

LiNK UP TO YOU!

TEACHER'S RESOURCE BOOK

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Plans



Reading



Listening



Speaking



Writing



Grammar



Vocabulary



Tests



Translation



Answer Keys
Audio Scripts

11.^o Ano
Inglês



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FIRST TERM PLAN

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To identify music genres/singers - To interpret famous quotes - To define culture - To recognise social organisations - To refer to the British etiquette - To refer to/identify festivals - To learn vocabulary on travelling (at the airport) - To say the numbers in different contexts of use - To develop a sense of tolerance and acceptance - To acquire cultural knowledge - To perform a Skype conversation - To recognise different forms of discrimination - To learn about stereotypes - To identify humanitarian causes - To acknowledge the importance of choosing a professional path - To recognise the differences between a job and a career - To identify different types of jobs	0. Get Linked 1. The Multi-cultural World 1.1 Living in an English-speaking country 1.2 Copying with diversity 1.3 Helping out 2. The world of work 2.1 Choosing a life path	- Revising verb tenses, adjectives and adverbs, connectors, the passive, conditionals and reported speech - Verb tenses in the present - Determiners and pronouns (personal and possessive) - Verb tenses in the past - Double and proportional comparative - Connectors of time, purpose, addition, result and cause - So... that/such a/an... that - Connectors of contrast - Present perfect simple - Present perfect continuous	- Interpreting quotes - Discussing multiculturalism - Describing customs, traditions and cultural behaviour in English-speaking countries - Distinguishing between different types of discrimination - Commenting on the role of celebrities in society - Discussing professional choices available - Expressing career expectations and preferences - Describing different types of jobs - Referring to skills and demands - Agreeing / disagreeing - Asking for / giving opinion - Arguing for and against - Discussing advantages and disadvantages - Explaining events	Listening: - excerpts / texts / statements / songs / documentaries Reading: - aloud / silently in order to look for specific or general information (scanning/skimming) Speaking: - Talk about personal experience / interviews / description of pictures, people / debates / oral presentations / role-plays, etc. Writing: - descriptive report / exposition / recount / argumentative text / explanation - completing diagrams/tables - brainstorming - describing pictures - identifying information - asking / answering / retelling - multiple choice and true / false - ticking / crossing / matching - deducing vocabulary from context - explaining the meaning of words - completing and building sentences - listing / organising / ordering - finding evidence - finding equivalents and opposites - quizzes / crosswords / puzzles - note-taking - underlining - working in groups/pairs - correcting mistakes - filling in the blanks / charts / grids - pair / group work - using reference books: grammars, dictionaries, encyclopaedias	- Student's book - Workbook - Teacher's Resource Book - DVDs / CDs / PC - Handouts - PowerPoint presentations - Board - IWB - Magazines - Audiovisual material - Maps - Dictionary	Diagnostic test Direct observation: - Punctuality - Behaviour - Level of concentration - Participation Written and oral tests Formative worksheet Pair/group work

SECOND TERM PLAN

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To predict the future of work - To refer to the world of work (changes, technology, arrangements) - To answer job ads - To organise information on a CV - To learn about job interviews - To refer to consumerism (past and present trends) - To talk about brand bullying - To give tips on how to save money - To organise and perform role-plays and discussions - To identify different types of ads - To understand the language of advertising (slogans) and cons of different types of advertising - To refer to ethical consumerism	2.2 The changing world of work 2.3 Searching for a job 3. The consumer society 3.1 The age of consumerism 3.2 The role of advertising 3.3 The ethical consumer	- The passive - Phrasal verbs (work) - Question tags - Modal verbs (first and second uses) - Past perfect continuous - Countable and uncountable nouns - Quantifiers - Indefinite pronouns - Relative pronouns - Relative clauses - Prepositional verbs - If and unless - Conditional clauses: types 1, 2 and 3 - The causative	- Discussing the importance of technology in the world of work - Referring to different types of work arrangements - Organising information on a CV - Commenting on pictures / statements / quotations - Asking and giving advice - Referring to certainty - Expressing probability, ability, permission, obligation, prohibition, advice - Justifying / defending own point of view - Interpreting / speculating about pictures - Discussing statements - Identifying brands, products - Recognising idioms - Interpreting data (photographs, statements, statistics, graphs) - Answering a survey - Expressing purpose - Expressing conditions	Listening: texts / dialogues / the teacher / other pupils' experiences/statements / songs / radio ads Viewing: videos / creative CVs Speaking: description of pictures, people, places, etc. / debates, role-plays Reading aloud / silently in order to look for specific or general information (scanning / skimming) Writing: explanation / exposition / review / descriptive report – brainstorming – asking / answering / retelling – multiple choice and true / false – ticking / crossing / matching – deducing vocabulary from context – explaining the meaning of words – completing and building sentences – listing / organising / ordering – finding evidence – finding equivalents and opposites – quizzes / crosswords / puzzles – note-taking – exercises – underlining – correcting mistakes – filling in the blanks / charts / grids – pair / group work – using reference books: grammars, dictionaries, encyclopaedias	- Student's book - Workbook - Teacher's Resource Book - DVDs / CDs / PC - Handouts - PowerPoint presentations - Board - IWB - Magazines - Audiovisual material - Maps - Dictionary	Diagnostic test Direct observation: - Punctuality - Behaviour - Level of concentration - Participation Written and oral tests Formative worksheet Pair/group work

THIRD TERM PLAN

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To refer to natural catastrophes/disasters (facts and figures) - To identify threatened animal species - To talk about global warming (causes and effects) - To discuss overpopulation - To use make and do correctly - To discuss the advantages and disadvantages of GM products - To characterise genetic science - To identify energy-saving trust recommended products - To use the English language to convey opinions - To learn about eco-friendly celebrities - To refer to freegans - To recognise and use vocabulary belonging to the topic	4. The world around us 4.1 Global environmental threats 4.2 Overpopulation and sustainable development 4.3 Towards a greener planet	- Prepositions of place and movement - I wish... / If only... - Had better/ would rather - The genitive and the possessive case - Reviewing verb tenses - Reviewing: the passive, relative clauses, connectors, I wish.../ I'd rather/ I'd better	- Expressing opinions - Discussing security instructions - Expressing wishes and regrets - Giving suggestions or advice - Expressing possession - Expressing preferences for something - Comparing - Conducting interviews - Expressing intentions - Discussing aims / goals - Expressing future situations (predicting) - Speculating - Giving tips - Drawing conclusions - Giving reasons - Discussing the effects, advantages and disadvantages of something - Interpreting data (figures, photographs, statements)	Listening: texts / dialogues/ songs / statements Viewing: Videoclips/ documentaries Speaking: Role-plays / interviews / description of pictures, people, places, etc. / debates Reading aloud / silently in order to look for specific or general information (scanning/skimming) Writing: classifying report, explanation, procedure – brainstorming – building collocations – asking / answering – multiple choice and true / false – ticking / crossing / matching – deducing vocabulary from context – explaining the meaning of words – completing and building sentences – listing / organising / ordering – finding evidence – finding equivalents and opposites – quizzes / crosswords / puzzles – note-taking – pronoun reference exercises – underlining – analysing graphs – correcting mistakes – filling in the blanks / charts / grids – pair / group work – using reference books: grammars, dictionaries, encyclopaedias	- Student's book - Workbook - Teacher's Resource Book - DVDs / CDs / PC - Handouts - PowerPoint presentations - Board - IWB - Magazines - Audiovisual material - Maps - Dictionary	Diagnostic test Direct observation: - Punctuality - Behaviour, - Level of concentration - Participation Written and oral tests Formative worksheet Pair/group work

Lesson Plan 1

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 0: Get linked

Lead in

Contents: Music festivals / Concerts

Summary	• Discussing the topic Music festivals / Concerts • Reading quotations on Music • Writing a quotation • Identifying famous singers/composers and music styles/genres • Developing various listening skills
Teaching aims	• To interpret famous quotes • To identify music genres • To recognise different music genres • To identify key words
Activities / strategies	Ask the students: • To describe the images and answer the questions on (page 12) • To read and interpret quotations • To write a quote about music • To solve a crossword about famous singers/composers and match them to the corresponding music genre (page 13) • To listen to excerpts and match them to the musicians/genres (CD1, tracks 1-8) • To listen to teenagers talking about their music habits and fill in a table (CD1 – track 9)
Resources / Materials	• Student's book (pages 12-13) • Audio CD 1 (tracks 1-9) • 20 AULA DIGITAL
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 2 and 3

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: Get linked

Revision work (grammar)

Contents: Music festivals / Concerts

Summary	• Reading the text "The Best Concerts are about the experience as much as the music" • Completing gap filling exercise • Discussing the topic <i>The best live concert ever</i> • Revising grammar
Teaching aims	• To revise some of 10th grade grammar structures, such as: – Verb tenses – Adjectives and adverbs – Prefixes and suffixes – Connectors – The passive – Conditionals – Reported speech
Activities / strategies	Ask the students: • To read and complete the text (page 14) • To match words or expressions from the text with their equivalent or definition • If they have ever been to a live concert • To share their own experience/opinion concerning music concerts • To practise/review grammar contents previously learnt (pages 15-17)
Resources / Materials	• Student's book (pages 14-17) • 20 AULA DIGITAL
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 4

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

Lead in

Contents: Countries and nationalities / Multiculturalism

Summary	• Revising countries and nationalities • Listening activities: British cultural features • Defining “culture” • Analysing a painting and discussing its message
Teaching aims	• To recall some vocabulary related to countries and nationalities • To define culture • To define multiculturalism • To identify concepts through factual information (listening) and images (painting) • To identify world known humanitarian organisations
Activities / strategies	Ask the students: • To identify the sports depicted by the pictures (page 20) • To guess the nationalities of the athletes • To solve a crossword puzzle • To confirm their predictions • To discuss the result of the crossword • To complete a diagram (page 21) • To watch a video and complete related viewing activities on it • To analyse a painting and answer questions on it • To match organisations to their logos and goals
Resources / Materials	• Student’s book (pages 20-21) • PC and LCD projector • 20 AULA DIGITAL
Homework	
Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 5 and 6

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries

Summary	- Identifying English-speaking countries - Reading a text and doing comprehension activities - Developing various listening exercises
Teaching aims	- To identify and describe habits, traditions and behaviour in English-speaking countries - To talk about a country's rules of etiquette
Activities / strategies	Ask the students: - To correct the homework - To describe the images and answer the questions (page 23) - To read a text (page 24) - To find information in the text - To reflect and discuss etiquette in Britain and in Portugal - To do activities 1 and 2 (page 25) (CD1 – tracks 10-11) - To relate the message of the lyrics to the previous audio text
Resources / Materials	- Student's book (pages 23-25) - PC and LCD projector - Audio CD 1 (tracks 10-11) 20 AULA DIGITAL
Homework	Workbook (page 4)
Assessment	Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 7

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: Travelling

Summary	• Correcting the homework • Expanding vocabulary: travelling by plane • Practising the present (present simple and continuous)
Teaching aims	• To learn vocabulary about travelling by plane • To talk about present events • To use present tenses correctly and appropriately
Activities / strategies	Ask the students: • To correct the homework • To match words to their meaning (page 26) • To do activities 9 and 10 in the Workbook (page 7) • To read/analyse the information concerning present tenses • To solve the exercises (page 27)
Resources / Materials	• Students' book (pages 26-27) • PC and LCD projector • English Dictionary • 20 AULA DIGITAL • Teacher's Resource Book (page 93)
Homework	Students' book (page 27) Workbook (page 7)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 8 and 9

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries; Present tenses (present simple and present continuous)

Summary	• Correcting the homework • Practising the present tenses (present simple and present continuous)
Teaching aims	• To talk about present events • To use present tenses correctly and appropriately • To be able to discriminate between the form and functions of the present simple and present continuous
Activities / strategies	• Ask the students: • To correct the homework • To solve the exercises (page 27)
Resources / Materials	• Student's book (pages 26-27) • Workbook (page 7) • Revision link (page 218) • 20 AULA DIGITAL • Teachers' Resource Book (page 93)
Homework	Workbook (page 7)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 10

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries; Pronouns and determiners

Summary	• Correcting the homework • Reading and completing comprehension exercises • Talking about street festivals • Revising possessive pronouns and determiners
Teaching aims	• To read a text to analyse its purpose, language and message • To talk about street festivals • To use determiners and pronouns correctly
Activities / strategies	Ask the students: • To correct the homework • To read the text (page 28) • To discuss the purpose and context of the text • To do language and message exercises • To answer the questions in “Link up to you!” orally • To do the activities (page 29)
Resources / Materials	• Student’s book (pages 28-29) • PC and LCD projector • Workbook (page 8) • 20 AULA DIGITAL • Teachers’ Resource Book (page 95)
Homework	• Workbook (page 8)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 11 and 12

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries

Summary	• Correcting the homework • Discussing a famous quote by Oscar Wilde • Stating the differences between the USA and the UK • Doing listening/reading activities
Teaching aims	• To refer to the differences between American and British cultures • To learn vocabulary on the topic
Activities / strategies	Ask the students: • To correct the homework • To read a quotation and answer the questions about it (page 30) • To read/listen to statements and complete them (CD1 – tracks 12-13) • To do language and message exercises (page 31) • To answer the questions in “Link up to you!” orally
Resources / Materials	• Student’s book (pages 30-31) • Audio CD 1 (tracks 12-13) • PC and LCD projector • 20 AULA DIGITAL
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 13

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries; Past related verb tenses

Summary	• Talking about and practising past tenses • Revising verb tenses (present and past)
Teaching aims	• To refer to present and past events and use the structures correctly and appropriately • To be able to discriminate between the form and meaning of the past simple, past continuous, present perfect and past perfect
Activities / strategies	Ask the students: • To choose the correct verb tense (page 32) • To fill in the gaps with the verbs in the table • To write sentences in the past simple and/or past perfect simple using the given information • To do the round up exercises (page 33)
Resources / Materials	• Student's book (pages 32-33) • Workbook (page 9) • PC and LCD projector • 20 AULA DIGITAL • Teachers' Resource Book (page 94)
Homework	• Workbook (page 10) • Revision link (page 221)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 14 and 15

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries; Numbers and figures

Summary	• Correcting the homework • Completing exercises on numbers and figures • Role-playing a Skype conversation
Teaching aims	• To revise numbers and figures • To listen to an audio text/watch a video to answer to questions • To perform a Skype conversation according to a given situation
Activities / strategies	Ask the students: • To correct the homework • To read numbers (page 34) • To listen to numbers and practise pronunciation (CD1 – track 14) • To watch a video to do activity 3 (page 34) • To work in pairs • To read the cue with the different situations (role A and B) and role-play them to the class (page 35)
Resources / Materials	• Student's book (pages 34-35) • Workbook (page 4) • Audio CD 1 (track 14) • 20 AULA DIGITAL • PC and LCD projector
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 16

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries

Summary	Preparing/Writing a descriptive report
Teaching aims	- To analyse the format and purpose of a descriptive report - To write a descriptive report
Activities / strategies	Ask the students: - To reread the text (page 28) - To revise the structure of a descriptive report by analysing page 35 and the Appendix (page 232) - To write a descriptive report (template TRB, page 83) - To correct its mistakes - To read it out loud in class
Resources / Materials	- Student's book (pages 28 and 35) - Appendix (page 232) - Teacher's Resource Book (page 83) 20 AULA DIGITAL
Homework	Student's book (page 36)
Assessment	Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 17 and 18

