on holiday*)
- 2 Luckily the flat didn't look too bad when my parents called in.
(*just / clean it*)
- 3 John invited me to lunch yesterday but I refused the invitation.
(*already / eat / my sandwiches*)
- 4 I couldn't do any shopping yesterday.
(*shops / already / close*)
- 5 I was really pleased to see Rachel again.
(*not see / her / for ages*)

GRAMMAR STUDY

GERUND AND INFINITIVE

Study these examples taken from the text:

Consumer tastes must **be** satisfied.

Consumerism depends on **persuading** customers that their wants are actually their needs.

TENSE	USE	EXAMPLE
Gerund	subject of a sentence	Running is a good sport.
	two things happening at the same time	She was sitting in an arm-chair reading a book.
	after prepositions	Tom left without finishing his dinner.
	after verbs of likes and dislikes: <i>like, love, enjoy, appreciate, dislike, hate, detest</i>	She enjoys cooking .
	after the verbs: <i>admit, avoid, begin, cease, consider, continue, delay, deny, excuse, finish, imagine, intend, fancy, feel like, forgive, keep, mention, mind, miss, pardon, postpone, practise, regret, risk, start, stop, suggest...</i>	We should avoid eating saturated fats.
	after some negative forms: <i>can't resist, can't help, can't endure, can't stand, can't bear, can't put up with</i>	She can't resist buying more and more clothes.
	after the expressions: <i>be used/accustomed to, look forward to, it's no good, it's no use, it's worth, have difficulty</i>	I'm used to getting up early.
To-infinitive	after an adjective	I was delighted to see him.
	after the verbs: <i>advise, afford, allow, appear, arrange, ask, attempt, beg, believe, dare, decide, demand, expect, fail, forget, happen, help, hope, invite, know, learn (how), manage, mean, need, offer, order, permit, persuade, plan, pretend, promise, recommend, refuse, report, seem, suppose, tell, tend, threaten, want, wish...</i>	I want to go out. I want you to go out with me.
	after <i>would like</i>	She'd like to be slimmer.
	with <i>used (to)</i>	When I was younger I used to practise many sports.
	purpose	I went out to post a letter.
Bare infinitive	after modal verbs	He can speak English very well.
	after the expressions: <i>had better, would better, had rather, would rather, would sooner</i>	You'd better stop at the next petrol station.
	after the verbs <i>let</i> and <i>make</i>	You shouldn't let your daughter eat so many sweets.
	after <i>but</i>	He can't do anything but sleep .

SAMPLE EXERCISES

1 Fill in the blanks by means of the *gerund*, *to-infinitive* or *bare infinitive*.

- 1 Sarah demanded _____ (*speak*) to the manager.
- 2 I hope _____ (*get*) a job in New York.
- 3 She looks forward to _____ (*follow*) a career in modelling.
- 4 You'd better _____ (*think*) twice before you buy a new car.
- 5 _____ (*advertise*) has become big business.
- 6 I'm used to _____ (*be*) rejected.
- 7 It's nice _____ (*do*) something you like.
- 8 She accused him of _____ (*not tell*) the truth.
- 9 Did your mother make you _____ (*do*) all the housework?
- 10 She couldn't help _____ (*cry*) when she heard the news.

2 Choose the *correct form* of the verb to complete these sentences about Madonna.

- 1 Madonna keeps on *changing* / *change* her image. It never stays the same.
- 2 A beauty products company decided *using* / *to use* her in an advert because they thought it was bound *be* / *to be* a success.
- 3 *Use* / *Using* Madonna was very expensive and some people found it strange that she agreed *doing* / *to do* that advert, because she's a genius at *publicising* / *publicise* herself. Perhaps she thought her image needed *refine* / *refining*.
- 4 Anyway, Madonna is used to *be* / *being* criticised.
- 5 But there are also many people who admire her for *dare* / *daring* to be different.

SOLUTION

- 1 1. to speak; 2. to get; 3. following; 4. think; 5. Advertising; 6. being; 7. to do; 8. not telling; 9. do; 10. crying
- 2 1. changing; 2. to use, to be; 3. Using, to do, publicising, refining; 4. being; 5. daring

OVER TO YOU

1 Complete this text about modelling by choosing the correct form (*gerund* or *to-infinitive*) of the verbs in brackets.

- 1 The glamorous lifestyle of _____ (*be*) flown around the world in private jets and _____ (*attend*) movie premières is mostly confined to super-models like Kate Moss and Naomi Campbell.
- 2 Many models do travel abroad, but they get little time off _____ (*explore*).
- 3 _____ (*get*) assignments can be hard work. Only one in 20 castings result in paid work, so models need _____ (*keep*) promoting themselves.
- 4 _____ (*work*) as a model can be fun but _____ (*wait*) around for people to look at your portfolio is always boring.
- 5 _____ (*face*) rejection is part of the job, so confidence is important. People who have been brought up _____ (*value*) themselves are more likely to be able _____ (*cope*) with rejection than those with low self esteem.
- 6 Often girls as young as 14 are keen _____ (*enter*) the modelling industry. Many teenage girls drop out of school _____ (*pursue*) a career in modelling.
- 7 Other young girls may feel pressure _____ (*diet*) so that they can look more like models on the catwalk or in fashion magazines.
- 8 Fierce competition means that _____ (*succeed*) in the modelling industry is incredibly hard.

2 Make sentences with the elements given.

- 1 I / would hate / lose / my watch
- 2 I / not like / skate. I / be / afraid / fall
- 3 you / be / interested / work / for us / ?
- 4 She / look forward to / go / on holiday
- 5 Yesterday / my mother / make / me / eat / soup
- 6 We / be / used to / work / until late
- 7 She / not can / speak / Chinese
- 8 He / not allow / anyone / smoke / in his house

CREATIVE WRITING

SPEECH

Organising a speech

1. The topic – statement that sets out the problem and relates it to people's own experience.
2. The issue – question that sets out the problem behind the topic.
3. Counter-argument – statement of why some people disagree with the speaker/writer.
4. Main idea statement – statement that tells the reader/listener what the speaker/writer thinks about the issue.
5. Supporting arguments – statement(s) that give(s) support to the main idea.
6. The concluding paragraph – statement that holds the solution to the problem introduced by the issue.

Based on these topics and in about **120 words**, write a speech defending animals' rights and the idea that people should never abuse and exploit them only to satisfy their whims.



VOCABULARY STUDY

WORD GROUPS STUDY THESE WORD GROUPS.

FASHION (MODA)

model (modelo)
 image (imagem)
 beauty (beleza)
 clothes (roupas)
 trend (tendência)
 casting (casting – processo de escolha de atores, modelos, etc.)
 catwalk (passerelle)
 portfolio (portfólio – coleção de fotografias)

ADVANTAGES (VANTAGENS)

travelling (viajar)
 fun (diversão)
 fame, success (fama, sucesso)
 well-paid job (trabalho bem remunerado)

DISADVANTAGES (DESVANTAGENS)

competition (competição)
 pressure to be thin (pressão para ser magro/a)
 too young female models (modelos femininos demasiado jovens)
 short-term career (carreira a curto prazo)



SAMPLE EXERCISES

1 Complete the following chart. Use the help of the dictionary if necessary.

NOUN	VERB	ADJECTIVE	ADVERB
model			—
	compete		
			successfully
		thin	
image			
	—		famously

SOLUTION

1 model, modelling; competition, competitive, competitively; success, succeed, successful; thinness, thin, thinly; imagine, imaginative, imaginatively; fame, famous.

OVER TO YOU

Complete this crossword to revise some vocabulary about clothes.

Across

6. a piece of clothing like a shirt, worn by women (6)
 9. a covering for the hand made of wool, leather, etc. (5)
 10. a traditional Japanese piece of clothing like a long loose dress with wide sleeves, worn on formal occasions (6)
 11. a piece of clothing worn over other clothes to keep them clean, for example when cooking (5)
 12. a piece of women's clothing that is made in one piece and covers the body down to the legs (5)
 15. the special set of clothes worn by all members of an organisation or a group at work, or by children at school (7)
 16. a piece of outdoor clothing that is worn over other clothes to keep warm or dry (4)
 17. a piece of clothing made of rubber that fits the whole body closely, worn by people swimming underwater or sailing (3, 4)
 18. a long narrow piece of leather, fabric, etc. that you wear around the waist (4)

Down

1. a loose jacket and trousers worn in bed (7)
 2. a long piece of fabric wrapped around the body from the waist to the chest, worn by Malaysian and Indonesian people (6)
 3. trousers for women that fit tightly over the legs, made of fabric that stretches easily (8)
 4. a piece of clothing for the upper part of the body, with long sleeves usually made of thick cotton and often worn for sports (10)
 5. a piece of clothing in two pieces that women wear for swimming and lying in the sun (6)
 7. a piece of clothing that fits tightly over the body from the neck down to the tops of the legs, usually covering the arms, worn by dancers, women doing physical exercises, etc. (7)
 8. clothes that you wear under other clothes and next to the skin (9)
 13. short trousers that end above or at the knee, worn when playing sports, in hot weather or by children (6)
 14. a set of clothes made of the same fabric, including a jacket and trousers or a skirt (4)



READING



IMAGE IS EVERYTHING

Modelling is a dream job for many teenagers. When they think of modelling, they picture the lives of supermodels like Kate Moss and Naomi Campbell – being flown around the world in private jets, followed by an entourage of make-up artists, hairdressers and stylists, going to endless movie premières wearing thousand-dollar dresses.

5

However, this ideal is far from the reality facing most models. The job involves sitting around endlessly – constantly going to castings where you may queue for several hours, until someone looks at your portfolio for two minutes and sends you away. For most models, only about 1 in 20 castings will result in paid work, so rejection is part of the job. The atmosphere between models can often be tense, because there is much competition.

10

Furthermore, modelling is not a long-term career – the majority of girls leave modelling before the age of 23, and few men model after the age of 28. Although a few supermodels' careers may carry on beyond this, for most models the jobs dry up before the first wrinkles have appeared.

15

Over recent years, the fashion industry has been criticised for the harmful effect it may have on both models and the general public. Models are much slimmer than the average girls, who feel pressurised to be like the people they see on the catwalk.

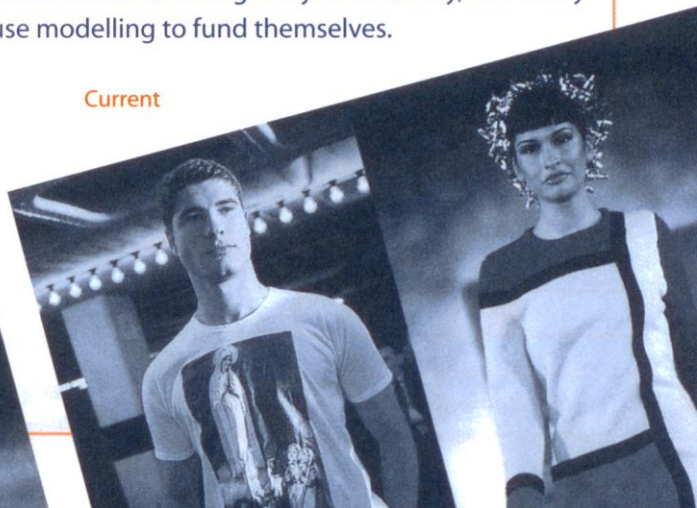
Another aspect of modelling which has caused concern is the young age of those involved. While most male models are aged between 20 and 23, the average age for girls is much lower – they are usually between 14 and 18 years old. Many girls drop out of school to concentrate on the career and they are often portrayed as sex objects. Is a 13 or 14-year-old girl mature enough to deal with this? And does modelling put young girls in dangerous situations?

20

25

But this industry also brings benefits – fashion is fun and diverting for members of the public and the fashion world alike. It gives you flexibility, and many musicians, actors and artists use modelling to fund themselves.

Current



SAMPLE EXERCISES

TEXT COMPREHENSION

1 Match the two halves of the sentences according to the text.

- | | |
|---|--|
| 1. Although modelling is a dream job for many teenagers | a) but not be chosen for any show. |
| 2. You can go to many castings | b) your career won't last long. |
| 3. You must be aware that | c) it can have many disadvantages. |
| 4. If you are a teenager and choose a career in modelling | d) you may have to drop out of school. |

2 Find in the first three paragraphs of the text words that mean the same as:

- 1 group of people who look after an important person
- 2 for a long time
- 3 auditions in order to get a job
- 4 wait in line
- 5 finish

3 What do these words refer to?

- 1 where (l. 7)
- 2 it (l. 17)
- 3 which (l. 20)
- 4 this (l. 25)

4 Answer these questions on the text with complete sentences.

- 1 Why do many teenagers look forward to getting a job as a model?
- 2 Name three drawbacks of this type of work.
- 3 Would you like to be a model? Why/why not?

5 Identify the grammatical category of these words.

- 1 picture (l. 2)
- 2 endless (l. 4)
- 3 queue (l. 8)
- 4 slimmer (l. 18)

SOLUTION

- 1 1. c; 2. a; 3. b; 4. d
- 2 1. entourage; 2. endlessly; 3. castings; 4. queue; 5. dry up
- 3 1. castings; 2. the fashion industry; 3. another aspect of modelling; 4. being portrayed as sex objects
- 4 1. When most teenagers think of modelling, they think of an interesting and well-paid type of work. They imagine themselves living the lives of supermodels like Naomi Campbell and Kate Moss and don't think of all the disadvantages this type of job can have. 2. This type of work can be hard because you may have trouble in being chosen among so many people, it is a short-term career and many teenagers have to leave school in order to concentrate on their modelling work. 3. (personal answer) I would like / wouldn't like to be a model because...
- 5 1. verb; 2. adjective; 3. verb; 4. adjective

OVER TO YOU

1 Complete the sentences according to the text.

- 1** Supermodels like Kate Moss and Naomi Campbell _____.
- 2** In the fashion world you have to get used to _____.
- 3** The average age for female models _____.

2 Give synonyms for/explain the following words/expressions.

- 1** dream job (l. 1)
- 2** being flown around (l. 3)
- 3** movie premières (l. 4)
- 4** tense (l. 11)
- 5** harmful (l. 16)

3 Answer these questions on the text with your own words.

- 1** Explain the expression: "for most models the jobs dry up before the first wrinkles have appeared".
- 2** What consequences does the ideal model portrayed by the fashion industry have on young people?
- 3** What are the positive aspects of working as a model?

4 What do the following words refer to?

- 1** they (l. 1)
- 2** this (l. 14)
- 3** who (l. 18)
- 4** It (l. 27)

5 Identify the grammatical category of these words:

- 1** concern (l. 20)
- 2** diverting (l. 26)
- 3** alike (l. 27)
- 4** fund (l. 28)

GRAMMAR STUDY

PHRASAL VERBS

Study these examples of intransitive phrasal verbs from the text:

*Although a few supermodels' careers may **carry on** beyond this, for most models the jobs **dry up** before the first wrinkles have appeared.*

A **phrasal verb** is a verb followed by an adverbial particle, which gives the verb a special meaning. It may be transitive or intransitive or both.

A prepositional verb governs a prepositional phrase (preposition + noun or pronoun).

I can depend on his help/it.

When the phrasal verb has an **object**, there are two possible positions for it:

*I turned off **the light**. or I turned **the light** off.*

When the **object** is a **pronoun**, it goes before the adverb:

*I wrote **it** down.*

*The police carried **them** out.*

SAMPLE EXERCISES

- 1 Do you think you can make it as a model? Here are five tips on how to begin a career in the industry. Fill in the gaps with the correct *phrasal verbs*:**

follow up cover up stay away look up put on hand over watch out

- 1** Find a good agency. Don't answer advertisements in newspapers – reputable agencies hardly ever advertise in the press. _____ agencies in a directory.
- 2** Be careful, there are a lot of people ready to take advantage of hopeful young models. _____ for model schools which often accept anyone and charge extortionate fees, and _____ from freelance photographers who can charge as much as they like.
- 3** Have some snapshots taken. To see your potential, agencies have to know what you really look like, so don't _____ your shape with jumpers or loose trousers or _____ too much make up.
- 4** Contact your chosen agency. If you hear nothing, _____ your letter or visit with a call. Be ready to try other agencies.
- 5** Most agencies will charge you for initial "test" photographs taken by their photographer, but don't _____ any money for a registration fee.

SOLUTION

- 1 1. Look up; 2. Watch out / stay away; 3. cover up / put on; 4. follow up; 5. hand over**

OVER TO YOU

- 1 All the following sentences are built with the verb *to take*. You have to complete them with the missing particles:

away on over off back up after in

- 1 I must take _____ my father because we are both very impatient.
- 2 He's taken _____ jogging in order to lose weight.
- 3 Many companies are taken _____ by bigger ones.
- 4 I'm sorry. I take _____ what I said before.
- 5 Don't be taken _____ by his charm.
- 6 The plane took _____ an hour later.
- 7 The doctor gave some pills to take _____ the pain.
- 8 I can't take _____ any extra work.

- 2 Choose the **best verb** to fit the sentences:

break turn get log check work

- 1 It took him a long time to _____ over his illness.
- 2 I hope things _____ out for him. He deserves to be happy.
- 3 Why are you late? Did the bus _____ down?
- 4 All the passengers have been _____ in now.
- 5 He _____ up late, as usual.
- 6 Don't forget to _____ off when you've finished using the computer.

- 3 Rephrase the following sentences replacing the underlined expressions by a **phrasal verb**. Follow the example.

show off come across keep up with knock out put back break off

- 1 Let's stop working for a short time for a cup of tea.
Let's **break off / knock off** [slang] for a cup of tea.
- 2 I found Jane by accident when I was shopping.
- 3 He likes to show he is good.
- 4 Don't walk so fast! I can't move at the same speed as you.
- 5 The blow made him become unconscious.
- 6 If you use something, return it to its usual place.

GRAMMAR STUDY

COLLECTIVE NOUNS

Study this example from the text:

*Fashion is fun and diverting for members of the **public** and the fashion world alike.*

Collective nouns – like *public* – are nouns that refer to a group of people, animals or things and, in British English, can be used with either a singular or a plural verb.

OVER TO YOU

1 Complete the sentences with the appropriate *collective nouns*. You have the first letter to help you.

1 A bouquet is a bunch of f...

3 A herd is a group of c...

5 A swarm is a group of b...

7 A flock is a group of b... or s...

2 A cast is a group of a...

4 A troop is a group of m...

6 A bunch is a group of g... or k...

8 A colony is a group of a.....

2 Complete this crossword using other *collective nouns*.

Across

1. grouping of worshippers

2. grouping of eggs

3. grouping of employees

4. grouping of players

5. grouping of stars

6. grouping of chicks

Down

7. grouping of people chosen to make decisions or to deal with a particular subject

8. grouping of dogs

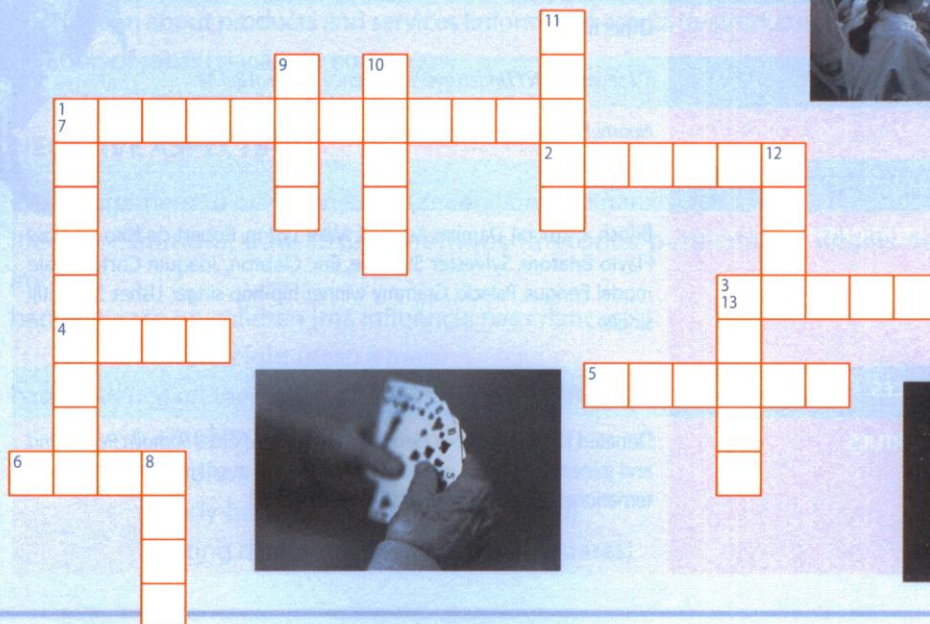
9. grouping of cards (American)

10. grouping of experts

11. grouping of flowers

12. grouping of angels

13. grouping of insects



CREATIVE WRITING

BIOGRAPHY

A biography is a narrative text telling the story of a person's life. It is usually told in chronological order with action verbs in the past. We should also include expressions of time and place.

According to the information below, write down Naomi Campbell's biography.

MAY 22, 1970	Born in Streatham, South London, England
	Italia Conti Stage School
	London Academy for Performing Arts
1985	Spotted while window-shopping in London's Covent Garden by ex head of Synchro, Beth Bold
APRIL 1986	Pose on <i>Elle's</i> cover
AUGUST 1988	First black model to pose for the French and British <i>Vogue</i> cover
	Worked for Ralph Lauren, Francois Nars, Lee Jeans, Olympus, Jazz and Versace, stepping on the most prestigious catwalks in the world
	Appeared in several music videos including Michael Jackson's <i>In The Closet</i> and a video for Aretha Franklin and George Michael
1991	Considered among the 50 Most Beautiful People in The World
1995	Album <i>Babywoman</i> released by Epic Records
1995	<i>Swan</i> , novel published by Heinemann/Mandarin
1996	First movie picture appearance in Spike Lee's <i>Girl Six</i> , co-starring with Madonna and Theresa Randle
	Other films
	TV series like <i>NY Undercover</i> and <i>French Prince of Bel Air</i>
	<i>Naomi</i> , book containing some of her best photo collections
RELATIONSHIPS	British aristocrat Damian Aspinall, Mike Tyson, Robert de Niro, F1 boss Flavio Briatore, Sylvester Stallone, Eric Clapton, Joaquin Cortés, male model Enrique Palacio, Grammy winner hip-hop singer Usher. She's still single.
VICES	Addiction to drugs, very bad temper
VIRTUES	Donated the profit of her book sales to the <i>Red Cross Somalia Relief Fund</i> and joined the Dalai Lama foundation to construct kindergartens for international deprived societies through UNESCO



VOCABULARY STUDY

WORD GROUPS STUDY THESE WORD GROUPS.

ADVERTISING (PUBLICIDADE)

advertisement (anúncio)
 commercial advertising (publicidade comercial)
 noncommercial/informative advertising
 (publicidade não comercial, informativa)
 advertising agency (agência de publicidade)
 brochure (brochura)
 leaflet (folheto)
 slogan (slogan; frase publicitária)
 jingle (*jingle*; música curta usada na publicidade)
 marketing campaign (campanha de marketing – apresentação e venda de um produto)
 brand (marca)
 corporation (corporação)
 influence, persuade (influenciar, persuadir)
 promote (promover)
 mass media: Internet (Internet)
 TV / cable TV (TV / TV cabo)
 radio (rádio)
 newspapers (jornais)
 magazines (revistas)



POSITIVE ASPECTS (ASPETOS POSITIVOS)

information about products and services (informação acerca de produtos e serviços)
 creation of jobs (criação de empregos)

NEGATIVE ASPECTS (ASPETOS NEGATIVOS)

encouragement to over-consume (encorajamento para o consumo excessivo)
 illegal or immoral advertising methods (métodos publicitários ilegais ou imorais)
 bad influence on children (má influência nas crianças):
 overweight (peso a mais)
 bad influence on teenagers (má influência nos adolescentes):
 smoking (fumar)
 alcohol (álcool)
 body-hatred (ódio ao próprio corpo)
 eating disorders (desordens alimentares)

SAMPLE EXERCISES

1 Match the words on the left with their meaning on the right.

1. publicity	a) activity of telling the public about a product or a service in order to encourage them to buy or to use it
2. advertising	b) activity of presenting, advertising and selling a company's product in the best possible way
3. marketing	c) attention that is given to something; state of being generally or widely known
4. franchising	d) permission given by a company to somebody who wants to sell its goods or services in a particular area
5. public relations	e) relationship between an organisation and the public

SOLUTION

- 1 1 – c
 2 – a
 3 – b
 4 – d
 5 – e

OVER TO YOU

1 Find the correct words for the given phrases.

- 1 Word or phrase that is easy to remember used to attract people's attention.
- 2 Person or company that advertises.
- 3 Sources of information and news that reach large numbers of people.
- 4 Small magazine or book informing about or advertising something.
- 5 Short song or tune that is easy to remember.
- 6 Series of planned activities intended to achieve a particular aim.
- 7 Type of product made by a particular company.
- 8 Printed sheet of paper or a few printed pages that are given free of charge to advertise or give information about something.

READING

ENJOY THE WORLD'S MOST EXCITING MAGAZINE EVERY MONTH!

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IN THE WILD 735

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ORANGE, A MOST CALIFORNIA COUNTY 750

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 AN ERA OF DISCOVERY 792
 BLUE-WATER LIFE BY NIGHT 834

PRESIDENT'S REPORT TO MEMBERS 848

OFFICIAL JOURNAL OF THE NATIONAL GEOGRAPHIC SOCIETY WASHINGTON, D.C.

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Find in the text words that mean the same as:

1. arousing interest and curiosity; 2. distant; 3. close to; 4. see something happen; 5. place where you can buy newspapers and magazines; 6. payment

2 Answer the questions.

- 1 What type of text is this?
- 2 Who is it addressed to?
- 3 What are the characteristics of this type of text?
- 4 Give one example of each of those characteristics.
- 5 What message does the text convey?
- 6 What is the goal of the text?

3 Complete the chart.

NOUN	VERB	ADJECTIVE	ADVERB
	enjoy		
	-----	scientific	
			nationally
support			
		global	
			educationally

4 Give opposites for the following words.

1. exciting; 2. intriguing; 3. faraway; 4. less

SOLUTION

- 1 1. intriguing; 2. faraway; 3. face-to-face; 4. witness; 5. newsstand; 6. fee
- 2 1. This is a commercial advertisement. 2. It is addressed to the general public. 3. The main characteristics are the use of both image and text. The text includes a slogan, verbs in the imperative, use of adjectives and adjective degrees, appeal to one's senses and feelings, interjections and figures of speech. 4. Image: cover of the magazine; text: slogan, interjection: *Enjoy the world's most exciting magazine every month!*; verbs in the imperative: *order*; use of adjectives: *exotic*; use of adjective degrees: *the most exciting*; appeal to one's senses: *faraway lands*; appeal to one's feelings: *Your support is vital to National Geographic's mission.*; figures of speech – hyperbole: *the world's most exciting magazine*. 5. It tries to persuade us that this magazine is very interesting and useful. 6. The goal of this text is that people order the magazine "now".
- 3 enjoyment, enjoyable, enjoyably; science, scientifically; nation, nationalise, national; support, supportive, supportively; globalisation, globalise, globally; education, educate, educative.
- 4 1. boring; 2. obvious; 3. nearby; 4. more

OVER TO YOU

BE IN THE KNOW

If you know of anyone who is aged 16 and thinking of applying for EMA, now's the time they should do it.

EMA is available for all sorts of courses in all sorts of places – whether it's school, college or somewhere else.

Young people can earn up to £30 a week, and, if they progress well over their course, up to £500 in bonuses. It's open to families with a household income of up to £30,000 a year and doesn't affect any other household benefits or young people's part-time earnings. To apply or find out more, call 080 810 16 2 19 or visit www.direct.gov.uk/ema.



But do it ASAP.

Conditions apply to England only

1 Answer the questions.

- 1 What is the biggest difference between this ad and the previous one?
- 2 Who is this ad addressed to?
- 3 What is its communicative intention?
- 4 How does it try to call people's attention?

2 Match the words taken from the text with their meanings on the right.

1. be in the know	a) extras
2. applying for	b) making a formal request
3. available	c) total of money received
4. whether	d) that can be used
5. bonuses	e) no matter if
6. income	f) have more information than most people

3 Complete these sentences according to the text.

- 1 EMA is _____
- 2 If you are sixteen, _____
- 3 If you apply for it, you can _____
- 4 You can find more information about it _____

4 The word *somewhere* is used to refer to a place that one doesn't know or doesn't want to state exactly. Find four other words formed with *some*.

GRAMMAR STUDY

ADJECTIVES AND ADVERBS

Study this example from the text:

Enjoy **the** world's **most exciting** magazine every month!

ADJECTIVE AND ADVERB DEGREES

ADJECTIVE/ADVERB DEGREE		FORMATION	EXAMPLES
Comparative	Equality	as... as	Her pronunciation is not as good as yours.
	Inferiority	less... than	It is less cold today than it was yesterday.
	Superiority	+er...than (adjectives and adverbs with one or two syllables ending in <i>er, y, le</i> and <i>ow</i>) more...than (adjectives with more than two syllables and with two syllables ending in <i>ed, ing, re, ful</i> and <i>ous</i>)	Your son is the same age as mine but he is taller . This is easier than I had thought. He thinks he is going to be more famous than his brother. This test was more difficult than the first one.
Superlative	Inferiority	the least... (of / in)	Sunday was the least cold day of the week.
	Superiority	the ...+est (adjectives and adverbs with one or two syllables) the most... (adjectives with two or more syllables – see comparative of superiority)	This room is the warmest of the house. This was the cleverest thing you've said today. She was the most charming lady in the party. We presented the most interesting project.

IRREGULAR COMPARISONS

good, well	better than	the best
bad, badly	worse than	the worst
little	less than	the least
much, many	more than	the most
late	later than	the last
far	further than (addition) farther than (distance)	the furthest the farthest
old	older than (regular form) elder than (members of the same family)	the oldest the eldest

SAMPLE EXERCISES

1 Write the comparative form of the words in brackets.

- 1 Sorry I'm late. It took me _____ to get here _____ I expected. (*long*)
- 2 Janet looks _____ she did. (*thin*)
- 3 We always go camping on holiday. It's much _____ staying in a hotel. (*cheap*)
- 4 You will find your way around the city _____ if you have a map. (*easily*)
- 5 When I travel by plane I feel _____ than when I go by train. (*nervous*)
- 6 It was _____ usual in town today. (*busy*)
- 7 He's twenty years _____ his wife. (*old*)
- 8 The result was _____ I expected. (*bad*)

2 Write the superlative form of the words in brackets.

- 1 That's _____ story I've ever heard. (*funny*)
- 2 This factory uses _____ production methods. (*modern*)
- 3 Have you read her _____ book? (*recent*)
- 4 This crossword is _____ I've ever done. (*difficult*)
- 5 Yesterday was _____ day of the year. (*hot*)
- 6 This was _____ dress she's ever bought. (*cheap*)
- 7 What's _____ film you've ever seen? (*good*)
- 8 Who's _____ member of your family? (*old*)

SOLUTION

- 1
 1. longer...than
 2. thinner than
 3. cheaper than
 4. more easily
 5. more nervous
 6. busier than
 7. older than
 8. worse than
- 2
 1. the funniest
 2. the most modern
 3. most recent
 4. the most difficult
 5. the hottest
 6. the cheapest
 7. the best
 8. the oldest / the eldest

GRAMMAR STUDY

GRADUAL INCREASE

We use expressions like **easier and easier** and **more and more important** to say that something is increasing all the time.

E.g. *The audience were getting **more and more enthusiastic**.*

*He was driving **faster and faster**.*

PARALLEL INCREASE

We use expressions like **the sooner... the better** to say that one thing depends on the other.

E.g. ***The more** you practise a language, **the better** you speak.*

SO / SUCH (...THAT)

So and **such** make the use of the adjective or adverb stronger.

E.g. *Wait for me! Don't walk **so** quickly.*

We use **so** with an adjective without a noun.

E.g. *She worked **so** hard **that** she made herself ill.*

We use **such** with an adjective with a noun.

E.g. *It was **such** lovely weather **that** we spent the whole day on the beach.*

*I didn't realise it was **such** an old house.*



SAMPLE EXERCISES

1 Rachel wants to become a model but it has been harder and harder to find work. Complete her sentences by means of *gradual increase*.

- 1 It's becoming _____ (*difficult*) to get work nowadays.
- 2 The competition is _____ (*big*).
- 3 I spend _____ (*much*) time in castings.
- 4 I'm getting _____ (*anxious*) about it.
- 5 My problems are just getting _____ (*bad*).

2 Complete each sentence using the information in brackets. Follow the example.

- 1 (*We will arrive soon*) The earlier we leave *the sooner we will arrive*.
- 2 (*Your bill will be high*) The more electricity you use _____
- 3 (*I get confused*) The more I try to work this out _____
- 4 (*The beaches get crowded*) The better the weather is _____
- 5 (*I liked him*) The more I got to know him _____

3 In this exercise you have to use *such* instead of *so*.

- 1 The road is so narrow that it is difficult for two cars to pass each other.

- 2 The weather was so warm that I didn't need a coat.

- 3 His feet are so big that he has difficulty finding shoes to fit him.

- 4 There were so many people in the room that we couldn't move.

SOLUTION

- 1 1. more and more difficult; 2. bigger and bigger; 3. more and more; 4. more and more anxious; 5. worse and worse
- 2 2. the higher your bill will be. 3. the more confused I get. 4. the more crowded the beaches get. 5. the more I liked him.
3. 1. It is such a narrow road that it is difficult for two cars to pass each other.
2. It was such warm weather that I didn't need a coat.
3. He has got such big feet that he has difficulty finding shoes to fit him.
4. There were such a lot of people in the room that we couldn't move.

GRAMMAR STUDY

ADJECTIVE + PREPOSITION

Some adjectives can be used alone or followed by a particular preposition governing a **noun phrase**, e.g.: 'I'm afraid.' 'What are you afraid of?' 'I'm afraid of you!'

Here are some of them:

afraid of	deficient in	different from
aware of	interested in	free from
ashamed of		safe from
capable of	accustomed to	
fond of	comparable to	angry with
independent of	connected to	bored with
proud of	devoted to	happy with
suspicious of	similar to	satisfied with
tired of	used to	
		amazed at
dependent on	famous for	good at
reliant on	important for	surprised at
	responsible for	
	sorry for	

SAMPLE EXERCISES

1 Fill in the blanks with a suitable *preposition*.

- 1 She's good ____ sports and this is important ____ her health.
- 2 John was ashamed ____ what he did but Paul was very proud ____ it.
- 3 Sorry ____ the noise last night. We were having a party.
- 4 Britain isn't certainly famous ____ its food.
- 5 Do you know anyone who might be interested ____ buying an old car?
- 6 Your writing is similar ____ mine.

2 Make sentences with the elements given.

- 1 He / accustomed / the noise.
- 2 They / aware / the facts.
- 3 I / proud / my victory.
- 4 The two men / responsible / bomb attack.
- 5 We / surprised / his reaction.
- 6 He / very interested / politics.

SOLUTION

- 1 1. at; for; 2. of; of; 3. for; 4. for; 5. in; 6. to
- 2 1. He is accustomed to the noise. 2. They are aware of the facts. 3. I'm proud of my victory. 4. The two men were responsible for the bomb attack. 5. We are surprised at his reaction. 6. He is very interested in politics.

OVER TO YOU

1 Complete the conversations, using the *correct form* of the words given.

- 1 Mark: Did you find a job?
Anne: Yes, it was _____ (*easy*) I'd expected, in fact.
Mark: Good! That's _____ (*good*) news I've heard lately.
- 2 Albert: Where are you going on holiday?
Fred: I'm going to _____ (*hot*) place on earth. I hate cold!
- 3 Teacher: Which is _____ (*long*) river in the world?
Mary: Is it the Mississippi?
Alex: No, it's the Nile.
Teacher: Very good, Alex. The Nile is _____ (*long*) the Mississippi.
- 4 Martha: This was _____ (*expensive*) necklace I've ever bought.
Carol: But it is also _____ (*beautiful*) I've ever seen!
- 5 Peter: It's incredible! The price of things is getting _____ (*high*, gradual increase) every day!
Mike: In fact it is _____ (*hard*, gradual increase) to save money nowadays.
- 6 Tom: There's no time to lose. _____ you drive, _____. (*fast*, good, parallel increase)
Mark: I'll try, but the traffic is getting _____. (*intense*, gradual increase)

2 Find and correct the *mistakes* in the sentences.

- 1 The world's older man is 114 years old.
- 2 England is coldest than Portugal.
- 3 The Portuguese team is the better.
- 4 The animal that runs more fast is the cheetah.
- 5 The test was much easiest than I had expected.
- 6 Beckham is the most famous footballer of the world.
- 7 She is intelligenter than I thought.
- 8 It's not as warm than they forecast.

3 Complete the following sentences about the chart on the next page.

- 1 The Germans are _____ (*successful*) the Japanese.
- 2 The Americans are _____ (*ambitious*) the Spanish.
- 3 The Dutch are _____ (*aggressive*) of all.
- 4 The Japanese are _____ (*clever*).
- 5 The Germans and the Japanese are _____ (*hardworking*).
- 6 The British are _____ (*modern*) the Dutch.
- 7 The Germans seem to be _____ (*arrogant*).
- 8 The Italians are _____ (*boring*) the others.
- 9 The British are _____ (*humorous*) the French.

OVER TO YOU

- 10 They say the Italians are _____ (*helpful*).
- 11 The French are _____ (*stylish*) of all.
- 12 The Italians and the Spanish are _____ (*lazy*) the others.
- 13 The Italians seem to be _____ (*untrustworthy*) of them all.

IMAGES OF PEOPLE FROM DIFFERENT COUNTRIES								
	GER	JAP	USA	UK	NETH	FRA	ITA	SPA
Successful	199	199	179	49	45	65	43	16
Ambitious	201	192	152	63	40	76	49	27
Aggressive	191	60	149	131	36	66	101	66
Clever	124	209	102	80	62	93	64	44
Hardworking	227	245	72	59	67	46	42	38
Modern	118	135	176	57	57	136	90	33
Arrogant	188	33	132	171	39	127	66	44
Boring	124	110	69	228	117	69	34	48
Humorous	63	24	90	183	48	116	134	108
Helpful	99	85	99	99	90	84	135	99
Stylish	60	40	46	104	30	278	194	50
Lazy	21	7	35	85	35	108	241	269
Untrustworthy	71	63	94	94	47	94	198	141

4 Join these sentences into one using the words in brackets.

- 1 I was very excited about the trip. I couldn't sleep. (SO)
- 2 We had a very good time. We didn't want to come back. (SUCH)
- 3 The weather was great. We went to the beach every day. (SUCH)
- 4 We enjoyed the place very much. We'd like to go there again. (SO)

5 Choose the *adjective* for each situation and don't forget to use the suitable *preposition*:

afraid important responsible happy proud
surprised capable devoted different free

- 1 The mass media are _____ the people's image.
- 2 Some teenagers don't want to be much _____ the young people they see on TV.
- 3 It seems that they are not _____ who they are.
- 4 Most parents are _____ eating disorders because their children aren't _____ their looks.
- 5 Both boys and girls are _____ losing weight.
- 6 They are _____ big sacrifices and you'd be _____ their food habits.
- 7 It is _____ the society to set our young people _____ this terrible influence.

GRAMMAR STUDY

GET AND HAVE – CAUSATIVE USE

We can use **have** and **get** in a passive structure to say that we arrange for someone else to do something for us. **Have** and **get** are followed by an object and a past participle.

E.g. Order now and **have** National Geographic **delivered** to your door every month.
I'm **getting** all my curtains **cleaned**.

We can also use this structure to say that something (often something not nice) happened to someone.

E.g. Paul **had** his nose **broken** in a fight.

SAMPLE EXERCISES

1 Complete the sentences by using the words in brackets.

- 1 Your hair is too long. I think you should _____ (it/cut).
- 2 I've lost my key. I must _____ (another key/ make).
- 3 Tom's eyes are getting worse. He should _____ (his eyes/test).
- 4 Last year she _____ (her portrait/paint) by a famous artist.
- 5 Tom _____ (his car/steal) yesterday night.

2 Read about each situation and write sentences with *have something done*.

- 1 Paul is going to the dentist. He's going to fill his tooth.

- 2 Catherine is window-shopping while her photos are being developed.

- 3 Our windows are very old. We have to put in new ones.

- 4 Mary is in the laundry paying the man who cleaned her carpets.

- 5 Peter's car was stolen last night.

- 6 Rita's luggage was searched in customs.

SOLUTION

- 1 1. have it cut; 2. get another key made; 3. have his eyes tested; 4. had her portrait painted; 5. had his car stolen
- 2 1. Paul is having his tooth filled. 2. Catherine is having her photos developed. 3. We are going to have new windows put in. 4. Mary had her carpets cleaned. 5. Peter had his car stolen last night. 6. Rita had her luggage searched in customs.

OVER TO YOU

- 1 After a storm, Bill and Claire examine the damage and decide what to do. Follow the example.

Claire: Look! The roof has been damaged!

Bill: I'll have it repaired.

Claire: The house is all dirty!

Bill: _____. (clean)

Claire: The fence is broken!

Bill: _____. (mend)

Claire: There are scratches on our car!

Bill: _____. (paint)

Claire: This big tree didn't fall but it may fall the next time.

Bill: _____. (cut)

Claire: This is terrible!

Bill: Thank God we're alright!

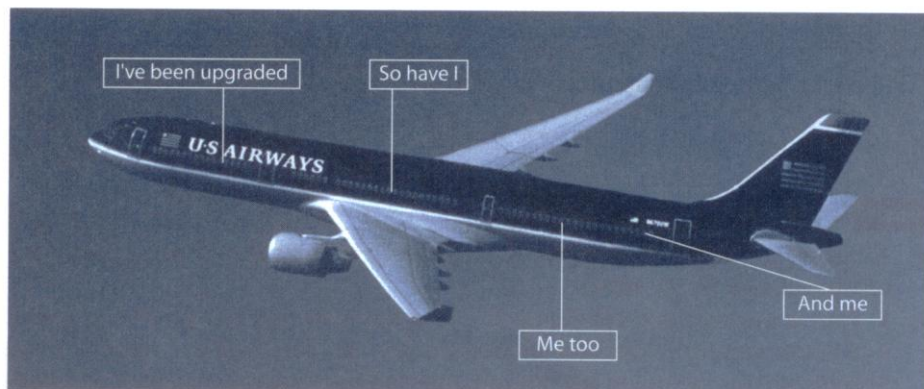
- 2 Read about each situation and write sentences with *have something done*.

- 1 A decorator redecorated her house.
- 2 John is at the garage. His car is being serviced.
- 3 Someone stole all the tourists' money.
- 4 Jane broke her arm in the gym lesson.
- 5 I am going to take the dog to the vet. His eyes have to be examined.
- 6 Where did you go to repair your shoes?

CREATIVE WRITING

COMMERCIAL ADVERTISEMENT

Look at the following picture and imagine a slogan and a text (about 50 words) to go with it in order to produce a commercial advertisement.



VOCABULARY STUDY

WORD GROUPS

STUDY THESE WORD GROUPS.

ETHICAL CONSUMERISM (CONSUMISMO ÉTICO)

ethics (ética)

ethical values: morality, truth, responsibility (valores éticos: moralidade, verdade, responsabilidade)

consumers' defence (defesa do consumidor)

anticonsumerism (anticonsumismo)

OVERCOMING CONSUMERISM (DOMINAR O CONSUMISMO)

boycott on products (boicote a produtos)

letters of complaint (cartas de reclamação)

organisations (organizações): Greenpeace, PETA (People for the Ethical Treatment of Animals)

Buy Nothing Day (Dia Sem Compras)

World Consumer Rights Day (Dia Mundial dos Direitos do Consumidor)

SAMPLE EXERCISES

1 Find the correct words.

- 1 tocobyt
- 2 saluev
- 3 tehalic
- 4 thirgs
- 5 taimloncp
- 6 satnmrisocumine

SOLUTION

- 1 1. boycott
2. values
3. ethical
4. rights
5. complaint
6. anticonsumerism

OVER TO YOU

1 Complete the following text with the words given:

support information air time goal deeper and deeper
 Buy Nothing Day children opposition disorder business
 overconsumption material propaganda Kalle Lasn ad
 at all anticonsumerist walk

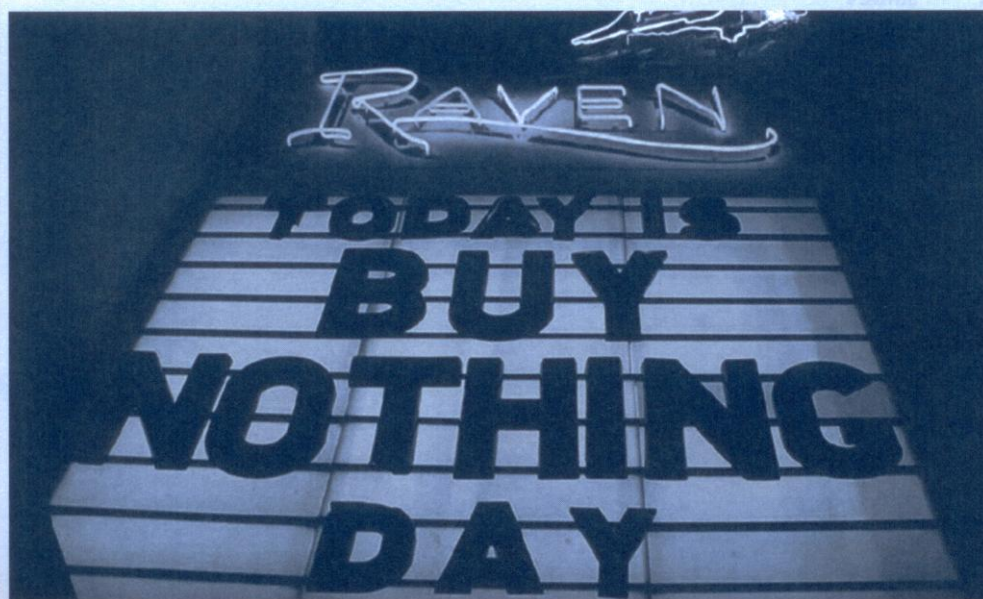
The famous Adbuster's magazine and the first (1) _____ were both started by a man named (2) _____, an advertising executive turned (3) _____ activist. He produced the (4) _____ that the networks wouldn't run. He tried to buy (5) _____ for it over and over but was turned down, with remarks to the effect that "there's no law that we have to" and "it's in (6) _____ to the current economic policy of the United States."

If you believe that people have the right to make decisions based on (7) _____ instead of (8) _____; if you believe that (9) _____ is selfish; if you believe that shopping can become a compulsive (10) _____ and if you believe that it is the vehicle for getting one (11) _____ in debt, then please do participate.

It's easy. Simply stay at home, buy nothing (12) _____. Don't go shopping. If you can, (13) _____ to work instead of buying gas or a bus ticket.

More than that, show your (14) _____ by finding an activity that suits you. Stand behind those who would blow the whistle on big (15) _____. If nothing else, you can save your (16) _____ from believing that (17) _____ goods are their salvation, their happiness and their only (18) _____ in life.

frugalliving.about.com (abridged)



READING

THE RISE OF ETHICAL CONSUMERISM

Increasingly we find ourselves beset by problems that seem beyond our control; global warming, species extinction, animal testing, the spread of factory farming, the arms trade and human rights abuses, to list but a few. While this state of affairs appals many, the individual is often left feeling helpless, the typical response being "there's nothing I can do".

A common thread, which has caused or perpetuated many of these situations, is the greed and profit of corporations. We believe things don't have to be like this and that by being an ethical consumer, that is, by buying things that are made ethically by companies that act ethically, we can each encourage truly sustainable businesses that don't exploit or pollute. By doing so we are supporting progressive companies working to improve the *status quo*, while at the same time depriving others that abuse for profit, ignoring the social and environmental consequences of their actions. As an ethical consumer, every time you buy something you can make a difference.

Survey after survey has shown that it isn't just a small minority of eccentrics who understand the need for corporate ethics but between 40% and 70% of all consumers. And whilst there is still a very long way to go to translate these good intentions into markets where 70% of all products are sold as ethical, hardly a week goes by without some progress being made.

The key movers in galvanising consumers to act, and in providing the detail that companies would rather you didn't know, have been single-issue pressure groups like *Greenpeace* and *PETA*. The animal testing and environmental lobbies which blazed the trail of corporate campaigning in the late 1980s have now been joined by powerful Third World 'development' organisations. We are already fast approaching the situation where it is unusual to find a pressure group without some kind of 'consumer awareness campaign' aimed at influencing corporate behaviour.

www.ethicalconsumer.org (abridged and adapted)



SAMPLE EXERCISES

TEXT COMPREHENSION

1 Complete the sentences according to the text.

- 1 The individual feels helpless in face of _____
- 2 Big corporations are guilty _____
- 3 Ethical consumerism _____
- 4 Organizations like *Greenpeace* and *PETA* _____

2 Find in the text words that mean the same as:

- 1 shocks
- 2 strong desire for more
- 3 involving the use of natural products and energy
- 4 the existing state of things
- 5 strange or unusual people
- 6 stimulating
- 7 groups of people who try to influence a law-making body
- 8 knowing

3 Explain the expressions:

- 1 "problems that seem beyond our control" (ll. 1, 2)
- 2 "factory farming" (ll. 2, 3)
- 3 "the need for corporate ethics" (l. 16)

4 Answer the questions with complete sentences.

- 1 Why have many world problems been caused by "the greed and profit of corporations"?
- 2 What is an ethical consumer?
- 3 What conclusions can we take from surveys about ethical consumerism?

5 Look at this word taken from the text: *single-issue*.

- 1 What is the meaning of the prefix *single*?
- 2 Find three other words with the same prefix and use them in phrases.

SOLUTION

- 1 1. ...the problems of the present-day world. 2. ...of causing many of those problems. 3. ...is rising. 4. ...influence consumers to act.
- 2 1. appals; 2. greed; 3. sustainable; 4. status quo; 5. eccentrics; 6. galvanising; 7. lobbies; 8. awareness
- 3 1. problems that seem impossible to solve; 2. "production" of animals inside small places and with special food to become quicker and cheaper; 3. people should overcome consumerism with organised groups and actions
- 4 1. Many corporations only care about the profits and consequently they exploit people and animals and pollute and destroy the environment. They don't act ethically. 2. An ethical consumer is the one who only buys products that are made by companies that act ethically, that is, companies that don't exploit or pollute. 3. Surveys have shown that ethical consumerism is rising, that it is not only a problem of a group of eccentrics but something that worries many people.
- 5 1. *Single* means *only one*. 2. A single-breasted suit; A single-handed sailor; A single-minded campaigner.

OVER TO YOU

1 Order these sentences according to the text.

- 1 Big companies are behind most of those problems.
- 2 We should buy products from companies that respect the people and the environment.
- 3 Environmental and social problems seem to be more and more serious.
- 4 *Greenpeace* and *PETA* have been joined by other types of organisations.
- 5 Often people think they can't do anything to solve them.
- 6 More and more people understand the need for corporate ethics.

2 What do these words refer to?

- 1 which (l. 6)
- 2 that (l. 9)
- 3 so (l. 10)
- 4 their (l. 13)
- 5 where (l. 18)
- 6 which (l. 23)

3 Explain the expressions:

- 1 "key movers" (l. 20)
- 2 "single-issue pressure groups" (ll. 21, 22)
- 3 "consumer awareness campaign" (l. 26)

4 Answer the questions with your own words.

- 1 How have the public known about many problems that corporations try to hide?
- 2 Why is "corporate behaviour" important?

5 Find nouns for the following adjectives:

- 1 helpless (l. 4)
- 2 ethical (l. 8)
- 3 sustainable (l. 10)
- 4 progressive (l. 11)
- 5 corporate (l. 16)
- 6 powerful (l. 24)

GRAMMAR STUDY

USE OF THE APOSTROPHE

The apostrophe is used:

– to contract words

E.g. **There's** (there is) nothing I can do.

We believe things **don't** (do not) have to be like this.

– to show possession ('s for singulars and ' for plurals):

E.g. The **company's** success depends on all its workers.

Ann and Jack's wedding will be on the beach.

The **boys'** room is on the left.

Yesterday we had dinner at **Duke's** (restaurant).

PRONOUNS

emphatic pronouns

The emphatic pronouns are: **myself, yourself, herself, himself, itself, ourselves, yourselves** and **themselves**.

E.g. Increasingly we find **ourselves** beset by problems.

He was received by the Queen **herself**.

each other and one another

E.g. Peter and his brother helped **each other** with their homework.

This means that Peter helped his brother and his brother helped him.

One another has the same meaning.

E.g. Peter and his brother helped **one another** with their homework.



SAMPLE EXERCISES

1 Rewrite each sentence using 's when necessary.

- 1 Exports from China to Portugal have increased recently.
- 2 The flat of George is much larger than the flat of Paul.
- 3 I'll wait for you at the store called Lucy.
- 4 The population of Europe is getting older.

2 Add an *emphatic pronoun* to the sentences.

- 1 Laura didn't buy that cake. She baked it _____.
- 2 John didn't ask anyone. He _____ cleaned the whole house.
- 3 They couldn't do it by _____.
- 4 The house _____ is small but the garden is enormous.
- 5 I don't pay to have my car cleaned. I clean it _____.

3 Rewrite these sentences using *each other*.

- 1 Mary loves Tom and Tom loves Mary. _____
- 2 Paul is looking at Sandra and Sandra is looking at Paul. _____
- 3 Jane keeps Mark's letters and Mark keeps Jane's. _____
- 4 I can wear your clothes and you can wear mine. _____

SOLUTION

- 1
 1. China's exports to Portugal have increased recently.
 2. George's flat is much larger than Paul's.
 3. I'll wait for you at Lucy's.
 4. Europe's population is getting older.
- 2
 1. herself
 2. himself
 3. themselves
 4. itself
 5. myself
- 3
 1. Mary and Tom love each other.
 2. Paul and Sandra are looking at each other.
 3. Jane and Mark keep each other's letters.
 4. We can wear each other's clothes.

OVER TO YOU

- 1 Read the conversation between Richard and the shop assistant at the grocer's. *Take out apostrophes when they are not needed and add apostrophes when they should be used.*

Richard: Excuse me, I hope you don't mind my saying, but there are far too many apostrophe's in here.

Shop assistant: I don't know what you mean. None of the other customer's has ever complained.

Richard: Well, look at all of your sign's: banana's, apple's, tomatoe's.

Shop assistant: But there are more than one of all those thing's.

Richard: But you don't need apostrophes for plural's. You only use them to show possession or to contract word's.

Shop assistant: Well, it's an unusual request, but the customer's always right in my shop. If it offend's you, I'll see that everything's sorted out.

A week later.

Richard: I dont believe it!

Shop assistant: Yes, its fantastic, isnt it?

Richard: Im not sure about that. There are no apostrophes here at all.

Shop assistant: But isnt that what you wanted? Its taken me ages to do this.

Richard: Im afraid its even worse than before.

Shop assistant: But Ive had to print new labels and posters. Its been very expensive.

Richard: It looks like youve wasted your time and money. Would you like me to go through the rules again?

Shop assistant: No, the shops rules are buying and going home. Do so and let me serve my customers in peace.

Richard: Alright, Im leaving. You cant please some people.

OVER TO YOU

2 Fill in the blanks with the *emphatic pronouns* or *each other/one another*.

- 1 Peter ought to be ashamed of _____.
- 2 She left him. She needed space to be _____.
- 3 The hostess introduced the two guests to _____.
- 4 The children did the cooking by _____.
- 5 We managed to get two seats next to _____.
- 6 I'm going on holiday next week, so you will have the office to _____.
- 7 I had a whole pizza to _____.
- 8 We talk to _____ in French because it's the only language we both know.

3 Rewrite these sentences using *one another*.

- 1 Peter struck George and George struck him too.
- 2 Sarah usually writes to me and I write to her.
- 3 I used to help my brother with the homework and he used to help me.
- 4 You must look after me and I'll look after you.

CREATIVE WRITING

INVITATION

Write down an invitation for a party that you are going to organise and whose funds will be given to an organisation that you choose.

What to include when writing an invitation.

- 1 **What:** party, barbeque, picnic, dinner, etc.
- 2 **When:** Tell the date and time of the event.
- 3 **Who:** Who is the party for?
- 4 **Why:** Why are you giving the party? (birthday, graduation, moving)
- 5 **Where:** Where is the party? (place, address)

SECOND EVALUATION TEST

YOU MIGHT BE A SHOPAHOLIC

Is your closet overflowing with never-worn clothing, the price tags still waving in the breeze? Is your attic bulging with boxes and boxes of shoes that have never touched pavement? Do you buy new makeup weekly or compact discs by the fistful?

You might be a shopaholic.

5

Studies estimate that 1 in 20 people – women and men alike – can't control their urge to shop, even at the expense of their job, their marriage, their family and their finances.

Manhattan psychologist April Benson, author of "I Shop Therefore I Am: Compulsive Buying and the Search for Self", has seen firsthand how destructive compulsive shopping can be.

"One patient of mine got fired because she was compulsively shopping on the Internet all day. There are other people who neglect their children and park them in the mall constantly because that is what they need to feed their habit. Lots of marriages break up over compulsive buying. In fact, we don't call it compulsive buying unless there is some significant impairment in some aspect of your life."

Not only is compulsive shopping tacitly condoned by our materialistic society, it is just as widely misunderstood. Nor is compulsive shopping a modern-day "designer disease." According to Donald Black, a University of Iowa psychiatry professor, it was a German psychiatrist who published the first clinical description of the disorder in 1915. Famous shopaholics in history include Marie Antoinette, Mary Todd Lincoln, William Randolph Hearst, Jacqueline Kennedy Onassis, Imelda Marcos and Princess Diana.

Black also says that some people shop out of loneliness, others for the rush of it, still others to fill some inner need. Some seek greater self-esteem; others use it to battle depression. Some shop to return to a happy childhood, others to escape a bad one.

It is very difficult to treat these patients, due to the lack of research done, of standards for treatment, of good definitions of what constitutes recovery.

<http://moneycentral.msn.com>

1 Complete the sentences according to the text.

- 1 If you buy many things you don't need, _____
- 2 Marriages break up because _____
- 3 The reasons for this disease _____
- 4 As the information on it is very incomplete, _____

2 Explain the meaning of these expressions:

- 1 "Is your closet overflowing with never-worn clothing?" (line 1)
- 2 "urge to shop" (line 7)

SECOND EVALUATION TEST

3 Complete the table with the words below, according to their use in the text:

bulging shopaholic urge shop compulsive park
feed significant inner seek battle lack

NOUN	VERB	ADJECTIVE

4 Answer the questions with your own words.

- 1 Explain the title of April Benson's book.
- 2 Name the main consequences of compulsive buying.
- 3 What type of reasons lead to that disease?
- 4 Are you a shopaholic? Justify your answer.

5 Use the *gerund*, the *to-infinitive* or the *bare infinitive* to complete the sentences.

- 1 She can't stand _____ (look) at the shop windows without _____ (buy).
- 2 She's always looking forward to _____ (get) new clothes.
- 3 _____ (waste) money is one of the biggest disadvantages.
- 4 It is easy _____ (spend) more than you earn.
- 5 Her friends made her _____ (see) a psychiatrist.
- 6 "You'd better _____ (find) some help," they told her.

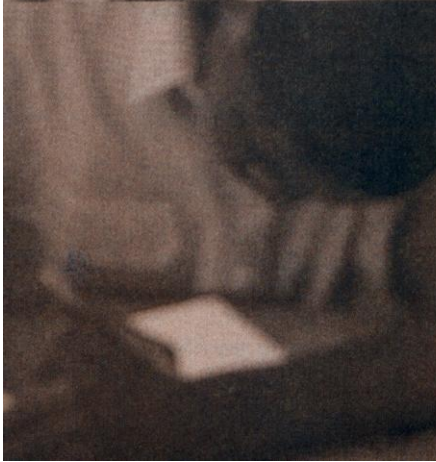
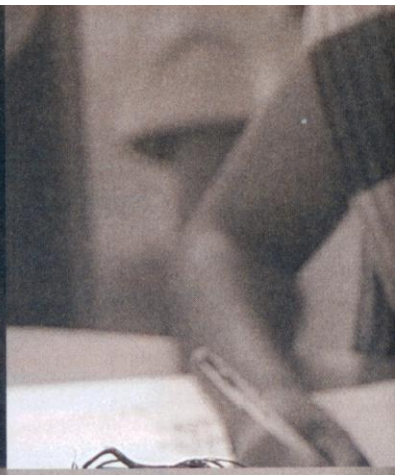
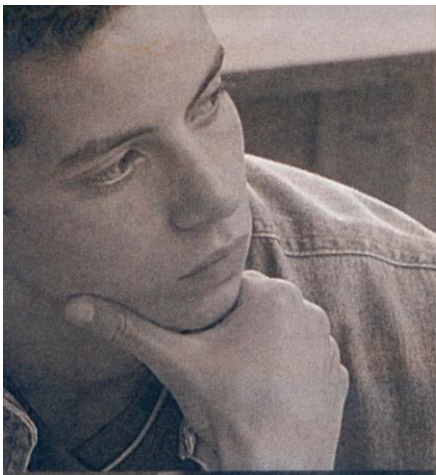
6 Fill in the blanks with the *emphatic pronouns*, *each other* or *one another*.

- 1 Immigrants _____ contribute to the richness of a country.
- 2 Consumerists and non-consumerists don't tolerate _____.
- 3 He found a job all by _____.
- 4 Compulsive buying can be a disease _____.
- 5 She has two jobs to try and give _____ a better life.

7 Match the two halves of the sentences, bearing in mind the use of the past tenses.

1. I haven't eaten a pizza	a) who was talking on the phone all the time.
2. We didn't see that movie yesterday	b) when I saw Anne.
3. I was driving to the cinema	c) he had already left.
4. When the waiter found out that the client hadn't paid the bill	d) since last month.
5. There was someone in the cinema	e) because my sister had seen it before.

8 **Composition:** As a teenager living in a consumerist society, how do you feel about its advantages and disadvantages?



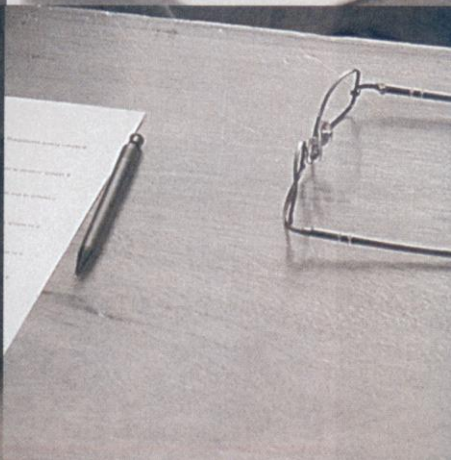
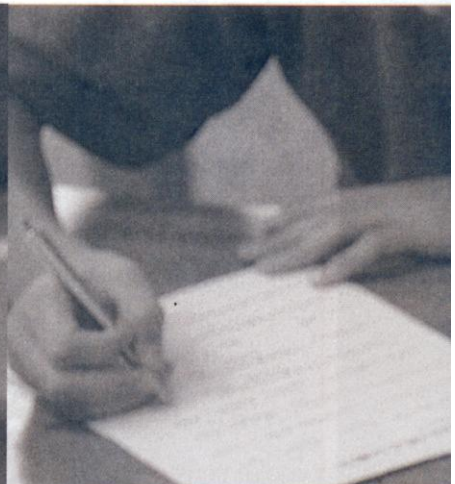
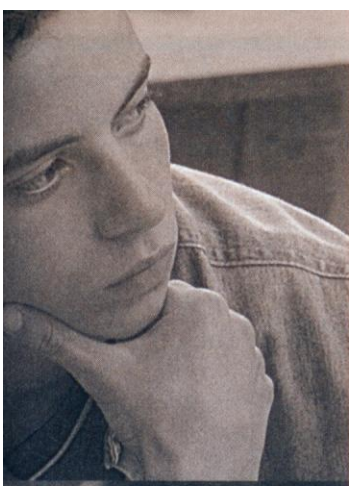
MODULE 3

the world of work

3.1 GAP YEAR

3.2 THE CHANGING WORLD OF WORK

3.3 FINDING A JOB



VOCABULARY STUDY

WHAT IS A GAP YEAR?

A gap year/year out is the time spent working or travelling (usually up to a year) after finishing A levels* (Advanced Levels) or equivalent study and starting university. Many students also choose to take a gap year on completing their undergraduate studies.

(*In Britain, this is usually done in two or three subjects only.)

WHAT CAN YOU DO IN YOUR YEAR OUT? (O QUE PODES FAZER NO ANO DE INTERRUÇÃO?)

voluntary work (trabalho voluntário)

get a temporary job (arranjar um trabalho temporário)

travel (viajar)

learn a new skill (desenvolver uma capacidade/aptidão nova)

live abroad on a cultural exchange (viver no estrangeiro, participando num intercâmbio cultural)

participate in an expedition (participar numa expedição)

ADVANTAGES OF WORKING ABROAD (VANTAGENS DE TRABALHAR NO ESTRANGEIRO)

to see the world (ver o mundo)

to meet new people (conhecer pessoas novas)

to get to know other cultures (conhecer outras culturas)

to make contact with some professionals in various fields (estabelecer contacto com alguns profissionais de diferentes áreas)

to get a sense of what kinds of jobs you can do (ter a noção dos tipos de trabalho que podes fazer)

to discover your abilities (descobrir as tuas capacidades)

to become independent (tornar-se independente)

to get more confident (tornar-se mais confiante)

STUDYING AT UNIVERSITY (ESTUDAR NA UNIVERSIDADE)

go to university (ir para a universidade)

get/obtain a place at university
(arranjar uma vaga na universidade)

student (aluno)

lecturer (conferencista; lente; assistente; docente de educação superior)

lecture (conferência; aula teórica)

seminar (seminário)

school year (ano escolar)

semester (semestre)

take a degree in law (tirar o curso de direito)

do a course (tirar um curso)

get a grant (receber uma bolsa)

economics (economia)

politics (política)

psychology (psicologia)

architecture (arquitetura)

history of art (história da arte)

sociology (sociologia)

medicine (medicina)

engineering (engenharia)

science (ciências)

SAMPLE EXERCISES

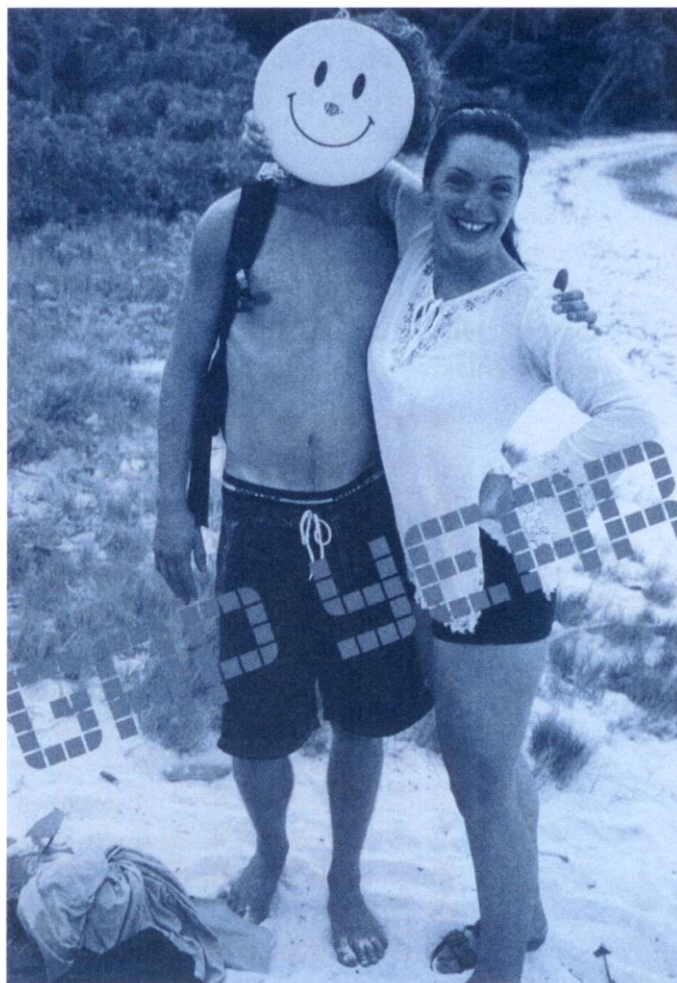
1 Match each word with its correct definition or explanation.

campus	fresher	lecture	dean	undergraduate
grant	lecturer	semester	graduate	degree

- 1 Qualification awarded after the successful completion of undergraduate or postgraduate study.
- 2 An academic year is divided into either two semesters or three terms.
- 3 Buildings and land which make up a university.
- 4 Talk giving information about a subject to a class.
- 5 Person who gives lectures, especially at a college or university.
- 6 Someone who has successfully completed a degree.
- 7 Academic member of staff in charge of a faculty or department.
- 8 Money you receive to pay for living expenses, e.g. food and accommodation.
- 9 First year student, especially in his/her first couple of weeks at university.
- 10 A student undertaking a first degree.

SOLUTION

- 1 1. degree
- 2 2. semester
- 3 3. campus
- 4 4. lecture
- 5 5. lecturer
- 6 6. graduate
- 7 7. dean
- 8 8. grant
- 9 9. fresher
- 10 10. undergraduate



OVER TO YOU

1 Word groups

Put these words into the right group.

take a year out participant archaeological work passport conservation work responsibilities community work go on a working holiday construction work voluntary work an adventure project ticket an environmental project work experience go on an expedition go on a training course visa work permit go trekking insurance go backpacking accommodation

YOUTH SCHEMES	PROJECTS	TRAVELLING	TRAVEL ARRANGEMENTS

2 Word puzzle

What are these words related to travel arrangements? Find all the words in the puzzle. They go vertically or horizontally.

- 1 You'll need somewhere to stay when you travel.
- 2 A document you need to travel abroad.
- 3 If you are ill, you will need it.
- 4 If you want to get a job, you may need this document.
- 5 A detailed list of flights and destinations useful for a journey.
- 6 When you work to help a particular group of people in a particular place.
- 7 You don't get paid for doing this type of work.
- 8 Stamp or mark put on a passport by officials of a foreign country to show that you may enter or leave the country.

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

OVER TO YOU

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

A year out between school or college and higher education and a job can offer you an (1) _____ (*excite*), (2) _____ (*challenge*) and (3) _____ (*value*) opportunity, be it in the UK or overseas. It can and probably will (4) _____ (*rich*) your life forever, aside from (5) _____ (*broaden*) your view of the world and those around you – providing you plan your time wisely and (6) _____ (*careful*) consider your longer term personal goals!

What you choose to do in your year out is totally up to you, but it is worth (7) _____ (*remember*) that it will say a lot about you. Whatever you decide to do it is going to make an (8) _____ (*appear*) on your CV, so you may as well make the year as exciting and (9) _____ (*reward*) for yourself as possible, as well as good reading for any academic institution. If (10) _____ (*proper*) planned, a year out can say as much, if not more, about you as an individual, as any set of exam results ever can.

4 Which word or phrase best describes these people? Put in the *missing vowels* to complete the words.

- 1 I'm good at starting new projects on my own.
s_lf-m_t_v_t_d
- 2 I've never done voluntary work before, but I'll do my best.
_d_pt_bl_
- 3 If I say I'll do something, I'll do it. I never break a promise.
c_mm_tt_d
- 4 I like working as part of a group.
t_m pl_y_r
- 5 I wonder what life in Africa is like.
c_r__s
- 6 That's a great idea. I'll join the organisation.
_nth_s__st_c
- 7 I overcome problems and recover from shock quite easily.
r_s_l__nt
- 8 You can't expect a high salary at eighteen.
r__l_st_c



READING

GAP YEAR

Gap years are more beneficial and accessible than ever, but they don't plan themselves.

A gap year is becoming a more and more popular option. Some of you may need a year out simply to earn some cash to help you through higher education. They come in all shapes and sizes.

It's never too early to start planning one – a good year takes organisation, particularly if you want to go abroad and need to raise some funding. There are websites and books to take you through all the alternatives and enable you to contact various organisations.

THE MAIN ALTERNATIVES

Paid employment – with the option of work here or jobs overseas. You also have the option of going for as high a wage as possible in a boring job to boost your savings or a paid work experience placement.

There are some good employers who pay gap year students a decent wage and teach them useful skills. Many recruit through the organisation *Year in Industry*.

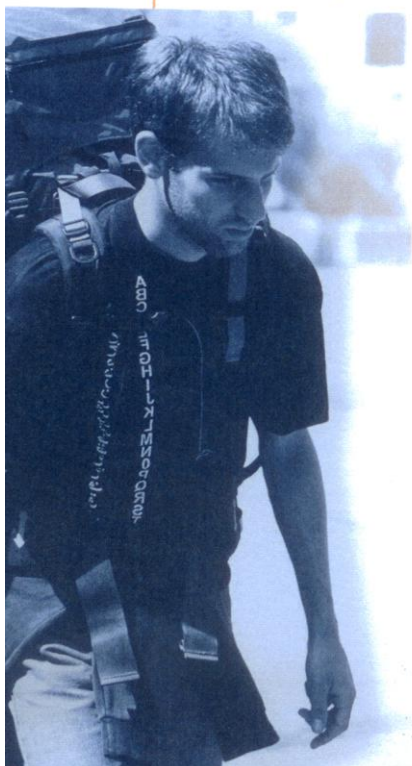
VOLUNTARY WORK

Again, this can be in this country or overseas. Lots of organisations need young, keen volunteers to work on all kinds of community, environmental, social or care work projects. If you want to go overseas, it is a good idea to go through a reputable organisation that will arrange your accommodation, medical insurance and look after you in any difficulty. You will be expected to raise a sum of money towards the cost.