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.1 Living in an English-speaking country

Contents: English-speaking countries

Summary	• Correcting the homework (consolidation exercises, page 36) • Analysing quotations and a painting by Angelia Thompson • Reading texts and completing comprehension exercises • Expanding vocabulary
Teaching aims	• To express students' own opinion on multiculturalism • To recognise different models of multicultural societies (melting pot, acculturation, salad bowl and assimilation) • To read a text to analyse its purpose, context, language and message • To identify and use vocabulary related to the topic
Activities / strategies	Ask the students: • To read the quotations and discuss the meaning of each (page 37) • To describe a painting and relate it to the previous messages/quotes • To answer the pre-question (page 38) • To read the text • To discuss the purpose and context of the text • To do language and message exercises (page 39) • To answer the questions in "Link up to you!" orally • To match words/expressions with the corresponding definition (page 40) • To complete sentences
Resources / Materials	• Student's book (pages 38-39) • Workbook (page 5) • 20 AULA DIGITAL • PC and LCD projector
Homework	• Workbook (page 6)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 19

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

1.1 Coping with diversity

Contents: Multicultural societies; Double Comparative

Summary	• Correcting the homework • Introducing and practising the double comparative
Teaching aims	• To revise the comparative • To use the double comparative
Activities / strategies	Ask the students: • To do exercises on the comparative • To read the sentences and identify information (page 41) • To analyse the table • To complete sentences • To write their own sentences using the double comparative • To do exercises in the Workbook (pages 11-12)
Resources / Materials	• Student's book (page 41) • Teacher's Resource Book (page 96) • Workbook (page 11) • 20 AULA DIGITAL • PC and LCD projector
Homework	• Workbook (pages 11-12)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 20 and 21

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.2 Coping with diversity

Contents: Discrimination

Summary	• Correcting the homework • Developing various listening skills • Identifying different types of discrimination
Teaching aims	• To talk about different types of discrimination • To recognise and talk about stereotypes
Activities / strategies	Ask the students: • To listen to Al Shaymaa J. Kwegyir (CD1, track 15) page 42 • To complete the True or False exercise • To listen to Twila and Jagnoor (CD1 – track 16) • To find information on them • To listen to Violeta Ross (CD 1 – track 17) • To complete the sentences • To identify different types of discrimination (page 43) • To do a matching exercise on stereotypes • To discuss the content of “Link up to you!” orally
Resources / Materials	• Student’s book (page 42) • Audio CD 1 (tracks 15-17) • 20 AULA DIGITAL • PC and LCD projector
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 22

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

1.2 Coping with diversity

Contents: Discrimination

Summary	• Reading and listening to the poem “Still I Rise”, by Maya Angelou and to Obama’s speech
Teaching aims	• To listen to and identify specific information • To be able to interpret a poem • To learn vocabulary on the topic
Activities / strategies	Ask the students: • To listen to the poem on page 44 (CD 1 – track 18) • To complete the text with the missing words • To listen to Obama’s speech (CD 1 – track 19) • To complete the speech with the missing expressions • To do language and message exercises (page 45)
Resources / Materials	• Student’s book (pages 44-45) • Audio CD 1 (tracks 18-19) • 20 AULA DIGITAL • PC and LCD projector
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 23 and 24

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.2 Coping with diversity

Contents: Different models of a multicultural society, Proportional comparative

Summary	• Introducing and practising the Proportional comparative • Performing a class debate
Teaching aims	• To use the proportional comparative correctly and appropriately • To prepare and take part in a debate • To express own position on the topic
Activities / strategies	Ask the students: • To read the sentences (page 46) and identify specific information • To do the matching exercise • To complete sentences • To do the exercises in the Workbook (page 12) • To work in groups of 5 and prepare a debate (page 47) • To perform the debate to the class
Resources / Materials	• Student's book (pages 46-47) • Workbook (page 12) • Teacher's Resource Book (page 97) • 20 AULA DIGITAL
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 25

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The multicultural world

1.2 Coping with diversity

Contents: Different models of a multicultural society; Exposition

Summary	• Writing an exposition
Teaching aims	• To write an exposition
Activities / strategies	Ask the students: • To identify/analyse the steps for the written production of an exposition (page 47) • To write an exposition according to the given situation • To read the exposition in class
Resources / Materials	• Student's book (page 47) • Teacher's Resource Book Templates (page 85) • 20 AULA DIGITAL • PC and LCD projector
Homework	• Student's book formative test (page 48)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 26 and 27

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.3 Helping out - Lead in

Contents: Human rights and volunteering

Summary	• Correcting the homework • Watching a video about Amnesty International – human rights • Listening to the song <i>What about now</i>, by Bon Jovi • Reading and understanding the text “Katy Perry makes charity trip to Madagascar”
Teaching aims	• To talk about human rights • To discuss the purpose and context of a text • To talk about Goodwill Ambassadors • To talk about volunteering
Activities / strategies	Ask the students: • To watch the video (page 49) • To put human rights violations in order • To listen to the song (CD 1 – track 20) • To complete the lyrics with the missing words • To read the headings and answer the pre-reading questions (page 50) • To read the text • To discuss the purpose and the context of the text (page 51) • To do language and message exercises • To discuss the topics in “Link up to you!” orally
Resources / Materials	• Student’s book (pages 49-51) • Audio CD 1 (track 20) • PC and LCD projector • 20 AULA DIGITAL
Homework	
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 28

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1 The multicultural world

1.3 Helping out

Contents: Connectors of time

Summary	Revising connectors of time
Teaching aims	To use connectors of time correctly and appropriately
Activities / strategies	Ask the students: - To read the sentences taken from the text (page 52) - To identify the correct information - To match a group of words (connectors) to the corresponding function - To complete sentences using a suitable connector - To match the halves of the sentences by means of a connector (page 53) - To do the gap filling exercise - To do exercises in the Workbook (page 13)
Resources / Materials	- Student's book (pages 52-53) - Teacher's Resource Book (page 98) 20 AULA DIGITAL
Homework	Workbook (page 13)
Assessment	Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 29 and 30

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.3 Helping out

Contents: Volunteering

Summary	• Correcting the homework • Discussing the importance of volunteer work • Listening to different humanitarian experiences • Practising the use of so/such (a/an) + that
Teaching aims	• To listen to a text and identify specific information • To recognise the importance of volunteering • To use the structure so/such (a/an) + that correctly and appropriately
Activities / strategies	Ask the students: • To listen to Karl Grobl and complete the multiple choice exercise (page 54) (CD 1 – track 21) • To listen to the teens' humanitarian experiences and identify who says what (CD 1 – tracks 22-24) • To read the sentences and match them with the corresponding information (page 55) • To fill in the gaps • To join sentences using so/such (a/an) + that
Resources / Materials	• Student's book (pages 52-53) • Teacher's Resource Book (page 99) • Audio CD 1 (tracks 21-24) • 20 AULA DIGITAL • PC and LCD projector
Homework	• Workbook (page 13)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 31

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1 The multicultural world

1.3 Helping out

Contents: Volunteering

Summary	• Correcting the homework • Listening to the song <i>Read all about it</i> by Emeli Sandé • Identifying and practising multi-purpose connectors
Teaching aims	• To talk about racial discrimination • To identify and use multi-purpose connectors
Activities / strategies	Ask the students: • To listen to the song by Emeli Sandé (page 56) (CD 1 – track 25) • To order the song • To do the language and message exercises (page 57) • To analyse the sentences (page 58) • To do the multiple choice exercise • To complete the table • To complete the sentences • To do the rephrasing exercise (page 59) • To rewrite sentences
Resources / Materials	• Student's book (pages 56-59) • Teacher's Resource Book (page 100) • Workbook (page 14) • Audio CD1 (track 25) • 20 AULA DIGITAL • PC and LCD projector
Homework	• Workbook (page 15)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 32 and 33

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The multicultural world

1.3 Helping out

Contents: Volunteering

Summary	• Correcting the homework • Watching a video about celebrities' humanitarian work • Performing an oral presentation • Writing a recount • Revising grammar and vocabulary contents of sub unit 1.3
Teaching aims	• To discuss the role of celebrities in society • To work collaboratively in groups • To talk about non-governmental organisations • To write about an event following the time sequence (recount) • To revise the grammar and vocabulary learnt in sub unit 1.3
Activities / strategies	Ask the students: • To complete a table with information from the video (page 60) • To find information about celebrities' humanitarian work • To work in pairs • To read their task (page 61) • To organise the presentation • To perform the presentation in class • To organise and write a recount following the steps given
Resources / Materials	• Students' book (pages 60-61) • Appendix (page 230) • 20 AULA DIGITAL • PC and LCD projector
Homework	• Student's book : • Writing link (page 61) • Formative test (page 62)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 34

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1 The multicultural world

1.3 Helping out

Contents: Discrimination vs Tolerance

Summary	• Correcting the homework • Assigning project work
Teaching aims	• To learn/revise the history of the USA • To talk about the Klu Klux Klan, Martin Luther King and Nelson Mandela (Apartheid) • To organise a slideshow presentation (PPT)
Activities / strategies	Ask the students: • To correct the homework • To read tasks 1 and 2 (page 63) • To choose one of the tasks • To do some research according to the chosen task • To organise and perform the presentation (PPT)
Resources / Materials	• Student's book (page 63) • PC and LCD projector • 20 AULA DIGITAL
Homework	• Student's book : – Link up to a film (page 64) – Link up to the classics (page 65)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation
NOTES	• Before the evaluation test, students can do the formative test in the Student's book (page 62) as well as the self-evaluation test in the Workbook (page 16). After the test and to close the unit the teacher can do the following activities: Link up to a film, Link up to the classics and Project work.

1 Living in an English-speaking country

Unit 1

Name _____ No. _____ Class _____ Date _____

1. You are going to read an excerpt of the book *Daisy Miller*.

Before you read it, look at the information below to learn about the author and the story of the book.



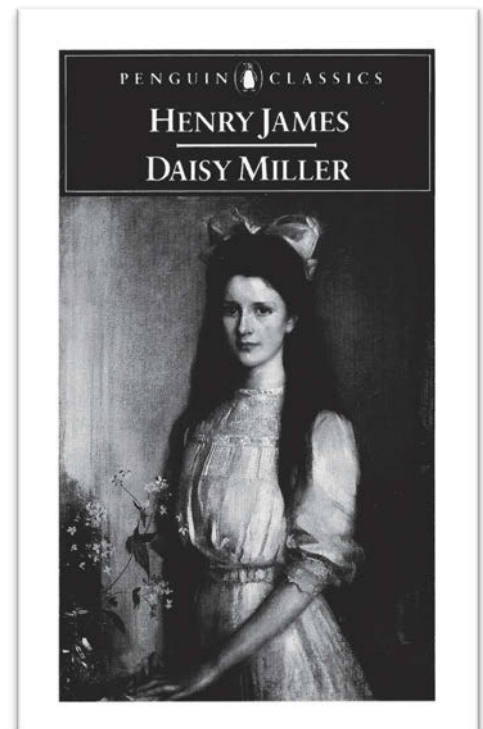
THE AUTHOR

Henry James (15 April 1843 – 28 February 1916) was an American-born British writer, regarded as one of the key figures of 19th century literary realism. He is known for portraying the encounter of Americans with Europe and Europeans. His method of writing from the point of view of a character allows him to explore issues related to consciousness and perception, and his style in later works has been compared to impressionist painting. He contributed significantly to literary criticism, particularly in his insistence that writers be allowed the greatest possible freedom in presenting their view of the world.

DAISY MILLER

At a hotel in the resort town of Vevey, Switzerland, a young American named Winterbourne meets a rich, pretty American girl named Daisy Miller, who is travelling around Europe with her mother and her younger brother, Randolph. Winterbourne, who has lived in Geneva most of his life, is both charmed and mystified by Daisy, who is less proper than the European girls he has encountered. She seems wonderfully spontaneous, if a little crass and “uncultivated”. Despite the fact that Mrs Costello, his aunt, strongly disapproves of the Millers and flatly refuses to be introduced to Daisy, Winterbourne spends time with Daisy at Vevey.

www.sparknotes.com (abridged)
accessed in November 2013



2. Read the following excerpt of the book *Daisy Miller* to find out:

a. where and when the action takes place;

b. who the characters in this passage are;

c. what we learn about each character.



An American Girl

At the little town of Vevey, in Switzerland, there is a particularly comfortable hotel. There are, indeed, many hotels. In this region, in the month of June, American travelers are extremely numerous; it may be said, indeed, that Vevey
5 assumes at this period some of the characteristics of an American watering place.

It was a beautiful summer morning, and in whatever fashion the young American looked at things, they must have seemed to him charming. He had come from Geneva the day before
10 by the little steamer, to see his aunt, who was staying at the hotel – Geneva having been for a long time his place of residence.

He had now finished his breakfast; but he was drinking a small cup of coffee, which had been served to him on a little table in the garden by one of the waiters who looked like an attaché. A young lady inspected her flounces and smoothed her ribbons again. She told him
15 she was from New York State.

Later, he asked (his aunt) if she had observed in the hotel an American family – a mamma, a daughter, and a little boy.

“And a courier?” said Mrs. Costello. “Oh yes, I have observed them. Seen them – heard them – and kept out of their way.” Mrs. Costello was a widow with a fortune. She admitted
20 that she was very exclusive; but, if he were acquainted with New York, he would see that one had to be. And her picture of the minutely hierarchical constitution of the society of that city, which she presented to him in many different lights, was, to Winterbourne’s imagination, almost oppressively striking.

He immediately perceived, from her tone, that Miss Daisy Miller’s place in the social scale
25 was low. “I am afraid you don’t approve of them,” he said.

“They are very common,” Mrs. Costello declared. “They are the sort of Americans that one does one’s duty by not – not accepting.”

Daisy Miller, Henry James, 1878. Penguin Books (abridged and adapted)

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

- a. delightful (paragraph 2) _____
- b. examined (paragraph 3) _____
- c. wealth (paragraph 5) _____
- d. familiar (paragraph 5) _____
- e. carefully (paragraph 5) _____

4. Find out who or what these words refer to.

- a. they (l. 9) _____
- b. his (l. 10) _____
- c. who (l. 13) _____
- d. she (l. 16) _____
- e. their (l. 19) _____

5. Answer the questions using your own words.

5.1 How does the scenery account for Daisy Miller's beauty?

5.2 Do Mrs Costello and Winterbourne share the same feelings about the American family? How do you know?

5.3 Which sentences illustrate Mrs Costello's feeling about the American family?

5.4 How do you think Mrs Costello would behave towards Daisy Miller if they met face-to-face?

5.5 Do you think Winterbourne behaves differently towards Daisy Miller?



- 1. Do you choose your friends according to their social status? Explain.
- 2. Have you heard of anyone who has been discriminated against because of their social background?
- 3. What would you do if you were the young American? Would you keep to your aunt's opinion?

2 Coping with diversity

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Can anyone be invisible? What can “invisible” be a metaphor for?

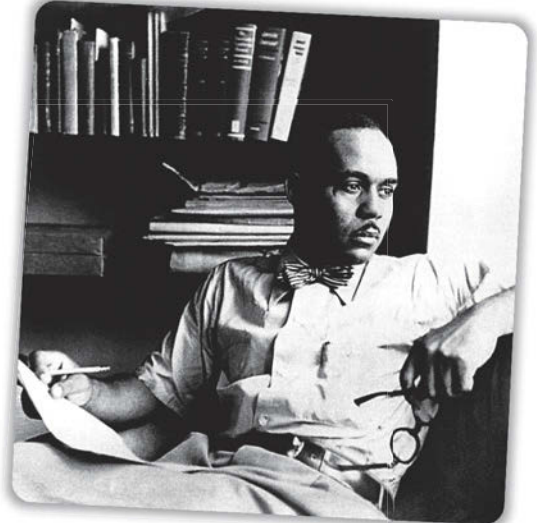
2. Read the text.

Invisible Man

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids – and might even be said to possess a
5 mind. I am invisible; understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments
10 of their imagination – indeed, everything and anything except me. (...)

It goes a long way back, some twenty years. All my life I had been looking for something, and everywhere I turned someone tried to tell me what it was. I accepted their answers too, though they were often in contradiction and even self-contradictory. I was naïve. I was
15 looking for myself and asking everyone except myself questions which I, and only I, could answer. It took me a long time and much painful boomeranging of my expectations to achieve a realization everyone else appears to have born with: that I am nobody but myself. But first I had to discover that I am an invisible man!

And yet I am no freak of nature, nor of history. I was in the cards, other things having been
20 equal (or unequal) eighty-five years ago. I am not ashamed of my grandparents for having been slaves. I am only ashamed of myself for having at one time been ashamed. About eighty-five years ago they were told that they were free, united with others of our country in everything pertaining to be common good, and, in everything social, separate like the fingers of the hand. And they believed it. They exulted it.



Invisible Man, Ralph Ellison, 1980, Vintage (abridged)

3. Identify the general topic of the text.

4. Match the words from the text with their definitions.

a. ectoplasms (l. 3)

b. figments (l. 9)

c. naive (l. 14)

d. freak (l. 19)

e. exulted (l. 24)

1. simple and guileless; artless

2. an immaterial or ethereal substance, especially the transparent corporeal presence of a spirit or ghost

3. rejoiced greatly

4. something invented, made up, or fabricated

5. a thing or occurrence that is markedly unusual or irregular

5. Answer the questions using your own words.

5.1 What does the narrator mean with the metaphor of invisibility?

5.2 What is the comparison he uses to make his description?

5.3 Why do people see everything except him?

5.4 Who were his grandparents?

5.5 What happened eighty-five years ago?

5.6 Explain the irony in “they exulted it”.

5.7 Does the narrator have a name?

5.8 What might that mean?



1. Are people from different races “invisible” to you?
2. Do you think racial prejudice still exists? Explain.
3. What are the most common prejudices in society today?
4. Are there any other groups that suffer from “invisibility”? Explain.



3 Helping out

Unit 1

Name _____ No. _____ Class _____ Date _____

1. What do you know about Princess Diana's humanitarian work?

2. Read the text.

Prince Harry continues Diana's charity work in Africa

Continuing the work championed by his mother, Prince Harry has travelled to Angola to visit landmine-clearing operations by a charity backed by the late Princess Diana.

- 5 Prince Harry is a patron of the HALO Trust, the world's oldest and largest landmine clearance organisation. He previously travelled to Mozambique in 2012 to visit HALO's clearance teams and meet with landmine victims while also learning how to
- 10 locate and destroy mines. A spokesman for Kensington Palace told TODAY.com the trip to Angola is a private visit and declined to say how long he would be staying.



- “Prince Harry is visiting a number of demining teams
- 15 across the region and will be touring minefields and meeting with beneficiaries of HALO's work,” HALO's chief executive, Guy Willoughby, said in a statement on the organisation's site.

Prince Harry's visit will include a stop in Cuito Cuanavale, a town of 43,000 that HALO believes is the most densely mined town in Africa.

- Princess Diana last visited Angola in southern Africa in 1997, only months before she died in
- 20 a car crash in Paris. Her efforts helped raise international awareness about the suffering caused by landmines, and the two towns she visited in 1997 have since been completely cleared and are now home to two bustling cities, according to HALO. The organisation says it has destroyed more than 80,000 land mines in Angola since beginning its efforts there in 1994.

- Raising awareness about landmines was just one of many causes championed by Princess
- 25 Diana. She also worked with the National AIDS Trust, served as patron for The Leprosy Mission, and worked with Centrepont, an organisation helping homeless teens.

- Her sons have followed in her footsteps to honour her memory. In July 2007, Prince Harry and his brother, Prince William, donated more than half of the proceeds from the Concert for Diana event at Wembley Stadium to the National AIDS Trust and other charities she
- 30 supported. Prince William is also the patron for Centrepont.

www.today.com
accessed in August 2013

3. Identify the general topic of the text.

4. Say what these words refer to.

- a. he (l. 12) _____ c. her (l. 27) _____
b. its (l. 23) _____ d. his (l. 28) _____

5. Match the words to the corresponding synonym as used in the text.

a. championed (l. 1)	1. tracks
b. charity (l. 3)	2. heavily
c. backed (l. 3)	3. organisation that helps people
d. patron (l. 5)	4. supported
e. densely (l. 18)	5. backed
f. footsteps (l. 27)	6. supporter

6. Decide whether the following statements are True (T) or False (F). Quote from the text to support your answers.

- a. Prince Harry shows interest in doing the charity work his mother never had the opportunity to start.
b. HALO team's aim is to destroy mines.
c. Prince Harry visited only one African country in his life.
d. Princess Diana died in a car accident in France.

7. Complete the sentences according to the text.

- a. Princess Diana's son, Prince Harry, went to Africa, so that _____
b. In 2012 landmine victims _____
c. During his stay in Mozambique _____
d. 43,000 _____
e. In 1994, HALO _____
f. Half the proceeds from the concert _____



1. Do you think Diana's sons (Prince Harry and Prince William) ought to continue their mother's work? Why/Why not?
2. Is it important that famous people fight for humanitarian causes? Why?
3. Which humanitarian event would you like to participate in? Explain.
4. Why do some people become volunteers?



4 Choosing a life path

Unit 2

Name _____ No. _____ Class _____ Date _____

1. What does it take to be a successful employee?

2. Read the text.

Beginner's luck

James Milner had always been an average boy. When his teachers wrote their annual reports, James knew that the teachers didn't even know who he was.

After he had left school, went to university, one of those universities which is just OK. He had studied economics and commerce there, and got a degree. James Milner came from
5 quite a wealthy family, and he had always felt the pressure of his father's expectations breathing down his neck.

After he left university, he worked in a fast food restaurant for a while. It was OK there. No, the money wasn't great, but his colleagues were friendly, and the work wasn't difficult, even though the shifts were terrible. He really just wanted to sleep. And to travel, to go to other
10 places. The problem was that James was too lazy to travel.

After a year, James's father was desperate. "You must do something with your life, James!" he said. And so he telephoned his brother, James's uncle. James's uncle was the head of a very important bank in the city of London.

Next Monday James was sitting there in front of a computer which he had no idea how to
15 use, apparently controlling the financial fortunes of Western Europe.

Even though he was worried at first, James soon learned how to use the computer and how to do his new job. It wasn't that difficult after all. He even thought that it wasn't really that different to working in the fast food restaurant. Instructions came through either on his telephone headset or on his computer screen and he followed them – when he understood
20 them. Mostly the work consisted of buying and selling things. It was like a market. Instead of stocks and shares and personal fortunes, James imagined that he was selling carrots and cabbages and cauliflowers. When he had to make his own decisions, James took a coin out of his pocket, threw it up in the air, and depending on which side it landed on, he bought or sold.

After two weeks on the job, one of his bosses came up to him and said, "Great work, James!" James didn't even know what he had done. He just kept on doing the same thing, buying or selling when he felt like it. "Beginner's luck!" laughed his friend Davy next to him, every time that James seemed to manage to earn or save a fortune just by clicking the right keys on his computer.

30 James began to get more courageous. He put bigger and bigger numbers into his computer. Bigger numbers seemed to create even bigger numbers. It was great fun, he thought. The bigger the number, the bigger the reward.

Then his boss came to his desk holding a huge bottle of vintage champagne. "This is for you, James! Great work on the Singapore bank takeover there!" James and Davy and the
35 boss opened the champagne right there and drank it all. After drinking all the champagne they went to a bar and carried on drinking some more. It was nearly two o'clock in the morning when the bar closed. Davy said that he was going back into the office. James was still so happy he went into the office as well. He was so tired he couldn't see what he was doing, but he just kept on shouting "buy" or "sell" and pushing all the buttons on his
40 computer.

Sometime the next day James woke up feeling very bad. He phoned up his boss and said that he wouldn't be in for a few days. He walked to the nearest travel agent's and bought a ticket to Thailand.

Two days later, James was sitting on a beach in Thailand. He felt great, he felt fantastic.

45 Later that evening he walked into the small town to find a bar. In the bar there were some other Westerners, talking in English. "Have you heard about this bank that's collapsed?" they were saying. "It looks like the entire London Stock Exchange might collapse!!!"

"It's incredible," said one of the other people. "Some idiot sold 100 000 shares for 10 p each, instead of buying 10 for 100 000 pounds! And that was only one of the mistakes he
50 made..."

James left the bar immediately and went to the nearest cash machine. He took all the money that he could from the cash machine. Then he went back to the bar and asked if they needed a new barman. "Yes," he told the owner, "I've got lots of experience! I used to work in a fast food restaurant in London!" The owner of the bar offered him a job immediately.

55 "By the way," said James, "My name's Fernando... just in case anyone ever comes looking for me..."

Chris Rose, <http://learnenglish.britishcouncil.org> (abridged and adapted)
accessed in August 2013

3. Identify the general topic of the text.

4. Find words/expressions in the text that match the following:

- | | | |
|------------------|------------------|-----------------------|
| a. typical _____ | c. idle _____ | e. wealth _____ |
| b. hopes _____ | d. worried _____ | f. compensation _____ |

4.1 Now use your answers to complete the following statements.

- My _____ were lowered when I couldn't find a job after university.
- Because he is so highly qualified, Lewis is making a _____.
- They did not do it for the _____ but because they wanted to help.
- Lesley isn't a very good student nor is she a bad one. Let's say she is an _____ student.
- Nina's parents are getting _____. She finished high school two years ago and still hasn't decided what she wants to do.
- Why are you so _____? Do you really think your parents will pay your bills forever?

5. Explain the following statements taken from the text. Use your own words.

- a. "(...) he had always felt the pressure of his father's expectations breathing down his neck" (ll. 5-6)

- b. "When he had to make his own decisions, James took a coin out of his pocket, threw it up in the air, and depending on which side it landed on, he bought or sold." (ll. 22-24)

- c. "It was great fun, he thought. The bigger the number, the bigger the reward." (ll. 31-32)

6. Answer the questions.

- 6.1** How did James feel about his future after he left university?

- 6.2** What were his father's expectations? Explain.

- 6.3** Did his degree play an important role when it came to choosing his future career? Explain.

- 6.4** When James managed to achieve great results his colleague said it was "beginner's luck". Do you agree or disagree with his comment? State your reasons.

- 6.5** At a certain moment, James's luck came to an end. What went wrong?



1. Do you think this story could happen in real life? Give reasons.
2. What do you think would have happened if James's father hadn't interfered?
3. Would you let your parents decide on your future career? Explain.



5 The changing world of work

Unit 2

Name _____ No. _____ Class _____ Date _____

1. What would you prefer: working in an office or working from home? Give reasons.

2. Read the text.

What is a virtual workplace?

The virtual workplace has varying definitions, but principally refers to a working environment that may not have a central, specific location in which all employees come to work each day. This type of workplace usually depends on technology like internet connectivity and other resources such as telephones, conferencing software, and faxing from multiple locations, which are often employee homes. In other words, a network of employees from diverse locations makes up the company and the workplace is not a real, single location.

- There are reasons why the virtual workplace can be attractive to some companies and not such a good idea for others. Companies save money by not having to rent or purchase office space, and pay for utilities. These costs become the responsibility of the employee, though some employers compensate a small amount for additional electrical bills, internet connectivity, or phone charges. Creating a virtual workplace is only feasible in certain industries and can't work well in businesses where customers need direct and face-to-face support or in many forms of manufacturing where employees are needed for hands-on work.

- Some businesses are also concerned about worker productivity in the virtual workplace. There are ways to log employee hours, depending on type of work but in many cases managers feel worker production could suffer. Even if people work collaboratively through each workplace, some business owners are concerned about lack of team effort, which might motivate individuals. Early studies on companies that use virtual workplaces suggest worker productivity isn't negatively impacted.

- Workers in a virtual workplace have concerns and benefits. Work can be isolating, and some people miss the social environment of a traditional workplace. People are often told not to take their work home with them, but the dividing line between home and work can be unclear. Some employees have trouble remaining motivated and get easily distracted if they work from home. For other workers, this arrangement is ideal, particularly if they have flexible hours, and they appreciate avoiding commutes or saving money on a work wardrobe.

- The trend toward creating the virtual workplace is growing. The potential savings for companies and the convenience for employees both spur growth. These benefits are matched with evolving technology, which is increasingly rendering many bricks and making workplaces superfluous.



www.wisegeek.com (abridged and adapted)

accessed in August 2013

3. Identify the general topic of the text.

4. Choose the synonym of the words/expressions as used in the text.

A. environment (l. 2)

- a. situation
- b. atmosphere
- c. nature

B. makes up (l. 8)

- a. constitutes
- b. invents
- c. reconciles

C. attractive (l. 10)

- a. eye-catching
- b. good-looking
- c. beautiful

D. feasible (l. 15)

- a. unprofitable
- b. possible
- c. unlikely

5. Find verbs in the last three paragraphs that have the following meanings.

- a. To make a regular recording of events, observations, or measurements.
- b. To make someone have interest in or enthusiasm for something.
- c. To feel sadness at no longer being able to enjoy something.
- d. To promote the development of something; encourage.

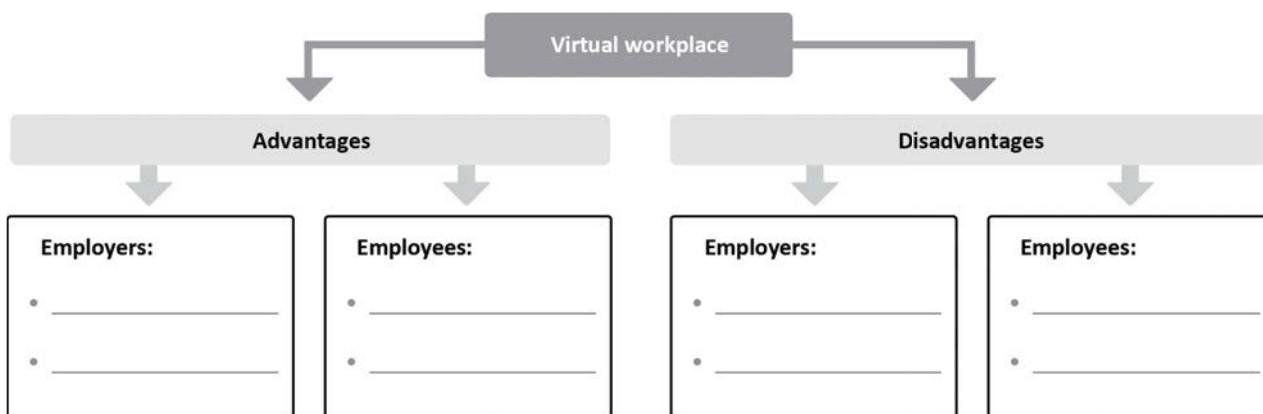
5.1 Use the previous verbs to fill in the gaps.