TRAVEL

This can be anything from the full backpacking year to brief trips. Some people spend a whole year travelling, but it is becoming increasingly common for people to do it in their twenties. A good gap year can be a combination of all three. It's quite feasible to earn then travel, then earn again.

You Can (abridged)



SAMPLE EXERCISES

TEXT COMPREHENSION

s1 Say whether these statements are *true* or *false*. Quote from the text to support all your answers.

- 1 Not many students take a year out between school and university.
- 2 There are lots of things you can do in a gap year.

2 Find words or phrases in the text which mean the following:

- 1 to manage to obtain
- 2 make possible
- 3 in a foreign country

3 What do the following words refer to?

- 1 They (l. 5)
- 2 one (l. 6)

4 Answer these questions with complete answers.

- 1 What should you do before taking a gap year? Why?
- 2 Next academic year you will be a school leaver. Have you ever thought about what you are going to do?
- 3 Are you going straight from school to university or are you taking a gap year?
- 4 Do you intend to study and work at the same time?

SOLUTION

- 1 1. F. "A gap year is becoming... option."
2. T. "They come in all shapes and sizes."
- 2 1. to raise
2. enable
3. overseas
- 3 1. Gap years
2. gap year
- 4 1. I should plan it in advance especially if I want to go abroad because it takes organisation.
2. Suggestion – Yes, I have./No, I haven't thought about that yet.
3. Suggestion – I'm thinking of going to university if I can get a place in the course I want to do.
4. Suggestion – No, I don't think so. I intend to study first and get a job after graduation.

OVER TO YOU

SAMPLE EXERCISES

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

- 1** You should plan a gap year in advance.
- 2** Gap year students are never paid high wages.
- 3** Volunteers may get involved in several kinds of projects.
- 4** Any organisation will make your travel arrangements if you want to travel abroad.

2 Find words or phrases in the last four paragraphs which mean the following:

- 1** to increase
- 2** enthusiastic
- 3** respected or trustworthy
- 4** take care
- 5** more and more
- 6** possible; practicable

3 What do the following words refer to?

- 1** you (l. 7)
- 2** who (l. 14)
- 3** them (l. 15)
- 4** Many (l. 15)

4 Give complete answers to these questions.

- 1** How can you get informed about gap years?
- 2** What alternatives are suggested in the text?
- 3** Which one would you prefer? Why?
- 4** Do you think it is useful to take a gap year between school and university? Account for your answer.

GRAMMAR STUDY

NOUN FORMATION

NOUN SUFFIXES

These nouns were taken from the text:
placement, organisation, insurance, employer.

To form these nouns we **added a suffix to existing verbs**:

place (v) – *placement* (n)

organise (v) – *organisation* (n)

insure (v) – *insurance* (n)

employ (v) – *employer* (n)

There are a few **suffixes** we can add to **existing verbs, nouns** or **adjectives** to form **nouns**. Study the first table.

VERB	NOUN
differ	difference
elect	election
improve	improvement
spell	spelling
operate	operator
please	pleasure

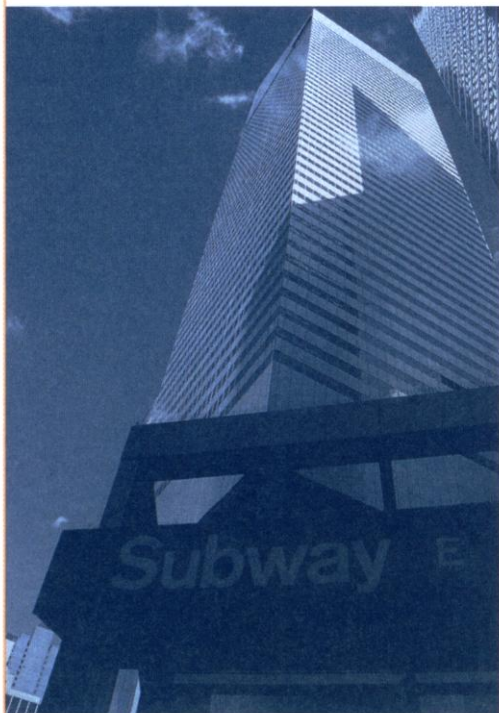
NOUN	NEW NOUN
machine	machinist
football	footballer
critic	criticism

ADJECTIVE	NOUN
happy	happiness
similar	similarity
important	importance
elegant	elegance

NOUN PREFIXES

Prefixes change the meaning of a word but they do not change the word to a different part of speech.
Study the second table.

NOUNS	PREFIX MEANING
after-effect	afterwards
anti-aircraft	opposed to; against
anti-hero	opposite of
bicentenary	two; twice
co-star	together
decentralization	opposite or negative of
disagreement	negative, reverse or opposite of
ex-wife	former
forefather	before
inability	not
maladministration	badly or incorrectly
misunderstanding	bad or wrongly
overwork	too much
postgraduate	after
pre-school	before
redcoration	again
semifinal	half
subway	below
untruth	not
undergrowth	below
undergraduate	lower in rank
upheaval	higher



SAMPLE EXERCISES

1 Form *nouns* by adding a *suffix* to these words.

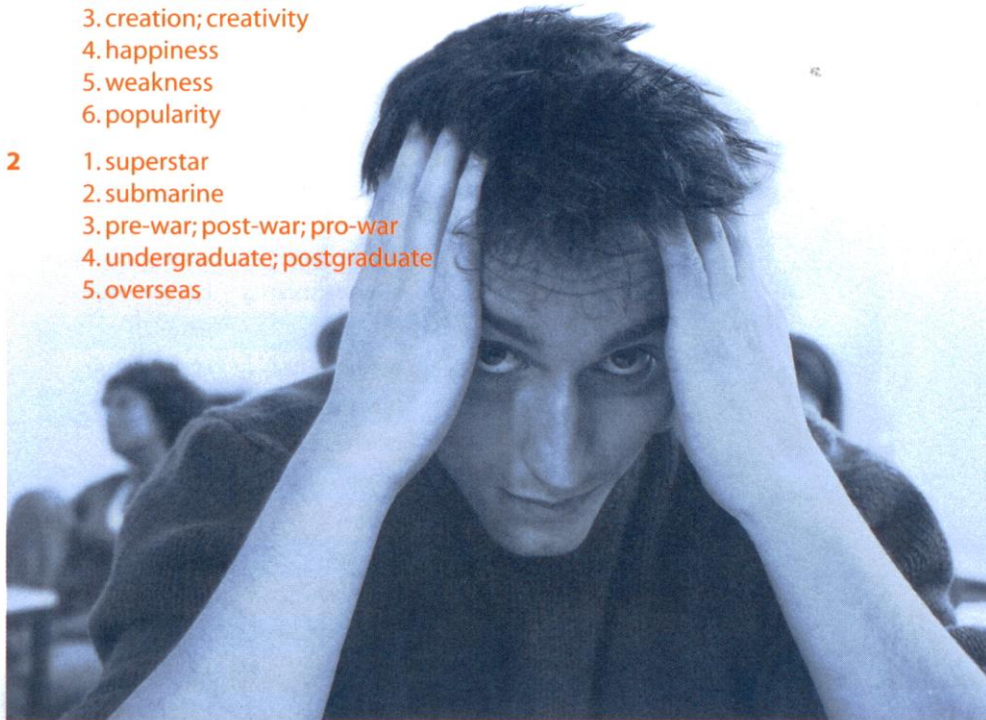
- 1 enjoy _____
- 2 communicate _____
- 3 create _____
- 4 happy _____
- 5 weak _____
- 6 popular _____

2 Add a *prefix* to these nouns to form new *nouns*.

- 1 star _____
- 2 marine _____
- 3 war _____
- 4 graduate _____
- 5 seas _____

SOLUTION

- 1
 1. enjoyment
 2. communication
 3. creation; creativity
 4. happiness
 5. weakness
 6. popularity
- 2
 1. superstar
 2. submarine
 3. pre-war; post-war; pro-war
 4. undergraduate; postgraduate
 5. overseas



OVER TO YOU

1 Form *nouns* by adding a *suffix* to these words.

- | | |
|-------------------|--------------------|
| 1 dark _____ | 2 rare _____ |
| 3 tolerate _____ | 4 compete _____ |
| 5 improve _____ | 6 perfection _____ |
| 7 jog _____ | 8 manage _____ |
| 9 impress _____ | 10 decide _____ |
| 11 televise _____ | 12 organise _____ |

2 Add a *prefix* to these nouns to form new *nouns*.

- | | |
|--------------------|------------------------|
| 1 work _____ | 2 smoker _____ |
| 3 truth _____ | 4 bus _____ |
| 5 patience _____ | 6 responsibility _____ |
| 7 literacy _____ | 8 husband _____ |
| 9 connection _____ | 10 capitalist _____ |
| 11 angle _____ | 12 clothes _____ |

3 What do you call the person who does these things?

- | | |
|--------------------|-------------------|
| 1 psychology _____ | 2 murder _____ |
| 3 employ _____ | 4 economics _____ |
| 5 operate _____ | 6 manage _____ |
| 7 translate _____ | 8 interpret _____ |

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

Your (1) _____ (*responsible*)

It is up to you to commit to your (2) _____ (*place*). If you decide to drop out it, the consequences can be disruptive and far-reaching. The (3) _____ (*place*) has to be the right one for you; try to get a (4) _____ (*feel*) for the (5) _____ (*organise*) and its work. Whatever programme you select, its (6) _____ (*succeed*) will depend upon the (7) _____ (*participate*) and (8) _____ (*organise*) having a clear (9) _____ (*understand*) of their respective (10) _____ (*responsible*).

Deciding on the right (11) _____ (*organise*) and programme can prove to be difficult. There are some things that you may want to consider before making the final (12) _____ (*decide*).

GRAMMAR STUDY

PREPOSITIONAL VERBS

A prepositional verb is a verb + preposition.

Study these examples of the most common combinations of verbs and prepositions.

agree with	He decided to take a year out and his parents agreed with his decision.
apologise for	I think you should apologise for your bad behaviour.
apply for	She applied for the job advertised in today's newspaper.
argue with	Don't argue with your mother.
arrive at/in	We arrived at the restaurant at midday. They will arrive in London at noon.
believe in	Do you believe in ghosts?
belong to	Who does the red car belong to ?
borrow from	I borrowed some money from my father to buy my new house.
depend on	I still depend on my parents for money.
consist of	The group consists of ten people.
dream about	She dreams about taking a year out.
escape from	The thief escaped from prison.
explain to	Please explain this problem to me.
laugh at	They are always laughing at Jane.
lie about	She lied about her age.
listen to	You should listen to my explanation.
reply to	You failed to reply to my letter.
search for	They're searching for older candidates.
shout at/to	Don't shout at me!
wait for	Wait for me, please.

SAMPLE EXERCISES

1 Circle the correct answer.

- We argued _____ the waiter about the price of the meal.
a) at b) with c) to
- You can't depend _____ the train arriving on time.
a) of b) for c) on
- I dreamed _____ flying last night.
a) at b) about c) with
- The committee consists _____ ten members.
a) of b) about c) from
- I explained _____ the children that the school had been closed.
a) to b) for c) on

SOLUTION

- 1 1. b; 2. c; 3. b; 4. a; 5. a

OVER TO YOU

1 Complete with a *preposition*.

- 1 Don't dare lie to me _____ such a serious problem!
- 2 We are waiting _____ the train to stop.
- 3 He shouted _____ me across the room.
- 4 We searched _____ hours, but couldn't find the book.
- 5 If you apply _____ a job, don't lie _____ your qualifications.
- 6 You should arrive _____ the place of the interview about five or ten minutes early.
- 7 You should wait _____ your turn.
- 8 You should apologise _____ any inconvenience.
- 9 Have you heard _____ our company before?
- 10 Why don't you reply _____ his accusations?
- 11 Why are you always disagreeing _____ me?
- 12 They apologised _____ being late.
- 13 You can't depend _____ my opinion for everything you do.
- 14 There have been few successful escapes _____ this prison.

2 Rephrasing

Rewrite these sentences, starting them as suggested.

- 1 I took a year out. I had the opportunity to see the world.
If I hadn't _____
- 2 I got several jobs in my year out. I learned some new skills.
If I hadn't _____
- 3 'I spent my gap year abroad. I met people from other cultures and became more independent. I'm now much better at standing up for myself. I can say it gave me a sense of direction.'
Yesterday I talked to Tom and he told me _____
- 4 'Who will benefit from this project?'
I asked him _____
- 5 'If I have a problem with my placement, who do I talk to?'
He asked me _____
- 6 I start new projects without much help from other people.
I'm quite good at _____
- 7 They have told us we needed to raise money to spend our gap year abroad.
We _____
- 8 It was impossible for them to go on the expedition.
They _____

VOCABULARY STUDY

STUDY THESE LEXICAL FIELDS.

PEOPLE AT WORK (PESSOAS NO TRABALHO)

employer (empregador, patrão)
 employee (empregado, funcionário)
 boss (patrão)
 workman (trabalhador, operário, artífice)
 workingwoman (operária, mulher que trabalha fora de casa)
 workpeople (operários, empregados)
 workmate (colega de trabalho numa fábrica)
 colleague (colega num escritório)
 personnel (pessoal, conjunto de funcionários)
 staff (pessoal, quadro de funcionários)
 manager (gerente)
 supervisor (supervisor, fiscal)
 marketing director (diretor de marketing)
 sales director (diretor de vendas)
 sales representative (representante de vendas)
 finance director (diretor financeiro)
 workforce (população ativa)

TYPES OF WORK (TIPOS DE TRABALHO)

self-employment (autoemprego)
 self-employed (trabalhador por conta própria)
 salaried employee (empregado por conta de outrem/assalariado)
 job sharing (partilhar o mesmo emprego)
 freelance writer (escritor independente)
 I work in a bank. (Trabalho num banco.)
 I work for Union Bank. (Trabalho na *Union Bank*.)
 I work as a bank clerk. (Trabalho como empregado bancário./Sou empregado bancário.)
 He works in the textile industry. (Trabalha na indústria têxtil.)
 She works at the local theatre. (Trabalha no teatro local.)



VOCABULARY STUDY

COMPANY DEPARTMENTS (DEPARTAMENTOS NUMA COMPANHIA)

human resources (recursos humanos)

production (produção)

marketing (marketing)

distribution (distribuição)

sales (vendas)

administration (administração)

accounts (contabilidade)

technical support (apoio técnico)

PROBLEMS (PROBLEMAS)

to be fired (ser despedido)

to be sacked/to get the sack (ser demitido)

to be made redundant (demitido por não ser necessário)

to lose one's job (perder o emprego)

to be out of work (estar sem trabalho)

to be unemployed (estar desempregado)

to go on strike (fazer greve)

to get slightly/badly injured (ficar ligeiramente/muito ferido)

SAMPLE EXERCISES

- 1 Match the words in the left-hand column with the words in the right-hand column to make *phrases*.**

1. work from	a) a computer company
2. work as	b) the local restaurant
3. work for	c) the army
4. work in	d) home
5. work at	e) insurance
6. work on	f) an accountant
7. be in	g) for a coffee bar
8. be a	h) a new project
9. be	i) self-employed electrician
10. be responsible	j) a sales representative

SOLUTION

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

OVER TO YOU

1 Organise the jobs below into the five categories in the box.

factory worker – electrician – agronomist – telephonist – accountant – bank clerk – farmer – carpenter – civil engineer – receptionist – supervisor – architect – administrative worker – mason – librarian – farm labourer – plumber – manager – assistant manager – inspector – builder – businessman/businesswoman – secretary – broker – painter – banker – personnel manager

EMPLOYMENT SECTORS				
Services	Industry	Business and finance	Construction	Agriculture

2 Jobs

What do these people do? Match the people to the sentences.

1. a machinist	a) checks manufacturing plants for health and safety
2. a computer operator	b) is in general charge of a group of workers or a process
3. a packer	c) operates a machine, especially a sewing machine
4. a secretary	d) keeps and examines money accounts
5. a lorry driver	e) operates ICT (information and communications technology) equipment
6. an accountant	f) assists administration in offices
7. an inspector	g) packs goods
8. a supervisor	h) drives large goods vehicles

3 Departments and other places in a factory

Match the two halves to make a word.

fabri	ering
assem	room
quality	ping
ship	ving
recei	bly
engine	control
tool	cation

OVER TO YOU

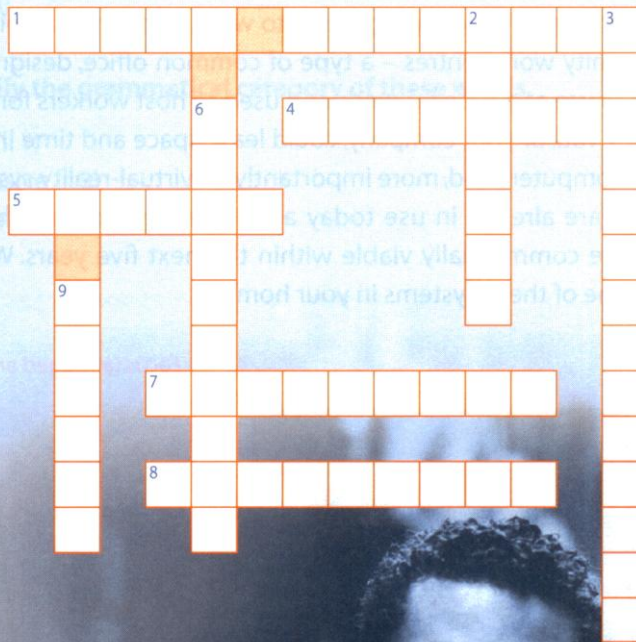
4 Solve the crossword.

Across

1. Peter worked in the textile industry. He was responsible for all the sales. He was the s_____d_____.
4. He had to attend a lot of m_____.
5. After having worked for twenty years in the same factory, Peter was told to leave. He was s_____.
7. His w_____ were very sad when he left the factory.
8. There were too many factory workers and so some of his workmates were made r_____, too.

Down

2. He had to deal with c_____.
3. His job involved a lot of r_____.
6. After that he was u_____ for over six months.
9. The others decided to go on s_____.



READING

YOU AND YOUR WORK

They say one day the Net will let us work anywhere in the world from the comfort of home. Sure... So where does that leave you?

Getting to work can be a very expensive, not to mention tiring, business: around 40 per cent of the total miles travelled in the UK are covered just by going backwards and forwards to work. If only 15 per cent of the UK workforce took up telecommuting – connecting to the office from home through the telephone and the Internet – as much as \$2 billion would be saved in fuel costs. Not only that, telecommuting could also be the main way for the UK to meet its targets for reducing carbon dioxide emissions.

Having an Internet connection means that you no longer need to live near your place of work. Your office could be based in London but your house might be on a Scottish island, for example. Telecommuting also provides a convenient way to work for people looking after children and the disabled – cutting out the stress and time of physical commuting.

Telecommuting is just the start of a process that will see many people holding down jobs without ever actually going into work. Some will travel short distances to community work centres – a type of common office, designed purely for local people to use as a base for work, and used to host workers for many different companies. You, or your company, could lease space and time in the work centre to use its computers and, more importantly, its virtual-reality systems.

Such systems are already in use today and it's expected that this kind of technology will be commercially viable within the next five years. Within ten, you could have one of these systems in your home.

Focus (abridged and adapted)



SAMPLE EXERCISES

TEXT COMPREHENSION

- 1 What do these words and phrases mean in the text? Match the two columns and find out.**

1. workforce (l. 5)	a) people who are unable to use a limb or limbs
2. you no longer need (l. 10)	b) obtain the use for a specified time, usually in return for rent
3. the disabled (l. 13)	c) travelling regularly by bus, train or car between one's place of work and one's home
4. cutting out (l. 13)	d) total number of workers employed or available for work
5. commuting (l. 14)	e) reducing
6. lease (l. 19)	f) you don't need anymore

- 2 Find the answers to these questions.**

- 1 What do you understand by telecommuting?
- 2 What advantages does telecommuting offer?

- 3 What do these words refer to?**

- 1 you (l. 2)
- 2 its (l. 8)

- 4 Identify the grammatical category of these words.**

- 1 They (l. 1)
- 2 expensive (l. 3)
- 3 took up (l. 6)

SOLUTION

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

1. It means connecting to the office from home through the telephone and the Internet. 2. Telecommuting would save fuel costs and help reduce carbon dioxide emissions; people can work from home and so live far from their workplaces; telecommuting also provides a convenient way to work for people looking after children and the disabled; it cuts out the stress and time of physical commuting.
- 3

1. the reader; 2. UK's
- 4

1. subject personal pronoun; 2. adjective; 3. verb (past simple of *take up*)

OVER TO YOU

1 After reading the text, decide whether these statements are *true* or *false*.
Correct the false ones.

- 1 Lots of people in the UK travel regularly to work.
- 2 Working from home can help reduce pollution levels.
- 3 The Internet allows people to live far from their place of work.
- 4 If you work in London, you can't live in Scotland.
- 5 Telecommuting helps increase the stress.
- 6 In the future, some people will work in community work centres.

2 Match the words below, taken from the text, with their meaning.

main (l. 8) convenient (l. 12) looking after (l. 13) actually (l. 16)
designed (l. 17) to host (l. 18) expected (l. 21)

- 1 thought (that something will happen)
- 2 principal; most important
- 3 in fact; really
- 4 suitable
- 5 planned
- 6 taking care of
- 7 to receive

3 What do these words refer to?

- 1 us (l. 1) 2 that (l. 15) 3 its (l. 20)

4 Identify the grammatical category of these words.

- 1 us (l. 1) 2 tiring (l. 3) 3 are covered (l. 4) 4 to (l. 5)

5 In the text find one example for each of a noun formed from:

- 1 noun + noun 2 verb + suffix

6 Decide which of the following topics the text deals with. Indicate the number of the paragraph where each topic is found.

- 1 Disadvantages of commuting
- 2 Work centres may be your office
- 3 Telecommuting saves time and money
- 4 Virtual-reality systems will be available in the near future
- 5 Telecommuting allows us to work everywhere

7 Find the answers to these questions.

- 1 What in the text is meant by *community work centres*?
- 2 What sort of technology will be available in the near future?
- 3 Can you see any disadvantages in telecommuting? Mention them.
- 4 Telecommuting or teleworking is more used in the USA than in Portugal. Can you explain why?

GRAMMAR STUDY

RELATIVE PRONOUNS

The **relative pronouns** are:

who/whom – used for people;

which – used for things or animals;

that – used for either people or things;

whose – a possessive relative pronoun for people and sometimes for things or animals. Instead of saying “*The book, whose cover was missing, was found in my grandparents’ house*”, we often say “*The book, the cover of which was missing, ...*”.

The **relative adverbs** are:

where – referring to place;

when – referring to time.

e.g. *The place where I was born is not far from here.*

The time when I was young was my favourite.

RELATIVE CLAUSES

1. DEFINING RELATIVE CLAUSES

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

*Telecommuting is just the start of a process **that will see many people holding down jobs without ever actually going into work.***

Notes

- *That* often replaces *who* or *which*. (example above)
- We do not use a comma before the relative pronoun.
- We can omit the relative pronoun when it is the object of the clause.
The computer (that) you sold me is very slow.
- *Whom* is very formal and mainly used in written English.
The boy (whom) I met last weekend is very nice.

2. NON-DEFINING RELATIVE CLAUSES

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

*Jill, **who has got two children**, has decided to telecommute.*

Notes

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

3. SPECIAL TYPE OF NON-DEFINING RELATIVE CLAUSE

*Fred left school, **which** surprised everyone.*

In this sentence **which** refers to the complete clause and a comma is always used.

GRAMMAR STUDY

4. PARTICIPLE CLAUSES (OR REDUCED RELATIVE CLAUSES)

Nowadays there are a few people **working** (= who work) *from home*. (present participle)

Many workers, **worried** (= who were worried) *about their safety at work*, went on strike. (past participle)

5. PREPOSITIONS IN RELATIVE CLAUSES

In relative clauses we normally put the **preposition at the end of the clause**.

That's the man (who/that) he was speaking to.

In more formal English, we can put the **preposition before the relative pronoun**.

*That's the man **to whom** he was speaking.*

SAMPLE EXERCISES

1 Right or wrong? Correct the mistakes.

- 1 I met a girl that is very pretty.
- 2 I don't like people which tell lies.
- 3 Have you seen a boy wearing a black pullover?
- 4 A plane is a machine that flies.
- 5 A doctor is a person, that treats ill people.
- 6 A shop assistant is someone which serves customers in a shop.
- 7 A bird is an animal who can fly.
- 8 A calculator is a small electric device that makes calculations.
- 9 Peter and Sue broke off their engagement, what made me very sad.
- 10 That's the dentist I told you about.
- 11 The couple to who we sold our car are over there.
- 12 John who is a qualified accountant took me to his office.

SOLUTION

- 1 1. right; 2. who; 3. right; 4. right; 5. no comma; 6. who; 7. which/that; 8. right; 9. which; 10. right; 11. whom; 12. John, who... accountant, took...

OVER TO YOU

1 Complete with a *relative pronoun*. Omit the pronoun whenever possible.

- 1 I met a British boy _____ can speak Portuguese very well.
- 2 That's the man _____ car was stolen.
- 3 I met a girl _____ knows you.
- 4 They live in a country _____ Prime Minister is a woman.
- 5 I work in a company _____ sells things on the Internet.
- 6 That's the film _____ I saw on TV last Saturday.
- 7 She saw the boy _____ lives next door.
- 8 I like people _____ are nice.
- 9 She likes films _____ make her laugh.
- 10 The students like books _____ are easy to read.
- 11 I like discos _____ close late.
- 12 This is the reason _____ I didn't reply to your e-mail.

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

- 1 The train goes to Manchester. It leaves at midday.

- 2 They live in a flat. It's got big windows.

- 3 He's an electrician. His wife works in an office.

- 4 Show me the book. You bought it yesterday.

- 5 A boy answered the phone. He told me you were at school.
The boy _____
- 6 I have a friend. He's a good technician.

- 7 My brother is twenty. He's studying in Britain.

- 8 This is the girl. She had the best mark in the test.

- 9 What's the name of the river? It flows through London.

- 10 A coffee maker is a machine. It makes coffee.

- 11 A girl phoned. She didn't leave any message.
The girl _____
- 12 I know a boy. His father is an accountant.

- 13 I wanted to see the woman. She was away on holiday.
The woman _____

OVER TO YOU

- 14 I slept in the bed last night. It wasn't very comfortable.
The bed _____
- 15 Are these the magazines? Were you looking for them?

- 16 What's the name of that restaurant? You told me about a restaurant.

- 17 Who was that boy? I saw you with a boy.

- 18 English is a subject. I've always been good at it.

- 19 That is the cottage. We stayed there last summer holiday.

- 20 Jane failed the exam. This made her parents very angry.

- 21 I had been waiting for hours. This was very boring.

- 22 The cinema was almost empty yesterday. It holds more than a hundred people.

- 23 Mary retired last month. She worked as a secretary for more than thirty years.

- 24 Paul is a very good driver. His car was stolen yesterday.

3 **Make one sentence from two to form a *participle clause*.**

- 1 The bus broke down. It was taking us to the railway station.

- 2 Many people were waiting for the Prime Minister. They had been there for hours.

- 3 The factory workers are worried about unemployment. They are doing training courses.

- 4 I was woken up by the alarm clock. It was ringing.

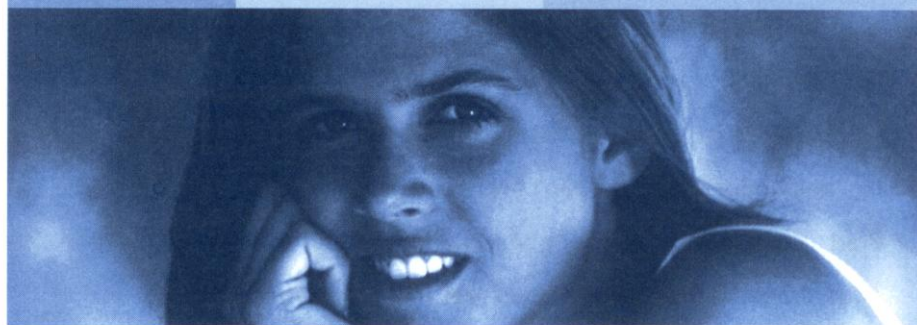
- 5 The goods are made in this factory. They are exported.

- 6 There was a black car. It was parked opposite the café.

GRAMMAR STUDY

'WISHES'

FORM	EXAMPLE	MEANING
I wish/If only + past simple	I wish/If only I found a job. I wish I were taller.	To make a wish for the present or future. <i>If only</i> gives more emphasis to what we are saying.
I wish/If only + would + infinitive	I wish/If only the weather would improve .	To express a wish for something to change in the future. It cannot be used to refer to oneself.
I wish/If only + past perfect	I wish/If only I had taken a computer course.	To express regrets about things that happened or didn't happen in the past. It is impossible to change them now.



SAMPLE EXERCISES

1 Write sentences beginning *I wish* or *If only*.

- 1 I live very far from the city centre.
- 2 It's very hot and I can't stand hot weather.
- 3 I didn't work hard when I was a student.
- 4 I didn't bring an umbrella and it's raining.
- 5 The weather is terrible and I can't go to the beach.
- 6 He didn't telephone me before he came.

SOLUTION

- 1
 1. I wish I didn't live so far from the city centre.
 2. I wish/If only the weather would get warmer.
 3. I wish/If only I had worked harder when I was a student.
 4. I wish I had brought an umbrella.
 5. I wish the weather would improve.
 6. I wish/If only he had telephoned me before he came.

OVER TO YOU

1 What do these people *wish*? Write sentences using the words given.

- 1 I can't find a good and cheap computer. (*wish*)
- 2 I don't know many people at work. (*if only*)
- 3 My car is always breaking down. (*wish*)
- 4 I can't afford to buy my girlfriend a nice birthday present. (*wish*)
- 5 I can't go to the disco with my friends. (*if only*)
- 6 My job is so repetitive. (*wish*)

2 Write sentences with *would*. Use the words given in brackets and supply any missing word.

- 1 My little sister is so noisy. (*she / not make / noise*)
- 2 It is raining and I want to go out. (*stop raining*)
- 3 I don't have a car and I need one. (*somebody / buy me / car*)
- 4 I'm looking for a job but I can't find a vacancy. (*somebody / give me / job*)
- 5 Brad always leaves the door open. (*not leave / door open*)
- 6 A lot of people drop litter in the street. (*not drop / litter*)

3 React to these situations.

- 1 You didn't tell me about the concert. I didn't go.
I wish _____
- 2 You want to take some photographs but you forgot to bring your camera.
I wish _____
- 3 Your mother didn't wake you up and you missed the bus.
I wish _____
- 4 You haven't tidied your room for days and you can't find your things.
I wish _____
- 5 Your father didn't drive you to school and you got soaked.
I wish _____
- 6 You've painted your room blue but now you don't like it.
I wish _____

CREATIVE WRITING

1. ESSAY

In about 150 words, write an essay on the following:

How important is telecommuting in the world today? Would you like to be a telecommuter?

2. ARTICLE

Write a newspaper article about an *accident at work*.

You may say:

- what happened;
- when and where it happened;
- why it happened;
- who was injured;
- if there were other bad consequences;
- the workers/employees' reactions to the accident;
- if there is a solution to the problem.

Follow the layout below.

LAYOUT

Heading

You should have a heading to draw the reader's attention, so you can use a dramatic statement.

Subheading

You can write a subheading to give more information.

Introduction

In the first paragraph you can answer these questions: *what?; who?; when?; where?; why?*

Paragraphs 2, 3...

Organise the information into paragraphs.

Conclusion

Summarise the main points.

VOCABULARY STUDY

STUDY THESE LEXICAL FIELDS.

CAREER AREAS (CARREIRAS)

accountancy (contabilidade)
administration (administração)
advocacy (advocacia)
communications (comunicações)
copywriting (publicação)
design (desenho criativo)
education (educação)
editing (edição e publicação)
human resources (recursos humanos)
humanitarian support (ajuda humanitária)
information and communications technology (tecnologia de informação e comunicação)
marketing (marketing)
secretarial (secretariado)
the media (os media)
reception (receção)
retail / shops (venda a retalho, lojas)
services (serviços)
health care (cuidados de saúde)
nutrition (nutrição)
transport (transporte)

PAY AND OTHER BENEFITS (PAGAMENTO E OUTRAS REGALIAS)

salary (salário/ordenado mensal)
wage (salário semanal)
income (rendimento anual)
pay rise (aumento de ordenado)
to earn \$70,000 a year (ganhar \$70,000 por ano)
to work on commission (trabalhar à comissão)
to get a bonus (receber uma bonificação)
to get holiday pay (receber subsídio de férias)
to get sick pay (receber subsídio de doença)
to have/get four weeks' holiday (ter quatro semanas de férias)
prospects of promotion (perspetivas de promoção)
to be promoted (ser promovido)

WORKING HOURS (HORÁRIOS DE TRABALHO)

nine-to-five job (horário de trabalho das nove às cinco)

to have flexitime (ter horário flexível)

part-time job (trabalho a tempo parcial)

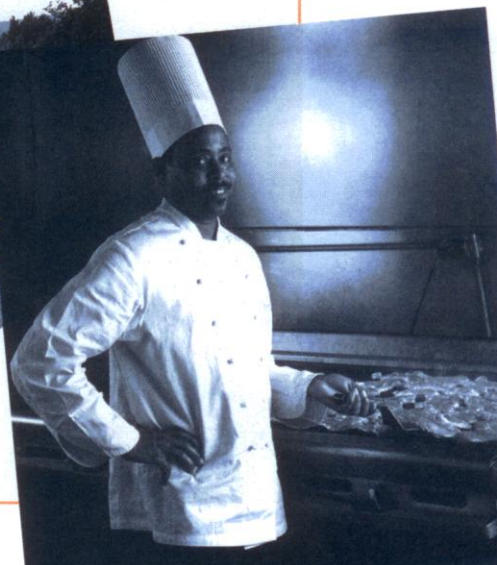
full-time job (trabalho a tempo inteiro)

to do shiftwork (trabalhar por turnos)

to do/work overtime (fazer horas extraordinárias)

REQUIREMENTS FOR A JOB (REQUISITOS PARA UM TRABALHO/EMPREGO)

QUALIFICATIONS (QUALIFICAÇÕES)	SKILLS (CAPACIDADES)	QUALITIES (QUALIDADES)
vocational training (formação vocacional)	driving (conduzir)	motivation (motivação)
certificate (certificado)	typing (datilografar)	enthusiasm (entusiasmo)
secondary school diploma (diploma do ensino secundário)	working with computer (trabalhar com computadores)	talent (talento)
special training (formação/estágio especial)	telephone skills (experiência em atendimento telefónico)	competence (competência)
qualifications in computing (habilitações em computadores)	managerial skills (capacidades para administração/direção)	patience (paciência)
a diploma/certificate in accountancy (um diploma/certificado em contabilidade)	financial skills (capacidades para administração financeira)	initiative (iniciativa)
a diploma in foreign languages (um diploma em línguas estrangeiras)		ambition (ambição)
a degree in engineering (diploma/curso de engenharia)		punctuality (pontualidade)
		curiosity (curiosidade)
		calm (calma)
		organisation (organização)



SAMPLE EXERCISES

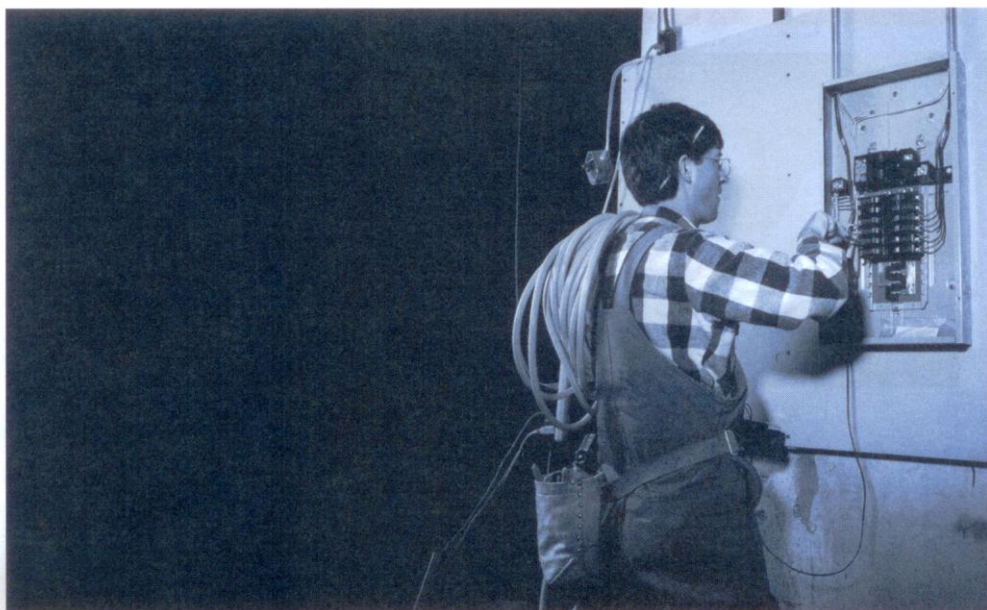
1 Read the paragraphs below and guess the name of the job being described.