- a. The company was _____ on by the success of the new product.
- b. With all the changes in the workforce in my company, the atmosphere is more impersonal. I _____ working with other people.
- c. It's important for companies to _____ their employees to achieve high levels of productivity.
- d. This software can _____ huge amounts of data in a few seconds.

6. Complete the sentences according to the text.

- a. The virtual workplace has not got _____.
- b. The combination of technology with other resources assures the _____ because _____.
- c. To access all the important data, virtual workplace workers need to _____.
- d. There are companies which cannot allow their workers to telecommute due to _____.

7. Fill in the diagram with information from the text.



1. Do you know anyone who telecommutes?
2. Who do you think benefits more from virtual workplaces? Justify.
3. Would you be more willing to work in a virtual workplace or in a traditional one? Why?

6 Searching for a job

Unit 2

Name _____ No. _____ Class _____ Date _____

1. What things do you think you'll find easy or difficult in your first job? Why?

2. Read the text.

Advice I wish someone had given me for my first job

Whether you're straight out of college or starting a new career path, that first job can be scary. Here are a few tips I wish someone had given me before I took my first job.

Accept your *newbie* status and the work that comes with it

When you're just out of college, it's easy to get a big head about what you can do in the workplace. Unfortunately, chances are you'll need to clean the proverbial toilet

for a while before you're given any real responsibility. This means you need to show off your work ethic even if you're stuck doing tasks you don't like.



Stay organised and never miss a deadline

Your new career is probably nothing like school, or any other job you've ever had. That means the organisation principles you used in the past may not be any good to you now. In a lot of careers, your boss isn't really going to notice you at first unless you're doing something horribly wrong. Being on time every day, keeping your desk clean, and doing your job ensure they won't single you out right away as being unproductive.

Pay attention to the company culture

Every company is different, and fitting in is increasingly important when hundreds (if not thousands) of other people want your job. We've heard that interviews test for cultural fit and that carries over into the job itself. While you don't need to go out of your way to change your personality for an employer (if you do, you probably shouldn't be working there), you should make an effort to meet everyone as quickly as possible.

Ask questions

One thing you likely learned in school that carries over to the real world: asking questions is important. Your boss and your co-workers want nothing more than for you to do your job correctly the first time, and the best way to do that is to ask questions when you're starting out. Be sure you actively listen to the answers, and ask follow-up questions so you avoid miscommunication.

Thorim Klosowski, <http://lifehacker.com>
accessed in August 2013

3. Identify the general topic of the text.

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

- a. frightening _____
- b. beginner _____
- c. demonstrate _____
- d. showing poor results _____
- e. adapting _____

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

- a. "(...) to get a big head (...)" (l. 9)

- b. "(...) you'll need to clean the proverbial toilet (...)" (l. 11)

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

- a. People are usually anxious not only _____ but also _____.
- b. You will have to perform minor tasks at work before _____.
- c. If you are punctual and organised, the boss _____.
- d. Meeting the other employees is a way _____.
- e. In order to do things right, _____.

7. Answer the following questions using your own words.

- a. Is the author looking for his first job? Explain.

- b. Why is it important to be modest when you are starting a new job?

- c. How can your popularity help you succeed?

- d. Order the advice in the text according to their importance.



- 1. What are the best skills you can take from school to the workplace?
- 2. Would you be prepared to take a job beneath your qualifications? Give reasons.
- 3. Where do you want to be in ten years' time?
- 4. Who will you probably go to for advice?



7 The age of consumerism

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Why do we consume so much these days? Explain.

2. Read the text.

Are you being manipulated?

The United States of America was created precisely to celebrate “life, liberty, and the pursuit of happiness.” But almost everything being presented to us as a “free choice” is being designed, packaged, and sold in a way to get us hooked so we keep coming back for more. Our addictions have robbed us of freedom of choice, turning us into consumer slaves,
5 cogs in a culture of overconsumption. (...)

American overconsumption is a mass addiction. The average household contains more televisions than human beings. The United States has more cars than drivers. Every year we spend more than \$22 billion on health clubs and health equipment. But on any given day, three quarters of us are doing no exercise at all.

10 When does our consumption of material goods cross a line into addiction? The answer is: when we are consuming material goods for the wrong reasons, not because we really need those items but because we’re scrambling to fill a void. Here’s a common story: an unhappy married woman shops compulsively, spending money she doesn’t have on designer shoes and handbags to escape the sadness she feels at home. Although she’s a well-paid executive,
15 her salary can’t keep up with her cravings. She’s put her family deeply in debt. She can’t quit her job because she’s got a flood of bills coming in every month. She is trapped in a vortex of addictive consumption and sees no way out.

While buying something you actually need is not addictive shopping, but culture has played a shell game with us, creating all manner artificial needs that are not needs at all. Birthdays,
20 baby showers, weddings, the ever-growing number of holidays, and all other special occasions are opportunities to enforce the rules of the cult. You need to get a wedding gift! You need to send a card on Mother’s Day. You need to buy everyone you know some kind of present for Christmas or Hanukkah. NO, YOU DON’T! Not if you don’t listen to the cult. There are many other ways to say “I love you.” In fact, you can just say, “I love you” and
25 mean it. You can make a donation to a charity in someone’s name. You can re-gift things you’ve been given but can’t use. I have a friend who keeps a big box where she puts all the stuff she can no longer use. She carefully matches up these items with the needs of her friends and is always bearing gifts, albeit previously owned ones. Now I’m starting to do it too. It’s a fun way to get rid of clutter.

30 What would our society look like if we all became willing to transcend our materialistic values? It would be a completely transformed society: less focused on pride and fear and more focused on self-knowledge and caring for each other.

Jane Velez-Mitchell and Sandra Mohr, *Addict Nation: An intervention for America*, 2011. HCL (abridged)

3. Identify the general topic of the text.

4. Match the words with their synonyms. There are two extra synonyms.

a. cogs (l. 5)	1. empty space
b. scrambling (l. 12)	2. mess up
c. void (l. 12)	3. pieces
d. cravings (l. 15)	4. fighting
e. vortex (l. 17)	5. strong desires
f. clutter (l. 29)	6. whirlpool

5. Explain the following sentences.

a. "(...) everything (...) is being designed, packaged, and sold in a way to get us hooked so we keep coming back for more." (ll. 2-4)

b. "Our addictions have robbed us of freedom of choice, turning us into consumer slaves. (...) " (l. 4)

c. "American overconsumption is a mass addiction." (l. 6)

d. "[Culture has created] artificial needs that are not needs at all." (l. 19)

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

6.1 How can addictions interfere with our happiness?

6.2 Why do you think people have more than what they need? Explain.

6.3 Is the consumption of goods an addiction *per se*? Explain.

6.4 Can we consider overconsumption a psychological issue? Explain.

6.5 What makes people spend money on special occasions?

6.6 How would your friends react if you gave them stuff you no longer use?



1. Do you think Americans consume more than other cultures? Explain.
2. On what occasions do you buy presents for your friends and relatives?
3. What kind of things do you buy?
4. Why do people get into debt?



8 The role of advertising

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Do you think teens are easy prey to marketers? Explain.

2. Read the text.

Advertising to teens

Why do marketers love teens? For a number of reasons. They have money to burn, and the items they buy are largely “luxury” items, like clothing, electronics, and music. They make many, if not most, of their purchasing decisions independently. And they have significant influence on family purchases. Perhaps most importantly, companies know that once they
5 have “branded” a child, he or she is likely to be a customer for life.

How do they reach kids? Advertising is in magazines, movies, TV shows, and on the internet. Licensed products, in the form of clothing, toys, and accessories, abound. Schools make deals with soda companies and sell naming rights to their gyms to the highest bidder. Companies glean important demographic info about kids, spending habits from seemingly
10 innocuous internet “quizzes” and “surveys”. Marketing comes at kids from all directions, 24/7.

How do marketers do it? They know how to capitalize on important teenage issues and anxieties, like body image, peer acceptance, coolness, and a need for power. They use these themes repeatedly in advertising geared towards children and teenagers.

15 **Why is advertising so effective?** Advertising works best when it creates insecurity about something, such as appearance. Successful ads convince the viewers that they have a problem that needs fixing, and then proposes to offer the solution, which just happens to be the product they are selling. The message is that teens aren’t good enough the way they are. Many kids unwittingly buy into that message, and as a result, end up being hypercritical of
20 themselves because they don’t fit a certain “image” that they believe is necessary for their happiness.

What’s wrong with this picture? This generation of kids is growing up in what is perhaps the most materialistic society we have ever had. They are surrounded by images of excess and the idea that buying “things” will bring them satisfaction. They are given things easily and
25 rarely have to delay gratification. Worst of all, many of the things that are advertised to teens do not promote healthy development.

<http://suite101.com>
accessed in November 2013

3. Identify the general topic of the text.

4. Say who the personal pronoun “they” refers to on:

- a. line 1 _____ c. line 13 _____ e. line 18 _____
b. line 4 _____ d. line 16 _____ f. line 23 _____

5. Scan the text to find the words or expressions that have the following meaning.

- a. Conducive to physical comfort or sumptuous living, but not a necessity of life. _____
b. Identifiable as being the product of a particular manufacturer. _____
c. Given official approval to act. _____
d. Extract information from various sources. _____
e. All the time. _____
f. Take the chance to gain advantage from. _____
g. Money oriented. _____

6. Write questions for the following answers.

- a. _____ ?
They have a great importance because they might be customers forever.
- b. _____ ?
They use quizzes and surveys.
- c. _____ ?
Because if they make teens insecure, they will be more successful.
- d. _____ ?
It is successful when it convinces the public that they have a problem and that their product is the solution.
- e. _____ ?
Teens will only feel happy if they can buy things.



1. How far does advertising influence you? Explain.
2. Do you feel depressed that you don't conform to the stellar image of teenagers in ads?
3. Why do you think teens are so materialistic?
4. What do your parents ask you to do in return for something you want to buy?



9 The ethical consumer

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Do only poor people buy second-hand clothes, do you think?

2. Read the text.

Thrifty shoppers rediscover secondhand fashion

Karen Charles remembers how embarrassed she was the first time she set foot in a thrift store more than 20 years ago to buy black pants for her first job.

“I didn’t want anyone to see me,” said Charles, a 37-year old administrative assistant from Atlanta. “In high school, there was really a stigma attached to it. People thought you were
5 either poor or homeless.”

Now, the fashion enthusiast says about 97% of her closet consists of secondhand clothes, vintage dresses and all kinds of sequined accessories. Her favorite find is a navy blue Bill Blass chiffon evening gown potentially worth hundreds of dollars that she scored for \$5 at Goodwill. Her last visit to a mall – a rare occurrence – was months ago, to use a gift card.

10 She proudly flaunts her thrift store finds on her blog, and social media. When strangers started asking her for fashion advice, she decided to market her love of “thrifting” by becoming a part-time personal shopper. She helps clients maintain **their** wardrobes and advises them on new trends. She even organized Atlanta’s first Thrift Fashion Week in the spring.

15 “I want to encourage people to try it,” she said. “When you see other people doing things and you see all the great pieces they find, it kind of motivates you to at least try **it**.”

In fact, more people have been sharing Charles’s enthusiasm for secondhand clothing in recent years. Goodwill Industries, one of the most recognizable names in secondhand shopping, says **it** has experienced an 84% increase in revenue from the sale of donated
20 goods from 2007 to 2012, from \$1.9 billion to \$3.5 billion.

Secondhand clothing and vintage items are showing up in couture, street wear, even everyday office wear. Besides the incentive of saving money, thrifting has also become trendy. Hip-hop duo Macklemore and Ryan Lewis won a 2013 Billboard Music Award for **their** hit song “Thrift Shop,” which brags about “looking for a come up” in a thrift shop.

25 More people are discovering thrift store shopping because of the recession, said Maureen McGill, co-founder of Manhattan Vintage, New York’s biggest vintage fashion market for more than 30 years. But she believes that the love of vintage style and the thrill of the hunt will keep people coming even during good economic times.

<http://edition.cnn.com>
accessed in November 2013

3. Identify the general topic of the text.

4. Who or what do these words refer to?

- a. their (l. 12) _____ c. it (l. 19) _____
b. it (l. 16) _____ d. their (l. 24) _____

5. Find words/expressions in the text that mean the same as:

- a. enter, go into _____
b. connected to something _____
c. obtained _____
d. exhibits _____
e. the designing and manufacturing of high fashion clothing _____
f. say something in a boastful manner _____

6. There are three types of shops in America that sell second-hand clothes: thrift shops, resale shops and consignment shops.

6.1 Match the expression “thrift shop” to its equivalent definition.

- A thrift shop... a. buys merchandise from individual owners.
 b. pays the owners of the merchandise a percentage when and if the items are sold.
 c. is run by a not-for-profit organisation to fund charitable causes

6.2 What definitions match the other two shops?

7. Answer the questions.

7.1 When Karen was young she didn't feel comfortable buying clothes in a thrift shop. Why?

7.2 How much money did she save in her navy blue Bill Blass chiffon evening gown?

7.3 What exactly does a part-time personal shopper do?

7.4 According to Maureen, people tend to buy more vintage items during economic depression times. Give a reason for such a phenomenon.



1. Do you think many teens buy second-hand clothes?
2. Do you know people your age who buy second-hand clothes?
3. Why do you think they buy them?
4. Have you ever bought second-hand items? If so, name them. If not, why not?



10 Global environmental threats

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Which natural disaster do you think people are more afraid of?

2. Read the text.

Apocalypse Britain

More than one in five Britons live in fear they will lose everything in a natural disaster. A poll of 2,000 people for the UK Natural Disaster Report – put together by TV channel Yesterday – found that 21 per cent were worried their lives would be **devastated** by some form of natural disaster.

The poll compiled a list of the top 10 natural disasters people worried about, with flooding coming top, with 52 per cent saying they were scared their homes could be **wrecked** by rising water.

In second place was severe cold, with 38 per cent saying they were concerned about their loved ones **perishing** in freezing weather.

In third place were earthquakes – which although rare in the UK, **notched up** 21 per cent of the vote.

To accompany the poll, the channel released five images showing **stunning** “disaster scenarios” which could occur in the UK, including the Houses of Parliament ravaged by a flood, and Edinburgh Castle **hit** by a tornado.

Other images included the Angel of the North after an earthquake, Trafalgar Square frozen over, and a meteor shower hitting London Embankment.

The top 10 list was analysed by Dr Bruce Malamud, a professor of Natural and Environmental Hazards at King’s College London, who assessed the risks using data from the Government’s recent National Risk Register of Civil Emergencies.