- 1 To be a _____ you must be able to type, take shorthand, speak foreign languages, have good communication skills and be patient.
- 2 To be a _____ you do not need a degree. However, you need to have language, telephone and interpersonal skills, and you need to be polite and calm.
- 3 To be an _____ you must have artistic, mathematical and computer skills. You need to be creative and calm. You need a degree in architecture.
- 4 To be a _____ you do not need a degree, but you must have driving skills. You need to be calm, honest, polite and patient. You must be prepared to do shiftwork and work overtime.

2 Now choose a job and write a paragraph about it like the ones above.

SOLUTION

- 1
 1. secretary
 2. telephonist/receptionist
 3. architect
 4. taxi driver
- 2 To be an electrician you do not need a degree, but some employers require a certificate or special training. You must be prepared to have a lot of responsibility because electrical installations must be safe. You have to do repairs in private houses or install all the cables and electrical equipment in new buildings. You also work hard and sometimes do overtime.



OVER TO YOU

1 Verb groups

There are some verbs that usually go with some words. Complete the **verb groups** with these words.

full-time – part-time – a phone call – a job – flexitime – overtime – shiftwork – some work – holiday pay – a business trip – a holiday – a decision – sick pay – a lunch break – a meeting – four weeks' holiday – a nine-to-five job – paperwork

HAVE	MAKE	DO	WORK	GET

2 Translate all the phrases above into your own language.

3 Complete these sentences using some of the words given above. Sometimes you may need the plural.

- 1 Some people can start work an hour or so earlier or finish later. They work _____.
- 2 Some people work days one week and nights the next week. They do _____.
- 3 Some people also work extra hours. They work _____.
- 4 Some people work regular hours. They have a _____.
- 5 A secretary usually does a lot of _____.
- 6 With many jobs you get four _____.
- 7 A telephonist makes a lot of _____.
- 8 A businessman makes a lot of _____.
- 9 A manager sometimes has to make difficult _____.

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

Your skills

A skill is something you have learnt to do by (1) _____ (*apply*) your aptitudes and (2) _____ (*know*). Any tasks, which you can already do to a (3) _____ (*reason*) standard, may help you to get a job in a related field.

Make a list of the skills you have. This list may include a range of things, such as knowledge of another language, (4) _____ (*know*) how to operate machines or equipment, having licences and permits, or (5) _____ (*hold*) tickets, certificates and diplomas.

READING

MY FIRST JOB

It was early July 2002. I had just turned 17 and was sure there were thousands of employers ready to hire me. I had done plenty of volunteer work; I could type; I was friendly and motivated. What more could they ask for? I drove all around Los Angeles filling out applications and doing on-the-spot interviews. Then I patiently awaited the phone calls. Well, the phone calls never came. And I was sick of wasting my time filling out applications that I had to leave half blank, because I didn't have a previous employer or previous experience. I got discouraged because I couldn't even get hired at McDonald's.

NO FAST-FOOD JOB FOR ME

That day I read the tiny classified ads to find something that was interesting. I plan to work in the health field, so I was looking for something that would get me prepared for that. But all the jobs were in grocery stores and fast-food restaurants. I could have done those jobs, but I could not see myself in a paper hat or pushing carts through the parking lot.

I circled the ads that looked promising, like "Make \$16 an hour," but they all turned out to be selling magazines door-to-door. I wanted a job that was just a short drive away and did not involve risking my life. Finally, I found about five jobs that fit my standards.

I called these places and faxed my short résumé. Many of the businesses advertising that they were looking for students were actually looking for college students, basically people over 18. As I continued to skim the pages, since I was tired of reading all the microscopic print, I saw a bold advertisement. "Tele-marketing. No experience required and paid training."

This job paid \$8 an hour and sought people with minimal experience, offered flexible hours – so I could still enjoy my summer – and had an office that I could get to in 10 minutes. I knew this job was for me, so I called immediately. The lady told me I was qualified and gave me directions. My appointment was for 2 p.m. the same day. I dressed in a nice white button-down blouse and a black skirt. I grabbed my résumé and was out the door by 1.25 p.m. I arrived at the office at 1.40 p.m. I felt confident and strolled into the building.

By **Nicole Bryant, 18**

www.layouth.com (abridged)



SAMPLE EXERCISES

TEXT COMPREHENSION

1 Are these statements true, false or not mentioned? Quote from the text to support your answers.

- 1 Nicole believed it was easy for her to find a job.
- 2 She looked for a job on the Internet.
- 3 She thought about pursuing an acting career.

2 Find words or phrases in the first paragraph which mean the following:

- 1 reached or passed
- 2 immediately; then and there
- 3 using needlessly or without an adequate result

3 Complete the sentences according to the text.

- 1 Nicole had just turned 17 when _____
- 2 She thought she had _____
- 3 Although she tried hard, _____

4 Give complete answers to these questions.

- 1 What sort of job was Nicole looking for and why?
- 2 Why didn't she want a fast-food job?

SOLUTION

- 1
 1. True. "I had just turned 17 and was sure there were thousands of employers ready to hire me."
 2. False. "I drove all around Los Angeles filling out applications and doing on-the-spot interviews."
 3. Not mentioned.
- 2
 1. turned
 2. on-the-spot
 3. wasting
- 3
 1. she decided to look for a job.
 2. the skills and qualities required for a job.
 3. she couldn't find a job.
- 4
 1. She was looking for a job in the health field to get prepared for the job she planned to do in the future.
 2. She didn't want a fast-food job because she didn't like the sort of things she had to do at work.

OVER TO YOU

1 Are these statements true, false or not mentioned? Quote from the text to support your answers.

- 1 Nicole had some skills and personal qualities to help her find a job.
- 2 She was asked for an interview after having applied for some jobs.
- 3 She left the application forms half blank because she wasn't able to fill them in.
- 4 She finally got a job at McDonald's.
- 5 Nicole decided to give up looking for a job.
- 6 Reality was that she didn't need a job.

2 Find words or phrases in the second, third or fourth paragraphs which mean the following:

- 1 very small
- 2 proved to be
- 3 near
- 4 required, expected or accepted level
- 5 to read quickly

3 Give a synonym or explanation for the following words.

- 1 sought (l. 24)
- 2 appointment (l. 30)
- 3 grabbed (l. 32)
- 4 strolled (l. 35)

4 Find the British equivalents for these American words.

- 1 filling out (l. 4)
- 2 parking lot (l. 14)
- 3 résumé (l. 19)

5 Complete the sentences according to the text.

- 1 Although Nicole waited patiently, _____
- 2 As she didn't have previous experience, _____
- 3 She got discouraged; nevertheless _____
- 4 She was tired of reading the classified ads, so _____

6 Give complete answers to these questions.

- 1 Why didn't the ads Nicole circled come up to her expectations?
- 2 Why couldn't she apply for the five jobs she chose afterwards?
- 3 What did she like about the telemarketing advertisement?
- 4 What did she have to do to get the job?
- 5 Do you think she got the job? Justify your answer.

GRAMMAR STUDY

TENSES

REVISION

FORM

TENSE	AFFIRMATIVE, INTERROGATIVE, NEGATIVE
Present perfect continuous	Nicole has been typing business letters all morning. Have you been typing business letters all morning? They haven't been typing business letters all morning.
Past perfect continuous	When I saw her, she had been looking for a job for days. When you saw them, had they been looking for a job for days? When they saw him, he hadn't been looking for a job for days.
TENSE / TIME MARKERS	EXAMPLES
Present perfect continuous How long?, for, since, lately, recently, all day	How long have you been doing research work? I haven't been doing research work lately . He has been living here since 1997.
Past perfect continuous Since, for, all day/night/morning	They had been playing football since early morning. She had been studying for the English test all morning .

USE

Present perfect continuous	To give emphasis to the duration of the action that is continuing in the present.
Past perfect continuous	To give emphasis to the duration of an action that happened before another action in the past.



SAMPLE EXERCISES

1 Complete the sentences with the *present perfect continuous*.

- 1 You look very tired. _____ (you/do) overtime?
- 2 He _____ (work) from dawn till dusk lately.
- 3 She _____ (not study) foreign languages for years.

2 Complete the sentences with the *past perfect continuous*.

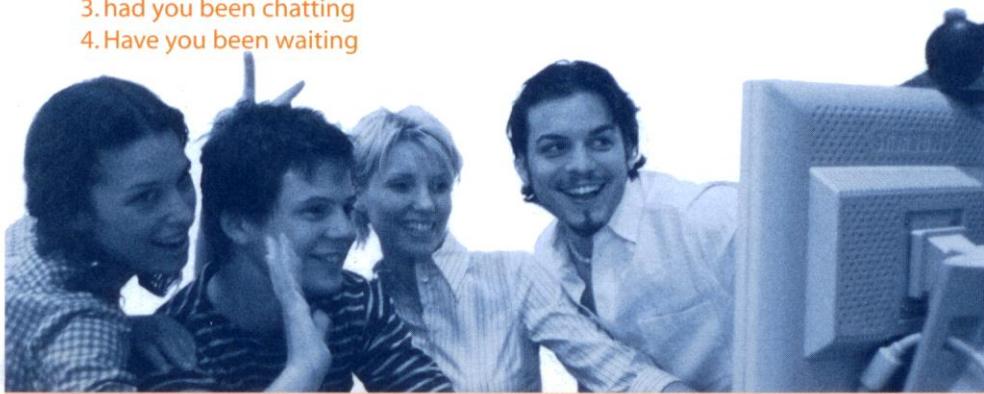
- 1 Nicole was very tired. She _____ (drive) all around Los Angeles filling out applications and doing on-the-spot interviews.
- 2 She was too impatient. She _____ (wait) for the phone calls but they never came.
- 3 _____ (she/read) the classified ads all morning when you phoned her?

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

- 1 Peter is in bed. He _____ (not feel) well recently.
- 2 I _____ (wait) for my girlfriend for about half an hour when I realised I was in the wrong restaurant.
- 3 How long _____ (you/chat) before your mother caught you?
- 4 Sorry I'm late. _____ (you/wait) long?

SOLUTION

- 1
 1. Have you been doing
 2. has been working
 3. hasn't been studying
- 2
 1. had been driving
 2. had been waiting
 3. Had she been reading
- 3
 1. hasn't been feeling
 2. had been waiting
 3. had you been chatting
 4. Have you been waiting



OVER TO YOU

1 Complete the sentences with the *present perfect continuous* or the *past perfect continuous*.

- 1 It's still raining now. It _____ (rain) since dawn.
- 2 You look exhausted. What _____ (you/do)?
- 3 How long _____ (he/watch) TV before he went to bed?
- 4 Your father _____ (look) for you all afternoon. Where have you been?
- 5 They were out of breath because they _____ (run) for hours.
- 6 She was red and sore. She _____ (sunbathe) all day.

2 Verb tense revision

Did Nicole get the job? Put the verbs into the *correct form* and find out what happened to her.

When I entered the offices I (1) _____ (see) about 80 cubicles. I (2) _____ (go) to the front desk and signed in. I (3) _____ (expect) to be the only one with a 2 p.m. interview, but I saw several others who (4) _____ (join) me. Fortunately, I (5) _____ (tell, passive) that there was more than one opening. I went into a room that was a little strange. I never expected (6) _____ (have) an interview in a room with a glass wall where everyone in the office (7) _____ (can) see you.

Soon, a young man, who (8) _____ (remind) me of a former teacher, called me out of the small room. We (9) _____ (sit) in the main lobby next to the front desk. I (10) _____ (think) that was a little weird. I just (11) _____ (know) I was not going to have my interview in the middle of the office, right? There must be a room where they (12) _____ (take) me. After a minute, reality (13) _____ (strike). This is where it was going to happen. I was nervous and who (14) _____ (know) if it showed. He asked me the normal questions, "Why (15) _____ (you/ want) this job?" "What makes you a qualified candidate?" I answered to the best of my ability and showed him my résumé that was filled with volunteer work. At this point I (16) _____ (begin) to realize that I was a little overdressed. Most applicants had on jeans and tennis shoes. Aside from (17) _____ (be) the only one in business attire, I was a lot more excited about being here than most of the middle-aged people who (18) _____ (apply). My interviewer gave me a script to read and I (19) _____ (flow) through it without any hesitation. He glanced at me and (20) _____ (tell) me I had the job.

GRAMMAR STUDY

USED TO + INFINITIVE

Read this example:

She **used to work** in the film industry but now she works in a recording studio.

FORM

AFFIRMATIVE, INTERROGATIVE, NEGATIVE	
Used to	She used to work in an office but she doesn't anymore. Did you use to go to Spain in summer? They didn't use to play tennis at weekends.
Time expressions	in the past, when he was a teenager/young/a student, every month/day/week

USE

Used to + infinitive is used to talk about regular events (states and activities) in the past which no longer happen.

He **used to be** a good football player. (state)

They **used to go** to the theatre. (activity)

Notes

– Don't use *used to* a second time after *and* (or *while, when*).

When I was a teenager I **used to have** long hair and **wear** mini-skirts.

– Use the *past simple* to talk about how long something went on for.

She **went** to university for five years.

BE/GET USED TO + -ING

I'm **used to doing** shiftwork. (= It is not new or strange for me.)

I've never done shiftwork but I can **get used to** it (doing shiftwork).



SAMPLE EXERCISES

1 Complete with *used to* and a suitable verb.

- 1 Madonna _____ in a Burger King restaurant before she became famous as a singer.
- 2 Meg Ryan _____ a journalist before she began her career as an actress.
- 3 Pierce Brosnan _____ a taxi.
- 4 George Clooney _____ insurance door-to-door.
- 5 Dustin Hoffman _____ in a psychiatric hospital.
- 6 Luciano Pavarotti _____ at an elementary school.

2 Complete the sentences with the correct form of *be/get used to* and the verb in brackets.

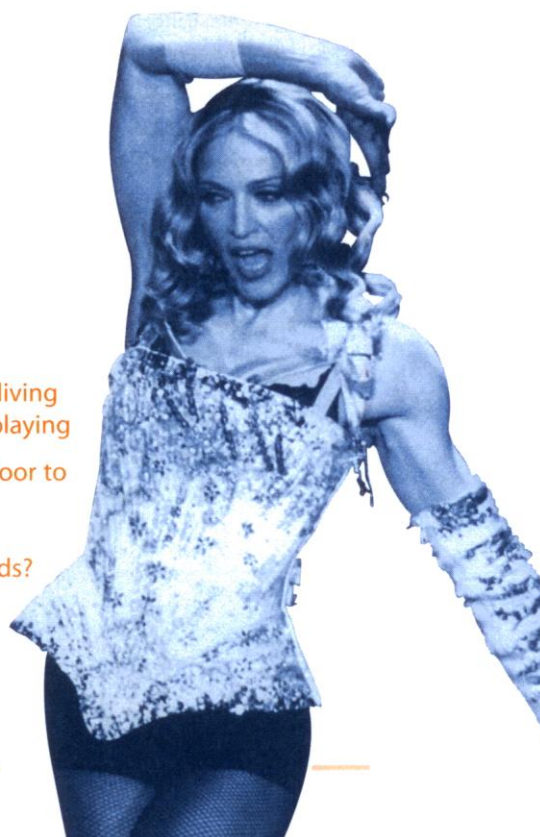
- 1 When they moved to the city, they _____ (*live*) in a flat, but they soon _____ it. Now they _____ (*live*) in a flat.
- 2 She _____ (*play*) handball, but she soon _____ it. Now she _____ (*play*) this sport.

3 Rewrite the sentences with *used to*.

- 1 When Paul was younger, he went from door to door, selling encyclopaedias.
- 2 He didn't drive a fast car.
- 3 Did he spend his free time with his friends?

SOLUTION

- 1
 1. used to work
 2. used to be
 3. used to drive
 4. used to sell
 5. used to work
 6. used to teach
- 2
 1. weren't used to living; got used to; are used to living
 2. wasn't used to playing; got used to; is used to playing
- 3
 1. When Paul was younger, he used to go from door to door, selling encyclopaedias.
 2. He didn't use to drive a fast car.
 3. Did he use to spend his free time with his friends?



OVER TO YOU

1 Complete the sentences with a suitable verb.

- 1 I didn't use to _____ fish when I was younger.
- 2 He used to _____ two cars but now he's got just one.
- 3 In my free time I used to _____ fishing at weekends.
- 4 He didn't use to _____ at 7.00 but he soon got used to _____ early.
- 5 There used to _____ a theatre in my street but now there is a cinema.
- 6 He didn't use to _____ swimming very often but now he is used to _____ almost every day.
- 7 I wasn't used to _____ to loud music but I soon got used to it.
- 8 When you were a child, did you use to _____ with dolls?
- 9 When they moved to England they weren't used to _____ on the left but they soon got used to it.
- 10 I can't eat more now. I'm not used to _____ so much.

2 Complete the sentences. Use *used to* or the *present simple*.

- 1 'What time do you go to bed?' 'I usually _____ to bed early.'
- 2 She _____ in a clothes shop but now she works in a bookshop.
- 3 Bob _____ an office assistant but now he's the manager of a small company.
- 4 'Do you listen to music?' 'Yes, I usually _____ to music before I fall asleep.'
- 5 They _____ near the railway station but now they live near the cinema.
- 6 My little brother likes watching TV. He _____ TV every afternoon.
- 7 She _____ old-fashioned clothes but now she wears the latest trend.
- 8 He _____ very hard in his job. He works from 8.00 am to 8.00 pm every weekday.
- 9 They _____ fast food but they don't anymore. They're on a diet.
- 10 I always _____ a glass of milk before going to bed.

3 Are the verbs in *italics* right or wrong? Correct the wrong ones.

- 1 When he was young he *would have* a moustache.
- 2 Sue *used to learn* Spanish for four years.
- 3 My mother *used to have* blond hair but it's gone grey now.
- 4 They used to go to the cinema at weekends and *used to sit* in the front row.

JOB ADVERTISEMENTS

Read the following job advertisements.

- 1. Needed:** Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.

- 2. Are you looking for a part-time job?** We require 3 part-time shop assistants to work during the evening. No experience required. Applicants should be between 18 and 26. Call 366 - 76564 for more information.

- 3. Computer trained secretaries:** Do you have experience working with computers? Would you like a full-time position working in an exciting new company? If your answer is yes, give us a call at 457-896754.

- 4. Teacher needed:** Tommy's Kindergarten needs 2 teacher/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licences. For more information visit Tommy's Kindergarten in Leicester Square No. 56.

- 5. Part-time work available:** We are looking for retired adults who would like to work part-time at the weekend. Responsibilities include answering the telephone and giving customer's information. For more information contact us by calling 345-674132.

- 6. University positions open:** The University of Cumberland is looking for 4 teaching assistants to help with homework correction. Applicants should have a degree in one of the following: Political Science, Religion, Economics or History. Please contact the University of Cumberland for more information.

[illegible]

While Echeverría, Escobar, and the other leaders of the military dictatorship were in the saddle, many of the military officers that had been trained by the British and the United States came to feel that they were being deceived and lied to. There was a growing feeling that the military was being used as a pawn in a game played by the politicians. The military was not a pawn, but a king.

[illegible]

more information.

personal sin
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or exams cover
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other subjects before
they concentrate
on their chosen in the se-
nior year.

the new A-level
fundamentally
different. But there is hardly con-
sensus about the reforms and we need
public input if we are to improve it.

The Government also
wants to cut the public-
school system in two and set up a
system for 16-19 education. And
it wants to open up the uni-
versity system to people
who are not prepared to
study for university at age 15.

Continued on page 2, col 3

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OVER TO YOU

TEXT COMPREHENSION

1 Read the advertisements and decide which job(s):

- 1** require(s) candidates with experience;
- 2** require(s) qualifications;
- 3** require(s) computer skills;
- 4** require(s) telephone skills;
- 5** offer(s) a part-time job.

2 Which position is best for these people? Choose only one position for each person.

- 1** John went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full-time position.
- 2** Mary is 23 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.
- 3** Sue loves working with children and has an education licence from the city of Manchester. She would like to work with young children.
- 4** Veronica recently retired and is looking for a part-time position. She would like to work with people and enjoys public relation work.
- 5** William graduated from the University of Trent with a degree in Economics two years ago. He would like an academic position.
- 6** Paul was trained as a secretary and has four years of experience. He is an excellent typist but does not know how to use a computer. He is looking for a full-time position.

3 Answer these personal questions.

- 1** Which job would you like to do and why?

- 2** Which job wouldn't you like to do and why?

CREATIVE WRITING

Imagine you want to apply for one of the jobs advertised on page 145. Write a letter of application. Follow the layout below.

LETTER OF APPLICATION

Your address

The date

The name and address
you are writing to

Dear Sir/Madam,
Dear Mr Murray/Dear Mrs Harris,

Paragraph 1: Introduction

I am writing in reply to your advertisement I saw on the Internet and I should like to apply for the position you are advertising.

Paragraph 2: Personal information

I am 24 years old and I come from Porto in the north of Portugal. I studied English for seven years at school...

Paragraph 3: Skills, experience

I went to a summer school where I took a course in computing and I can surf the web quite easily.

I also have work experience...

Paragraph 4: Personality

As a person, I am patient, punctual and I think I am responsible...

Paragraph 5: Other information

I am prepared to work any hours...

I look forward to hearing from you.

Yours faithfully, (if you begin Dear Sir or Dear Madam)

Yours sincerely (if you begin with a name)

Your signature

Your name – printed

THIRD EVALUATION TEST

Read the text carefully.

HUMBLE IN HOLLYWOOD

A program for production assistants launches young people into film and TV.

What I wouldn't do to see my name on a director's chair. What I wouldn't give to see my name up on the big screen. I am what you would call a film buff, a TV fanatic, an entertainment lover. I don't just watch television shows - I analyze them. I don't just see a movie once - I see it four, five or six times. Maybe I'm just crazy, or maybe I'm really cut out for the entertainment business. So just imagine the excitement I felt when I found out that there's an organization that could help me get my foot in the door of this competitive field.

Streetlights is a non-profit organization in Hollywood that helps minorities and other economically or socially disadvantaged people gain a foothold in the entertainment industry by showing them how to be production assistants. A production assistant, or P.A., is the person who does anything and everything needed on the set of a film or TV show - it could be taking a script to an actor's house, helping with payroll, buying equipment or even bringing someone a hot cup of coffee.

The free program has a rigorous application process. To apply, you need two letters of recommendation, and you must be at least 20 years old and have a car. Though some applicants have college degrees, neither a college nor a high school diploma is required. You must write a letter explaining why you want the position along with the application. Then you are called in for an interview. Once you have been accepted into the program, you must attend an orientation and take in-class training for four weeks and on-the-job training for two additional weeks prior to starting work. There is another two-week waiting period until you receive your first paycheck for the day(s) you have worked.

"It's a P.A. boot camp. It prepares people to get into entertainment who wouldn't have the chance otherwise," said one participant, Tiffany Moore, 23, a graduate of Downey High and Azusa Pacific University. "It's a pretty tedious process, but it's well worth it."

By **Monica Maeng**, 16, Van Nuys HS

www.layouth.com (abridged)

A Are these statements true, false or not mentioned? Quote from the text to support your answers.

- 1** Monica would like to work in the film industry.
- 2** She watches TV only for entertainment.
- 3** Monica believes she may have the qualities and abilities needed for the entertainment industry.

THIRD EVALUATION TEST

- 4 She was very excited when she got a job in the entertainment industry.
 5 *Streetlights* helps all young people to become production assistants.
 6 It's not difficult to find a job as a production assistant if you have the required skills.

B Find words or phrases in the first two paragraphs which mean the following:

- 1 a person who is enthusiastic and knowledgeable about film
 2 have the qualities and abilities needed for something
 3 that does not operate mainly to make a profit
 4 secure position in a business from which further progress may be made

C Complete the sentences according to the text.

- 1 A production assistant may _____
 2 *Streetlights* offers _____
 3 The application process _____

D Give complete answers to these questions.

- 1 Do you think it is easy to be accepted into the programme offered by *Streetlights*?
 2 How long does it take applicants to start working and why?
 3 What does Tiffany think about this programme?
 4 Would you like to be a production assistant? Justify your answer.

II

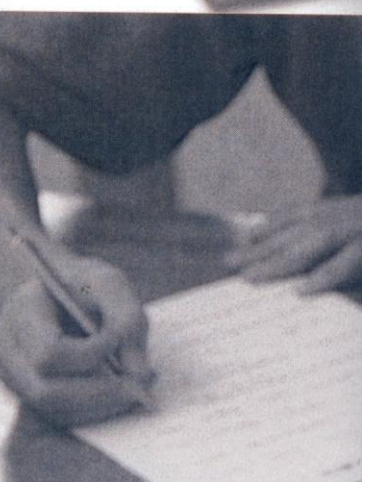
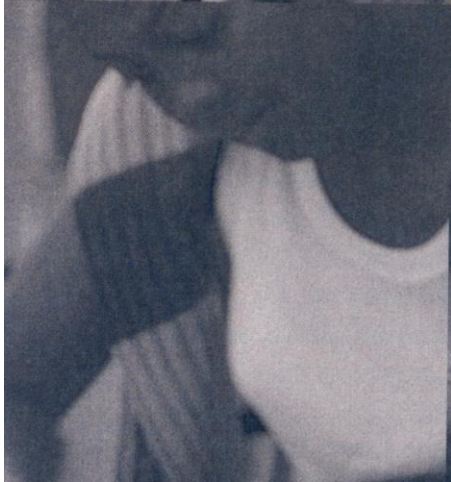
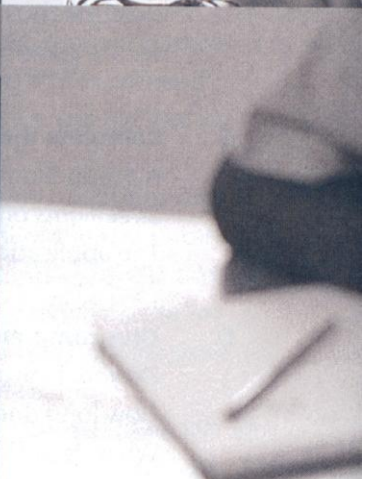
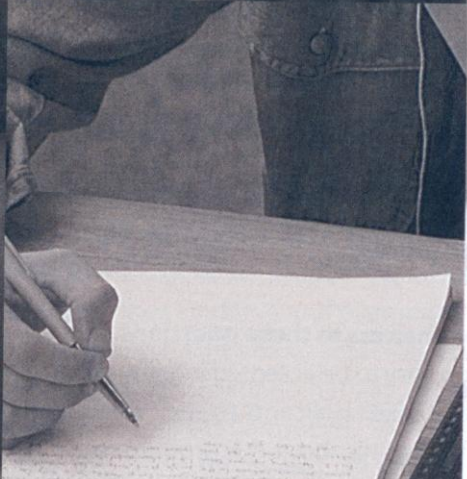
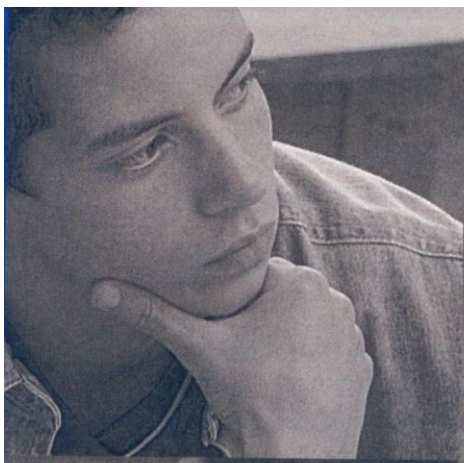
A Rewrite the sentences, starting them as suggested.

- 1 Monica wants to work in the entertainment industry. She has applied for a free programme offered by *Streetlights*.
 Monica, _____
 2 The girl is 20 years old. She was accepted into the programme.
 The girl _____
 3 I don't work in the film industry but I would like to.
 I wish _____
 4 She didn't use to see a film more than once but now she always sees it five or six times.
 She got _____
 5 *Streetlights* launches young people into film and TV.
 Young people _____
 6 They have offered young people the chance to get into entertainment.
 Young people _____

III

In about 150 words, write an essay on the following:

Recent technological developments have changed our lifestyles, especially the way we face work. Have they changed young people's prospects of getting a job?



MODULE 4

a world of many cultures

4.1 MULTICULTURAL SOCIETY

4.2 EQUALITY VERSUS DISCRIMINATION

4.3 VOLUNTARY WORK



VOCABULARY STUDY

WORD GROUP STUDY THIS WORD GROUP.

MULTICULTURALISM (MULTICULTURALISMO)

pluralism (pluralismo)
diversity (diversidade)
multilingualism (multilinguagem)
interaction (interação)
interracial relationships (relacionamentos entre raças)
coexistence (coexistência)
tolerance (tolerância)
equality (igualdade)
respect (respeito)
understanding (compreensão)
dignity (dignidade)
human rights (direitos humanos)
protection (proteção)
justice (justiça)
freedom (liberdade)



SAMPLE EXERCISES

1 Complete the chart according to the example.

NOUN	ADJECTIVE	VERB
diversity	diverse	diversify
tolerance		
	human	
		dignify
protection		
		free
	interactive	

SOLUTION

- 1 tolerant, tolerate; human, humanise; dignity, dignifying; protective, protect; freedom, free; interactivity, interact.

OVER TO YOU

1 Find the word. The first letter is there to help you.

- 1 being together in the same place at the same time.
c _____
- 2 a range of many people or things
d _____
- 3 doing things together and having an influence on each other
i _____
- 4 the willingness to accept or tolerate somebody or something
t _____
- 5 the fair treatment of people
j _____
- 6 involving several different languages
m _____

2 Translate the following statement made by Professor Sir Bernard Crick.

"I see no incompatibility between multiculturalism and Britishness. Who are we British? For a long time the UK has been a multicultural state composed of England, Northern Ireland, Scotland and Wales, and also a multicultural society... made up of a diverse range of cultures and identities, and one that emphasises the need for a continuous process of mutual engagement and learning about each other with respect, understanding and tolerance."

READING

THE CHALLENGE OF HUMAN RIGHTS AND CULTURAL DIVERSITY

The end of super-power rivalry between the USA and the USSR and the growing North/South disparity in wealth and access to resources coincide with an alarming increase in violence, poverty and unemployment, homelessness, displaced persons and the erosion of environmental stability. The world has also witnessed one of the most severe global economic recessions since the Great Depression of the 1930s.

At the same time, previously isolated peoples are being brought together voluntarily and involuntarily by the increasing integration of markets, the emergence of new regional political alliances, and remarkable advances in telecommunications, biotechnology and transportation that have prompted unprecedented demographic shifts.

The resulting confluence of peoples and cultures is an increasingly global, multicultural world brimming with tension, confusion and conflict in the process of its adjustment to pluralism. There is an understandable urge to return to old conventions, traditional cultures, fundamental values, and the familiar, seemingly secure, sense of one's identity. Without a secure sense of identity amidst the turmoil of transition, people may resort to isolationism, ethnocentrism and intolerance.

This climate of change and acute vulnerability raises new challenges to our ongoing pursuit of universal human rights. How can human rights be reconciled with the clash of cultures that has come to characterise our time? Cultural background is one of the primary sources of identity. It is the source for a great deal of self-definition, expression, and sense of group belonging. As cultures interact and intermix, cultural identities change. This process can be enriching, but disorienting. The current insecurity of cultural identity reflects fundamental changes in how we define and express who we are today.



SAMPLE EXERCISES

TEXT COMPREHENSION

1 Find evidence in the text for the following.

- 1 The world has been undergoing big demographic changes.
- 2 The mixing of peoples and cultures often brings about problems and conflicts.
- 3 A multicultural society may start overvaluing traditions and identity.
- 4 The interaction of cultures can be a positive process.

2 Match the verbs with their equivalents.

- | | |
|----------------------|------------------|
| 1. witnessed (l. 5) | a) caused |
| 2. prompted (l. 10) | b) make use of |
| 3. brimming (l. 13) | c) introduces |
| 4. resort to (l. 17) | d) saw |
| 5. raises (l. 19) | e) being full of |

3 What do these words refer to?

- 1 its (l. 14)
- 2 that (l. 21)
- 3 It (l. 22)
- 4 This (l. 24)

4 Answer these questions on the text with complete sentences.

- 1 What are the main reasons for the world to be undergoing such deep demographic changes?
- 2 What are the consequences of those changes?
- 3 In your opinion, are human rights and cultural diversity irreconcilable? Justify your answer.

5 Find adjectives for the following nouns:

- 1 rivalry (l. 1)
- 2 poverty (l. 3)
- 3 unemployment (l. 3)
- 4 homelessness (l. 3)
- 5 intolerance (l. 18)
- 6 vulnerability (l. 19)

SAMPLE EXERCISES

- 6** Study these words taken from the text: *multicultural, super-power*. Match the words below with the prefixes *multi* and *super* in order to form new words:

multi	+	national
		human
		media
		hero
		sonic
super		faceted
		disciplinary
		power
		natural
		lingual
		model
		lateral

SOLUTION

- 1** 1. "...that have prompted unprecedented demographic shifts." **2.** "The resulting confluence of peoples and cultures is an increasingly global, multicultural world brimming with tension, confusion and conflict..." **3.** "There is an understandable urge to return to old conventions, traditional cultures, fundamental values..." **4.** "As cultures interact and intermix, cultural identities change. This process can be enriching..."
- 2** 1. d; **2.** a; **3.** e; **4.** b; **5.** c.
- 3** 1. global, multicultural world's; **2.** the clash of cultures; **3.** Cultural background; **4.** cultures interacting, intermixing, changing
- 4** 1. The inequalities between a rich North and a poor South, the economic recession, poverty and unemployment have provoked many demographic shifts because people want to look for a better life. On the other hand, the advances in communications and transports and globalisation have resulted in a confluence of peoples and cultures. **2.** This is a complex process that can be very positive due to the interaction of cultures but, at first, it is confusing and frightening and people tend to return to their old traditions because they need to keep their identity in the midst of such deep changes. **3.** (Suggestion) I don't think that human rights and cultural diversity are irreconcilable. Although each culture has its values and traditions, there are universal rights that cannot be overlooked and should always be respected.
- 5** 1. rival; **2.** poor; **3.** unemployed; **4.** homeless; **5.** intolerant; **6.** vulnerable
- 6** Multinational, multimedia, multifaceted, multidisciplinary, multilingual, multilateral; superhuman, superhero, supersonic, superpower, supernatural, supermodel.

OVER TO YOU

1 Complete this summary of the text with the words given below:

The world has witnessed demographic (1) _____ due to the difference in (2) _____ between North and South and the consequent need for people to (3) _____ in search of better living conditions. Also cultures tend to (4) _____ because of the advance in (5) _____ and (6) _____. This interaction provokes a sense of (7) _____ and (8) _____ and people tend to return to their (9) _____. This process can be very (10) _____, as long as (11) _____ and (12) _____ are respected.

insecurity mix transportation changes confusion wealth
human rights emigrate cultural diversity traditional values
communications enriching

2 Give opposites for:

- 1 rivalry (l. 1)
- 2 wealth (l. 2)
- 3 increase (l. 3)
- 4 transition (l. 17)
- 5 clash (l. 21)
- 6 change (l. 24)

3 Answer these questions with your own words.

- 1 Why does the author say that peoples and cultures are brought together *voluntarily* and *involuntarily*?
- 2 What do people tend to do when they are faced with other cultures?
- 3 How can the "process" of cultural interaction be "enriching" but "disorienting"?

4 Identify the grammatical category of these words:

- 1 global (l. 5)
- 2 urge (l. 14)
- 3 secure (l. 16)
- 4 resort (l. 17)
- 5 belonging (l. 23)
- 6 reflects (l. 25)

5 Look at this adverb taken from the text: *previously*.

- 1 Find in the text three other adverbs with the same formation.
- 2 Form adverbs from the following adjectives: *severe, global, political, remarkable, demographic, inevitable*.