The NNR report states that the “highest priority risks” are pandemic influenza, flooding, terrorist attacks and gas-rich volcanic eruptions from abroad, such as the 2010 eruption in Iceland which affected the UK.

Other risks, categorised as “newly assessed risks” include wildfires, infectious diseases, severe space weather such as radiation storms, severe weather and droughts.

The poll for Yesterday found that 21 per cent of people believe they would be affected by a natural disaster in their lifetime – with just four per cent worried they would be affected by war or military action and 21 per cent also worried of total economic collapse in the UK. Professor Malamud said: ‘In my opinion, public education about our environment is very important, so people have a good awareness of the threat posed by natural **hazards**. “Increasing population, climate change, movement of people from rural to urban areas and an ageing population are all contributing to the potential increased severity and frequency of natural disasters in certain places around the world.”



www.dailymail.co.uk
accessed in November 2013

3. What is the general topic of the text.

4. Match the words from the text to their definitions.

a. wrecked (l. 10)	1. cause harm
b. perishing (l. 12)	2. damaged
c. notched up (l. 13)	3. dying because of something that happens suddenly
d. stunning (l. 15)	4. something dangerous or causing damage
e. hit (l. 17)	5. shocking
f. hazards (l. 33)	6. achieved a high score

5. Put the natural disasters mentioned in the text in the corresponding column.

a. Caused by water	b. Caused by winds	c. Caused by climate	d. Other causes

6. Complete the sentences with ideas from the text.

- a. Britons are afraid of _____
- b. The three natural disasters more feared by the Britons are _____
- c. The risks of these natural disasters include _____
- d. People believe the chances of a natural disaster happening are the same _____
- e. Migration is one of the causes _____



1. Read the following expressions.

rising sea levels • industrial pollution • endangered species
water shortage • fumes from cars • draughts • ruined crops / poor harvest

2. Which of these environmental problems are the most likely to happen in your country? Give reasons.
3. How do you think they could affect life on Earth in the future?



11 Overpopulation and sustainable development

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Which words and ideas do you associate with Forensic Science?

2. Read the text.

Can DNA demand a verdict?

Since 1987, forensic DNA analysis has made appearances in US courtrooms and although used in less than one percent of all criminal cases, DNA profiling has helped to acquit or convict suspects in many of the most violent crimes, including rape and murder.

How can DNA be used to identify an individual?

- 5 Almost every cell in our bodies contains DNA – the genetic material that programs how cells work. 99.9 percent of human DNA is the same in everyone, meaning that only 0.1 percent of our DNA is unique! Each human cell contains three billion DNA base pairs. Our unique DNA, 0.1 percent of 3 billion, amounts to 3 million base pairs. This is more than enough to provide profiles that accurately identify a person. The only exception is identical
- 10 twins, who share 100 percent identical DNA.

At a crime scene, DNA is everywhere. It is present in all kinds of evidence collected at the scene. Scientists can analyse the DNA in evidence samples to see if it matches a suspect.

What about human error?

- Forensic investigators take many precautions to prevent mistakes, but human error can never
- 15 be reduced to zero. The National Research Council (NRC) recommends that evidence samples be divided into several quantities soon after collection, so that if a mix-up were to occur, there would be backup samples to analyze. The NRC recommends that forensic DNA analysis be conducted by an unbiased outside laboratory.

Is DNA evidence alone enough to acquit or convict?

- 20 It is easier to exclude than to convict someone based on a DNA match. The FBI estimates that one-third of initial rape suspects are excluded because DNA samples failed to match. Forensic DNA is just one of many types of evidence. It is important to examine other clues such as motive, weapons, or additional evidence linking a suspect to the crime scene. The more evidence collected, the less likely it is that samples from a particular suspect were
- 25 planted, either on purpose or by accident, at the crime scene.

Is this technology used appropriately for justice?

- DNA profiling can be a powerful tool in criminal investigations. Its success in the courtroom depends upon many factors, including: proper handling of evidence; careful analysis by an unbiased forensic laboratory; fair and appropriate interpretation of the results; accurate and
- 30 effective reporting of results to judges and jurors.
- DNA can be used to quickly eliminate a suspect, saving time in searches for perpetrators. It can provide compelling evidence to support a conviction, and, most importantly, reduce the chances of a wrongful conviction.

<http://learn.genetics.utah.edu>
accessed in November 2013

3. Identify the general topic of the text.

4. Say who or what these words refer to.

- a. This (l. 8) _____ c. It (l. 11) _____
b. who (l. 10) _____ d. Its (l. 27) _____

5. Match the words to their corresponding equivalents as used in the text.

a. cases (l. 2)	1. find a connection
b. acquit (l. 2)	2. circumstances
c. convict (l. 3)	3. declare guilty
d. scene (l. 11)	4. setting
e. match (l. 21)	5. set free

6. Say if the sentences are True (T) or False (F). Correct the false ones.

- a. DNA is responsible for the way our cells function.
b. When comparing the DNA of two people, we can conclude that it is 100% different.
c. DNA can only be found in people's fluids.
d. Investigations that rely on genetic material are far from failing their target.
e. DNA shouldn't eliminate the necessity of collecting further evidence.

T	F
T	F
T	F
T	F
T	F

7. Answer the questions.

7.1 In which circumstances do people share the same genetic code?

7.2 What are the advantages of DNA profiling?

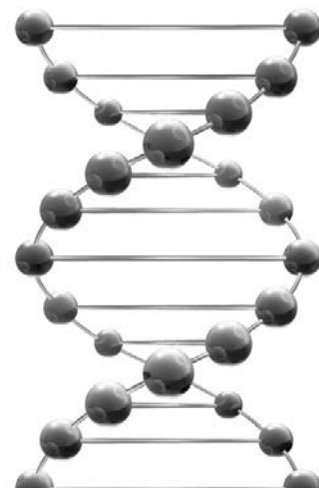
7.3 Are there any disadvantages in this process? Justify.

7.4 How exactly do forensic investigators act to reduce the risk of making mistakes?

7.5 Which factors determine DNA's success when used in court?



1. Explain how certain crimes would have been solved before the introduction of DNA profiling.
2. "It is easier to exclude than to convict someone based on a DNA match." Explain this sentence and say if you agree or disagree with it.



12 Towards a greener planet

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Name two alternative lifestyles people can take to preserve the environment and say what you know about them.

2. Read the text.

Freegans: the bin scavengers

They're not homeless or unemployed, yet they scavenge in bins for discarded food. *Freegans*, shocked at the extent of consumer waste, are changing the way they eat.

- 5 Dining on food from a dustbin may have once been the preserve of tramps, but for many it is now becoming a lifestyle choice. *Freeganism* – a combination of the words “free” and “vegan” – is a movement whose devotees take responsibility for
- 10 the impact of their consumer choices and find alternative ways of meeting their everyday needs. This includes housing, clothing and, most surprisingly, food. Around 17 million tons of food are buried in British landfill sites every year, four million of which are edible. Sometimes, disposal is the cheapest option available to the food industry.

- The freegan movement is popular in America, particularly New York, where people regularly
- 15 meet up and hunt through the bins together on “trash tours”. The man who is credited with popularising the US movement, Adam Weissman, an eco-activist, sometime security guard and founder of the website www.freegan.info says, “Freeganism is a reaction to waste but also to the injustices like sweatshops and the destruction of the rainforests that go into producing goods in the first place. I realised that, as a purchasing consumer, I was complicit in that
- 20 exploitation. But by consuming waste, I’m not supporting these practices.”

Weissman, who lives in New York, says that he has never gone hungry. “People assume that food is spoiled, but really they are just bags of food. There is so much waste, it’s easy to live this way.” And it’s not just food. “I’ve found designer clothes, stereos and computers. In our culture, we always need newer, shinier things.”

- 25 Even so, scavenging in bins for food sounds downright disgusting, not to mention embarrassing. And vanity aside, there’s also the possibility of food poisoning.

- So, just how easy is it to live on discarded food? And will it ever really catch on in Britain? Two London freegans, Ash Falkingham, 21, and Ross Parry, 46, live entirely from “urban foraging”, and say that it has never made them ill. They visit markets after closing time, and
- 30 the bins of supermarkets and high-street stores. In the West, everything is going to landfill.” They forage about once a week and find enough food to live on. Ross even manages to maintain his gluten-free diet. Any spare food is shared.



www.independent.co.uk (abridged and adapted)
accessed in October 2013

3. Identify the general topic of the text.

4. Find in paragraphs 1 and 2 words or expressions that match the following definitions.

- a. People who don't have a place to work.
- b. Homeless people.
- c. A person who does not eat any animal products at all, such as meat, fish, eggs, cheese, or milk.
- d. A place where waste is buried under the ground.
- e. Something which is still good to be eaten.

5. Read the words/expressions below and find their antonyms (paragraphs 3 and 4).

- a. not famous _____
- b. rarely _____
- c. preservation _____
- d. eatable _____

6. Correct the statements.

- a. Freegans hate to work. _____
- b. This movement has no environmental concerns. _____
- c. Most of the discarded food is rotten and in no condition to be consumed. _____
- d. This form of living leads most devotees into starvation. _____
- e. Besides food there is nothing else to be found in landfills. _____
- f. Freeganism only exists in the USA. _____

7. Complete these sentences according to the text.

- a. Although freegans search for their food in bins, _____
- b. In order to find something to eat, freegans _____
- c. Most people have changed their lifestyle so that _____
- d. "Trash tours" is the name given to _____
- e. Before becoming a freegan, Adam Weissman _____
- f. According to Ash and Ross, it is wrong to think _____



- 1. Do you know anybody who has adopted an alternative lifestyle in order to help the environment?
- 2. What do you think about freegans?
- 3. Would you ever become one? Justify.
- 4. Which sacrifices would you do in order to aid Mother Nature? Give reasons.



Answer keys – Reading activities

1. Living in an English-speaking country (p. 29)

2. **a.** In Vevey, Switzerland, in a summer morning.
- b.** Winterbourne, Mrs Costello and Miss Daisy Miller.
- c.** Winterbourne is a young man who had lived in Geneva; Mrs Costello, Winterbourne's aunt, is a rich widow; Miss Daisy Miller is a young American woman travelling with her family.
3. **a.** charming (l. 9) **b.** inspected (l. 14) **c.** fortune (l. 19) **d.** acquainted (l. 20) **e.** minutely (l. 21).
4. **a.** things **b.** Winterbourne **c.** a waiter **d.** Mrs Costello **e.** the American family's.
- 5.1 It's a beautiful morning and things looked charming to the young American. This prepares Daisy Miller's arrival.
- 5.2 No. Mrs Costello wants to stay away from the family because she believes they are lower class and she doesn't want to get acquainted with them; Winterbourne seems curious and fascinated by the young American girl.
- 5.3 "Seen them – heard them – and kept out of their way."; "They are very common"; "They are the sort of Americans that one does one's duty by not – not accepting."
- 5.4 She would look down on her, despise her, maybe walk away when she arrived and wouldn't even say a word to her.
- 5.5 Yes, he does. He has already talked to her and he is curious about her.

2. Coping with diversity (p. 33)

1. Personal answer.
3. Racial prejudice.
4. **a.** 2 **b.** 4 **c.** 1 **d.** 5 **e.** 3
- 5.1 He wants to stress the idea that others ignore him or are unwilling to see him.
- 5.2 "Like the bodiless heads".
- 5.3 They ignore him because he is black. They see their reflections or what is around him.
- 5.4 They were slaves.
- 5.5 His grandparents were freed.
- 5.6 His grandparents were happy to having been freed but the truth is that he is now invisible to others. Their freedom hasn't changed the way people see him / the way he is seen by others, especially white people.
- 5.7 No, he doesn't.
- 5.8 He is universal. He stands for all those who have suffered the prejudice of racism.

3. Helping out (p. 35)

1. Personal answer.
3. Prince Harry's humanitarian legacy.
4. **a.** Prince Harry **b.** HALO's/ The organisation's **c.** Princess Diana's **d.** Prince Harry's.
5. **a.** 5 **b.** 3 **c.** 4 **d.** 6 **e.** 2 **f.** 1.
6. **a.** F – "Continuing the work championed by his mother (...)" (l. 1) **b.** T – "(...) HALO Trust, the world's oldest and largest landmine clearance organisation (...)" (ll. 5-6) **c.** F – "(...) Prince Harry has travelled to Angola (...)" (l. 2) / "He previously travelled to Mozambique in 2012 (...)" (l. 7) **d.** T – "(...) months before she died in a car crash in Paris." (ll. 19-20)
7. **a.** he could visit landmine cleaning operations **b.** were visited/met by Prince Harry **c.** Prince Harry learnt how to locate and destroy mines **d.** people live in Cuito Cuanavale **e.** began to destroy mines in Angola **f.** were donated by Diana's sons to The National AIDS Trust and to other charities supported by the Princess.

4. Choosing a life path (p. 37)

1. Personal answer.
3. Employees that have no job expectations and ambitions.
4. **a.** average (l. 1) **b.** expectations (l. 5) **c.** lazy (l. 10) **d.** desperate (l. 11) **e.** fortunes (l. 21) **f.** reward (l. 32).
- 4.1 **a.** expectations **b.** fortune **c.** reward **d.** average **e.** desperate **f.** lazy.
5. **a.** He was perfectly conscious about what his father wanted for his future.
- b.** He used a coin to make his decisions because he didn't know what he was doing.
- c.** The more shares he sold and bought, the more money he would earn.
- 6.1 He felt indifferent and had no future expectations.
- 6.2 He wanted his son to work in a better place than a fast food restaurant. Therefore he asked James's uncle for help.
- 6.3 No, it didn't. Even with a degree James didn't want to have a career nor search for a job.
- 6.4 Personal answer.
- 6.5 His luck vanished when he drunkenly went back to work and decided to sell and buy shares. Working under the influence of alcohol made him even more irresponsible.

5. The changing world of work (p. 39)

1. Personal answer.
 3. Virtual workplace: advantages and disadvantages.
 - 4.1 **A.** **b.** **B.** **a.** **C.** **a.** **D.** **b.**
 5. **a.** log (l. 19) **b.** motivate (l. 22) **c.** miss (l. 25) **d.** spur (l. 31).
 - 5.1 **a.** spur **b.** miss **c.** motivate **d.** log.
 6. **a.** central, specific location **b.** existence of this type of workplace; it allows workers to work from their homes / outside their offices/company **c.** be connected to the company server **d.** the fact that customers need face-to-face support or workers may be needed for hands-on work.
 - 7.
- Advantages**
- Employers: saving money (no need to pay for a physical space or utilities) / lower costs.
 - Employees: flexibility, avoid commutes (less stress), save money on work wardrobe.
- Disadvantages**
- Employers: less productivity (harder to keep workers motivated and to avoid distractions), some working tasks cannot be performed virtually.
 - Employees: isolation, distractions.

6. Searching for a job (p. 41)

1. Personal answer.
3. Pieces of advice to those who are starting their first job.
4. **a.** scary (l. 3) **b.** newbie (l. 6) **c.** show off (l. 12) **d.** being unproductive (l. 19) **e.** fitting in (l. 21).
5. **a.** Someone who believes that they are very clever or very good at something.
- b.** You will have to start by doing unimportant tasks.
6. **a.** when they leave college / when they change jobs **b.** you have any responsibilities **c.** won't think you are lazy **d.** of fitting in the workplace **e.** be sure you understand the answers to the questions you ask.

- a. No, he is giving the advice he wishes he had been given when he had his first job.
- b. It is important to be modest because you will probably have to do things for which you are overqualified.
- c. Having a good relationship with everyone will enable you to fit in the workplace, clarify all your doubts and therefore do a good job.
- d. Personal answer.

7. The age of consumerism (p. 43)

- 1. Personal answer.
- 3. Extreme Consumerism in American society.
- 4. a. 3 b. 4 c. 1 d. 5 e. 6 f. 2.
- 5. a. Products are presented in a way that makes us wish to have more. b. If you are addicted, you always want more and are unable to choose for yourself consciously. c. Consuming too much is not just about some people, it's a cultural phenomenon. d. Because of some social traditions, people are used to buying things just because they are expected to and not because they need them.
- 6.1 We aren't able to feel happy if we can't have the things we want.
- 6.2 People have more than what they need because there is a great variety of goods and advertising makes us aware of them. Besides, for most people comfort and happiness means having material things.
- 6.3 No, only when you buy more than what you need.
- 6.4 Yes. People who are addicted to shopping can't control their impulses because they probably buy due to psychological disorders such as filling an emotional void.
- 6.5 It's a question of culture and tradition. They do it because they have always done so.
- 6.6 Personal answer.

8. The role of advertising (p. 45)

- 1. Personal answer.
- 3. Advertising addressed to teenagers.
- 4. a. teens b. companies c. marketers d. viewers e. successful ads f. this generation of kids.
- 5. a. luxury (l. 2) b. branded (l. 5) c. licensed (l. 7) d. glean (l. 9) e. 24/7 (l. 11) f. capitalize (l. 12) g. materialistic (l. 23).
- 6. a. What is the importance of teens for marketers? b. How do marketers know about teens' spending habits? c. Why do marketers exploit teens' appearance? d. What is a successful ad? e. What's the consequence of this materialistic society on teens?

9. The ethical consumer (p. 47)

- 1. Personal answer.
- 3. Buying used/second-hand clothing.
- 4. a. clients b. thrifting/ follow people's example to buy second-hand clothing c. Goodwill Industries d. Hip-hop duo Macklemore and Ryan Lewis.
- 5. a. set foot (l. 1) b. attached (l. 4) c. scored (l. 8) d. flaunts (l. 10) e. couture (l. 21) f. brag about (l. 24).
- 6.1 c.
- 6.2 a. resale shop b. consignment shop.
- 7.1 She didn't feel comfortable because people tended to think that those who bought things in thrift shops were either poor or homeless.
- 7.2 She saved hundreds of dollars.
- 7.3 A part-time personal shopper helps clients maintain their wardrobes and advises them on new trends.

7.4 People tend to buy more vintage items during economic depression times because the cost is much lower.

10. Global environmental threats (p. 49)

- 1. Personal answer.
- 3. Natural disasters which concern the Britons
- 4. a. 2 b. 3 c. 6 d. 5 e. 1 f. 4.
- 5. a. flood, droughts b. tornado c. severe cold, severe weather d. earthquakes, meteor shower, volcanic eruptions, wildfires, radiation storms.
- 6. a. losing everything and of having their lives devastated by a natural disaster b. floods, severe colds and earthquakes c. wildfires, droughts and infectious diseases d. as an economic collapse e. for natural disasters.

11. Overpopulation and sustainable development (p. 51)

- 1. Personal answer.
- 3. DNA profiling and its importance for forensic investigations.
- 4. a. 0.1 percent of 3 billion b. identical twins c. DNA d. DNA profilings.
- 5. a. 2 b. 5 c. 3 d. 4 e. 1.
- 6. a. T. b. F – Only 0.1 percent of our DNA is unique. c. F – DNA can also be found in people's skin and hair. It is everywhere. d. F – DNA is not 100% reliable. e. T.
- 7.1 People share the same genetic code when they are identical twins.
- 7.2 For example, it can be used to quickly eliminate a suspect, saving time in searches for perpetrators, it can provide compelling evidence to support a conviction and, most importantly, reduce the chances of a wrongful conviction.
- 7.3 Yes. It is not 100% reliable and working with DNA samples requires many precautions.
- 7.4 In order to avoid mistakes, forensic investigators take additional evidence into consideration.
- 7.5 Its success depends upon proper handling of evidence, careful analysis by an unbiased forensic laboratory, fair and appropriate interpretation of the results, accurate and effective reporting of results to judges and jurors.

12. Towards a greener planet (p. 53)

- 1. Personal answer.
- 3. Freeganism. An Alternative lifestyle
- 4. a. unemployed (l. 1) b. tramps (l. 6) c. vegan (l. 8) d. landfill sites (l. 12) e. edible (l. 12).
- 5. a. popular (l. 14) b. regularly (l. 14) c. destruction (l. 18) d. spoiled (l. 22).
- 6. a. Freegans are not unemployed people. b. Freeganism aims to reduce the impact of consumer choices and lessen the waste produced. It is a reaction to waste/pollution. c. Most of the food sent to landfills is good and edible. d. There is so much waste that it is easy to live this way without getting hungry. e. Besides food, freegans also find designer clothes, stereos and computers. f. Freeganism started in the USA but has now gained devotees in England too.
- 7. a. (...) they are neither homeless nor unemployed people. b. (...) scavenge in bins. c. (...) they can reduce the impact of waste on the environment. d. (...) the event that consists in freegans meeting up and hunting through the bins together. e. (...) used to be a security guard. f. (...) that discarded food makes people ill.

1 Living in an English-speaking country

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Listen to some British teenagers' opinions on what British teens love about America.

1.1 Complete the chart with the missing information.

Teenager	Craig	Marlon	Barbara	Nell
Favourite things about America	American high schools			
Reasons	They have football games and no uniforms			

2. Listen to a radio news bulletin on stereotypes about the British.

2.1 Write the missing information.

Brits drink tea all the time

We consume around 2.3 kg of tea per person each year. That doesn't mean you'll **a.** _____, though: global coffee chains and fruit/herbal/green teas are available everywhere.



Brits will form a queue in any situation

If standing in line was an Olympic sport, Great Britain would take gold, silver and bronze. We queue politely at bus stops and airports, in shops, and even at bars. No, **b.** _____, but we all know in which order we arrived.

Brits have bad teeth

OK, **c.** _____, but there's nothing wrong with UK dentists. You can trust them. Hey – why are you looking away when we smile? Oh, don't cry...

Brits are reserved

Britons, it is generally agreed, are reserved. In foreign parts this tends to translate as "snooty". But in fact we're just quite **d.** _____ for our presence.

Brits eat bland food

People say that the Brits cannot cook, but they are wrong: we have perfected the art of stodge. Our history of invading more interesting countries means **e.** _____. You'll easily find a French bistro, Lebanese souk or Japanese sushi bar.

www.independent.co.uk (abridged and adapted)
accessed in January 2014

2 Coping with diversity

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Listen to the song by Michael Jackson.

1.1 Write the missing words.

They don't care about us

Beat me, hate me
You can never **a.** _____
Will me, thrill me
You can never **b.** _____
5 Jew me, sue me
Everybody do me
Kick me, **c.** _____
Don't you black or white me

[Chorus]

10 All I wanna say is that
They don't really care about us
All I wanna say is that
They don't really care about us

d. _____ has become of my life
15 I have a wife and two children who love me
e. _____ of
police brutality, now
I'm tired of bein' the victim of hate
You're rippin' me off my pride
20 Oh, for God's sake



I look to heaven to
f. _____
Set me free

Skin head, dead head
25 Everybody **g.** _____
Trepidation, speculation
Everybody allegation
In the suite, on the news
Everybody **h.** _____
30 Black male, black mail
Throw your brother in jail
[Chorus]

www.azlyrics.com
accessed in January 2014.

2. The following people have been discriminated against for different reasons.

2.1 Listen to their stories and complete the table with the missing information.

Speaker	Lee Kingsberry	Haruko Saeki	Anita Reno	Nora Smith
Type of discrimination				
What happened				

3 Helping out

Unit 1

Name _____ No. _____ Class _____ Date _____

Turning caterpillars into butterflies

Dreams and ambitions are showing that regardless of how less fortunate people are, with a little support everyone has the potential to reach their goals and aspirations. This is the story of how one good deed can impact on hundreds of incredible lives for the better.



1. Listen to Maria Conceição's story (part 1) and decide whether these statements are True (T) or False (F).

- a. Maria Conceição is from Portugal.
- b. She was still very young when her mother hired Cristina to look after her.
- c. Cristina Matos was Maria's mother's sister.
- d. Cristina lived together with her husband and six children.
- e. The African woman agreed to look after Maria, because she knew that the girl's mother had a very serious disease.
- f. Maria spent some time in Europe before living in the United Arab Emirates (UAE).

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

2. Complete the sentences while listening to part 2.

In 2003 Maria worked as a **a.** _____ in the **b.** _____.

When flying to Bangladesh Maria saw the **c.** _____. A reality that contrasted with the life of **d.** _____.

Since she couldn't forget what she saw, when she returned to Bangladesh she decided to **e.** _____.

In 2005 Maria initiated a **f.** _____ which aimed to help many families in Bangladesh.

In 2009 Maria started many **g.** _____ based on the creation of links which **h.** _____ that **i.** _____.

3. Listen to a text on the Maria Cristina Foundation.

3.1 Underline 11 wrong words and write the correct ones.

The Maria Cristina Foundation claims to unlock and maximize human potential in developing countries and open another road, a road less travelled, harder, more challenging, the road to growth, prosperity and independence by fighting poverty. MCF is a call for distraction to solve root problems.

- 5 Maria is known for being a pioneer. In 2010, she brought a group of slum-dwelling children to study in The United Arab Emirates (UAE). She demotes herself completely to the ongoing challenge of paying for their education and developing the foundation to benefit the slum dealers of Dhaka.

- 10 She generally spends many hours in meetings to secure sponsorships from local donors, and can also be found at one of many flee markets, selling clothes to raise much-needed funds. Maria has organised and left many fundraising initiatives over the years to raise funds and alertness for her humanitarian objects and to date her efforts have helped hundreds of destitute families and children. Maria believes in pulling boundaries.

www.facebook.com
accessed in January 2014

4. Listen to the statements of some people Maria helped.

4.1 Tick (✓) who says what.

	Rabin	Abdul	Rubel	Mohammad	Mir
a. He/She didn't study for family reasons					
b. He/She doesn't live with his/her family					
c. He/She gained the ability to dream because of Maria and the MCF					
d. He/She knows what to do in the future					
e. He/She has found a better job and can help with his/her family					

4 Choosing a life path

Unit 2

Name _____ No. _____ Class _____ Date _____

1. Listen to a text about universities in the UK (part 1) and choose the correct option.

1.1 Every year in order to attend university British students have to

- a. study very hard.
- b. pay huge sums of money.
- c. sell their belongings

1.2 Some UK universities demand their students to pay

- a. an education plea.
- c. interest.
- d. tuition fees.

1.3 If students want to get a degree they may have to ask for

- a. a loan.
- b. credit.
- c. debt.

1.4 Earning more than £15,000 a year means that the Government gets repayment

- a. every week.
- b. every year.
- c. every thirty days.

1.5 British companies give priority to candidates who have

- a. work knowledge.
- b. qualifications.
- c. lots of money.



2. Listen to part 2 and answer the questions.

2.1 How do some British students expect to get their money to attend university?

2.2 Why is it easier for students from other countries to study in the UK?

2.3 Which students are first selected to enter universities?

2.4 What do some British people fear?

**3. You are going to listen to a song by Jessie J.
Before you listen, say:**

- a. who Jessie J. is;
- b. what you know about her.

3.1 Read the title of the song and say what you think the lyrics may be about.

3.2 Listen to the song and fill in the gaps.

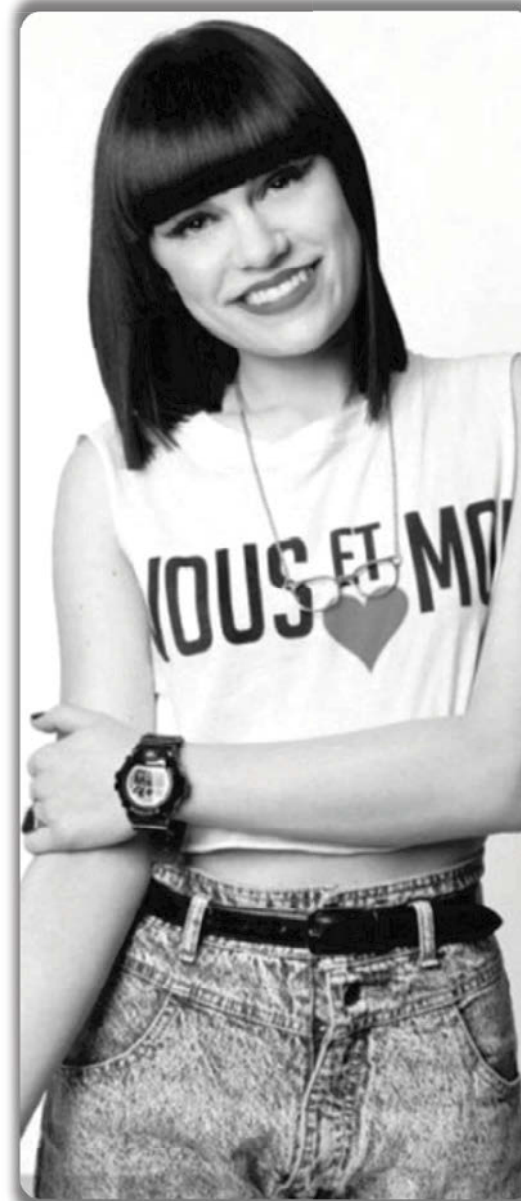
Sometimes dreams come true

- When I was little,
I'd sing in my **a.** _____ all day long
Dressed up with lipstick,
I'd **b.** _____ and dance to a Whitney-song, yeah
- 5 I watched the Grammys
Imagined them calling out my name
Dreaming I was **c.** _____,
Like me and Prince on "Purple Rain"
- 10 Wanted to be the "it" **d.** _____
On the cover of the *Rolling Stones*
Flying all around the world
Hear my songs on the radio
Hittin' double Platinum,
- 15 selling out **e.** _____ everywhere I go
My face on a thousand **f.** _____ ,
Trafalgar Square to Tokyo

[Chorus]

- 20 Yeah, yeah, wrote it in a misspelled **g.** _____
Yeah, yeah, I cut my hair and I dyed it **h.** _____
Yeah, yeah, sang a thousands "I Love You's"
Did what I had to do, somehow I knew
If you believe in you
- 25 Sometimes dreams come true, yeah yeah
Sometimes dreams come true, yeah yeah

- I found YouTube, and YouTube found me, yeah
I made fans from **i.** _____ , all the way to Tennessee, yeah
Looks like I started a party in the **j.** _____
- 30 Just a little girl with big dreams
She's still rappin' for the UK



www.metrolyrics.com (abridged and adapted)
accessed in January 2014

3.3 Were your expectations about the theme of the song right?

5 The changing world of work

Unit 2

Name _____ No. _____ Class _____ Date _____

1. Listen to what six young people have to say about the advantages and disadvantages of virtual workplaces and identify who says what.