GRAMMAR STUDY

VERB FORMATION

Study this sentence taken from the text:

"...the clash of cultures that has come to **characterize** our time."

Many verbs are formed by means of a **prefix** or **suffix**.

In the case of **suffixes**, the most common are **-ise (ize)** and **-en**, which are mostly added to an adjective: *standardise*, *privatise*, *realise*, *shorten*, *widen*, *deepen*,...

In the case of **prefixes**, the most common are **re-** (*reopen*), **en-** (*enrich*), **fore-** (*foresee*), **un-** (*undo*) and **dis-** (*discourage*).

SAMPLE EXERCISES

- 1 Complete the chart with the *prefixes* and *suffixes* mentioned above in order to form *verbs*. Follow the example.

PREFIX	ROOT	SUFFIX
en	large	
	agree	
	international	
	strength	
	start	
	warn	
	ravel	

- 2 Make sentences with the *verbs* you formed.

SOLUTION

- 1 disagree / internationalise / strengthen / restart / forewarn / unravel
- 2 We *disagree* on many issues.
This company was *internationalised*.
New evidence will certainly *strengthen* the case against him.
You should *restart* your computer.
It looks like they've been *forewarned* of the raid.
The mystery has started to *unravel*.

OVER TO YOU

1 Complete the sentences with *verbs* formed from the words in capitals.

- 1 I'll have to _____ this article; there's more information. (WRITE)
- 2 _____ your seat belts, please. (FAST)
- 3 He was punished for _____ orders. (OBEY).
- 4 Snow is _____ for tomorrow. (CAST)
- 5 The boy didn't know how to _____ the knot. (TIE)
- 6 It's the job of the police to _____ the law. (FORCE)
- 7 His parents tried to _____ him from being an actor. (COURAGE)
- 8 He used his key to _____ the door. (LOCK)
- 9 They completely _____ (REGARD) my recommendations.
- 10 We watched the events _____ (ROLL) before the cameras.
- 11 Repairs are necessary to _____ (STRENGTH) the bridge.
- 12 The government will _____ (VIEW) the situation.
- 13 He was careful not to _____ (SENTIMENTAL) country life.
- 14 None of us can _____ (TELL) what lies ahead.

2 Complete the chart with *prefixes* and *suffixes* in order to form *verbs*. Follow the example.

PREFIX	ROOT	SUFFIX
	deep	en
	see	
	commercial	
	unite	
	wrap	
	respect	
	dear	

3 Fill in the chart according to the example.

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRANSLATION
to become	became	become	tornar-se
		forgiven	
			compreender
to forget			
	thought		
		risen	
to lead			
			construir
	spread		
		sought	

GRAMMAR STUDY

MODAL VERBS

MODAL VERBS	USE	FORMATION (AFFIRMATIVE, INTERROGATIVE, NEGATIVE)
Can	ability, permission and possibility	I can play the piano. Can I borrow this book? She can't see him now.
Could	ability or opportunity in the past	Mark was a great player. He could beat anybody. Could you open the door? I couldn't breathe.
Be able to	ability or opportunity in the past	I was able to beat him. Were you able to see it? They weren't able to climb the wall.
May	possible actions in the future, permission	In my holidays I may go to Italy. May I make a phone call? You may not leave yet.
Might	doubtful but possible actions in the future	I might ask her out. There might not be a meeting on Friday; the director is ill.
Must	necessity, deduction; in the negative form - prohibition	I must exercise. I'm getting fat. The lights are on, so he must be at home. He mustn't forget the key.
Have to	obligation	I have to wear a suit to work. Do you have to go to hospital? We don't have to change trains.
Will	facts in the future, predictions, invitations	I hope in 20 years' time we will still be together. Wait! It won't take long. Will you come with us?
Would	past prediction, prediction about a possible situation	How about going to Paris? That would be nice. Would you lie to me? I wouldn't lie to you.
Shall	offers, suggestions	Shall I open the window? Shall we dance?
Should	advice	You should stop smoking. Should we tell him the truth? She shouldn't be so careless.
Ought to	saying what is the right thing to do	She ought to write him. You oughtn't to break your promises.

SAMPLE EXERCISES

1 Complete the following sentences with appropriate *modal verbs*.

- 1 You are too tired. You _____ take a break.
- 2 _____ I have a word with you? It's very important.
- 3 Your children are playing on the road! You _____ send them in.
- 4 He was so confused that he _____ (neg.) remember anything.
- 5 You _____ (neg.) come if you don't want to, you know.
- 6 This plant _____ (neg.) stand in direct sunlight or it will die.
- 7 _____ we make a toast?
- 8 _____ you like to join us?

2 Match the sentences with their meaning. Follow the example.

prohibition **asking for advice** **making a suggestion** **inability**
saying the right thing to do **refusing permission** **necessity**

- 1 May I come in? _____ asking permission
- 2 What should I do next? _____
- 3 You mustn't smoke in here. _____
- 4 Sorry, I can't play chess. _____
- 5 She ought to dress less extravagantly. _____
- 6 Shall we go somewhere else? _____
- 7 I'm sorry, you can't park here. _____
- 8 The doctor told me I have to exercise. _____

SOLUTION

- 1 1. should / ought to
2. May / Can
3. must
4. couldn't
5. don't have to
6. mustn't
7. Shall
8. Would
- 2 2. asking for advice
3. prohibition
4. inability
5. saying the right thing to do
6. making a suggestion
7. refusing permission
8. necessity



OVER TO YOU

1 Complete the sentences with the appropriate modal verb.

- 1 I got a loan, so I _____ sell the house.
- 2 Someone's knocking. It _____ be the gardener. He always comes at 3 p.m.
- 3 You _____ be tired. You have just got up!
- 4 I _____ find my diary for days. I am really worried.
- 5 You _____ get angry. It's bad for your heart.
- 6 _____ I introduce myself?
- 7 I'm happy because I _____ get up early tomorrow.
- 8 My grandfather _____ walk for two months after he'd broken his leg.

2 Write sentences according to the instructions. Don't forget to use modal verbs!

- 1 Ask your parents to go to a birthday party.

- 2 Suggest to your friends that you visit Anne, who is sick.

- 3 Show your brother the need for him to study more.

- 4 Ask advice about the career to follow.

- 5 Tell your friend about the possibility of going to the USA next summer holidays.

- 6 Give advice to someone who's drinking too much.

CREATIVE WRITING

DIARY PAGE

In about **120 words** write a page of an emigrant's diary. He came from Ukraine to Portugal in order to get a better salary and to send some money to his family.

You may imagine: his age, whether he is single or married and has children or not, his profession/trade, the type of work he got here, his living conditions, his plans for the future and other details you need for the page.

In a diary you usually express your feelings and emotions, tell about daily events and make plans for the future.

VOCABULARY STUDY

WORD GROUPS

STUDY THESE WORD GROUPS.

TYPES OF DISCRIMINATION (TIPOS DE DISCRIMINAÇÃO)

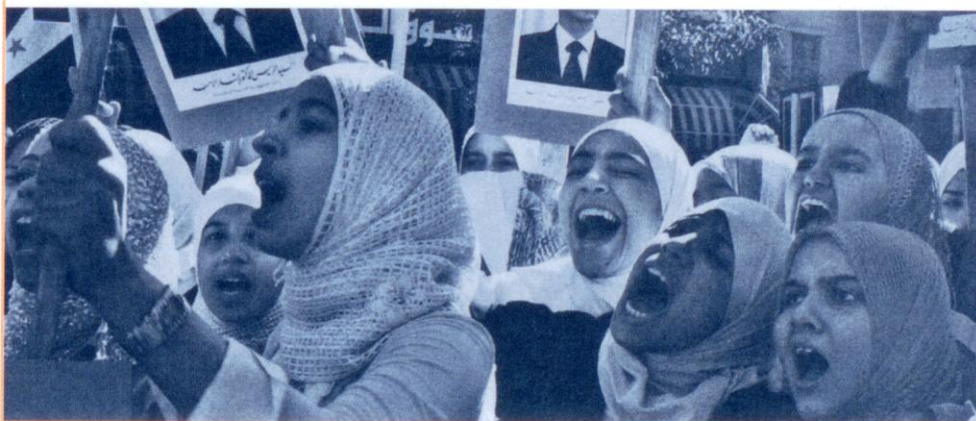
racism (racismo)
xenophobia (xenofobia)
anti-Semitism (antissemitismo)
islamophobia (islamofobia)
homophobia (homofobia)
Nazism (Nazismo)
apartheid (apartheid; regime de segregação racial na África do Sul)
sexism (discriminação sexual)
chauvinism (chauvinismo)
ethnocentrism (etnocentrismo)

DISCRIMINATORY ATTITUDES (ATITUDES DISCRIMINATÓRIAS)

prejudice (preconceito)
violence (violência)
abuse (abuso)
slavery (escravatura)
ethnic cleansing (limpeza étnica)
hate crime (crime racial)
genocide (genocídio)

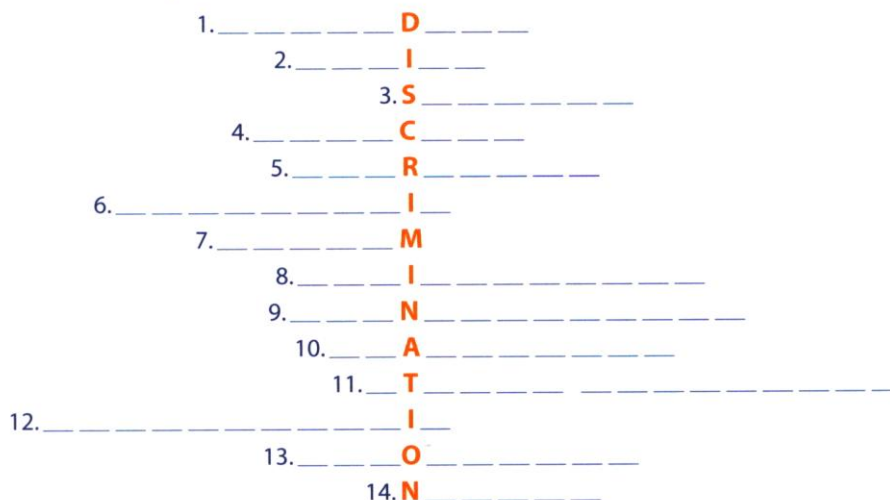
TARGETS (ALVOS)

ethnic minorities (minorias étnicas)
black people (negros)
gypsies (ciganos)
immigrants (imigrantes)
refugees (refugiados)



SAMPLE EXERCISES

1 Fill in the diagram below with the vocabulary you've studied.



- | | |
|---|--|
| <p>1 an opinion formed without reason, knowledge or experience; having a dislike or preference based on race, sex, religion, etc;</p> <p>2 any discrimination based on the supposed differences between races;</p> <p>3 the practice of having slaves;</p> <p>4 the murder of a whole race or group of people;</p> <p>5 a policy or law segregating racial groups in South Africa;</p> <p>6 a strong dislike of foreigners;</p> <p>7 the unfair treatment of people, especially women, because of their sex;</p> | <p>8 a dislike or ill-treatment of Jews;</p> <p>9 the belief in the superiority of one's own group or culture;</p> <p>10 the belief in the superiority of one's own country;</p> <p>11 the policy of forcing the people of a particular race or religion to leave an area or a country;</p> <p>12 a strong dislike of Muslims;</p> <p>13 a strong dislike of homosexual people;</p> <p>14 party with extreme views about race which controlled Germany from 1933 to 1945.</p> |
|---|--|

2 Match the names of the people to the countries where they fought or still fight for human rights.

1. Nelson Mandela	a) India
2. Martin Luther King	b) East Timor
3. Xanana Gusmão	c) Tibet
4. Mahatma Gandhi	d) Kenya
5. Dalai Lama	e) USA
6. Wangari Maathai	f) South Africa

SOLUTION

- 1** 1. Prejudice, 2. racism, 3. slavery, 4. genocide, 5. apartheid, 6. xenophobia, 7. sexism, 8. anti-Semitism, 9. ethnocentrism, 10. chauvinism, 11. ethnic cleansing, 12. islamophobia, 13. homophobia, 14. Nazism.
- 2** 1 – f); 2 – e); 3 – b); 4 – a); 5 – c) – 6 – d).

OVER TO YOU

1 Complete the text below with the words given:

larger equality both can home statistics President
1920 increasingly employment charge low-paying top-level

American women: Has equality been achieved?

The (1) _____ left give a clear message: women, while approaching (2) _____, still have a long way to go in some areas. This becomes (3) _____ clear as you look at the (4) _____ positions – whether it is politics, education, (5) _____ or sports, Americans are still not entirely placing women in (6) _____. They still worry whether they (7) _____ do the job.

In employment, women are working in (8) _____ numbers than ever, but the majority are still concentrated in (9) _____, clerical sales and technical occupations.

For most women equality hasn't been achieved at (10) _____ either. In families where (11) _____ parents work, many men may help only once a week.

As for politics, women were only given the vote in (12) _____ in the USA. No woman has ever been (13) _____ or Vice-President of the USA.

2 Fill in the blanks with words formed from the words in brackets.

1 He has been showing many _____ (*discrimination*) attitudes.

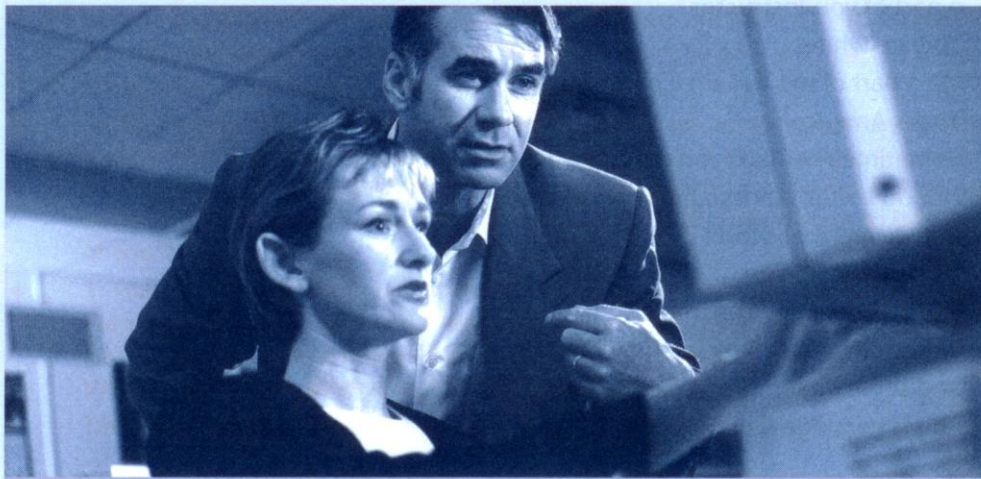
2 _____ (*race*) is mostly based on prejudice.

3 They have been _____ (*severe*) beaten.

4 Do you believe in the _____ (*superior*) of race?

5 Democracy defends _____ (*equal*) and _____ (*free*).

6 Everybody should be allowed to vote _____ (*free*).



READING

THEME FOR ENGLISH B

By Langston Hughes

The instructor said,

Go home and write

a page tonight.

And let that page come out of you...

Then, it will be true.

5

I wonder if it's that simple?

I am twenty-two, colored, born in Winston-Salem.

I went to school there, then Durham, then here

to this college on the hill above Harlem.

I am the only colored student in my class.

10

The steps from the hill lead down into Harlem

through a park, then I cross St. Nicholas,

Eighth Avenue, Seventh, and I come to the Y,

the Harlem Branch Y, where I take the elevator

up to my room, sit down, and write this page:

15

It's not easy to know what is true for you or me

at twenty-two, my age. But I guess I'm what

I feel and see and hear, Harlem, I hear you:

hear you, hear me... we two... you, me, talk on this page.

(I hear New York too.) Me... who?

20

Well, I like to eat, sleep, drink, and be in love.

I like to work, read, learn, and understand life.

I like a pipe for a Christmas present,

or records... Bessie, bop, or Bach.

I guess being colored doesn't make me NOT like

25

the same things other folks like who are other races.

So will my page be colored that I write?

Being me, it will not be white.

But it will be

a part of you, instructor.

30

You are white...

yet a part of me, as I am a part of you.

That's American.

Sometimes perhaps you don't want to be a part of me.

Nor do I often want to be a part of you.

35

But we are, that's true!

As I learn from you,

I guess you learn from me...

although you're older... and white...

and somewhat more free.

40

This is my page for English B.

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Match the names referred to in the poem with their meanings.

1. Harlem	a) a form of jazz
2. Bessie	b) one of the greatest composers of classical music
3. bop	c) an area of New York with a large black and Hispanic community
4. Bach	d) ...Smith, one of the greatest blue singers of the 20th century.

2 Decide whether these statements are true or false and quote from the text to justify all your answers.

- 1 The 20-year-old boy attends classes near Harlem.
- 2 At his age, it is difficult to know what is true for himself.
- 3 A black person enjoys exactly everything the other people do.
- 4 He knows his writing will be different from his colleagues.
- 5 America is made up of the interaction of races.

3 Answer the following questions with complete sentences.

- 1 What type of text is this?
- 2 Why is the young man worried about his homework?
- 3 What kind of things does he mention in his essay?

4 Explain the expressions:

- 1 "let that page come out of you" (l. 4)
- 2 "will my page be colored that I write?" (l. 27)
- 3 "You are white – yet a part of me, as I am a part of you. That's American." (ll. 31-33)

5 Is this text written in American or British English? Justify with two examples from the text.**SOLUTION**

- 1 1. c; 2. d; 3. a; 4. b
- 2 1. False. "I am twenty-two ... above Harlem". 2. True. "It's not easy to know what is true for you or me at twenty-two, my age". 3. True. "I guess being colored doesn't make me not like the same thing other folks like who are other races." 4. False "So will my page be colored that I write?" 5. True. "You are white – yet a part of me, as I am a part of you. That's American."
- 3 1. It is a poem, a literary text. 2. He is worried about his homework because at his age he finds it difficult to know himself and the others. 3. He mentions his worries (It's not easy... my age"), his likes ("I like to work... Bach"), his doubts (So will my page be colored that I write?) and his feelings ("Nor do I often want to be a part of you.").
- 4 1. The page has to be personal, has to mention his thoughts and feelings. 2. Is there any difference between a black man's and a white man's feelings? 3. America is made up of racial interaction. The black and white races may be different but they influence each other, they learn from each other.
- 5 This text is written in American English: "colored", "elevator".

OVER TO YOU

1 Complete the sentences according to the text.

- 1 The young man was told _____
- 2 There isn't any other black person _____
- 3 His tastes are _____
- 4 Blacks and whites _____

2 What do the following words refer to?

- 1 it (l. 5)
- 2 here (l. 8)
- 3 you (l. 16)
- 4 who (l. 20)

3 Answer the questions with complete sentences.

- 1 What is the poem about?
- 2 What feelings are shown on his page?
- 3 The poet keeps repeating "you" and "me". What effect does he intend to create?
- 4 Identify the figures of speech:
 - "let that page come out of you"
 - "I hear New York"
 - "so will my page be colored that I write?"
- 5 What was the author's goal when he wrote this poem?

4 Find opposites for the following:

- 1 simple (l. 6)
- 2 above (l. 9)
- 3 true (l. 16)
- 4 sometimes (l. 34)
- 5 older (l. 39)
- 6 free (l. 40)

5 Identify the grammatical category of these words.

- 1 lead (l. 11)
- 2 cross (l. 12)
- 3 records (l. 24)
- 4 older (l. 39)

GRAMMAR STUDY

REPORTED SPEECH

We use **reported speech** to report what another person said:

"Go home and write a page tonight." – The teacher told him **to go** home and **(to) write** a page **that night**.

The most common verbs used to report are **say** and **tell**.

You use **tell** if you say who you are talking to. E.g. Tom **told me** that he was late.

You use **say** if you don't say who you are talking to. E.g. Tom **said** that he was late.

But we can also use verbs such as **ask, answer, reply, explain, suggest, warn, state, announce, promise, order, invite, forbid, insist, remind**.

With these verbs sometimes we don't have to report the exact words, but the meaning of what was said.

"Shall we go to the theatre?" – He **invited** me to go to the theatre.

Since we are usually talking about the past, the verbs have to be changed as well as pronouns and expressions of time and place.

VERB CHANGES

Present simple "I drink water."	Past simple <i>He said (that) he drank water.</i>
Present continuous "I'm drinking water."	Past continuous <i>He said (that) he was drinking water.</i>
Present perfect "I have drunk water."	Past perfect <i>He said (that) he had drunk water.</i>
Past simple "I drank water."	Past simple/Past perfect <i>He said (that) he drank water. / He said (that) he had drunk water.</i>
Future "I'll drink water."	Conditional <i>He said (that) he would drink water.</i>
Imperative "Drink the water!" "Don't drink the water!"	Infinitive <i>He told me to drink the water. He told me not to drink the water.</i>
can	could
shall	should
may	might
must	must, had to
have to	had to

OTHER CHANGES

I	he / she
my	his / her
we	they
our	their
this	that
these	those
now	then / at the time
today	(on) that day
an hour ago	an hour before / earlier
yesterday	the previous day / the day before
last month	the previous month / the month before
tomorrow	the next day / the following day
next month	the following month
here	there

REPORTING QUESTIONS

"Where can I go?" – He asked **where** he could go.

Wh-questions keep the **wh-word** in reported speech.

"John, do you need the car?" – He asked John **if** he needed the car.

Reported yes/no questions have **if** or **whether**.

Pay attention to the word order! In reported questions the **subject comes before the verb**, just as it does in affirmative sentences.

SAMPLE EXERCISES

1 Match reported speech to the corresponding direct speech.

- 1 He said he was enjoying the party.
a) "I wasn't enjoying the party."
b) "I am enjoying the party."
c) "I enjoy the party."
- 2 Rita said she wanted to buy a beautiful blouse she'd seen in a shop.
a) "I want to buy a beautiful blouse I saw in a shop."
b) "I wanted to buy a beautiful blouse I'd seen in a shop."
c) "I want to buy a beautiful blouse I see in a shop."
- 3 They told us they would go by plane.
a) "We could go by plane."
b) "We won't go by plane."
c) "We will go by plane."
- 4 She said she didn't like what he was doing.
a) "I don't like what you are doing."
b) "I didn't like what you had done."
c) "I haven't liked what you are doing."
- 5 Alex told me that he couldn't go with us.
a) "I can't go with you."
b) "I can't go with us."
c) "I can go with you."
- 6 My brother asked me where I was going.
a) "Where do you go?"
b) "Where is she going?"
c) "Where are you going?"

2 Report the following questions starting with: *He asked me...*

- 1 How are you doing?
- 2 May I introduce myself?
- 3 Do you like radical sports?
- 4 Have you seen the last Spielberg movie?
- 5 When did you arrive from New York?
- 6 Can you explain the exercise again, please?

SOLUTION

- 1 1. b; 2. a; 3. c; 4. a; 5. a; 6. c
- 2 1. He asked me how I was doing. 2. He asked me if he might introduce himself. 3. He asked me if I liked radical sports. 4. He asked me if I had seen the last Spielberg movie. 5. He asked me when I had arrived from New York. 6. He asked me if I could explain the exercise again.

OVER TO YOU

1 Match the appropriate introductory verb to report these sentences.

ask explain invite suggest forbid order insist remind

- 1 Father: "You aren't allowed to have a tattoo."
- 2 Michael: "Let's go to the rock concert tonight!"
- 3 Sister: "Can you lend me your black dress?"
- 4 Mary: "Why don't you come with me to the party?"
- 5 Mother: "I don't buy fur because I think killing animals is unnecessary cruelty."
- 6 Policeman: "Stop the car and show me your documents!"
- 7 Brother: "Don't forget to give her the message."
- 8 John: "You really have to see this film. It's amazing!"

2 Rewrite the sentences by means of *reported speech*. Don't forget that sometimes you don't need to repeat the exact words.

3 Report the following questions.

- 1 Where does Jane live?
- 2 Can you speak Spanish?
- 3 Has the taxi arrived yet?
- 4 Which way is the shopping centre?
- 5 Can we smoke here?
- 6 How much money have you got, Peter?
- 7 Do you understand the rules of the game?
- 8 What time did the film start?

4 This is what some American teenagers think about consumerism and money. Report their opinions starting with: *He/she said...*

Charlotte: "Teenagers are strongly influenced by what others wear or do, so it can be nice to have money to be able to 'keep up' if it is important to you."

Dan: "Money makes the world go around. At least that's how it seems to me. Sometimes I get the feeling that people's only goal in life is to make money."

Joanna: "I get an allowance each month which I can spend on whatever I want but it has to last for the month. I don't spend my money on anything very unusual, just the usual books, CDs, clothes, etc."

Becky: "I don't really notice the volume of ads in the USA so much but my English friend does, and he thinks it's crazy how many ads are on TV in America."

GRAMMAR STUDY

CONCESSIVE LINKERS/CLAUSES

The following linking words express the idea of concession: **although/though, even though, despite, in spite of**.

Although, though and **even though** are followed by a clause. **Though** can also be used at the end of a sentence.

E.g. *I guess you learn from me – **although** you're older.*

*Matthew looked quite fresh; he had been playing squash the whole morning, **though**.*

In spite of and **despite** are used before a noun or the *-ing* form of a verb. They can also be followed by **the fact that** + clause.

E.g. ***In spite of** the traffic, I arrived on time.*

*I couldn't sleep **despite** being very tired.*

SAMPLE EXERCISES

1 Choose the correct linker for each situation.

- 1 Although / Despite it rained a lot, she went shopping with her mother.
- 2 The audience seemed to enjoy the concert in spite of / even though the bad quality of the sound equipment.
- 3 In spite of / Although the wage was low, he decided to take the job.
- 4 I see him every day. I've never spoken to him, though / despite.

2 Rewrite the following sentences.

- 1 Although I work very hard, I enjoy doing it.
In spite of _____
- 2 Despite the fact that he started to play football very late, he is already a famous player.
Although _____
- 3 In spite of knowing what was happening, he decided to ignore it.
Although _____
- 4 He hadn't been travelling for many hours; he was tired, though.
Despite _____

SOLUTION

- 1 1. Although; 2. in spite of; 3. Although; 4. though
- 2 1. In spite of working very hard, I enjoy doing it.
2. Although he started to play football very late, he is already a famous player.
3. Although he knew what was happening, he decided to ignore it.
4. Despite the fact that he hadn't been travelling for many hours, he was tired.

OVER TO YOU

1 Match the clauses.

- | | |
|--------------------------------------|---|
| 1. Although it rained a lot, | a) the children were playing in the street. |
| 2. Despite the war, | b) despite her efforts. |
| 3. She can't find a job | c) she won an award. |
| 4. They faced many difficulties; | d) she went shopping. |
| 5. Though she didn't sing very well, | e) they managed to finish the job, though. |
| 6. I expressed my view on the matter | f) in spite of his opposition. |

2 This is the story of a girl's life under the Taliban. Join each pair of sentences with the words in brackets.

1 Latifa used to have a normal life. She was obliged to change overnight when the Taliban came to power. (ALTHOUGH)

2 She was a teenager. She couldn't go to school or to the cinema. (EVEN THOUGH)

3 She loved her pet canary. She had to let it go because the Taliban banned all pets. (DESPITE)

4 She felt very unhappy. She didn't give in to depression and started keeping a diary. (IN SPITE OF)

5 Latifa's family liked their country. When they had an opportunity they fled to France. (ALTHOUGH)

3 Complete the text by putting the correct linking words. There is more than one possible answer.

_____ (1) it was very difficult, Latifa's family decided to run away.
 _____ (2) there were six of them, they all managed to escape the police.

After some time, Latifa was tired; she hadn't been walking for very long,
 _____ (3).

_____ (4) also being very tired, her father helped her walk. Finally, they got to the border. _____ (5) feeling sad for leaving their country, they felt relieved to be in safety.

CREATIVE WRITING

POEM

Answer the following questions. Write each answer on a separate line, omitting the numbers so that your answers might constitute something like a poem.

- 1 What makes you laugh?
- 2 What makes you cry?
- 3 What upsets you?
- 4 What do you really hate?
- 5 What interests you?
- 6 What makes you curious?
- 7 When do you get your best ideas?
- 8 What is the best thing in your life?
- 9 When do you feel most alive?
- 10 Do you like taking risks?
- 11 What things do you still want to do?
- 12 Are you happy?



VOCABULARY STUDY

WORD GROUPS

STUDY THESE WORD GROUPS

VOLUNTARY WORK (TRABALHO VOLUNTÁRIO)

volunteer (voluntário)
organisation (organização)
commitment (empenho)
engagement (compromisso)
social concern (preocupação social)
aid (ajuda)
altruism (altruísmo)
unpaid activity (atividade não remunerada)

TYPES OF PROJECTS (TIPOS DE PROJETOS)

helping old people (ajuda a idosos)
helping children (ajuda a crianças)
helping the handicapped (ajuda a deficientes)
helping drug addicts (ajuda a toxicodependentes)
helping the homeless (ajuda aos sem-abrigo)
helping refugees (ajuda a refugiados)
environmental protection (proteção do ambiente)
anti-racist (antirracistas)
cultural (culturais)

ADVANTAGES (VANTAGENS)

help (ajudar)
learn new skills (adquirir novas capacidades)
meet new people (conhecer gente nova)
get experience (ganhar experiência)
self-fulfilment (realização pessoal)

INTERNATIONAL NON-GOVERNMENTAL ORGANISATIONS (NGOS) FOR HUMAN RIGHTS, AGAINST DISCRIMINATION AND RACISM (ORGANIZAÇÕES INTERNACIONAIS NÃO-GOVERNAMENTAIS PARA OS DIREITOS HUMANOS, CONTRA A DISCRIMINAÇÃO E O RACISMO)

UNESCO (United Nations Educational, Scientific and Cultural Organisation)
Amnesty International
HRW (Human Rights Watch)
International League for Human Rights
World Against Racism
InterAction
Equality Now

SAMPLE EXERCISES

1 Match the organisations with the explanations about them.

1. UNESCO
2. HRM
3. InterAction
4. World Against Racism
5. Equality Now
6. Amnesty International
7. UNICEF

- a) Non-profit organisation building a memorial museum to honour the memory of the millions of people whose lives were stolen by racism. They intend to educate the public about the fiction of race and the ignorance behind racism, hoping to lead the way to a better world.
- b) International NGO (non-governmental organisation) based in New York City working with human right issues.
- c) The largest alliance of US-based international development and humanitarian NGOs, operating in every developing country to overcome poverty and exclusion.
- d) International organisation for the human rights of women.
- e) Global community of human rights defenders with the principles of solidarity, universality and indivisibility of human rights. They address governments, companies, armed political groups, etc.
- f) Organisation who tries to build a protective environment for all children in terms of health, education, equality and so on.
- g) International organisation that deals not only with issues like peace, human rights and poverty but also with culture and education.

SOLUTION

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

OVER TO YOU

1 Complete this text with the vocabulary below:

children job self-fulfilment committed skills join refugees
the elderly the homeless project help paid involved voluntary
meet rewarding

Between secondary school and university many British students take a year off and get a (1) _____ or (2) _____ some organisation. The latter is considered (3) _____ work because it isn't (4) _____ and they are (5) _____ to a common cause. It is a useful (6) _____ and a (7) _____ experience, because you get to (8) _____ new people, learn new (9) _____ and (10) _____ people in need. These may be (11) _____, (12) _____, (13) _____ or even (14) _____. The students usually become (15) _____ in these projects, which contribute to their (16) _____.

2 Match two words from each column to form meaningful expressions.

- | | |
|---------------------|-----------------|
| 1. voluntary | a) fulfilment |
| 2. human | b) concern |
| 3. non-governmental | c) racist |
| 4. self | d) organisation |
| 5. anti | e) countries |
| 6. gap | f) work |
| 7. developing | g) year |
| 8. social | h) rights |



EQUALITY NOW: THE POWER OF THE INDIVIDUAL

WOMEN AROUND THE WORLD NEED YOUR HELP. YOU CAN MAKE A DIFFERENCE.

Equality Now is an international human rights organisation dedicated to action for the civil, political, economic and social rights of girls and women. Issues of concern to Equality Now include rape, domestic violence, female genital mutilation, reproductive rights, trafficking in women and girls and other forms of violence and discrimination that result in the degradation, enslavement, injury and death of women and girls every day around the world. Taking advantage of action techniques such as letterwriting, fax and email campaigns, media events and public information activities, Equality Now mobilizes action on behalf of individual women whose rights are being violated and promotes women's rights at the local, national and international levels. You can help protect the human rights of women by joining the Women's Action Network.

The Women's Action Network is the nerve center of Equality Now's worldwide action for the human rights of women. Information about specific abuses and ongoing violations is gathered from an international network of activists and organizations and by Equality Now's research staff. Appropriate actions and strategies are established in collaboration with local women's rights advocates and are rapidly publicized and implemented through the Network.

This Guide will give you ideas on how to publicize and protest human rights violations in your community and use the media to mobilize public pressure to stop violence and discrimination against women. Through the Women's Action Network, you can transform collective outrage into strategic action. Your help is critical. Write a letter. Send an email. Raise funds. Organize an event. There are many more steps you can take; your creativity is the only limit to effective action.

www.equalitynow.org

SAMPLE EXERCISES

TEXT COMPREHENSION

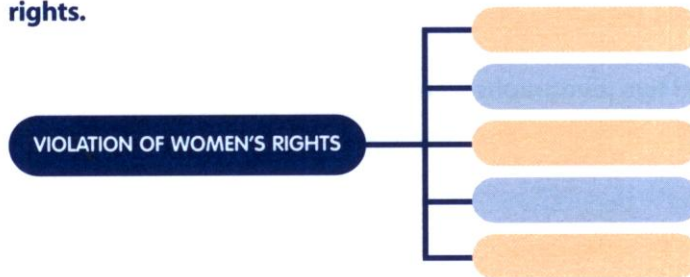
- 1 Say whether the following sentences are *true* or *false* and quote from the text to justify your answer.
 - 1 Equality Now worries essentially about the violation of women's rights.
 - 2 They publicize their work mainly through the Internet.
 - 3 Not every person can join their fight.
 - 4 They have enough participation and support already.

SAMPLE EXERCISES

TEXT COMPREHENSION

2 Find nouns for the following adjectives:

- 1 political (l. 2)
- 2 economic (l. 2)
- 3 social (l. 2)
- 4 individual (l. 9)
- 5 national (l. 10)
- 6 implemented (l. 17)

3 Complete this diagram with vocabulary related to the violation of women's rights.**4 Answer these questions with complete sentences.**

- 1 What are the main goals of Equality Now?
- 2 How do they operate?
- 3 Which of the advised actions do you think is more effective? Give reasons.

5 Explain the sentences:

- 1 "Equality Now mobilizes action on behalf of individual women whose rights are being violated" (ll. 8, 9)
- 2 "You can transform collective outrage into strategic action" (l. 21)

SOLUTION

- 1 **1.** True. "Issues of concern to Equality Now include... Around the world." **2.** True. "The Women's Action Network is the nerve center of Equality Now..." **3.** False. "This Guide will give you ideas on how to publicize and protest..." **4.** False. "Your help is critical!"
- 2 **1.** politics; **2.** economy; **3.** society; **4.** individual/individuality; **5.** nation/nationality; **6.** implementation
- 3 Violation of women's rights: rape, trafficking, degradation, violence, discrimination, abuses, injury, enslavement, death.
- 4 **1.** Equality Now fights for girls' and women's rights all over the world. They are concerned mainly with matters of violence and discrimination that result in degradation, enslavement, injury and death. **2.** They have research staff but they are also helped by a network of activists and organisations who give information about ongoing violations of women's rights. Then they establish actions in collaboration with women's advocates and spread the word through the Internet. **3.** (Personal answer) I think the most effective action is ...
- 5 **1.** Equality Now influences people to fight for the rights of any woman in the world; **2.** With your actions you can give voice to the public's feelings against those violations.

OVER TO YOU

1 Complete the sentences according to the text.

- 1 Many women in the world are subjected to _____
- 2 Cases of abuse are known _____
- 3 You can help by _____
- 4 If you decide to act, _____

2 What do these words refer to?

- 1 that (l. 5)
- 2 whose (l. 9)
- 3 you (l. 10)

3 Find in the last two paragraphs words/expressions that mean the same as:

- 1 in all the world
- 2 existing
- 3 together with
- 4 put into practice
- 5 shock

4 Answer the questions with complete sentences.

- 1 What type of organisation is Equality Now?
- 2 How can people help women in danger?
- 3 Would you like to do voluntary work for one of these organisations? Why?/
/Why not?

5 This text is written in American English.

- 1 How do we know that?
- 2 Give two examples of differences between American and British English in terms of:
 - spelling;
 - vocabulary.