	Burton	Chane	Matthew	Tess	Samuel	Kelly
a. Software and hardware malfunctions may jeopardise the work.						
b. Workers feel much better due to healthier living habits.						
c. Energy consumption suffers great reduction.						
d. Productivity increases among workers.						
e. It's difficult to interpret and use body language.						
f. Virtual workplaces deviate people's attention when working.						
g. It gives people with physical limitations a chance to work.						
h. Telecommuters may skip their chances to be promoted.						
i. Employers won't easily control their workers' performance.						
j. Virtual working places have environmental benefits too.						
k. Direct face-to-face interaction decreases.						
l. Telecommuting doesn't allow workers to know what is going on inside the company.						
m. Virtual workplaces decrease levels of productivity.						
n. Companies' private data security is constantly threatened.						
o. People will keep on working even when they feel sick or the weather is horrible.						

2. Listen to a text about telcommuting and teleworking. Underline 9 wrong words and write the correct ones.

The terms "telecommuting" and "teleworking" are somewhat exchangeable. "Teleworking" is probably a more approximate description of what actually incurs, but "telecommuting" continues to be the more commonly used perm. Telecommuting is a work created by Dr. Jack M. Nilles when he was director of Information Technology at the University of Southern California. Telecommuting is defined as an alternative way of accomplishing work tasks while at the same time dividing a variety of benefits to organisations, associations, communities, and the environment. Telecommuting refaces the traditional workplace via telephones, computers, and other telecommunications equipment at off-side locations.

<http://edis.ifas.ufl.edu>
accessed in January 2014

6 Searching for a job

Unit 2

Name _____ No. _____ Class _____ Date _____

1. You're going to listen to Luke talking about his experience during a job interview. He had applied for a position as a reporter for a daily newspaper in the United States. However, he failed the interview.

1.1 Listen to the first part of his account on what happened and answer the following questions.

a. Who was asking the questions?

b. How did he know the interviewer had lost interest in him?

c. Was he feeling comfortable?

d. Why did he want this job so much?

e. What type of questions had he prepared?

f. What type of questions had he failed to prepare?

g. Why didn't he have good questions to ask?

h. Why is it important for candidates to think carefully about the questions they wish to ask during an interview?



2. Listen to the second part of Luke's account.

2.1 Choose the correct option to complete the text.

But I learned my lesson

About a month after my **a. worst / work** interview, I got another shot **b. with / in** a different newspaper. I was still **c. despairing / desperate** to get a job, but I didn't bring that desperation into the interview. Instead, I focused on the paper's need for a reporter, how I **d. would / could** fill that need and why I thought this particular paper was a good **e. hit / fit** for me.

I spent hours researching the paper **f. before / for** the interview and was able to speak knowledgeably about its coverage and how I could contribute to it. And I had plenty of good questions about what my job would **g. enclose / entail**, the editorial **h. dimension / direction** of the paper, circulation numbers, the effect of internet news sources on the print edition. **i. Few / A few** hours after the interview, I got a call from the editor. The job was mine.

<http://jobs.aol.com> (adapted)
accessed in November 2013

7 The age of consumerism

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Listen to Jane Velez-Mitchell, an American television journalist, and a well-known voice on addictions, talking about her own experience.

1.1 Answer the questions.

a. What changed in her life after the phone call?

b. What kind of things did she put in her suitcases?

c. Who travelled with her?

d. Where did they have to go before leaving?

e. Where would she live in New York?

f. What was she shocked about?

g. What were the only things she needed in order to feel comfortable?

h. What did she learn in the end?



2. Listen to the second part of the text.

2.1 Identify and correct the 10 wrong words.

The whole experience led me to question my old assumptions about what I “needed” to have. Circumstances had forced me to leave most of my stuff behind, and something magical happened. With less stuff, I began feeling more “relieved”. I felt freer, more mobile, more independent, less worried by the responsibility of taking
5 care of possessions. I had long suspected there was an addictive component to all the stuff I had stored over the course of my life: golf clubs that I never used, exercise equipment, and dozens of knick-knacks that started out as decorations and ended up as rubbish. This experience of suddenly getting rid of stuff seemed to confirm my theory that we can become addicted to materialism. Millions of people are coming to
10 the same conclusion.

Jane Velez-Mitchell and Sandra Mohr, *Addict Nation: An intervention for America*, Health Communication Inc, 2011

8 The role of advertising

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Listen to a piece of news on Coca-Cola addressing obesity in TV adverts and complete the sentences.

- a. The fizzy industry has recently been criticised because _____.
- b. Coca-Cola has launched a 2-minute commercial promising to _____ and raise awareness _____.
- c. In the ad Coca-Cola offers _____, _____ and _____.
- d. It even highlights the idea that you will get fatter _____.
- e. In another ad, the fizzy drink giant suggests activities _____.
- f. Since 1998, the consumption _____.



2. Listen to a short piece of radio news and insert the missing words.

Chok! Chok! Chok! Coke's interactive TV-mobile – gaming promotion!

- Coke a. _____ a campaign in Hong Kong that successfully combines the reach of TV with the engagement of mobile b. _____ a true phenomenon across the region. With traditional TV viewing on the decline among teens, the challenge for advertising agency McCann Erickson, was how c. _____ a traditional TV ad so that it would appeal to a teen audience.
- For years, people around the world d. _____ to interacting with Coke campaigns in the exact same way: buy a Coke, pull open the cap, and see what prizes are printed inside. But now, in Hong Kong, e. _____ using the mobile phone.
- “CHOK!” is a current slang term in use by Hong Kong teens that means a sudden, rapid motion. McCann created a mobile app that would literally let consumers “catch” Coke bottle caps that f. _____ on a Coke TV ad.
- When the ad aired each night, people would take their mobile phones and shake them at the TV as the bottle caps were shown. The phone would then indicate that some bottle caps had been “caught”, and the person could g. _____ if they had won prizes such as mobile games, discounts, or other virtual collectibles.
- This was quickly h. _____ by the teens in Hong Kong, and it became the most-watched Coke ad in Hong Kong history!



www.mobiadnews.com (adapted)
accessed in January 2014

9 The ethical consumer

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Listen to an article about Tanzania's child gold miners who risk injury and abuse in order to support their families.

1.1 While listening to Part 1 of the article tick (✓) the statements/ideas that you hear.

- ☐ a. The Human Rights Watch organisation wrote an article about child labour in mining.
- ☐ b. The article had a great impact on people and was able to minimize some of the risks these children have to cope with.
- ☐ c. Tanzanian girls do not work in gold mines.
- ☐ d. Although the Tanzanian legal system forbids child labour, there is a lot of child exploitation going on.
- ☐ e. Children are expected to work during long hours in dangerous conditions.
- ☐ f. They have medical support once a week.
- ☐ g. These working children risk their lives.
- ☐ h. They are exposed to harmful substances.
- ☐ i. Each child wears a mask and gloves.

1.2 Now listen to part 2 and make notes on the following:

a. the amount of people interviewed last year by HRW;

b. the number of children working in gold mines;

c. who normally controls these illegal mines;

d. other areas where children also work;

e. health injuries that victimise children working in goldmines;

f. further problems these children have to deal with.



2. You are going to read and listen to a poem by William Blake, an English poet of the Romantic Age.

2.1 Bearing in mind that the poem was first published in the late 18th Century, say what you think the poem may be about.

2.2 Listen to the poem and, as you listen, find the ten mistakes and correct them.

The chimney sweeper

When my mother died I was very small,
And my father sold me while yet my tongue
Could hardly cry "weep! weep! weep! weep!"
So your chimneys I sweep and in soot I sleep.

- 5 There's little Tom Dacre, who cried when his hair
That curled like a lamb's back, was shaved, so I said,
"Hush, Tom, never mind it, for when your head's bare,
You know that the soot cannot spoil your white hair."

- And so he was quiet, and that very night,
10 As Tom was a-sleeping he had such a sight:
That thousands of sweepers, Dick, Joe, Ned, and Jack,
Were all of them locked up in coffins of black,

- And by came an angel who had a bright key,
And he opened the coffins and set them all free;
15 Then down a green plain leaping, laughing they run,
And splash in a river and shine in the sun.

- Then naked and white, all their bags left behind,
They rise upon clouds, and sport in the wind.
And the Angel told Tom, if he'd be a good boy,
20 He'd have God for his father and never want toy.

And so Tom awoke, and we rose in the dark,
And got with our bags and our brushes to work.
Though the morning was cold, Tom was happy and warm.
So if all do their duty, they need not fear harm.



William Blake, *Songs of Innocence and of Experience*,
Oxford Student Texts, OUP, Oxford, 1990

2.3 Were your predictions about the poem right?

3. Now listen to a song by Katie Melua and complete the lyrics with the missing words.

If you were a sailboat

- If you were a cowboy
I **a.** _____,
If you were a piece of wood
I'd **b.** _____.
- 5 If you were a sailboat
I would sail you to the shore.
If you were a river
I would **c.** _____,
If you were a house
- 10 I **d.** _____.
If you were a preacher
I'd begin to change my ways.
- Sometimes **e.** _____,
But the chances we create,
15 Always seem to **f.** _____.
You took a chance on loving me,
I took a chance on loving you.
- If I was in jail
I know you'd spring me
20 If I was a telephone
g. _____.
If I was in pain
I know you'd sing me soothing songs.

<http://www.azlyrics.com>
accessed in February 2014



10 Global environmental threats

Unit 4

Name _____ No. _____ Class _____ Date _____

1. You are going to listen to a description of a journey to Africa.

1.1 Take notes on the following.

- a. Endangered animal they want to study. _____
- b. How many still exist. _____
- c. Which percentage lives in Uganda's Great Impenetrable Forest. _____
- d. When they left for the expedition. _____
- e. The guide's name. _____
- f. The instrument he used to penetrate the forest. _____
- g. Where and when this expedition had been planned. _____
- h. How long it took him to get to Kampala. _____
- i. How he got to Bwindi, Uganda. _____
- j. The family group they were tracking. _____
- k. How much vegetation an adult eats every day. _____
- l. The number of people in the expedition. _____

2. Before you listen, decide what sort of information you need in each space (a person, a number, an adjective, a verb ...).

2.1 Listen to part 2 and fill in the blanks with the missing words/expressions.

2.2 Listen again and check if your predictions were right.

We follow him along a little **a.** _____, all the time hearing the crack and splinter of **b.** _____ ahead as the family takes a late lunch. Two **c.** _____ are playing under a tree. The silverback who leads this group **d.** _____ past them, listens for a moment to Caleb's grunts and disappears into the darkness of the forest. All around we can see the black eyes of the rest of his family **e.** _____ at us through the low branches. No one feels any fear, just a pinch-yourself kind of strangeness.

I **f.** _____ two metres from a mother **g.** _____ is breaking branches for her **h.** _____ to chew.

If this remote corner of **i.** _____ had only gorillas, the all-day road trip would still be worth the pain (you can fly, but you would miss some of the sights – schoolchildren in **j.** _____ bright uniforms, feats of balance performed by people carrying **k.** _____ on bicycles). As it is, gorillas are just the beginning.



www.theguardian.com
accessed in January 2014

11 Overpopulation and sustainable development

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Listen to a text about Genetically Modified (GM) food and choose the correct option.

1.1 The prince of England is

- a. for GM food. b. against GM food. c. indifferent to GM food.

1.2 The reduction of insecticides and multiple sprays of fungicide has been of

- a. 20,000 tones. b. 200,000 tones. c. 20,000,000 tones.

1.3 GM increases production by using

- a. more resources and chemicals.
b. fewer resources but more chemicals.
c. fewer resources and chemicals.

1.4 Each year the number of children dying from vitamin A deficiency is

- a. 617,000. b. 607,000. c. 670,000.

1.5 GM crops have already been around for

- a. 30 years. b. 13 years. c. 3 years.

1.6 Scientists believe that by 2050 the production of world food will have to be

- a. twice as much. b. 50% more. c. less than 2%.

2. Listen to a text about GM food from the farmers' point of view, identify 11 wrong words and replace them by the correct ones.

Farmers don't see GM as a priority

Even amongst farmers who would like to use GM technology there is a doubt about how much they would profit.

They ranked farmers at the bottom of the list of who will gain most and consumers only slightly above them. Seed and agrochemical companies are seen as the prime beneficiaries,

5 followed by research bodies and cattle-breeding companies.

52% felt that to date the technology had over-promised and under-delivered and there remains a scepticism and concern about the way GM technology is controlled by multinational corporations. 63% of respondents thought it was right for government to be promising the adoption of GM, while 34% thought they shouldn't.

10 But GM was not considered to be a minority for government food policy. Respondents placed reducing waste across the food supply chain as the number one priority, with educating farmers in developing countries on agronomic best practice as number two.

<http://www.gmwatch.org>
accessed in January

12 Towards a greener planet

Unit 4

Name _____ No. _____ Class _____ Date _____

Meet Liz Scarff, a journalist who has decided to live as a freegan for three days.

1. Listen to part 1 (Monday) and decide whether the statements are True (T) or False (F).

Correct the false ones.

- a. It's quite easy to have access to Marks & Spencer and Morrisons' bins.
- b. People who walked by thought that Liz was homeless and felt sorry for her.
- c. The food she found was completely rotten.
- d. Liz felt perfectly well with what she was doing.
- e. The first day of her adventure ended up being a success.

T F

T F

T F

T F

T F



2. Listen to part 2 (Tuesday) and complete the sentences accordingly.

- a. On Tuesday morning Liz felt _____
- b. For breakfast she ate _____
- c. The second time they rummaged for food they found lots of vegetables and fruit, such as _____
- d. Liz can't understand why _____
- e. In Britain 4 million people _____
- f. Liz and Dave couldn't find anything at _____
- g. The dinner would be _____

3. Listen to part 3 (Wednesday) and circle the correct option.

The only downside of being a freegan is that you can't **a. plant / plan** what you are going to eat. Today, after a breakfast of melon, we head off to check out the bins in the vegetable **b. market / packet**, which are malodorous compared with the supermarket **c. reuse / refuse**. I procure my first freegan **d. lamp/lamb** and, inspired by Ash's MP3 **e. delivery / discovery**, Dave wants to check the back of some electrical shops. Again, we find enough food to **f. dime / dine** like kings: sausages, **g. beans/greens**, swede, fennel cooked with lemon and roasted onion. Although three days is a short time to live as a freegan, I've already got a much better **h. sense / tense** of how much food is unnecessarily condemned to landfill. I'm **i. tempted / attempted** to continue with my freegan lifestyle. After all, the food we found, after a good **j. watch / wash**, was no different to buying it in the shop. Except, of course, it was free.

Answer key – Listening activities

Listening 1 (p. 57)

CD 2 – tracks 26-27

1.1

Marlon: accents; their diversity.

Barbara: weather; wear shorts in summer rather than jeans.

Nell: candy; variety and addicting flavours.

2.1 a. struggle if you don't like it **b.** we're not standing in line at the bar **c.** compared to Californians, we have bad teeth **d.** shy, almost apologetic **e.** our restaurants are cosmopolitan.

Listening 2 (p. 58)

CD 2 – tracks 28-29

1.1 a. break me **b.** kill me **c.** kike me **d.** Tell me what **e.** I am the victim **f.** fulfil its prophecy **g.** gone bad **h.** dog food.