6 What is the plural of these words?

man _____	wife _____
woman _____	life _____
child _____	foot _____
strategy _____	goose _____
community _____	mouse _____
country _____	ox _____

GRAMMAR STUDY

FUTURE TENSES

Study this example taken from the text:

*This Guide **will give** you ideas on how to publicize and protest...*

TENSE	USE	FORMATION (AFFIRMATIVE, INTERROGATIVE, NEGATIVE)
Will	to say what we think about the future, instant decisions, offers and invitations	I'll take you to the airport. Will you come with me? She won't accept that.
Will be + ing	to talk about an action that will take a period of time, an action that will happen in the course of events (as part of a plan)	When the men leave the building, the police will be waiting for them. The guests will be arriving at 9 p.m. What will you be doing in ten years' time? The plane won't be leaving soon.
Be going to	to talk about something we decided to do, intentions	I am going to play computer. What are you going to do in your holidays? She isn't going to clean the house.
Present continuous	fixed plans and arrangements for the future	Charles and Peter are coming round later on. Are you playing football tomorrow? I am not playing football tomorrow. I've hurt my leg.
Present simple	timetables	The train leaves at 7 a.m. tomorrow. What time does the next train leave ? It doesn't get to Paris until 11 p.m.
Expressions <i>be about to</i> <i>be likely to</i>	to talk about something that will happen very soon	I think the play is about to start now. It's very likely to snow today.



SAMPLE EXERCISES

1 Complete the dialogue by means of the *present continuous*.

Nick: _____ (you / do) anything tonight?

Alan: Yes, I _____ (go) to the airport to meet my friend Thomas.
He _____ (stay) here for a week, remember?

Nick: Oh, of course. Do you need a lift?

Alan: No, thank you. I _____ (not go) alone. My parents
_____ (come) with me.

Nick: Do you want to come round later on?

Alan: Not today. We _____ (meet) Vicky and Susan. How about tomorrow?

Nick: OK. See you tomorrow.

2 Decide whether to use *will* or *going to*.

- 1 Oh dear, it's already 5 o'clock. We _____ (be) late.
- 2 You don't have any money? Don't worry! I _____ (lend) you some.
- 3 I decided last weekend. I _____ (apply) for that job.
- 4 I _____ (get) some bread. Do you want anything from the shop?
- 5 I forgot to post the letter! I _____ (do) it now.
- 6 The bag isn't very strong. It _____ (break).

3 Match the sentences accordingly.

1. The baby's crying.	a) It's OK. I'll pay.
2. I have made up my mind.	b) I'll go.
3. You look tired.	c) I'm going to graduate abroad.
4. Oh dear! I left my wallet at home.	d) I'll do the washing up.
5. The cat's on the roof again.	e) It's going to jump.
6. Jane is very excited.	f) She's moving into her new house next week.

SOLUTION

- 1 Are you doing / am going / is staying / am not going / are coming / are meeting
- 2 1. are going to be; 2. will lend; 3. am going to apply; 4. am going to get; 5. will do; 6. is going to break
- 3 1. b; 2. c; 3. d; 4. a; 5. e; 6. f

OVER TO YOU

1 For each situation write a sentence with the *present continuous*, using the verbs in brackets.

1 Donald has bought a plane ticket to Rome dated 20 March. (*fly*)

2 Tom has a basketball game on Sunday. (*play*)

3 We have agreed to be in the office on Saturday. (*work*)

4 There's a party at the Johnsons' tomorrow. (*have*)

5 Alex and Ann's wedding is next month. (*get married*)

6 U2's next concert is in August. (*give*)

2 Choose the best option.

1 Look at the wonderful blue sky! It *is going to be* / *will be* a nice day.

2 On Sunday I *am going* / *will go* to the cinema.

3 Don't worry about me. I *will be* / *am going to be* OK.

4 I *am meeting* / *will meet* John at the airport at 6 p.m.

5 In 2100 people *aren't going to eat* / *won't eat* any meat.

6 I promise I *won't be* / *am about to be* late.

7 I *am going to buy* / *will buy* a new mobile phone. This one is outdated.

8 What? I'll try / *am trying* to make him change his mind.

3 Use any of the *future tenses/expressions* according to the situation.

1 That bag looks very heavy. I _____ (*help*) you with it.

2 Ann's car has very little petrol left in the tank. She _____ (*run*) out of petrol.

3 There's some problem with the car. It _____ (*not start*).

4 Her holiday starts next Friday. She _____ (*go*) to Scotland.

5 I feel terrible. I _____ (*be*) sick.

6 Tom has already decided. He _____ (*invite*) Ann for dinner tomorrow.

7 The train _____ (*arrive*) at 3 p.m.

8 When you arrive, I _____ (*wait*) for you.

9 _____ you _____ (*dance*) with me?

10 She _____ (*not cook*) tomorrow. Her boyfriend _____ (*take*) her out.

11 Listen! The show _____ (*start*).

12 They _____ (*not lose*) this opportunity; they have looked forward to it.

GRAMMAR STUDY

PREPOSITIONS – TIME, PLACE AND MOVEMENT

Study this example from the text:

*This Guide will give you ideas on how to publicize and protest human rights violations **in** your community.*

	PREPOSITION	USE	EXAMPLES
TIME	in	century/year/month/season period of time (<i>in two weeks</i>) part of the day (<i>in the morning, in the afternoon, in the evening</i>)	I was born in 1990.
	on	dates/days	I saw her on Easter Day.
	at	night the weekend Christmas/Easter the moment/present the same time 8 p.m. (clock time)	At the weekend I'm going to a concert.
	for	period of time	I've been waiting for two hours.
	during	duration, before a noun	We met a lot of interesting people during our holiday.
	since	duration relating to the time when the action began	I've been waiting since 6 o'clock.
PLACE	in	place/city/country the water/the sea/the sky the street the text/the newspaper the middle	There's no one in the shop.
	at	the bus stop/the door the top/the bottom the back/the front home	Let's sit at the front (of the cinema).
	on	the floor/the grass the wall/the ceiling an island/the road/the river the right/the left the face/the screen the table/the page	You can see the map on page 34.
MOVEMENT	to		I'm travelling to Greece tomorrow.
	into		She swerved and crashed into the fence.
	across		How are we going to get across the stream?
	towards		She pointed towards the window.

Other prepositions of time: *ago, after, before, until, by, from... to, within.*

Other prepositions of place: *out, outside, inside, off, by, beside, opposite, near, next to, behind, between, among, over, above, under, below, beneath, underneath.*

Other prepositions of movement: *onto, through, up, down, over, along, out of, past, a(round); in, on, off and under can also be part of this group.*

SAMPLE EXERCISES

1 Fill in the blanks with the *prepositions of time*.

- 1 I'm having a meeting _____ Monday morning.
- 2 She never gets out _____ night.
- 3 I'll see you _____ 5 p.m. tomorrow.
- 4 I'm going on holiday _____ the first week of July.
- 5 We'll be there _____ five minutes.
- 6 He was born _____ 14 June 1987.
- 7 Laura finally received a reply to the letter she had written weeks _____.
- 8 Michael decided to take a walk with Jane _____ the afternoon.

2 Fill in the blanks with the *prepositions of place*.

- 1 We spent the whole holiday _____ the beach.
- 2 The documents are _____ the drawer.
- 3 Help! There's a spider _____ the wall!
- 4 Do you know the man standing _____ the bus-stop?
- 5 My house is _____ a very busy street.
- 6 The children are hiding _____ the tree.
- 7 I live _____ the school. It takes me 5 minutes to be there.
- 8 There's a bridge _____ the river.

3 Choose the most suitable *preposition of movement* for each case.

- 1 We were moving _____ the light. (*out/toward/onto*)
- 2 She swam _____ the river. (*on/by/across*)
- 3 She's gone _____ the shops. (*over/to/up*)
- 4 They arrived _____ London for the celebrations. (*in/on/through*)
- 5 Everybody came _____ to see the fireworks. (*inside/outside/under*)
- 6 The children jumped _____ the fence. (*past/across/over*)

SOLUTION

- 1 1. on; 2. at; 3. at; 4. in; 5. in; 6. on; 7. before; 8. in
- 2 1. on; 2. in; 3. on; 4. at; 5. in; 6. behind; 7. near; 8. over
- 3 1. toward(s); 2. across; 3. to; 4. in; 5. outside; 6. over

OVER TO YOU

1 Complete the following text about Nelson Mandela with the missing *prepositions*.

Nelson Mandela was born _____ (1) Transkei, South Africa, _____ (2) 18 July 1918. His father was the principal councillor for the Acting Paramount Chief of Thembuland. _____ (3) his father's death, Nelson Mandela was to assume high office, but he was determined to become a lawyer.

_____ (4) receiving a primary education _____ (5) a local mission school, he was sent _____ (6) a Wesleyan secondary school of some repute and finally he enrolled _____ (7) university. He entered politics while studying _____ (8) Johannesburg by joining the African National Congress _____ (9) 1942. Meanwhile he was the victim of various forms of repression; he was banned, arrested and imprisoned.

_____ (10) June 12, 1964 he was sentenced to life imprisonment. _____ (11) 1964 _____ (12) 1982 he was incarcerated _____ (13) Robben Island Prison, _____ (14) Cape Town: thereafter, he was _____ (15) Pollsmoor Prison, _____ (16) the mainland.

_____ (17) his years _____ (18) prison, Nelson Mandela's reputation grew steadily. He became a symbol of resistance as the anti-apartheid movement gathered strength. He consistently refused to compromise his political position to obtain his freedom.

He was released _____ (19) February 18, 1990. _____ (20) his release he plunged again _____ (21) his life's work. _____ (22) 1991 he was elected President of the ANC.

_____ (23) 1993 he received the Nobel Peace Prize and he was the first democratically elected State President of South Africa _____ (24) 1994 _____ (25) 1999.

CREATIVE WRITING

INTERVIEW

Write an interview with a volunteer. Ask the questions and imagine the answers.

Possible topics:

- which organisation he/she is working for
- why he/she volunteered
- when
- how long he/she will be working there
- what type of project
- positive aspects
- negative aspects
- plans for the future

FOURTH EVALUATION TEST

LIVING IN AMERICA

These are two letters written by Thai teenagers living abroad with their parents. The first letter is from a 15-year-old girl, Ploy, who was born in America, and the second is from 17-year-old Khanittha, who has been living in America with her family since she was six years old.



All my life I have compared Thailand to America. My conclusion is that I prefer America. Now don't get me wrong, I'm very proud to be Thai but I can't say that I love Thailand. It's a wonderful place to visit but not to live in. I could stand a couple of years of living there but I couldn't live my whole life there.

Yes, the people are nice and wonderful but it seems to me that they aren't very open to change. The younger people I know are bright and wonderful and they accepted me most of the time. It's the older people that got to me. Like when I wore my everyday clothes to Thailand. I could see people staring at me and talking behind my back. I felt so alien there sometimes, like I'm the odd one out.

Yet even with all these faults, I can't deny my love for the people of Thailand. At heart, they are good people. Life is always changing and Thai people are making great leaps ahead. Whether it be changes in social or political life. Sometimes I do miss Thailand. Maybe it could be a paradise in the future for me. I'll just have to see as I grow up.

Here in America you can have anything you want, but I don't have any Thai friends around here. Sometimes I get lonely. I would like to have a friend who shares cultural background and likes in music and stuff.

The 11 years I have been here, I tried so hard not to forget the Thai language. I can speak, read, and write Thai, but sometimes I don't understand it. During my free time I like to chat on the Internet with Thai people. It's very good that a lot of Thai people know English and can understand me. I'm so proud of that.

Next year, I will go to a university in Thailand. Many people questioned me about why I want to study there when I can study here in America. I know I'm not like anyone else in Thailand who tries so hard to come and study in America. My answer to them is that I don't think colleges in Thailand are worse than any other colleges in the world. I think I have been in America long enough and every time I go back to Thailand I feel closer to it. The place you should go to is the place where your heart wants to be.

www.gorsworld.com

FOURTH EVALUATION TEST

1 Choose whether the following statements are *true*, *false* or *not stated*. Quote from the text to support your answers.

- 1** Ploy and Khanittha are two teenagers who were born in Thailand but who live in America now.
- 2** Ploy is very proud of her home country but she prefers to live in America.
- 3** She thinks Thai people are more conservative than Americans.
- 4** Thailand isn't developing very fast.
- 5** Khanittha feels that her future lies in America.
- 6** She chats on the Net with Thai people because she misses the language.
- 7** She thinks students are better in Thailand.
- 8** She doesn't feel totally fulfilled in America.

2 Find in the first letter words that mean the same as:

- 1** don't misunderstand me
- 2** could tolerate
- 3** annoyed
- 4** different, not fitting
- 5** strange
- 6** deep down

3 Answer the questions on the text with your own words.

- 1** What is the biggest difference between these two teenagers?
- 2** According to Ploy, what distinguishes the Thai and the American people?
- 3** How does Khanittha see her home country?
- 4** What do you think about the last sentence of the text?

4 What do these words refer to?

- 1** their (l. 2)
- 2** there (l. 11)
- 3** it (l. 26)
- 4** who (l. 31)

5 Make sentences in the future. Use *will*, *going to* or *present continuous*. Supply the missing words.

- 1** I / think / Manchester United / win / match / tomorrow.
- 2** We / take / kids / to the park / this afternoon. Do you want to come along?
- 3** I / meet / Kate / outside the cinema / at six.
- 4** Don't worry! The boat / not sink.
- 5** It feels really cold. I / be / sure / it / snow.
- 6** Perhaps / we / meet / again. Who knows?

FOURTH EVALUATION TEST

6 Choose the best *modal verb* for each situation.

- 1 Michael broke his arm last summer, so he can't / couldn't / won't swim.
- 2 You have worked too much. You should / can / must be exhausted.
- 3 – Where's John?
– I'm not sure. He may / ought to / would be in the library.
- 4 You should / have to / can put your seat belt when you drive.
- 5 The children don't have to / wouldn't / shouldn't forget to ask permission to get up.
- 6 Would / could / must you mind taking us a photograph, please?

7 Rephrase the sentences.

- 1 Although she has been learning German for a year, she has difficulty in understanding it.
In spite of _____
- 2 In spite of being very rich, he isn't very happy.
Although _____
- 3 Even though it is a complex book, it has quickly jumped on to the bestsellers lists.
Despite _____
- 4 Despite your success, your parents treat you like a child.
Though _____

8 Composition

Would you ever think of emigrating? Give reasons in about **120 words**.

FIRST GLOBAL TEST

CRUSADING FOR ANIMALS

When I was 12, my parents had friends who were vegetarians – a new concept to me. “What do they eat?” I wondered. They explained that there were lots of delicious dishes that substitute fresh fruits and vegetables, nuts and beans, and whole grains and wheat for meat. I also learned about the animal rights group *People for the Ethical Treatment of Animals* (PETA). I checked out their web site and, to my horror, discovered that my beloved childhood companion “Lamb Chop” was actually what we were eating for dinner! 5

I had never realized that the lamb chop on my plate was once an amazingly beautiful animal. Then I thought, “Was beef actually a cow? Pork really a pig?” All these animals were hardly different from my pet cat, all capable of feeling and affection. I also found out that most “farm animals” are not raised in spacious, picturesque barnyards like I had envisioned, but on dirty, cramped “factory farms”. That’s when I made the decision not to eat any more meat. 10

But what more could I do to help animals? I found out that I could do a lot. It is especially easy to find cases of non-compassionate treatment when your town takes pride in being the “Poultry Capitol of the World”, and where rodeos, hunting and gun shows are the main source of cultural entertainment. 15

I became a volunteer writer for PETA and in the last two years had ten letters published in my local newspaper discussing issues from the fur trade and hunting to animal experimentation, the poultry industry and circuses. I regularly write letters to my state and federal representatives in support of animal rights issues; I’ve even had a column on circus cruelty published in *The Gainesville Times*. Recently I interviewed PETA President Ingrid Newkirk for a *VegetarianTeen.com* story. 20

I have tried to do all I can to enlighten others on the dangers and moral conflict of eating meat, and the benefits of vegetarianism. Hopefully I have changed a few minds regarding the thoughtless abuse of all creatures great and small, just as a fellow vegetarian changed mine. 25

Shakira C.

www.teenink.com (abridged)

1 Find evidence in the text for the following.

- 1 Some friends of Shakira’s parents introduced her to vegetarianism.
- 2 She discovered that animals lived in very bad conditions.
- 3 There are a lot of things she can do to help animals.
- 4 Shakira started doing voluntary work.
- 5 She is concerned about the fur trade, hunting and circus cruelty.
- 6 She has done her best to inform people about the advantages of not eating meat.

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

- 1 understood
- 2 almost not

FIRST GLOBAL TEST

- 3 bred
4 imagined

3 What do the following words refer to?

- 1 who (l. 1)
2 me (l. 1)
3 their (l. 5)
4 these (l. 10)

4 Answer these questions on the text.

- 1 Why did Shakira decide to go vegetarian?
2 What forms of entertainment does she criticize and why?
3 What has she done to help animals?
4 Give another title to the text and justify your choice.

5 Rewrite the following sentences, starting them as suggested.

- 1 Some friends of Shakira's parents introduced her to vegetarianism. She went vegetarian.
If _____
2 They think they have treated those "farm animals" cruelly.
It is _____
3 They don't let him see that factory farm.
He isn't _____
4 He wants to go vegetarian to help save animals from the horrors of the slaughterhouse.
He wants to go vegetarian so that _____
5 President Ingrid Newkirk has just been interviewed for a *VegetarianTeen.com* story.
Shakira _____
6 Some animals will go on living in very bad conditions. We don't take action to help them.
_____ unless _____
7 'I became a volunteer writer for PETA and in the last two years had ten letters published in my local newspaper.'
Shakira explained _____

6 Composition

In about 150 words, write an essay with the title:

Vegetarianism and the environment.

Don't forget to:

- introduce the topic and give some general information;
- write some arguments in favour of and/or against vegetarianism;
- draw a conclusion.

SECOND GLOBAL TEST

"It's what's on the inside that counts" is an all too familiar phrase that I'm sure all of you have heard before, but hands up how many of you actually listen to it. In today's society it would appear that the meaning of this has been completely lost, and this is something which I find quite sad. Although we say that a person's qualities and personality are what shine the most, we seem to be ignoring the fact that many young people consider appearance, equally, if not more, important. 5

The media have a lot to answer for. The teenage outlook on life is completely changing. Yes, girls are achieving a lot more for themselves and are obtaining equal rights and an increasing social status, but there is still a massive pressure on them. It is becoming ever more common for a teenage girl to be constantly worried about her appearance. In my opinion, the blame for this should be firmly placed on the media. It is magazines and television in particular, which strongly influence this "image". Girls are forever striving to be prettier or slimmer because of the ideal woman that is presented to them every time they turn on the television or open a magazine. 15

The media, more often than not, do not make allowances for girls over a size 8 or 10 and so this makes girls a lot more determined to lose weight. This problem can be demonstrated through the number of young people that suffer from eating disorders as a result. As the latest celebrity loses more weight and the new fashion is a short figure-hugging skirt, today's teenager is more pressurised into skipping meals and worrying about what other people might think of them. This is affecting younger people. Girls of 8, 9 and 10 are fully conscious of how they look and what they should be wearing, which is quite scary. 20

I think it's terrible that girls don't feel good about themselves, that they don't feel confident about their looks. It is this image that created conformity, it doesn't teach someone to be an individual. It is only when the media are prepared to present to us a variety of teenagers – fat, thin, tall, short, spotty or pretty – that things will begin to change. 25

Current

1 Decide whether the following sentences are *true* or *false* and quote from the text to justify your choice.

- 1 In present-day society inner beauty is more important than physical appearance.
- 2 The mass media are responsible for the focus on people's image.
- 3 Losing weight has become a priority in girls' lives.
- 4 No matter what they look like, teenagers feel confident about themselves.

2 Find in the last two paragraphs of the text adjectives that mean the same as: very tight aware frightening sure

SECOND GLOBAL TEST

3 What do these words refer to?

- 1 it (l. 2)
- 2 which (l. 12)
- 3 they (l. 14)
- 4 them (l. 21)

4 Answer the questions on the text with your own words.

- 1 Give a title to the text.
- 2 Why is image so important in nowadays society?
- 3 What are the main consequences of that fact?
- 4 What is the author's opinion about it?

5 Rephrase the following sentences.

- 1 "It's what's on the inside that counts."
She said _____
- 2 "Don't forget that you have to take breakfast every day!"
She reminded her daughter _____
- 3 In spite of the cold mornings Tom had to get up early.
Though _____
- 4 Eating disorders are very frequent because physical appearance is given too much importance.
If _____
- 5 Small companies have more difficulty in coping with competition.
The smaller the companies _____
- 6 They have restored the building.
The building _____
- 7 Girls are determined to lose weight to feel more confident about themselves.
Girls are determined to lose weight so that _____
- 8 They are anxious to go on holiday.
They look forward to _____

6 Composition

A friend of yours suffers from serious eating disorders because she thinks she is too fat. Write her a letter/an e-mail trying to dissuade her from crazy diets and giving some pieces of advice.

THIRD GLOBAL TEST

MOBILE PHONE GAMES

by Allan Hoffman

According to the research firm Datamonitor, close to 200 million people in the USA and Europe will be playing mobile phone games by 2009. A number of factors, such as widespread wireless Internet connections and more powerful mobile phone handsets, will conspire to create a multibillion dollar industry if the predictions come true. If you're a software developer who's interested in the risk and challenge of wireless, now may be the time to make your mark in the world of mobile phone games. 5

What skills should you have?

Companies involved in mobile phone gaming often look for programmers with wireless or Web development backgrounds as well as substantial expertise in Java. However, the required skills vary from company to company. Scott Lahman, president of JAMDAT Mobile, a Los Angeles-based provider of mobile phone games, cites XML, HDML, WML and Java among the skills useful for creating games. "XML and Java are both becoming more and more important to mobile phone games," he says. So what is the required skill set? You need a programming language, such as Java, along with knowledge of one of the formats for displaying Internet content on phones. 15

What sort of experience do you need?

As many software and games companies are so new, youth can be an advantage, especially as young people are normally the target buyers of many of the products. Nevertheless, as with all jobs, experience is desirable. It helps you get the edge over those without it. For example, in the USA, many companies offer part-time jobs or summer internships to kids who have technical knowledge. Sometimes they pay well, sometimes they pay very little. The main advantage of these jobs is that they often help people to manage to secure a position in a company that will help you get a better one in the future. Besides, temporary jobs often lead to permanent offers. 20

www.monster.technology (abridged and adapted)

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

- 1 The number of mobile phone games players will decrease in Europe.
- 2 All games companies require the same technical skills.
- 3 Computer skills are required to work in the world of mobile phone games.
- 4 Experience gives you advantage over candidates who don't have any.

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

- 1 found over a large area
- 2 seem to work together to make something happen
- 3 statements that say what you think will happen
- 4 new and difficult tasks that test somebody's ability or skill

THIRD GLOBAL TEST

3 Give complete answers to these questions.

- 1 What factors have contributed to the increase of mobile phone games players?
- 2 Why can youth be an advantage to work in the mobile phone games industry?
- 3 What are the advantages of doing part-time jobs in this industry?
- 4 Would you like to have a career in mobile phone games? Why?/Why not?

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

- 1 A lot of jobs in the world of mobile phones games require the (1) _____ (*able*) to work in a team, so (2) _____ (*be*) able to communicate is also important. Problem (3) _____ (*solve*) is also a big part of the job.
- 2 The world of mobile phones games is a (4) _____ (*youth*) industry. For many games (5) _____ (*enthusiasm*) their hobby has become their job and they get (6) _____ (*pay*) for doing something they love.

5 Rewrite the following sentences, starting them as suggested.

- 1 Companies involved in mobile phone gaming often look for programmers. They know Java programming language.
Companies involved in mobile phone gaming often look for programmers _____
- 2 I don't know programming language, but I'd like to.
I wish _____
- 3 I didn't use to play mobile phone games, but now I do very often.
I got used _____
- 4 I didn't do any part-time jobs while I was at school, so I have no work experience.
If I _____
- 5 They got a high mark in their exam because they had studied hard.
As _____
- 6 I'm studying hard because I want to pass my exam.
I'm studying hard so that _____
- 7 I have played video games since I was a young boy.
I started _____

6 Composition

What would your dream job be? If you could do anything or be anything now or in the future what would it be? Would you be an award-winning journalist? A superhero? Or the person who discovers the cure for a disease? Write an essay of about **150 words** on the subject.

FOURTH GLOBAL TEST

SOUTH AFRICA: 10 YEARS ON

Nelson Mandela's arrival as president marked the end of a long struggle for freedom against the long-standing Dutch and British colonial rulers of South Africa, who had maintained political and economic control over the black and coloured populations of South Africa for more than 400 years. During this period harsh laws were set up to discriminate by race and to disempower and suppress the indigenous peoples. 5

The most modern form of this discrimination was apartheid – literally “apartness” – a policy of racial segregation. The Afrikaner-led National Party wrote apartheid into the law in 1948, in so doing, stripping non-white people of basic rights such as freedom of movement, land ownership, intermarriage and franchise. However, against all odds, South Africa has transformed itself from the harshly divisive and politically 10 troubled place it had been into a democratic country embracing freedom and equal rights.

Today a strong affirmative action policy has empowered many blacks. There is a rising black and coloured middle class, as well as an amicable and sincere interracial mixing among the younger generation. But there is still much progress to be made. 15 As South Africa continues to nurse deep emotional scars from its past, it has yet to surmount high levels of poverty, crime, poor education and AIDS.

Although South Africans are divided on many issues, many are prepared to come together to seek solutions for the country's massive socio-economic problems. While the “brain drain” gathers momentum, there is still a majority determined to stay on 20 and build a better country. When asked if they are optimistic, cautious, nervous or pessimistic about their country's future, most young people give responses combining all of the above, suggesting that, while the country has been reborn, it must first be weaned from the past.

“In a word,” says one 23-year-old, “our problem is poverty. There's still just too 25 much of a gap between the minority who are rich and the majority who are poor, and still too many people – most of them uneducated – not getting by.”

Current (abridged)

1 Complete the sentences according to the text.

- 1 After more than 400 years of colonial ruling, _____
- 2 Apartheid prevented coloured people _____
- 3 Nowadays discrimination _____
- 4 Although the country is now a democracy, _____

2 Give opposites for the following:

- 1 maintained (l. 3)
- 2 disempower (l. 5)
- 3 amicable (l. 14)
- 4 mixing (l. 15)

FOURTH GLOBAL TEST

3 What do these words refer to?

- 1 who (l. 2)
- 2 so (l. 8)
- 3 itself (l. 10)
- 4 many (l. 18)

4 Answer these questions on the text with your own words.

- 1 What policies marked South Africa before the election of Nelson Mandela as President?
- 2 What changes did he bring about?
- 3 What problems does the country have to face nowadays?
- 4 Are South Africans optimistic or pessimistic about the future?

5 Rephrase the following sentences.

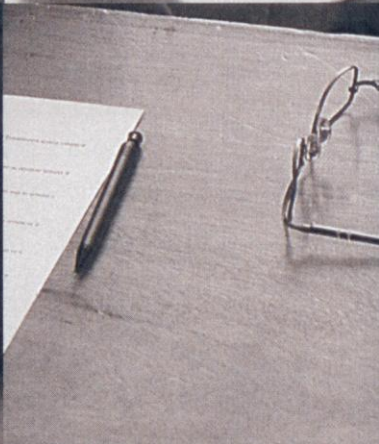
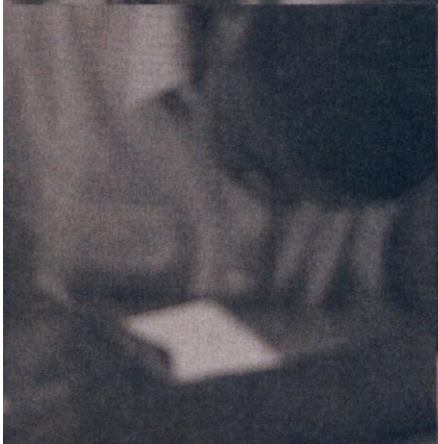
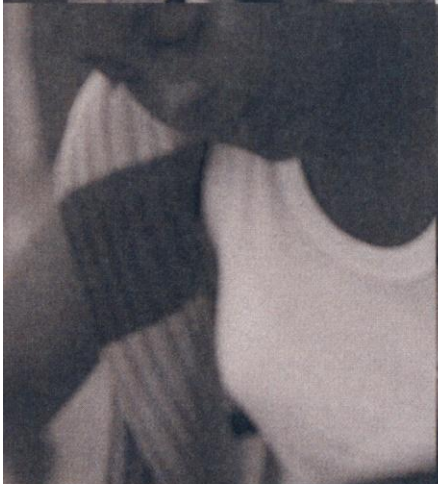
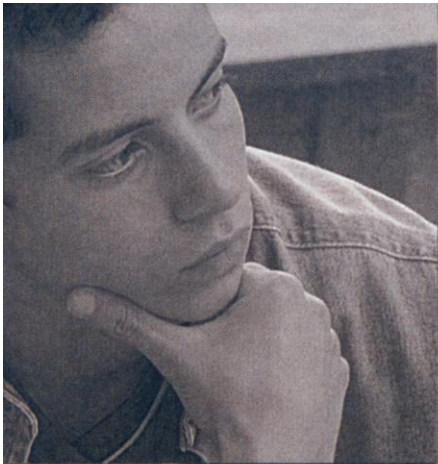
- 1 Nelson Mandela's election marked the end of a long struggle for freedom.
The end of a long struggle for freedom _____
- 2 "I want my children to live in a free country."
He said _____
- 3 They are not allowed to have a top-level job.
They can't _____
- 4 Things changed because Mandela was elected.
If _____
- 5 He decided to emigrate, but he had many doubts about it.
Although _____
- 6 As one gets older one becomes less tolerant.
The older _____
- 7 They would prefer to have a raise.
They'd rather _____
- 8 Nobody can deny that South Africa is a different country now.
It _____

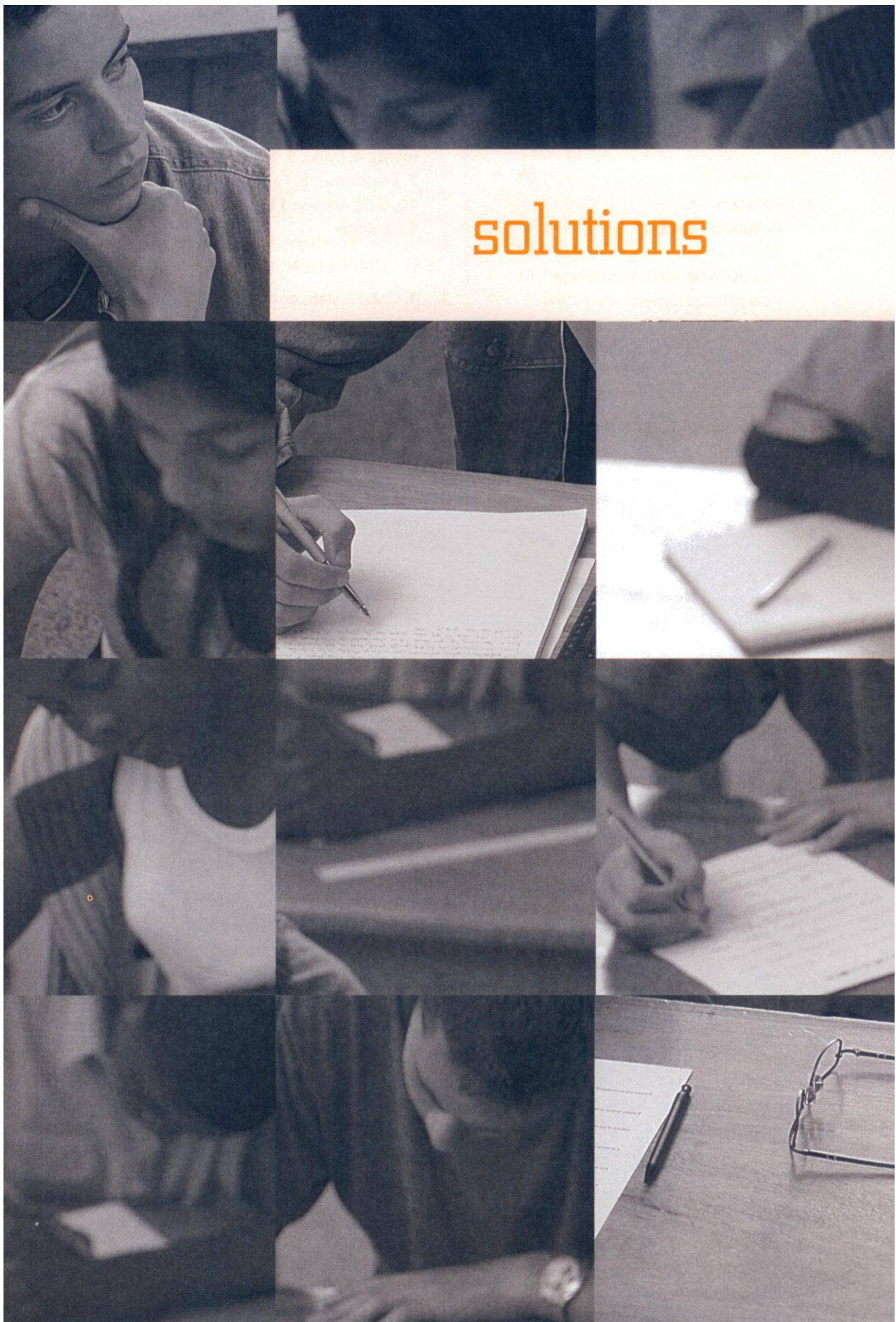
6 Composition

In about 120 words comment on the quotation:

"The most certain test by which we judge whether a country is really free is the amount of security enjoyed by minorities"

Lord John Acton





solutions

SOLUTIONS

1.1 OUR ENVIRONMENT

VOCABULARY

PÁG. 8

1 Pollution

Pollution – causes

AIR

- smoke from factory chimneys
- car exhaust fumes
- gases from power stations
- CO₂ (burning oil, coal and wood)
- aerosol sprays

WATER

- fertilizers and pesticides
- rubbish
- sewage
- oil slicks
- toxic waste from factories
- organic waste from farms

LAND

- rubbish
- abandoned vehicles, buildings, mines, factories and oil refineries

NOISE

cars, buses, aeroplanes, factories and loud music

Pollution – consequences

- Health problems (asthma, cancer...)
- Rivers and lakes are now dead.
- Ozone depletion (hole in the ozone layer)
- Acid rain
- The greenhouse effect: the level of the sea is rising and the climate is changing.

Solutions

- Use the wind, the sun and the sea to make electricity.
- Use electric cars and buses.
- Reduce traffic in cities.
- Reduce waste.
- Recycle waste.
- Reuse things.

- 2 1. pollution; 2. landfills; 3. logging; 4. natural resources; 5. rubbish; 6. solar power; 7. species; 8. sustainable; 9. rainforest; 10. wind power

- 3 1. pollution; 2. dangerous; 3. governments; 4. living; 5. Burning; 6. Unleaded; 7. poisonous; 8. Farmers; 9. accidental; 10. deliberately; 11. polluted; polluted; 12. polluter

TEXT COMPREHENSION

PÁG. 12

- 1 1. C; 2. I – state or declare; 3. I – tackled; 4. C
- 2 1. dangerous material, refuse, etc that is no longer needed and is thrown away; 2. the act of cutting down large areas of forest; 3. dedicated
- 3 1. True. "Is it doing all that it can and should? The very simple answer is no." 2. False. "In 1995, the government severely slashed funds for the Environmental Protection Agency." 3. False. "...and also withdrew funding from Population Control." 4. True. "But we continue to manufacture hazardous chemicals and dispose of toxic waste in developing countries." 5. False. "In my opinion, in the past three decades we have not backed up this promise, lagging well behind other countries in opposing rainforest destruction and other destructive practices." 6. False. "Some say we have more to worry about than the environment, including war and preserving our Constitution."
- 4 1. He advises the reader to take action by writing to his/her congressperson or donating to conservation funds. 2. Suggestion: I try not to pollute the environment and save natural resources, like water and electricity. 3. Suggestion: "Are we doing enough?" This title seems appropriate to the text because the author wonders if America is doing its best to save the environment.
- 5 1. the EPA's; 2. the EPA; 3. the Americans'; 4. this world
- 6 1. personal pronoun; 2. adjective; 3. preposition; 4. demonstrative pronoun

GRAMMAR

PÁG. 15

- 1 1. has; is eating; 2. finishes; are leaving; 3. is trying; 4. Does he send; 5. Do they fill; 6. doesn't talk; is calling; 7. are having; 8. are working; 9. are the workers going; 10. is expanding
- 2 2. have not worked here; 3. first time they've won; 4. have never met; 5. best short story I've ever 6. have never received; 7. has never taken off.
- 3 1. c; 2. a; 3. b; 4. a; 5. a; 6. c; 7. c; 8. b; 9. b; 10. a; 11. c.
- 4 (1) am studying; (2) is not; (3) keep; (4) makes; (5) cut down; (6) Do you know; (7) provides; (8) lend; (9) know; (10) guarantee; (11) stop; (12) have spoken; (13) know; (14) preserve; (15) are ruining

THE PASSIVE

PÁG. 21

- 1 1. is used; 2. is used; 3. is covered; 4. is covered; 5. is covered; 6. are caught; eaten; 7. is imported; 8. is visited
- 2 1. c; 2. c; 3. b; 4. c; 5. c; 6. b; 7. c; 8. a
- 3 1. I have been offered a voluntary job. / A voluntary job has been offered to me.
2. The government should be sent the letter. / The letter should be sent to the government.
3. He is paid a good salary. / A good salary is paid to him.
4. She can be lent our research work on global warming. / Our research work on global warming can be lent to her.
5. I was told those young activists are British.
6. The young activists were given food and money. / Food and money were given to the young activists.
7. The students are being told a sad story. / A sad story is being told to the students.
8. They have been asked difficult questions. / Difficult questions have been asked to them.
9. I was brought a beautiful present from

Ireland. / A beautiful present was brought to me from Ireland.

10. Have you been shown the photographs? / Have the photographs been shown to you?
11. You will be paid to do the work.
12. People aren't allowed to feed the animals in zoos.
13. I have never been made to do anything like that.

- 4 1. Household and garden waste can be recycled. 2. The energy from the sun is collected by special panels. 3. Water was brought by pipes to the house for drinking. 4. Rainwater is being collected in a big container. 5. All water is recycled. 6. Waste paper has been recycled. 7. The gas was being carried by a pipe to a power station. 8. Electricity will be produced in/by a power station. 9. Recycling should be encouraged by the government. 10. Lots of materials for recycling had been collected by the Greens. 11. Rubbish has never been dumped in the sea or rivers. 12. Recycled products are used by many people. 13. A lot of fish is caught in this area. 14. The pavement has been cleaned. 15. It is said the temperature will rise significantly in this century. 16. It is hoped they save some endangered species from extinction. 17. It is believed mass tourism degrades habitats and landscapes. / Mass tourism is believed to degrade habitats and landscapes. 18. It has been decided to hold a meeting very soon.

- 5 1. My mother gave me this necklace. 2. Paul has sent her a beautiful birthday present. 3. They will show us their pictures. 4. We are going to tell them the good news. 5. Did they offer you the job I told you about? 6. Has anyone ever asked you about your work experience? 7. The manager might offer her a higher salary at the bank. 8. John allowed me twenty minutes to get ready.

CREATIVE WRITING

PÁG. 23

LETTER WRITING

Tom Robertson
Edinburgh Gate
Harlow
Essex CM21 3JE
2 October 200-

The Times
1 Pennington Street,
London E1 9XN

Dear Sir,

My name is Tom Robertson and I am in the eleventh grade at Harlow Secondary School. I am writing to express my indignation at the local authorities' decision to cut down the trees in the place where I live.

There were lots of ancient trees nearby and they allowed us to relax and have a rest on hot summer days. Unfortunately, all these trees are being cut down and the land will be used for construction. It seems they prefer jungles of concrete to the green of trees.

I would like to emphasize the importance of trees to our lives. As everybody knows, trees produce oxygen and absorb CO₂. Besides, they protect soil from erosion. They are the home to lots of animals, insects and plants and so they are indispensable to all living beings on the planet.

Therefore, I completely disagree with what they are doing. I would like to ask the people in charge to stop cutting down the trees. It is high time they started caring about the environment.

I look forward to hearing from you.

Yours faithfully,

Tom Robertson

Tom Robertson

1.2 ENDANGERED SPECIES

VOCABULARY

PÁG. 26

- 1 1. e; 2. g; 3. a; 4. c; 5. h; 6. b; 7. j; 8. l; 9. d
10. k; 11. i; 12. m; 13. n; 14. f
- 2 1. rainforest; 2. rubbish; 3. pollute; 4. fossil
fuel; 5. wind; 6. diesel; 7. clean; 8. power
station

- 3 **Translation:** conservar; preservar; reciclar; reduzir; reutilizar; poupar; plantar; proteger

Noun: conservation; preservation; recycling; reduction; reuse; save; plantation; protection

- 4 1. reuse; 2. saves; 3. conserve; 4. reduce; 5. plant; 6. preserved; 7. recycle; 8. protect
- 5 tree, future, planet, food, spirit
nature, hike, earth, enjoy, family, trip
plants, endangered, zoos, zookeepers

TEXT COMPREHENSION

PÁG. 30

- 1 1. It's a brochure/leaflet. 2. It's addressed to the general public. 3. It's to inform about the organisation's goals and draw people's attention to the importance of endangered species. 4. The text is written in an objective and informal style.
- 2 1. "...they also provide unique opportunities for promoting and communicating critically important conservation and environmental issues." 2. "The WWF global network focuses particular attention on a small number of globally important 'flagship' species." 3. "These charismatic creatures inspire conservation efforts for themselves – and for the thousands of lesser-known, but vitally important, plants and animals with which they co-exist." 4. "At WWF-UK our goals are to reduce threats – such as wildlife trade and habitat loss."
- 3 1. a; 2. b; 3. c; 4. b; 5. c; 6. c; 7. b
- 4 1. ... to protect the world's species and their habitats. 2. ... are the main concerns of this organisation. 3. ... which are also very important. 4. ... rare species from being traded. 5. ... that wildlife trade does not threaten additional selected wild populations of plants and animals.

GRAMMAR

PÁG. 33

- 1 (1) –; (2) the; (3) the; (4) The; (5) an; (6) a; (7) –; (8) –; (9) a; (10) a; (11) a; (12) a; (13) the; (14) a; (15) –; (16) the; (17) the; (18) the; (19) a; (20) –; (21) an; (22) a

GRAMMAR

PÁG. 36

1. 1. will pollute; 2. will go; 3. need; 4. will cut off; 5. will understand; 6. will help; 7. may/can have; 8. doesn't behave; 9. go; 10. may/will lose; 11. don't want
2. 1. had (I would buy a big house.) 2. would you stop (Yes, I would stop doing it.) 3. would you go (No, I wouldn't. / Yes, I would.) 4. were (No, I would feel very proud of him/her.) 5. wrote (I would feel terrible.) 6. met (I would ask him/her some questions about his/her career.) 7. travelled (I would take my personal belongings.) 8. were (I would go fishing.) 9. went (I would visit Hollywood.)
3. 1. a); 2. b; 3. c; 4. a; 5. b; 6. a; 7. b; 8. c; 9. b; 10. c
4. 1. If they had arrived on time, they wouldn't have missed the demonstration. 2. If they had looked after the animal, it wouldn't have died. 3. If animals and birds didn't live in small cages, their behaviour would be natural. 4. If visitors didn't come to zoos to see the animals, they could sleep quietly by day. 5. If some endangered species didn't live in zoos, scientists couldn't learn about

them. 6. If the animals could go back to their natural habitats, they would feel free. 7. If the animals had lived in their habitats, they wouldn't have forgotten their natural behaviour. 8. If we didn't look for new and interesting animals, we couldn't learn from them. 9. If you come to the zoo, you can see rare species there. 10. If the water wasn't polluted, fish wouldn't die. 11. If you had been careful, the cat wouldn't have run away. 12. If he hadn't got up late, he could have come to the demonstration. 13. If he had invited me, I would have gone with him. 14. If you preserve natural resources, you can/will save the environment.

CREATIVE WRITING

PÁG. 39

1. Here are some ideas to get you started.
I can see very high trees / the sky.
I can hear the sound of the wind / the rain.
It tastes like sugar.
It smells like perfume.
It's like heaven full of angels.
Beautiful dreams spring to mind.
What a wonderful world it is.

2 Leaflet

d, think twice about the ou purchase endangered products made from i in an illegal trade.

ducts on sale in abundance ps. This does not mean they are legal. If you attempt to bring these back to Ireland they will be confiscated by Irish Customs may face a heavy fine.

I do if I am in doubt? buy a specimen please ensure that listed on CITES.

ng a CITES specimen note the following: CITES specimen from a non-European you will require export or re-export that country. In addition you will need mit from the National Parks & Wildlife authorise the import of the CITES do Ireland.

EU you may require trade certificates issued cle 10 of Council Regulation (EC) No. 338/97.

Mammals

The skins of any wild cats, or items made from any parts of these animals may not be brought into Ireland. This is particularly the case with leopard, tiger and jaguar skins.

Without a licence neither monkeys nor apes, nor any part of these animals may be imported into Ireland.



Wild Birds

Large numbers of birds die during capture or transit.

Birds prohibited from importation into Ireland are:

- Virtually all birds originating in the countries of Australia, Brazil, Ecuador, Mexico, Paraguay, Venezuela and many Caribbean countries
- In particular, many large parrots including certain macaws and cockatoos
- Trade in the eggs of certain species is illegal.



Butterflies

It is illegal to import certain species of butterflies into Ireland.

Over 800 species of animals and plants are currently banned from international trade and a further 30,000 are strictly controlled by CITES and EU legislation. Don't ruin your holiday by discovering you are a wildlife smuggler. Ignorance will not be a defence.



Reptiles

The legality of importing reptile skins or live animals into Ireland depends upon the species and the country of origin.

Banned products include:

- Anything made from sea turtles
- Skins of certain species of crocodile and snake
- Tortoise and tortoiseshell products.



What is CITES?

An international treaty was signed in 1973 to prevent international trade from threatening wildlife with extinction and over-exploitation. Known as CITES - Convention on International Trade



Is there a leopard in your luggage?

Buyer please be aware that the trade in wild animals and plants is endangering many species.



Website: www.in Endangered Species - it now has more th member countries which strictly control trad agreed list of endangered species and reg monitor trade in others that might become

An Roinn Comhaltas, Oidhreacht agus Rialais Ábhaí
The Department of the Environment, Heritage and Local Government

1.3 GENETIC ENGINEERING

VOCABULARY

PÁG. 42

- 1 1. cloning; 2. genome; 3. chromosome; 4. embryo; 5. biodiversity; 6. biotechnology; 7. stem cell
- 2 For Human Cloning
1, 3, 5, 6, 8, 9, 10, 12, 15, 16
Against Human Cloning
2, 4, 7, 11, 13, 14, 17

TEXT COMPREHENSION

PÁG. 45

- 1 1. revealed; 2. cloned; 3. aim; 4. ability; 5. astounding; 6. in vitro; 7. infertile; 8. identical; 9. concerns
- 2 1. It's about human cloning and the ethical dilemma it causes. 2. I have learnt that scientists cloned an adult sheep and that they have been cloning cells for years by copying genes and other parts of chromosomes to create enough identical material for further study. Now therapeutic cloning has drawn people's attention.
- 3 1. False. They had repeatedly attempted to clone other adult animals. 2. False. It has led to an ethical dilemma. 3. True. 4. True. 5. No evidence to know. 6. No evidence to know.
- 4 1. ... there were more than 200 attempts at cloning. 2. ... at repairing imperfect organs and other body parts. 3. ... is a political and ethical issue.
- 5 1. adverb; 2. noun; 3. phrasal verb; 4. adjective
- 6 1. past perfect; 2. present perfect; 3. past simple

GRAMMAR

PÁG. 47

1 Examples

1. Try not to overheat your home so that you can save energy. 2. He switched off lights when he left the room in order to save energy. 3. We separate our bottles, cans and other recyclable items to (so

that we can) recycle them. 4. Choose environmentally friendly cleaning products so that you can reduce pollution. 5. She used both sides of the sheet of paper to save paper. 6. Let clothes dry naturally rather than using a tumble drier in order to reduce ... 7. Turn down your thermostat (so as) to save... 8. Fix dripping taps so as not to waste up...

GRAMMAR

PÁG. 49

- 1 **adjective:** industrial; foggy; applicable; repairable; violable; edible; jobless; useful/useless; drinkable; washable; decisive; disastrous; productive; silent; sympathetic; beautiful; critical; different; moody; reliable; pleased; considerate; graceful; hopeful/hopeless
- 2 **opposite:** impolite; unemployed; impatient; disloyal; illiterate; irrelevant; uncommon; unhelpful; immoral; inefficient; uninteresting; unstable; inconvenient; uncrowded; illogical; invisible
- 3 1. repairable; 2. sympathetic; 3. drinkable; 4. ethical; 5. pleased; 6. critical; 7. disastrous; 8. useful; 9. useless; 10. reliable
- 4 1. illegible; 2. impatient; 3. invisible; 4. illegal; 5. impolite; 6. unstable; 7. inconvenient; 8. uncommon, rare; 9. crowded; 10. illogical, senseless.
- 5 1. shocking; 2. shocked; 3. amazed; 4. amazing; 5. disappointed; 6. disappointing

CREATIVE WRITING

PÁG. 51

Should human cloning be banned?

Since 1997, when scientists revealed they had cloned an adult sheep, cloning has become a reality. Thanks to genetic engineering, it is now possible to clone animals and plants. The next step, and the ultimate bit of genetic engineering, would be cloning people, so that babies would be born without having two biological parents. However, creating complete people like this would lead to even more ethical problems than therapeutic

cloning, which is used to treat illness.

Actually, human cloning raises contradictory opinions. On the one hand, the supporters of cloning can't see anything wrong with it, because no individual gets hurt. It doesn't hurt the person being cloned or the baby. Besides, it would help infertile people or those who have lost a child. Furthermore, there is no evidence that children born using other forms of assisted reproduction (like test-tube babies) are less valued than those born through natural conception.

On the other hand, people opposed to cloning say that we must not forget that the process inevitably involves the destruction of some embryos, and these embryos suffer the ultimate harm of being killed. Also, cloning amounts to unethical experimentation on people and will change human relationships and the nature of society.

I think that even if human cloning doesn't produce great benefits for the world, it's unlikely to do any serious harm. Therefore cloning should be cautiously explored, rather than banned. Nonetheless, it's entirely sensible to have a rigorous debate on the issue.

FIRST EVALUATION TEST

PÁG. 52

I

- A** 1. It's a web page. The text is informative. 2. It's addressed to the general public. 3. It's to inform about the advantages and disadvantages of tourism. 4. The text is written in an objective and informal style.
- B** 1. True. 2. True. 3. False. It brought receipts to 445 billion dollars. 4. True. 5. False. It can be a positive force for conservation and environmental protection. 6. False. It can create many alternative economic activities.
- C** 1. effects; 2. accounted for; 3. worldwide; 4. receipts; 5. environment; 6. unpolluted; 7. unique; 8. awareness
- D** 1. prefix + verb + suffix; 2. noun + suffix; 3. noun + suffix

- E** 1. Tourism can have both a good and a bad impact on the environment, depending on tourists' behaviour. Since it depends on an unspoilt, natural and unpolluted environment, it can be a positive force for conservation and environmental protection and economic development. However, it can also have destructive effects on the environment and local people if tourists misuse natural resources. 2. Tourism should be planned, managed and undertaken in a way that is environmentally sustainable, socially beneficial, and economically viable. 3. Because this leads to more sustainable approaches and to the implementation of key measures, such as the protection of fragile areas.

II

- A** 1. The concert was organised to raise funds. 2. They aren't allowed to cut down the trees to use the land for agriculture. 3. It is said that shop is going to be closed down. 4. The heating should be turned off at night. 5. I might be invited to the show. 6. Mr Johnson signed my letter of recommendation so that I can find a job easily. 7. If we hadn't written to Greenpeace, they wouldn't have sent us a tourism brochure. 8. If they hadn't reduced car traffic in the city centre, air pollution wouldn't have decreased.

III

Is tourism good or bad for people and the environment?

It is generally agreed that tourism is the biggest industry in the world today. But why do so many people travel to places away from home? There are three main reasons: they want to do business, to visit friends or family, or to have a holiday. All three kinds of travel are part of tourism. During the twentieth century people started to have more money and time and travelling became cheaper and easier. This gave rise to mass tourism.

The great number of people travelling around the world has a great impact on the environment. On the one hand, mass tourism

degrades habitats and landscapes, generates waste and pollution and depletes natural resources.

On the other hand, it brings jobs and money to the most popular tourist destinations. It also creates facilities like hotels, restaurants, shops and cinemas. Besides, it also helps improve means of transport and produces economic benefits for local communities.

All things considered, I think tourism should be planned to meet the needs of both conservation and local economic development.

2.1 YOUNG PEOPLE AND CONSUMERISM

VOCABULARY

PÁG. 58

- 1 a. You can never get enough of what you don't need to make you happy. b. You work in a job you hate, to buy stuff that you don't need, to impress people that you don't like. c. Advertising has always sold anxiety, and it certainly sells anxiety to the young. It's always telling them they're losers unless they are cool.
- 2 The devowelled quotations focus on the drawbacks of advertising while Helen Cass refers to its positive aspects.
- 3 a. People buy many things they don't need because advertising influences their opinions, passing the message that the more you have the happier you are, that if you buy a certain product you will feel better. Most times that isn't true. b. This statement also focuses on the large amount of things you buy unnecessarily, on how much you work – sometimes in jobs you don't like – to have more and more money to spend. But it goes further, because one of the reasons given for consuming is to make an impression on others, to cause admiration and envy. c. According to Mark Miller, advertising provokes anxiety because you feel you are not happy, pretty, elegant enough if you don't buy what they advertise. Young people are also targeted and attacked in their self-confidence and self-esteem.

They feel that if they don't use certain brands they won't be "cool" enough and will be rejected by the others.

Helen Cass (2) emphasizes the dream, the magic everyone looks forward to. Advertising makes people forget everyday life, meets their dreams and hopes and this is more important than the very act of buying/selling goods.

4 (Personal answer)

TEXT COMPREHENSION

PÁG. 62

- 1 2 – 6 – 1 – 4 – 3 – 5
- 2 1. ...seem to lose their humanity. 2. ...patients are also seen as customers. 3. ...make more profits. 4. ...that what they want is what they really need.
- 3 1. the urge to buy things at a lower price. 2. People only think of money. 3. Shopping invades not only space, with a large number of companies and shops, but also our time, which could be spent differently.
- 4 1. The author is referring to a symbol of consumerism, McDonalds, which creates a world that consumes our time and where everything seems perfect. 2. It's bulimia. In fact, when people get to the point when they eat and then vomit in order to eat more or to keep fit, it means our society is sick. We don't value the food, we don't value health, we just want more and more. 3. Although the consumer thinks that he is consuming, the truth is that he himself is the one who is being consumed... by advertising, by shopping, by a materialistic mentality. People are losing their human qualities; they are being swallowed by the consumer society.
- 5 1. It means *of, to or by yourself*. 2. self-assertive, self-assured, self-centred, self-control.

GRAMMAR

PÁG. 65

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

- 3 2. I had just cleaned it. 3. I had already eaten my sandwiches. 4. The shops had already closed. 5. I hadn't seen her for ages.

GERUND AND INFINITIVE PÁG. 68

- 1 1. being / attending; 2. to explore; 3. Getting / to keep; 4. Working / waiting; 5. Facing / to value / to cope; 6. to enter / to pursue; 7. to diet; 8. succeeding
- 2 1. I would hate to lose my watch. 2. I don't like skating. I'm afraid of falling. 3. Are you interested in working for us? 4. She's looking forward to going on holiday. 5. Yesterday my mother made me eat soup. 6. We are used to working until late. 7. She can't speak Chinese. 8. He doesn't allow anyone to smoke in his house.

CREATIVE WRITING PÁG. 69

SPEECH

Dear friends,
Humans don't let nonhumans live according to their own natures, free from harm, abuse, and exploitation. We should treat animals well instead of exploiting them, sometimes not for eating them but to satisfy selfish luxury desires. There are many people who say that the animals don't have any rights, but fortunately there are also many people who think that animals have the right to be free from human cruelty and exploitation, just as humans possess this right.

The withholding of this right from the nonhuman animals based on their species membership is referred to as "speciesism".

Animal rights activists try to extend the human circle of respect and compassion beyond our species to include other animals, who are also capable of feeling pain, fear, hunger, thirst, loneliness, and kinship. When we try to do this, many of us come to the conclusion that we can no longer support factory farming, vivisection, and the exploitation of animals for entertainment. You may ask: In a world filled with human rights abuses and environmental destruction, is animal exploitation really a top-priority issue? In fact, animal rights is an inseparable

and vitally important part of both the environmental and social justice movement.

2.2 IMAGE AND FASHION

VOCABULARY PÁG. 71

- 1 **Across:** 6. blouse; 9. glove; 10. kimono; 11. apron; 12. dress; 15. uniform; 16. coat; 17. wet suit; 18. belt
Down: 1. pyjamas; 2. sarong; 3. leggings; 4. sweatshirt; 5. bikini; 7. leotard; 8. underwear; 13. shorts; 14. suit

TEXT COMPREHENSION PÁG. 74

- 1 1. ...are the idols of many girls, who want to live lives like theirs. 2. ...being rejected at many castings. 3. ...is very low, between 14 and 18 years old.
- 2 1. ideal job; 2. travelling; 3. first public performance of a film; 4. anxious; 5. pernicious
- 3 1. Modelling is not a long-term career. Girls start very young, sometimes at 14 or 15, but they also stop having work rather young, in fact before "the first wrinkles" appear. 2. The image of the ideal girl portrayed by the fashion industry and by the media is of someone very beautiful and very slim. Consequently all the girls want to be like the supermodels, which brings anorexia and other negative consequences for them, for their families and for society in general. 3. Modelling also has positive aspects. If you are a good model, you'll be able to travel around the world, to meet many people, to earn a lot of money and to have fun. It can also be the way to launch a career in acting or singing.
- 4 1. many teenagers; 2. the age of 23 for girls and 28 for boys; 3. the average girls; 4. the fashion industry
- 5 1. noun; 2. adjective; 3. adverb; 4. verb

GRAMMAR PÁG. 76

PHRASAL VERBS

- 1 1. after; 2. up; 3. over; 4. back; 5. in; 6. off; 7. away; 8. on

SOLUTIONS

- 2 1. get; 2. work; 3. break; 4. checked; 5. turned; 6. log
- 3 2. I came across Jane when I was shopping. 3. He likes to show off. 4. Don't walk so fast! I can't keep up with you. 5. The blow knocked him out. 6. If you use something, put it back.

COLLECTIVE NOUNS

- 1 1. flowers; 2. actors; 3. cows; 4. monkeys; 5. bees; 6. grapes or keys; 7. birds or sheep; 8. ants
- 2 1. congregation; 2. clutch; 3. staff; 4. team; 5. galaxy; 6. peep; 7. committee; 8. pack; 9. deck; 10. panel; 11. bunch; 12. host; 13. swarm

CREATIVE WRITING

PÁG. 78

BIOGRAPHY

Naomi Campbell was born in Streatham, South London, England on May 22, 1970. She attended Italia Conti Stage school and the London Academy For Performing Arts, due to her special interest in acting.

Fifteen-year-old Naomi was spotted while window-shopping in London's Covent Garden by ex-head of Synchro, Beth Bold, and she started dominating the fashion world. She was the first black supermodel to appear on the cover of the French and British *Vogue* and she has stepped on the most prestigious catwalks in the world, working for Ralph Lauren, Francois Nars, Lee Jeans, Olympus, Jazz and Versace.

She also appeared in several music videos including Michael Jackson's *In The Closet* and a video for Aretha Franklin and George Michael.

In 1991 she was considered one of the 50 Most Beautiful People in the World.

In 1995 she tried singing, debuting with her album *Babywoman*, released by Epic Records, and writing, with her novel *Swan* being published by Heinemann/Mandarin.

Finally, she added acting to her fame. Her first movie picture appearance was in *Spike Lee's Girl Six* (1996), in which she co-starred with Madonna and Theresa Randle, but she appeared in other films. As for TV, Naomi has appeared in series like *NY Undercover* and

French Prince of Bel Air.

Later she would add to all this her book *Naomi*, which contains some of her best photo collections from her career.

Meanwhile, her heart fell for some famous people like British aristocrat Damian Aspinall, Mike Tyson, Robert De Niro, F1 boss Flavio Briatore, Sylvester Stallone, Eric Clapton, Joaquin Cortés, the male model Enrique Palacio and Grammy winner hip-hop singer Usher. But she is still single.

She has confessed to being addicted to drugs and she is famous for her bad temper, but she also has a very good side and she donated the profit of her book sales to the *Red Cross Somalia Relief Fund*. Recently she also joined the Dalai Lama foundation to construct kindergartens for international deprived societies through UNESCO.

2.3 ADVERTISING

VOCABULARY

PÁG. 80

- 1 1. slogan; 2. advertiser; 3. mass media; 4. brochure; 5. jingle; 6. campaign; 7. brand; 8. leaflet

TEXT COMPREHENSION

PÁG. 83

- 1 1. This is a noncommercial, informative ad, while the other was a commercial one. 2. It is addressed to the general public but more precisely to sixteen-year-olds who want to apply for EMA. 3. Its intention is to inform. 4. It persuades people to take immediate action using expressions like "now's the time" and the imperative ("Be in the know, do it ASAP"). It also mentions all the advantages of applying for EMA, including monetary ones.
- 2 1. f; 2. b; 3. d; 4. e; 5. a; 6. c
- 3 1. ...the Education Maintenance Allowance, that is, an amount of money used to help young people continue their studies. 2. ...you can apply for it. 3. ...earn some money and get some bonuses. 4. ... by calling 08081016219 or visiting their site.

- 4 1. somehow, someone, sometimes, somebody

GRAMMAR

PÁG. 89

ADJECTIVES AND ADVERBS

- 1 1. easier than / the best; 2. the hottest; 3. the longest / longer than; 4. the most expensive / the most beautiful; 5. higher and higher / harder and harder; 6. the faster ... the better / more and more intense.
- 2 1. The world's oldest man is 114 years old. 2. England is colder than Portugal. 3. The Portuguese team is the best. 4. The animal that runs faster is the cheetah. 5. The test was much easier than I had expected. 6. Beckham is the most famous footballer in the world. 7. She is more intelligent than I thought. 8. It's not as warm as they forecast.
- 3 1. as successful as; 2. more ambitious than; 3. the least aggressive; 4. the cleverest. 5. the most hardworking. 6. as modern as; 7. the most arrogant. 8. less boring than; 9. more humorous than; 10. the most helpful. 11. the most stylish; 12. lazier than; 13. the most untrustworthy
- 4 1. I was so excited about the trip that I couldn't sleep. 2. We had such a good time that we didn't want to come back. 3. It was such great weather that we went to the beach every day. 4. We enjoyed the place so much that we'd like to go there again.
- 5 1. responsible for; 2. different from; 3. proud of; 4. afraid of / happy with; 5. devoted to; 6. capable of / surprised at; 7. important for / free from

GET AND HAVE – CAUSATIVE USE

- 1 I'll have it cleaned. I'll have it mended. I'll have it painted. I'll have it cut.
- 2 1. She had her house redecorated. 2. John is having his car serviced. 3. The tourists had all their money stolen. 4. Jane had her arm broken in the gym lesson. 5. My dog is going to have his eyes

examined. 6. Where did you (go to) have your shoes repaired?

CREATIVE WRITING

PÁG. 92

COMMERCIAL ADVERTISEMENT

Upgraded comfort in every class.

Welcome aboard US Airways new A330-300 Airbus. Whether you're flying First Class, Business or Economy, you'll find wider aisles, larger overhead bins, quieter cabins and roomier seats complete with computer data port and laptop power. Or, relax with a state-of-the-art, on demand personal entertainment system with a video and monitor at every seat. Thank you for flying with us on US Airways. For more details visit our website at www.usairways.com, or contact your travel consultant. US AIRWAYS

2.4 ETHICAL CONSUMERISM

VOCABULARY

PÁG. 94

- 1 (1) Buy Nothing Day, (2) Kalle Lasn, (3) anticonsumerist, (4) ad, (5) air time, (6) opposition, (7) information, (8) propaganda, (9) overconsumption, (10) disorder, (11) deeper and deeper, (12) at all, (13) walk, (14) support, (15) business, (16) children, (17) material, (18) goal.

TEXT COMPREHENSION

PÁG. 97

- 1 3 – 5 – 1 – 2 – 6 – 4
- 2 1. a common thread; 2. companies; 3. being ethical consumers; 4. of companies that abuse for profit; 5. markets; 6. the animal testing and environmental lobbies
- 3 1. the leaders of the fight; 2. organisations with only one main purpose; 3. campaign to inform the consumers
- 4 1. The public have known about most problems through the information given by organisations like *Greenpeace* or *PETA*. 2. If people act together, they will have more strength to fight for what they believe in. An isolated act won't be very important, but as a group people's actions will certainly be more heard and influential.

SOLUTIONS

- 5 1. helplessness; 2. ethics; 3. sustainability; 4. progress; 5. corporation; 6. power

GRAMMAR

PÁG. 100

2 USE OF THE APOSTROPHE

Richard: apostrophes

Shop assistant: customers

Richard: signs: bananas, apples, tomatoes.

Shop assistant: things.

Richard: plurals; words

Shop assistant: offends

Richard: don't

Shop assistant: it's; isn't

Richard: I'm

Shop assistant: isn't; It's

Richard: I'm; it's

Shop assistant: I've; It's

Richard: you've

Shop assistant: shop's

Richard: I'm; can't

PRONOUNS

- 2 1. himself; 2. herself; 3. each other / one another; 4. themselves; 5. each other / one another; 6. yourself / yourselves; 7. myself; 8. each other / one another
- 3 1. Peter and George struck one another. 2. Sarah and I usually write to one another. 3. My brother and I used to help one another with the homework. 4. We must look after one another.

CREATIVE WRITING

PÁG. 101

INVITATION

We are pleased to invite you to the party we are organising in favour of UNICEF to be held on the 4th of July.

All the money raised with the entrance tickets, bar and activities will be spent on the children of Africa.

Please help us help the children who were born on "the wrong side of the world."

Address: 340, Hampton Road – London

SECOND EVALUATION TEST

PÁG. 102

- 1 1. ...you may be a shopaholic. 2. ...of compulsive buying. 3. ...are varied. 4. ...it is difficult to treat these patients.

- 2 1. Do you buy many clothes that you don't even wear? 2. strong desire to buy things all the time

- 3 **Nouns:** shopaholic, urge, lack

Verbs: bulging, shop, park, feed, seek, battle

Adjectives: compulsive, significant, inner

- 4 1. According to some psychologists compulsive buying is intimately related to some personal problem, be it lack of self-esteem, depression or loneliness. Consequently most shopaholics look for comfort and self-confidence when they go shopping. 2. One of the main consequences of compulsive buying is the large amount of money spent regardless of one's possibilities. Shopaholics also tend to neglect their family, which may lead to divorce, and their job, which may lead to work problems and even to unemployment. 3. According to Donald Black, situations like loneliness or depression can lead to this disease. It can be also the result of problems of self-confidence or even of a difficult childhood. Anyway, the reasons for the disease are mainly psychological. 4. (Personal answer) I am / I am not a shopaholic. In fact...

- 5 1. looking / buying; 2. getting; 3. Wasting; 4. to spend; 5. see; 6. find

- 6 1. themselves; 2. each other / one another; 3. himself; 4. itself; 5. herself

- 7 1. d; 2. e; 3. b; 4. c; 5. a

- 8 (Suggestion)

Western society is, in fact, very consumerist. Hundreds of shopping centres open every year, always bigger than the previous ones in order to attract a large number of people; TV shows innumerable ads persuading us that we won't be happy if we don't buy those goods; people in general give more and more importance to their physical aspect and forget their spirituality.

But another fact is that, as a teenager who

was born in this society, I find it very difficult not to behave the way society expects you to/demands that you should. You are supposed to be slim, handsome, up-to-date, cool. So, you have to buy the same things the others buy, you have to wear the same things the others wear, you even have to think like the others. Anything different is not well accepted by the majorities.

This is what I find worst in our society.

3.1 GAP YEAR

VOCABULARY

PÁG. 110

- 1 Youth schemes:** participant; responsibilities; voluntary work; work experience; go on a training course
Projects: archaeological work; conservation work; community work; construction work; an adventure project; an environmental project
Travelling: take a year out; go on a working holiday; go on an expedition; go trekking; go backpacking
Travel arrangements: passport; ticket; visa; work permit; insurance; accommodation
- 2 1.** accommodation; **2.** passport; **3.** insurance; **4.** work permit; **5.** itinerary; **6.** community work; **7.** voluntary work; **8.** visa
- 3 1.** exciting; **2.** challenging; **3.** valuable; **4.** enrich; **5.** broadening; **6.** carefully; **7.** remembering; **8.** appearance; **9.** rewarding; **10.** properly
- 4 1.** self-motivated; **2.** adaptable; **3.** committed; **4.** team player; **5.** curious; **6.** enthusiastic; **7.** resilient; **8.** realistic

TEXT COMPREHENSION

PÁG. 112

- 1 1.** T. "It's never too early to start planning one." **2.** F. "There are some good employers... wage." **3.** T. "Lots of organisations... projects." **4.** F. "If you want to go overseas... difficulty."
- 2 1.** to boost; **2.** keen; **3.** reputable; **4.** look after; **5.** increasingly; **6.** feasible

- 3 1.** everyone; anyone; **2.** good employers; **3.** gap year students; **4.** Good employers
- 4 1.** I can visit websites or read books to be informed about the alternatives available and the organisations I can contact. **2.** The text suggests the following alternatives: paid employment, in my home country or abroad; voluntary work and travelling. **3.** Suggestion – I'd rather travel to meet new people and get to know other cultures. **4.** Suggestion – Taking a gap year can have advantages and disadvantages. On the one hand, we can learn new skills and get work experience. On the other hand, we run the risk of never returning to school.

GRAMMAR

PÁG. 115

NOUN FORMATION

- 1 1.** darkness; **2.** rarity; **3.** tolerance; **4.** competition; **5.** improvement; **6.** perfectionist; **7.** jogging; **8.** management; **9.** impression; **10.** decision; **11.** television; **12.** organisation
- 2 1.** overwork; **2.** non-smoker; **3.** untruth; **4.** minibuses; **5.** impatience; **6.** irresponsibility; **7.** illiteracy; **8.** ex-husband; **9.** disconnection; **10.** anti-capitalist; **11.** triangle; **12.** underclothes
- 3 1.** psychologist; **2.** murderer; **3.** employer; **4.** economist; **5.** operator; **6.** manager; **7.** translator; **8.** interpreter
- 4 (1)** responsibility; **(2)** placement; **(3)** placement; **(4)** feeling; **(5)** organisation; **(6)** success; **(7)** participants; **(8)** organisations; **(9)** understanding; **(10)** responsibilities; **(11)** organisation; **(12)** decision

PREPOSITIONAL VERBS

- 1 1.** about; **2.** for; **3.** to; **4.** for; **5.** for; about; **6.** at; **7.** for; **8.** for; **9.** of; **10.** to; **11.** with; **12.** for; **13.** on; **14.** from
- 2 1.** If I hadn't taken a year out, I wouldn't have had the opportunity to see the world. **2.** If I hadn't got several jobs in my year out, I wouldn't have learned any new

skills. **3.** Yesterday I talked to Tom and he told me he had spent his gap year abroad. He added he had met people from other cultures and had become more independent. He is now much better at standing up for himself. He can say it gave him a sense of direction. **4.** I asked him who would benefit from that project. **5.** He asked me if he had a problem with his placement, who he should talk to. **6.** I'm quite good at starting new projects without much help from other people. **7.** We have been told we needed to raise money to spend our gap year abroad. **8.** They couldn't go on the expedition.

3.2 THE CHANGING WORLD OF WORK

VOCABULARY

PÁG. 120

1 Services: bank clerk; librarian; banker; secretary; telephonist; administrative worker

Industry: factory worker; receptionist; supervisor; inspector

Business and finance: manager; assistant manager; personnel manager; accountant; broker; businessman/businesswoman

Construction: builder; carpenter; painter; plumber; electrician; mason; architect; civil engineer

Agriculture: farmer; agronomist; farm labourer

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

3 fabrication, assembly, quality control, shipping, receiving, engineering, tool room

4 Across

1. sales director, 4. meetings, 5. sacked, 7. workmates, 8. redundant

Down

2. clients, 3. responsibility, 6. unemployed, 9. strike

TEXT COMPREHENSION

PÁG. 124

1 1. True. 2. True. 3. True. 4. False. We can use the Internet to connect to the office or place of work, so we can live far from work. 5. False. It cuts out the stress. 6. True.

2 1. expected; 2. main; 3. actually; 4. convenient; 5. designed; 6. looking after; 7. to host

3 1. workers; people; 2. process; 3. work centre's

4 1. object personal pronoun; 2. adjective; 3. verb (present passive); 4. preposition

5 1. workforce; 2. connection/workers

6 1. Para. 1 (Getting to work...)

2. Para. 3 (Telecommuting is just...)

3. Para. 1 (Getting to work...)

4. Para. 4 (Such systems...)

5. Para. 2 (Having an Internet...)

7 1. Community work centres are a type of common office, designed for local people to use as a base for work, and used to host workers for many different companies. 2. The technology is called virtual-reality systems. 3. Teleworking may increase social isolation since most people spend all day at home. 4. Maybe because some new technologies, like the Internet, first appeared in the USA, people accept new technologies more easily and they have the required skills to use them.

GRAMMAR

PÁG. 127

RELATIVE CLAUSES AND RELATIVE PRONOUNS

1 1. who; 2. whose; 3. who; 4. whose; 5. which; 6. -; 7. who; 8. who; 9. which/that; 10. which/that; 11. that/which; 12. -

2 1. The train that goes to Manchester leaves at midday. 2. They live in a flat that has got big windows. 3. He's the electrician whose wife works in an office. 4. Show me the book you bought yesterday. 5. The boy who answered the phone told me you were at school. 6. I have a friend who's a good technician. 7. My brother, who is studying in Britain, is twenty. 8. This is the girl who had the best mark in the test. 9. What's the name of the river that flows through London? 10. A coffee maker is a machine that

makes coffee. **11.** The girl who phoned didn't leave any message. **12.** I know the boy whose father is an accountant. **13.** The woman I wanted to see was away on holiday. **14.** The bed I slept in (The bed in which I slept) last night wasn't very comfortable. **15.** Are these the magazines you were looking for? **16.** What's the name of that restaurant you told me about? **17.** Who was that boy I saw you with? **18.** English is a subject I've always been good at. **19.** That is the cottage where we stayed last summer holiday. **20.** Jane failed the exam, which made her parents very angry. **21.** I had been waiting for hours, which was very boring. **22.** The cinema, which holds more than a hundred people, was almost empty yesterday. **23.** Mary, who worked as a secretary for more than thirty years, retired last month. **24.** Paul, whose car was stolen yesterday, is a very good driver.

- 3** **1.** The bus taking us to the railway station broke down. **2.** The people waiting for the Prime Minister had been there for hours. **3.** The factory workers worried about unemployment are doing training courses. **4.** I was woken up by the alarm clock ringing. **5.** The goods made in this factory are exported. **6.** There was a black car parked opposite the café.

GRAMMAR

PÁG. 130

WISHES

- 1** **1.** I wish I could find a good and cheap computer. **2.** If only I knew more people at work. **3.** I wish I could buy a new car. **4.** I wish I could afford to buy my girlfriend a nice birthday present. **5.** If only I could go to the disco with my friends. **6.** I wish my job wasn't so repetitive.
- 2** **1.** I wish she wouldn't make so much noise. **2.** I wish it would stop raining. **3.** I wish /If only somebody would buy me a car. **4.** I wish /If only somebody would give me a job. **5.** I wish /If only Brad wouldn't always leave the door open. **6.** I

wish /If only people wouldn't drop litter in the street.

- 3** **1.** I wish you had told me about the concert. **2.** I wish I had brought my camera to take some photographs. **3.** I wish my mother had woken me up. **4.** I wish I had tidied my room. **5.** I wish my father had driven me to school. **6.** I wish I hadn't painted my room blue.

CREATIVE WRITING

PÁG. 131

1 Essay

How important is telecommuting in the world today? Would you like to be a telecommuter?

In today's world, telecommuting has been increasing considerably, because it has brought many benefits to the world of work, both for employers and employees.

Principally, employers should implement telecommuting programmes, because it costs less than to maintain the employees working at the office the entire week and with the money saved, the company could invest in other things, like improving the quality of the product they sell or expanding it all over the world. Besides, with this new working method, the productivity would increase.

Moreover, this new system allows the employees to work at home, which is environmentally safe, cost-effective and a lot more fun. If the employees decided to telecommute, they could be in touch with everybody the whole time, they could work more comfortably and in the breaks they could even do the dishes.

In conclusion, I would like to telecommute, because it brings many benefits and it will be one of the main priorities in the near future.

2 Newspaper article

Living in the shadow of disaster

Texas city – the home of several petrochemical and refining plants – is no stranger to disaster.

A ship full of ammonium nitrate, used in fertiliser, exploded in the harbour, killing at least 576 people. The blast left fires burning

in the city for days.

The plant involved in Wednesday's accident has been fined for safety problems within the last year. A year ago, it was evacuated after an explosion that cost the refinery \$63,000 in fines for safety violations. It was also fined more than \$100,000 over the deaths of two workers who were burned by boiling water that escaped from a high-pressure pipe.

Herman Batist has lived very near the plant for over a decade. "Anytime you live by a plant like this, you've got to worry about this kind of situation. They don't happen very often, but when they do, the first thing you check is which way the wind is blowing."

Mr Batist does not want to sell his house or move elsewhere. "But anytime we have an accident like this, we really get to thinking," he told our newspaper.

Texas City's history of disaster goes back to April 1947, when it was the scene of what media reports have been calling the country's worst industrial accident. So it's high time the plant stopped this kind of accident.

3.3 FINDING A JOB

VOCABULARY

PÁG. 135

- 1 **have:** a holiday; a lunch break; a meeting; a nine-to-five job
make: a phone call; a business trip; a decision
do: a job; shiftwork; some work; paperwork
work: full-time; part-time; flexitime; overtime
get: holiday pay; sick pay; four weeks' holiday
- 2 **have:** ter férias; ter intervalo para almoço; ter uma reunião; ter um emprego das nove às cinco
make: fazer um telefonema; fazer uma viagem de negócios; tomar uma decisão
do: ter um emprego; trabalhar por turnos; fazer algum trabalho; fazer trabalho de escritório
work: trabalhar a tempo inteiro; trabalhar a tempo parcial; ter horário flexível; fazer horas extraordinárias

get: receber subsídio de férias; receber subsídio de doença; ter direito a quatro semanas de férias

- 3 1. flexitime; 2. shiftwork; 3. overtime; 4. nine-to-five job; 5. paperwork; 6. weeks' holiday; 7. telephone calls; 8. business trips; 9. decisions
- 4 (1) applying; (2) knowledge; (3) reasonable; (4) knowing; (5) holding

TEXT COMPREHENSION

PÁG. 138

MY FIRST JOB

- 1 1. True. "I had done plenty of volunteer work; I could type; I was friendly and motivated." 2. False. "Then I patiently awaited the phone calls. Well, the phone calls never came." 3. False. "...I had to leave half blank, because I didn't have a previous employer or previous experience." 4. False. "...I couldn't even get hired at McDonald's." 5. False. "That day I read the tiny classified ads to find something that was interesting." 6. Not mentioned.
- 2 1. tiny; 2. turned out to be; 3. a short drive away; 4. standards; 5. to skim
- 3 1. looked for; 2. arrangement to meet at a particular time; 3. grasped suddenly; 4. walked in a slow leisurely way
- 4 1. filling in; 2. car park; 3. curriculum vitae
- 5 1. ... she never received a phone call. 2. ... she had to leave the application forms half blank. 3. ... she went on reading the classified ads. 4. ... she decided to skim the pages.
- 6 1. They all involved selling magazines door-to-door. 2. They were looking for older students, college students. 3. This job paid \$8 an hour and sought people with minimal experience, offered flexible hours and wasn't far from home. 4. She needed her résumé and had to go for an interview. 5. Yes, I think so because she was qualified for the job.

GRAMMAR

PÁG. 141

PRESENT PERFECT CONTINUOUS AND PAST PERFECT CONTINUOUS

- 1 1. has been raining; 2. have you been doing; 3. had he been watching; 4. has been looking; 5. had been running; 6. had been sunbathing
- 2 (1) saw; (2) went; (3) expected; (4) would be joining; (5) was told; (6) to have; (7) could; (8) reminded; (9) sat; (10) thought; (11) knew; (12) would take; (13) struck; (14) knows; (15) do you want; (16) was beginning; (17) being; (18) were applying; (19) flowed; (20) told

USED TO, BE/GET USED TO

- 1 1. like; 2. have; 3. go; 4. get up; getting up; 5. be; 6. go; swimming; 7. listening; 8. play; 9. driving; 10. eating
- 2 1. go; 2. used to work; 3. used to be; 4. listen; 5. used to live; 6. watches; 7. used to wear; 8. works; 9. used to eat; 10. drink
- 3 1. Wrong – used to have; 2. Wrong – learnt; 3. Right; 4. Wrong – sit.

TEXT COMPREHENSION

PÁG. 146

JOB ADVERTISEMENTS

- 1 1. 1st ad – secretary; 3rd ad – computer trained secretaries; 2. 4th ad – teacher; 6th ad – teaching assistant; 3. 3rd ad – computer trained secretaries; 4. 5th ad – part time work; 5. 2nd ad – shop assistant; 5th ad – part-time work
- 2 1. computer trained secretary; 2. shop assistant; 3. teacher; 4. part-time work; 5. teaching assistant; 6. full-time secretary
- 3 1. Suggestion – I would like to work at Tommy's Kindergarten because I like working with children. 2. Suggestion – I wouldn't like to be a full-time secretary because this job involves a lot of paper-work and it's very repetitive and boring.

CREATING WRITING

PÁG. 147

Av. da Boavista, 214
4100-131 Porto
Portugal
12 April 200-

20 Stamford Road, Manchester
CB2 2RU, UK

Dear Sir/Madam,

I am writing in reply to your advertisement I saw on the Internet and I should like to apply for the position you are advertising.

I am 25 years old and I come from Porto in the north of Portugal. I studied English for seven years at school, so I can speak English well. I have already been to England, where I attended a summer course.

I feel I would be suitable for this job because I went to a vocational school where I took a course in computing and I can surf the web quite easily. I also have work experience which can be useful in doing this type of job. Since leaving school, I first worked as a secretary for a big company where I had to use my computer skills. At present I am working as a computer operator for a small factory, but my contract comes to an end in six weeks and I would particularly like to join your company for the opportunity it would give me to improve my oral English. I know that English is very important for any type of job these days.

As a person, I am patient, punctual and I think I am responsible, get on very well with people and I like making new friends. This job gives me an opportunity to meet new people.

I am prepared to work any hours and start work in about two months.

I enclose the names of two referees.

I look forward to hearing from you.

Yours faithfully,

Maria João Gonçalves
Maria João Gonçalves

THIRD EVALUATION TEST

PÁG. 148

I

- A 1. True. 'What I wouldn't give to see my name up on the big screen.' 2. False. 'I don't just watch television shows – I analyze

them.' **3.** True. '... maybe I'm really cut out for the entertainment business.' **4.** False. 'So just imagine the excitement I felt when I found out that there's an organization that could help me get my foot in the door of this competitive field.' **5.** False. 'Streetlights is a non-profit organization in Hollywood that helps minorities and other economically or socially disadvantaged people gain a foothold in the entertainment industry by showing them how to be production assistants.' **6.** Not mentioned.

- B** **1.** film buff; **2.** be cut out for; **3.** non-profit; **4.** foothold
- C** **1.** ... have to do anything and everything needed on the set of a film or TV show. **2.** ... a completely free program. **3.** ... requires a few documents, a car and minimum age.
- D** **1.** It's not very easy since it requires two letters of recommendation and other documents. Besides, applicants are also called in for an interview. **2.** It takes them about six weeks. First they must attend an orientation and take in-class training for four weeks and then on-the-job training for two additional weeks before starting work. **3.** She thinks it's a boring process but it's worth it. **4.** Suggestion – Yes, I would, because I feel I'm cut out for the entertainment industry.

II

- 1** Monica, who has applied for a free programme offered by *Streetlights*, wants to work in the entertainment industry.
- 2** The girl who/that was accepted into the programme is 20 years old.
- 3** I wish I could work in the film industry.
- 4** She got used to seeing a film five or six times.
- 5** Young people are launched into film and TV by *Streetlights*.
- 6** Young people have been offered the chance to get into entertainment.

III

Technological developments have changed our lifestyles, both personal and professionally, and have introduced new habits, but they have also created many problems.

On the one hand, new technologies have influenced our personal life, because we have access to the latest and fastest machines, which permit us to improve our household tasks. We can also work at home and be in touch with everyone instead of spending a lot of time in traffic jams. Not only can we save money and time, but we can also be more relaxed and more comfortable.

In business terms, this technological development has changed the working world, because employers and employees have benefited from telecommuting. On the other hand, however, one of the biggest problems that the workforce has been facing is that workers have been replaced by machines, which is cost-effective for the companies, but also contributes to the increase in the unemployment rates.

Moreover, we have to worry about young people's future prospects of getting a job, because this has become more and more difficult, since the companies give priority to highly skilled and experienced people.

In conclusion, in my opinion, it is the government's duty to create more jobs and control this new technology "boom", which, in spite of bringing benefits, also leads to various social problems.

4.1 MULTICULTURAL SOCIETY

VOCABULARY

PÁG. 153

- 1** **1.** coexistence; **2.** diversity; **3.** interaction; **4.** tolerance; **5.** justice; **6.** multilingualism
- 2** Não vejo qualquer incompatibilidade entre multiculturalismo e identidade Britânica. Quem somos nós Britânicos? Já desde há muito tempo que o Reino Unido tem sido um estado multicultural composto pela Inglaterra, Irlanda do Norte, Escócia e País de Gales, e também uma sociedade multicultural... constituída por uma grande diversidade de culturas e identidades, e uma das que dá

ênfase à necessidade de um processo contínuo de compromisso mútuo e de aprendizagem de cada um com respeito, compreensão e tolerância.

TEXT COMPREHENSION

PÁG. 157

- 1 (1) changes, (2) wealth, (3) emigrate, (4) mix, (5) communications, (6) transportation, (7) confusion, (8) insecurity, (9) traditional values, (10) enriching, (11) human rights, (12) cultural diversity.
- 2 1. friendship; 2. poverty; 3. decrease; 4. permanence; 5. similarity; 6. stability
- 3 1. When people move to other countries looking for better life conditions they are doing it voluntarily, because they want to or need to; on the other hand, people are also brought into contact involuntarily by globalization, by political alliances, by the advances in telecommunications and transport. 2. When faced with many different cultures most people tend to stick to their cultural identity and values because it gives them a sense of security. They may also show intolerant and discriminatory attitudes. 3. The process of cultural interaction can be enriching once you start knowing other peoples and lifestyles but it becomes disorienting because there are always differences and conflicts while people don't adjust to pluralism.
- 4 1. adjective; 2. noun; 3. adjective; 4. verb; 5. noun; 6. verb
- 5 1. voluntarily, involuntarily, increasingly. 2. severely, globally, politically, remarkably, demographically, inevitably.

GRAMMAR

PÁG. 159

VERB FORMATION

- 1 1. rewrite; 2. Fasten; 3. disobeying; 4. forecast; 5. untie; 6. enforce; 7. discourage; 8. unlock; 9. disregard; 10. unroll; 11. strengthen; 12. review; 13. sentimentalise; 14. foretell
- 2 foresee / commercialise / reunite / unwrap / disrespect / endear

- 3 **Infinitive:** to become; to forgive; to understand; to forget; to think; to rise; to lead; to build; to spread; to seek

Simple Past: became; forgave; understood; forgot; thought; rose; led; built; spread; sought

Past Participle: become; forgiven; understood; forgotten; thought; risen; led; built; spread; sought

Translation: tornar-se; perdoar; compreender; esquecer; pensar; levantar-se, crescer; liderar; construir; espalhar; procurar

MODAL VERBS

- 1 1. didn't have to; 2. must; 3. can't; 4. haven't been able to; 5. mustn't; 6. May; 7. needn't; 8. couldn't
- 2 1. Can/may I go to a birthday party? 2. Shall we visit Anne, who's sick? 3. You must study more! 4. Which career should I follow? 5. I may/might go to the USA next summer holidays. 6. You shouldn't drink so much!

CREATIVE WRITING

PÁG. 162

DIARY PAGE

May 11th 2005

You've been my only companion during this adventure and I'm glad I can express my feelings to you, otherwise I wouldn't stand it. I can't say what I feel in my letters to the wife and children because they would pressure me to go back home. And one thing I know is that, even though the work here in construction is hard, the money is much better than in Ukraine as an engineer. However, this month they haven't paid me yet. I hope there isn't any problem. Who can I talk to about this? I feel so lonely. The other emigrants are friendly but all they want to do is work as much as they can to go back as soon as possible. I think the day to go back for me is very far off. And if in Ukraine things continue like this, I think the best thing might be asking the family to join me. I think they would. If they miss me like I miss them...

Becky said that she didn't really notice the volume of ads in the USA so much but her English friend did, and he thought it was crazy how many ads were on TV in America.

CONCESSIVE LINKERS/CLAUSES

- 1 1. d; 2. a; 3. b; 4. e; 5. c; 6. f
- 2 1. Although Latifa used to have a normal life, she was obliged to change overnight when the Taliban came to power. 2. Even though she was a teenager, she couldn't go to school or to the cinema. 3. Despite loving her pet canary / Despite the fact that she loved her pet canary, she had to let it go because the Taliban banned all pets. 4. In spite of feeling very unhappy, she didn't give in to depression and started keeping a diary. 5. Although Latifa's family liked their country, when they had an opportunity they fled to France.
- 3 1. Although/Even though; 2. Although/ /Even though; 3. though; 4. In spite of /Despite; 5. In spite of/Despite

CREATIVE WRITING

PÁG. 174

POEM

Friends make me laugh
 Enemies make me cry
 The hunger in the world upsets me
 And I really hate the war
 Nature interests me
 The human mind makes me curious
 I get my best ideas when the sun shines
 The best thing in my life is love
 I feel most alive when I look at the sea
 I like taking some risks
 I still want to climb the Everest
 I am happy

4.3 VOLUNTARY WORK

VOCABULARY

PÁG. 177

- 1 (1) job, (2) join, (3) voluntary, (4) paid, (5) committed, (6) project, (7) rewarding, (8) meet, (9) skills, (10) help, (11) children, (12) the elderly, (13) the homeless, (14) refugees, (15) involved, (16) self-fulfilment.
- 2 1. f; 2. h; 3. d; 4. a; 5. c; 6. g; 7. e; 8. b

TEXT COMPREHENSION

PÁG. 180

- 1 1. ... various forms of violence. 2. ...through activists and organizations everywhere. 3.joining Equality Now in their protests. 4. ...you will be helping someone who needs.
- 2 1. other forms of violence and discrimination; 2. individual women's; 3. the public, people who are reading
- 3 1. worldwide; 2. ongoing; 3. in collaboration with; 4. implemented; 5. outrage
- 4 1. Equality Now is an international human rights organization dedicated to girls' and women's rights. 2. They can be helped if people protest against situations of abuse by writing letters, emails, by raising funds and other types of actions one may think of. 3. (Suggestion) I would like to be a volunteer for this type of organization because I think they are essential in the fight for human rights. One word can help someone stop being injured or even killed.
- 5 1. Words like "center" and "organize" are spelled in American English. 2. Vocabulary: lift/elevator, tap/faucet; spelling: color/colour, traveling/travelling.
- 6 men, women, children, strategies, communities; countries; wives; lives; feet; geese; mice; oxen

GRAMMAR

PÁG. 183

FUTURE TENSES

- 1 1. Donald is flying to Rome on the 20th March. 2. Tom is playing basketball on Sunday. 3. We are working on Saturday. 4. The Johnsons are having a party tomorrow. 5. Alex and Ann are getting married next month. 6. The U2 are giving a concert in August.
- 2 1. is going to be; 2. am going; 3. will be; 4. am meeting; 5. won't eat; 6. won't be; 7. am going to buy; 8. will try
- 3 1. will help; 2. is going to run; 3. won't start;

4. is going; **5.** am going to be; **6.** is inviting;
7. arrives; **8.** will be waiting; **9.** will...dance;
10. isn't cooking/is taking; **11.** is about to start; **12.** aren't going to lose

PREPOSITIONS

- 1** (1) in, (2) on, (3) After, (4) After, (5) at, (6) to, (7) at, (8) in, (9) in, (10) On, (11) From, (12) to, (13) at, (14) off, (15) at, (16) on, (17) During, (18) in, (19) on, (20) After, (21) into, (22) In, (23) In, (24) from, (25) to.

CREATIVE WRITING

PÁG. 186

INTERVIEW to sixteen-year-old Diana, a Portuguese student who joined her school group of volunteers for Amnesty International.

Interviewer: Why and when did you decide to work with Amnesty International?

Diana: There is an organized group in my school whose leader was my teacher last year. She is the one who galvanizes students to act, by informing us about Amnesty International and by showing that we are necessary, that a simple gesture of ours can save lives.

Interviewer: Can you tell us something about the project you're involved with?

Diana: As you know, Amnesty International is a nongovernmental organization whose main goal is to fight for human rights in the world. When there is a situation which is threatening those rights, either in our country or abroad, we are called to intervene. There are Urgent Actions that need our urgent attention and what we do is send letters or emails to the people who are abusing human rights. When they realize that their actions are being observed and when they start receiving hundreds of letters or emails they often change their attitudes.

Interviewer: Who are those people you write to?

Diana: In general, people in charge. We usually write to governments of dictatorial regimes. We also organize events to inform the community and to raise funds.

Interviewer: Has this whole experience been enriching to you?

Diana: Very much! The most important thing is that there are people who need you and what you give is so much less than what you

get. For example, when someone innocent who's been jailed is released thanks to our help you feel it's really worth it!

Interviewer: Are there any negative aspects in this type of volunteer work?

Diana: Well, often we get no feed-back on our actions. Besides, we are much more aware of all the ongoing violence and discrimination. But that is also good because it gives us strength to be more and more active.

Interviewer: What about your plans for the future?

Diana: I didn't know which career I'd follow. Now I know I want to be a lawyer working for an NGO and continue the work I've started.

Interviewer: Would you like to leave a message for the other young people like you?

Diana: Young or old, everyone should save some minutes of their day, visit the site of Amnesty International, send an email and thus contribute to a better world with more justice and less suffering. I bet you'd feel better with yourselves!

FOURTH EVALUATION TEST

PÁG. 187

- 1** 1. False. "The first letter is from Ploy... since she was six years old." 2. True. "My conclusion is that I prefer America. Now don't get me wrong. I'm very proud to be Thai..." 3. True. "...they aren't very open to change" 4. False. "Life is always changing and Thai people are making great leaps ahead" 5. False. "Here in America you can have anything you want, but I don't have any Thai friends around here" 6. True. "During my free time I like to chat on the Internet with Thai people" 7. Not stated. 8. True. "I think I have been in America long enough... your heart wants to be"
- 2** 1. don't get me wrong; 2. could stand; 3. got to; 4. odd one out; 5. alien; 6. at heart
- 3** 1. The biggest difference between them is that the first one wants to continue living in America while the second one would rather go to Thailand. 2. According to Ploy, The Thai people, at least the older ones, are very conservative and averse to change, while in America nobody looks at you as if

you were an "alien". **3.** Khanittha misses her home country very much and she thinks that although in America you can have everything you want, her future doesn't lie there. She wants to return to her roots. **4.** (Suggestion) I agree with Khanittha when she says that you should go where your heart wants to be. You should feel identified with the place you live in. Material things aren't the only ones that count.

4 **1.** two Thai teenagers'; **2.** Thailand; **3.** the Thai language; **4.** anyone else in Thailand

5 **1.** I think Manchester United will win the match tomorrow. **2.** We are taking the kids to the park this afternoon. Do you want to come along? **3.** I'm meeting Kate outside the cinema at six. **4.** Don't worry! The boat won't sink. **5.** It feels really cold. I'm sure it is going to snow. **6.** Perhaps we'll meet again. Who knows?

6 **1.** couldn't; **2.** must; **3.** may; **4.** have to; **5.** shouldn't; **6.** would

7 **1.** In spite of having been learning / In spite of the fact that she has been learning German for a year, she has difficulty in understanding it. **2.** Although he is very rich, he isn't very happy. **3.** Despite being / Despite the fact that it is a complex book, it has quickly jumped on to the bestsellers lists. **4.** Though you've had success, your parents treat you like a child.

8 (Personal answer)

I would like to emigrate because:

Work opportunities in my country aren't good.

There are countries where you can get a much better salary.

I like adventure and new experiences.

You get to know other people and places.

I wouldn't miss anyone or anything.

I would prefer to go to... because...

I would never think of emigrating because:

I like my country more than any other.

I have all my family and friends here.

I wouldn't feel "at home"; I would feel an alien. I value my culture and traditions very much.

There are many wrong things about my country but there are also good things, like peace, tolerance,...

FIRST GLOBAL TEST

PÁG. 190

1 **1.** "When I was 12, my parents had friends who were vegetarians - a new concept to me. (...) They explained that there were lots of delicious dishes that substitute fresh fruits and vegetables, nuts and beans, and whole grains and wheat for meat." **2.** "I also found out that most "farm animals" are not raised in spacious, picturesque barnyards like I had envisioned, but on dirty, cramped "factory farms"." **3.** "I found out that I could do a lot." **4.** "I became a volunteer writer for PETA." **5.** "...in the last two years I had ten letters published in my local newspaper discussing issues from the fur trade and hunting to animal experimentation, the poultry industry and circuses." **6.** "I have tried to do all I can to enlighten others on the dangers and moral conflict of eating meat."

2 **1.** realized; **2.** hardly; **3.** raised; **4.** envisioned

3 **1.** my parents' friends; **2.** the writer of the text (Shakira); **3.** the animal rights group's; **4.** cow and pig

4 **1.** She discovered that the meat she used to eat was actually the beautiful animal she loved and she also found out that most farm animals are raised in very bad conditions. **2.** She criticizes rodeos, hunting and gun shows because she thinks animals are badly treated. **3.** She became a volunteer writer for PETA and in the last two years had ten letters published in her local newspaper discussing issues from the fur trade and hunting to animal experimentation, the poultry industry and circuses. She also writes letters to her state and federal representatives in support of animal rights issues. Recently she

interviewed PETA President Ingrid Newkirk for a *VegetarianTeen.com* story.

4. "In defence of the ethical treatment of animals." This title sums up Shakira's concerns about the way animals are treated.

- 5 1. If some friends of Shakira's parents hadn't introduced her to vegetarianism, she wouldn't have gone vegetarian. 2. It is thought those "farm animals", have been cruelly treated. 3. He isn't allowed to see that factory farm. 4. He wants to go vegetarian so that he can help save animals from the horrors of the slaughterhouse. 5. Shakira has just interviewed President Ingrid Newkirk for a *VegetarianTeen.com* story. 6. Some animals will go on living in very bad conditions unless we take action to help them. 7. Shakira explained that she had become a volunteer writer for PETA and in the last two years had had ten letters published in her local newspaper.

Composition

Nowadays, more and more people are going vegetarian for different reasons. Some say they do not like the taste or appearance of meat; others think meat is often too expensive for people. There are also other people who think vegetarian diets reduce the risk of several diseases, including hypertension, diabetes and some types of cancer. Besides, they do not want to kill or harm animals.

Furthermore, vegetarians are also worried about animals' rights since they are not only raised in very bad conditions but also have to suffer the horrors of the slaughterhouse.

The protection of the environment is also a priority for them. They state that meat production causes deforestation and soil erosion as forests are cut down to raise animals. They also point out that it takes more land to produce protein through meat than through vegetables or grain.

All these points considered, I think we should eat meat in reasonable quantities as we know we must consume the right ingredients to be healthy. Over-con-

sumption is always a bad decision, so that's up to us to find the right path.

SECOND GLOBAL TEST

PÁG. 192

- 1 1. False. "In today's society it would appear that the meaning of this has been completely lost..." 2. True. "The media have a lot to answer for." 3. True. "Girls are forever striving to be prettier or slimmer..." 4. False. "... girls don't feel good about themselves, that they don't feel confident about their looks."
- 2 figure-hugging; conscious; scary; confident
- 3 1. the sentence "It's what's on the inside that counts." 2. magazines and television; 3. girls; 4. today's teenager
- 4 1. Any title you give shouldn't be either too general or too specific; it can be more direct or more likely to raise curiosity. E.g. 'The media and teenage outlook.' 'Doesn't the inside count any more?' 2. Image is more and more valued in today's society, mainly due to the influence of the media. Whenever you turn the TV on or open a magazine you see pictures of beautiful, slim women worried about their figure and their appearance, in detriment of character or intelligence. This ideal of woman doesn't leave much space for difference and all the girls dream of being the same, pretty and thin, in elegant clothes and modern makeup. 3. Apart from the fact that people all tend to look alike because we aren't taught "to be an individual", there are worse consequences as far as health is concerned. When trying to be very thin, girls fall into eating disorders that may be very serious. Even very young girls are worried about their image, which is not healthy at all and leads not only to physical problems but also to psychological disturbances. 4. The author is totally against the media's pressure on people's image. The ideal woman built by them is a very small sample of society and leads to both physical

and psychological problems. Most girls don't feel good about themselves because they don't identify with that ideal and only when the media start to show us a variety of people – "fat, thin, tall, short, spotty or pretty" – will the image have a different meaning in people's lives.

- 5** 1. She said that it was what was on the inside that counted. 2. She reminded her daughter to take breakfast every day. 3. Though the mornings were cold, Tom had to get up early. 4. If physical appearance wasn't given so much importance, eating disorders wouldn't be so frequent. 5. The smaller the companies the more difficulty they have in dealing with competition. 6. The building has been restored. 7. Girls are determined to lose weight so that they feel more confident about themselves. 8. They look forward to going on holiday.

6 Composition

Hi, Helen!

How are you doing? Why don't you come over once in a while like you used to?

I hope everything's alright, but Susan told me you spend all your free time in the gym. You don't go out with your friends any more. It's good to exercise but isn't it too much? Besides, she told me you were on a crazy diet in order to get thinner. Why? You don't need those diets, they are dangerous to one's health because they are very restrictive and you may get sick. Who told you you needed such a thing? You are a beautiful girl.

Please answer me back. Let's go to the cinema one of these days.

Love, Caroline

THIRD GLOBAL TEST

PÁG. 194

- 1** 1. False. "According to the research firm Datamonitor, close to 200 million people in the USA and Europe will be playing mobile phone games by 2009."
2. False. "However, the required skills vary from company to company."
3. True. "You need a programming lan-

guage, such as Java, along with knowledge of one of the formats for displaying Internet content on phones."

4. True. "It helps you get the edge over those without it."

- 2** 1. widespread; 2. conspire; 3. predictions; 4. challenge

- 3** 1. Various factors have contributed to this phenomenon, such as widespread wireless Internet connections and more powerful mobile phone handsets. 2. A lot of software and games companies are new and young people are normally the target buyers of many of the products, so young people are often chosen to do this type of job. 3. The main advantage of these jobs is that the company you work for may help you get a better job in the future. Besides, temporary jobs often lead to permanent offers. 4. Personal answer. Suggestion – Yes, I would because I like new technologies and I'm very good at working with the computer. / No, I wouldn't because new technologies are still difficult for me and I don't like to face challenges.

- 4** (1) ability; (2) being; (3) solving; (4) youthful; (5) enthusiasts; (6) paid

- 5** 1. Companies involved in mobile phone gaming often look for programmers who know the Java programming language. 2. I wish I knew programming language. 3. I got used to playing mobile phone games. 4. If I had done some part-time jobs while I was at school, I would have some work experience. 5. As they had studied hard, they got a high mark on their exam. 6. I'm studying hard so that I can pass my exam. 7. I started playing video games when I was a young boy.

6 Composition

I was born to teach

A job can be simply defined as a regular activity performed in exchange for payment. I believe that today you have to be extremely gifted at a job in order to be able to stay with

it your entire working career. Nowadays many people are thrown from job to job seeking stability in their lives. Almost everyone enters the workforce to try and provide whatever they can for their family.

However, it's hard to compete in today's occupations with more and more people striving to get to the top, to be the boss with the newly remodelled home, 2 kids and a fast car. Nevertheless, I want a job that will not only fulfil my life but also the lives of others around me. My dream job is to become a teacher.

I come from a long line of teachers, my great grandmother, my grandmother, mother, older sister, and soon my older brother. A part of me has also always wanted to be a rich businesswoman. But I always knew that no matter how big my office was or how much I got paid, it would never match the feeling I could get at the end of the day when I know I made a difference in a child's life. It's my dream to help make a difference in people's lives at an early age where it will impact the rest of their lives. If I teach a child who becomes a lawyer or a professional football player and they can still remember that one fact, I will be proud. I want to be able to share my knowledge with kids who deserve the best education they could possibly receive.

FOURTH GLOBAL TEST

PÁG. 196

- 1** 1. ... Nelson Mandela became president and put an end to racist policies. **2.** ... from enjoying basic rights such as freedom of movement, land ownership, inter-marriage and franchise. **3.** ... is much lower. **4.** ... there are many socio-economic problems to resolve.
- 2** 1. changed; **2.** empower; **3.** unfriendly; **4.** separation
- 3** 1. Dutch and British colonial rulers of South Africa; **2.** writing apartheid into the law; **3.** South Africa; **4.** South Africans
- 4** 1. Before Nelson Mandela came to power, South Africa wasn't a democratic country and people didn't have the same rights. A policy of racial segregation –

called apartheid – discriminated against black and indigenous people, who didn't have access to basic living conditions. **2.** In general, Mandela introduced democracy in the country. Nowadays there are no differences in treatment between people of different races and colours. Black people have started to gain respect and to have access to privileges that only whites used to have. It is a fairer society. **3.** The country continues to face problems such as poverty, crime, poor education and AIDS. **4.** South Africans are divided. Many want to stay and help build a better future but others have many doubts about that possibility. They feel a mixture of optimism and pessimism.

- 5** 1. The end of a long struggle for freedom was marked by Nelson Mandela's election. **2.** He said he wanted his children to live in a free country. **3.** They can't have a top-level job. **4.** If Mandela hadn't been elected, things wouldn't have changed. **5.** Although he had many doubts about it, he decided to emigrate. **6.** The older one gets the less tolerant one becomes. **7.** They'd rather have a raise. **8.** It can't be denied that South Africa is a different country now.

6 Composition

Lord John Acton lived in the 19th century but he had an extraordinary vision of society. Nowadays his words are still meaningful. In fact, it can't be denied that every country is composed of different groups of people, of various races, colours, cultures and traditions. The attempt to get a better life is the main reason why people decide to move. When developed countries shelter these minorities, they are obliged to protect them. Their different lifestyle has to be respected; their integrity has to be protected from all types of abuse and discrimination. All the people should have the same rights and opportunities. When this happens it means they are living in a truly free and democratic country.

PREPARAR OS TESTES

SEGUNDO CICLO

- > PORTUGUÊS 5
- > MATEMÁTICA 5
- > CIÊNCIAS NATURAIS 5
- > INGLÊS 5
- > HISTÓRIA E GEOGRAFIA DE PORTUGAL 5
- > PORTUGUÊS 6
- > MATEMÁTICA 6
- > CIÊNCIAS NATURAIS 6
- > INGLÊS 6
- > HISTÓRIA E GEOGRAFIA DE PORTUGAL 6

TERCEIRO CICLO

- > PORTUGUÊS 7
- > MATEMÁTICA 7
- > CIÊNCIAS NATURAIS 7
- > FÍSICO-QUÍMICA 7
- > INGLÊS 7
- > FRANCÊS 7
- > HISTÓRIA 7
- > GEOGRAFIA 7
- > PORTUGUÊS 8
- > MATEMÁTICA 8
- > CIÊNCIAS NATURAIS 8
- > FÍSICO-QUÍMICA 8
- > INGLÊS 8
- > FRANCÊS 8
- > HISTÓRIA 8
- > GEOGRAFIA 8
- > PORTUGUÊS 9
- > MATEMÁTICA 9
- > CIÊNCIAS NATURAIS 9
- > FÍSICO-QUÍMICA 9
- > INGLÊS 9
- > FRANCÊS 9
- > HISTÓRIA 9
- > GEOGRAFIA 9

ENSINO SECUNDÁRIO

- > PORTUGUÊS 10
- > MATEMÁTICA A 10
- > FÍSICA E QUÍMICA A 10
- > BIOLOGIA E GEOLOGIA 10
- > INGLÊS 10
- > HISTÓRIA A 10
- > PORTUGUÊS 11
- > MATEMÁTICA A 11
- > FÍSICA E QUÍMICA A 11
- > BIOLOGIA E GEOLOGIA 11
- > INGLÊS 11
- > MATEMÁTICA A 12
- > FÍSICA 12
- > QUÍMICA 12
- > BIOLOGIA 12

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