2.1 Lee: Discrimination against the disabled; someone on the phone of a telephone company started laughing at him.

Haruko: Discrimination against immigrants; he works in a Sushi restaurant and other workers tease him for being Japanese.

Anita: Racial discrimination; In a job interview, her husband failed the drug test but they don't use drugs.

Nora: Religious discrimination; she was denied apartment rental after the landlady found out about her religion.

Listening 3 (p. 59)

CD 2 – tracks 30-33

1. a. T **b.** F **c.** F **d.** F **e.** F **f.** T.

2. a. flight attendant **b.** United Arab Emirates (UAE) **c.** extreme poverty of the slums **d.** luxury in Dubai **e.** help the impoverished community **f.** charity project **g.** individual projects **h.** allow to control events **i.** lead towards poverty.

3.1 claims – aims; challenging – demanding; fighting – struggling; distraction – action; demotes – devotes; dealers – dwellers; flee – flea; left – led; alertness – awareness; objects – projects; pulling – pushing.

4.1 a. Rabin **b.** Mir **c.** Rubel **d.** Mohammad **e.** Abdul.

Listening 4 (p. 61)

CD 2 – tracks 34-36

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

2.1 They try to get a loan or find a part-time job or summer job.

2.2 It's easier for students from other countries to study in the UK because the value of British pound has fallen.

2.3 Rich international students are.

2.4 They fear that there won't be any university places left for British students.

3. a Jessie J. is an English singer and songwriter.

b. when she was a little girl, she was fragile because she had a heart condition but she grew up to become a famous singer.

3.1 The song is about her dreams of becoming a famous singer.

3.2 hairbrush b. mime **c.** famous **d.** girl **e.** shows **f.** billboards **g.** tattoo **h.** blue **i.** London **j.** USA.

Listening 5 (p. 63)

CD 3 – tracks 1-2

1. Burton: c, d, j **Shane:** a, k **Matthew:** e, h, k, l **Tess:** b, o **Samuel:** g **Kelly:** f, m, n.

2. exchangeable – interchangeable; approximate – accurate; incurs – occurs; perm – term; work – word; dividing – providing; associations – associates; refaces – replaces; off-side – off-site.

Listening 6 (p. 64)

CD 3 – tracks 3-4

1.1

a. The managing editor was.

b. He put his feet on the table and ate his lunch.

c. No. Desperate.

d. He wanted a full-time job.

e. He had prepared questions about personal and professional experience.

f. He failed to prepare questions about why he wanted that particular job.

g. He hadn't done research about the newspaper.

h. It's important because they show how curious, interested and knowledgeable they are.

2.1 a. worst **b.** with **c.** desperate **d.** could **e.** fit **f.** for **g.** entail **h.** direction **i.** A few.

Listening 7 (p. 65)

CD 3 – tracks 5-6

1.1

a. She was offered a job in New York.

b. Clothes, gadgets, personal papers and makeup.

c. Her two dogs.

d. To the vet.

e. At her mom's.

f. She didn't miss the stuff she had left home.

g. Music, internet and books.

h. She learned that a home is made of sensations, feelings and the people and animals we love.

2.1

The – This; have – own; stuff – possessions; relieved – right-sized; worried – distracted; stored – accumulated; rubbish – clutter; getting rid of – unloading; theory – hypothesis; coming – getting.

Listening 8 (p. 66)

CD 3 – tracks 7-8

1. a. fizzy drinks cause obesity **b.** make low-calorie drinks; for obesity **c.** small portion sizes, better taste; low-calorie sweeteners **d.** if you drink more calories than you burn out **e.** that help burning off the 140 calories in a can of Coke **f.** of fizzy drinks has declined steadily.

2. a. has run **b.** to create **c.** to transform **d.** have been used **e.** this happens **f.** were shown **g.** check to see **h.** taken up.

Listening 9 (p. 67)

CD 3 – tracks 9-12

1.1 b; c; f; i.

1.2 a. More than 200 people;

b. Thousands;

c. Land owners or a prominent community member;

d. Agriculture, domestic work and fishing;

e. Fatigue, headaches, muscular pain, blistering and swelling, respiratory diseases, musculoskeletal problems and mercury poisoning;

f. Sexual exploitation and abuse. Child labour in artisanal mining also affects school attendance and performance and can cause children to drop out of school entirely.

2.1 The poem is probably about a young boy who has to clean chimneys.

Note: In England, in the late 18th century and the 19th century boys were sold to clean chimneys at the age of four or five, due to their small size.

2.2 small (l. 1) – young; hardly (l. 3) – scarcely; hair (l. 5) – head; saved (l. 6) – shaved; wait (l. 8) – white; side (l. 10) – sight; braid (l. 13) – bright; splash (l. 16) – wash; toy (l. 20) – joy; veer (l. 24) – fear.

3. a. would trail you b. nail you to the floor c. swim you d. would live in you all my days e. I believe in fate f. ring more true g. You'd ring me all day long.

Listening 10 (p. 70)

CD 3 – tracks 13-14

1.1

a. Gorilla b. 600 c. 50% d. in the morning e. Caleb f. a machete g. London, 48 hours before h. an overnight i. plane and car j. group H k. 30 kg l. 8.

2..a. path b. vegetation c. youngsters d. wanders e. gazing f. squat about g. who h. baby son i. Uganda j. impossibly k. bananas.

Listening 11 (p. 71)

CD 3 – tracks 15-16

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

2. profit – benefit; cotton – bottom; grain – gain; prime – primary; cattle – livestock; data – date; why – way; promising – promoting; minority – priority; police – policy; shine – chain.

Listening 12 (p. 72)

CD 3 – tracks 17-18

1. a. F – They have their bins locked away.

b. T.

c. F – The food was in good condition and was, therefore, eatable.

d. F – She felt very embarrassed with the whole situation.

e. T.

2. a. good.

b. avocado and bread.

c. potatoes, cauliflower, spring greens, peppers, melon and some salad.

d. the spring greens had been thrown away because they looked perfect.

e. can't afford a healthy diet.

f. bakeries and patisseries.

g. spicy noodles soup with green peppers, carrots and cabbage.

3. a. plan b. market c. refuse d. lamp e. discovery f. dine

g. greens h. sense i. tempted j. wash.

1 Discrimination

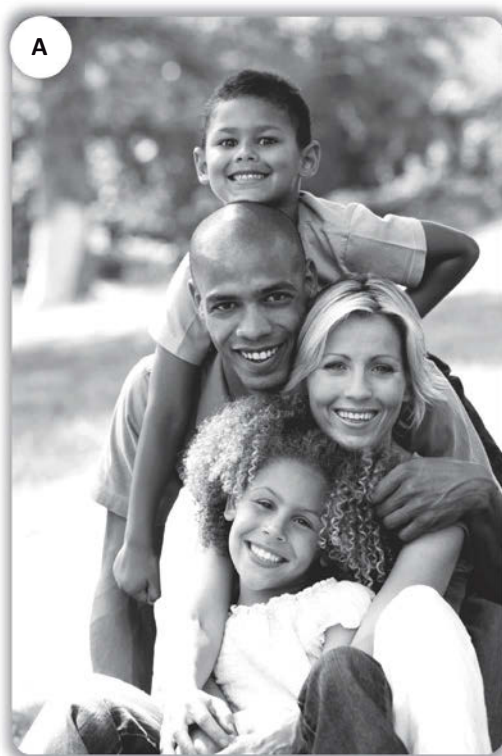
Unit 1

Name _____ No. _____ Class _____ Date _____

Part I

Look at the following pictures and do the tasks.

1. Describe them.
2. What do they have in common?
3. How are the families shown here different?
4. What type of non-traditional families are there in society today?
5. What kind of problems do families face nowadays? Why is this, do you think?



Part II

In four minutes, discuss the following with your partner.

1. Which of the above families might be looked down on? Explain.
2. How can governments ensure that people do not discriminate against so-called “non-traditional” family units?
3. What are the advantages of multicultural societies?
4. Which social groups are more discriminated against by society? Explain.

2 The world of work

Unit 2

Name _____ No. _____ Class _____ Date _____

Part I

Look at the following pictures and say:

- a. what these professions are;
- b. what their job involves;
- c. what challenges they face in their jobs;
- d. why they are important to society at large;
- e. which of them are more essential for the society to function well and why.



Part II

In four minutes, discuss the following with your partner.

- 1. Do you think the professions above will be as important in the future as they are now? Why? Why not?
- 2. What personal skills make some people more successful than others?
- 3. Is making money the most important aspect of a job, do you think? Why? Why not?
- 4. Do you believe in the idea of a “job for life”? Why/Why not?

3 Consumerism

Unit 3

Name _____ No. _____ Class _____ Date _____

Part I

Choose the Christmas gift you would buy to give the people below and explain your reasons.

- a. yourself
- b. your boyfriend/girlfriend
- c. your best friend
- d. your mother
- e. your brother
- f. your grandfather
- g. your old nanny



Part II

In four minutes, discuss what the safest way of paying for something is. Give reasons for and against.

- a. Writing a cheque.
- b. Using cash.
- c. Using a debit card / credit card.
- d. Using online banking.

4 The world around us

Unit 4

Name _____ No. _____ Class _____ Date _____

Part I

Look at the pictures.

- Identify the environmental problem in each photo.
- Identify their possible causes and consequences.
- Explain how they affect our lives.
- Say which one poses the greatest risk to people's lives nowadays and in the future.



Part II

In four minutes, discuss with your partner the best way to end starvation in Africa.

- Increasing the production of GM foods.
- Asking for online donations to train and support farmers.
- Asking social media to raise awareness of the problem.
- Providing food to pregnant or breast-feeding women.

Evaluation grid for Oral group presentation

Topic: _____ Date _____

Students: _____ / _____ / _____
 _____ / _____ / _____

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

Evaluation grid for Role-play

Name _____ No. _____ Class _____ Date _____

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

Evaluation grid for Individual oral tests

[illegible]

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

Teacher's notes

1 Descriptive report

Unit 1

Name _____ No. _____ Class _____ Date _____

You and your best friend have decided to spend a month in an English-speaking country to learn more about its culture, customs and lifestyle. Now you're back in your country.

Write a **descriptive report** telling us about the place/city you went to. Refer to location, size, population, language, entertainment, way of life, habits...

	Title Identification: – Identify the place/city that is going to be described. – Include a general impression or comment about it. Description: – Write different paragraphs including the following types of information: location, size, population, language, entertainment, way of life, habits...
-------------	--

Unit 1

Name _____ No. _____ Class _____ Date _____

Imagine that you have witnessed a discrimination situation in a public place (on the grounds of race or age, looks, gender...)

Write a **recount** telling us how everything happened, referring to your feelings and reactions to the story.

[illegible]

Unit 2

Everyone needs a job or a career to feel passionate about. Passion is the context in which success takes place. It's always a smart idea to choose a career that perfectly matches your brain style, talents, skills and interests.

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

Unit 2

Where do you stand? Should you concentrate exclusively on studying or start early working on promoting yourself? Write an **argumentative text** discussing the two perspectives.

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Unit 3

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

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

Unit 3

Name _____ No. _____ Class _____ Date _____

Advertising is everywhere. It's impossible to ignore it and get away from its influence in our lives. Why does advertising have such a great impact among people of all ages? Write an **explanation** text in which you give reasons for the phenomenon.

	Title
	Event: – State the event being explained in a paragraph or in a single sentence.
	Explanation: – Explain the multiple causes of the event identified above, in separate paragraphs.

Unit 4

Name _____ No. _____ Class _____ Date _____

You want to produce a leaflet to teach people how to save energy at home. You want to organise your instructions in two different lists: dos and don'ts.

Write a **procedure** giving simple instructions on how to act if you want to save energy at home.

	Title
	Identification: - Identify the issue you are going to present instructions for so that people achieve a certain goal: save energy.
	List of instructions: - List the instructions about what to do to achieve the goal in separate sentences. - List the instructions about what not to do to achieve the goal in separate sentences.
	Don't forget: - Use the imperative form. - Be objective. - Write short, clear sentences.

For written texts

[illegible]

Teacher's notes

Present tenses

Name _____ No. _____ Class _____ Date _____

1. Look at the pictures and write sentences with the information given. Use the present simple or the present continuous.



a. Lisa / wait / for her flight



b. at the moment / people / check in



c. every day / Mr Lewis / control / passports



d. Carol / usually / explain / safety procedures / to the passengers



e. Mary / sometimes help / passengers with their luggage



f. our plane / take off / right now



g. Susan / normally / give out / meals during the flight



h. Mr and Mrs Smith / ask / for information



i. Paul / collect / his luggage

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

Past tenses

Name _____ No. _____ Class _____ Date _____

1. Read the sentences and identify the verb tense(s) being used.

Past simple (PS) Past continuous (PC) Present perfect simple (PrPS)

Past perfect simple (PaPS)

- a. Francis and Derik went to New Zealand last summer. _____
- b. Before he booked the flight, he had compared the ticket prices. _____
- c. Helen was posting a comment when the lights went off. _____
- d. Have you ever met a multicultural family? _____
- e. Rafael was very tired because he had visited many exhibitions. _____

2. Complete the sentences using the time expressions below.

while when last year since ever before after

- a. Paul and Fernando were walking down the street _____ they saw an Indian group singing.
- b. Did you know that Rick went to Liverpool _____?
- c. The Smiths have been living in Dublin _____ 1998.
- d. Patrick and Doris went to school _____ they had been to the library to collect material on multicultural societies.
- e. Lucy had done some research on the host country _____ she decided to take part in the exchange programme.
- f. _____ Samantha was packing, her parents were getting the car ready to leave.
- g. Have you _____ heard about anti-racial organisations?

3. Fill in the gaps with the correct past tense of the verbs in brackets.

- a. Two years ago Martin _____ (meet) a mixed race family who _____ (live) in Liverpool for almost four years.
- b. The host family _____ (be) quite excited to meet the new English student so they _____ (buy) him a present before they _____ (pick) him up at the airport.
- c. Kinsley _____ (look) really tired this afternoon. She _____ (prepare) the room for the Erasmus student the whole morning.



Pronouns and determiners

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences with the words given.

SHE, HER or HERS

Doris is my best friend. **a.** _____ mother is Spanish and **b.** _____ father is Greek.
c. _____ loves to visit **d.** _____ grandparents during summer holidays. Doris believes that **e.** _____ is the best family in the world.

I, MY, ME or MINE

Look at **f.** _____. **g.** _____ am very happy to be the child of a multicultural family. Some of **h.** _____ friends don't believe in **i.** _____ when **j.** _____ tell them that **k.** _____ father is Angolan and **l.** _____ mother is Chinese. Some people think that their families are more "normal" than **m.** _____ because they are monocultural. **n.** _____ don't agree with them.

THEY, THEIR, THEM or THEIRS

Meet the Hungs, a Chinese family. This house is **o.** _____. It's beautiful and **p.** _____ have decorated it with an Oriental design. **q.** _____ children are my friends. I really like **r.** _____ a lot.

2. Replace the underlined words with a suitable pronoun or determiner.

- a.** Simon and Francis's parents are from different countries.
_____ parents are from different countries.
- b.** Whose suitcase is this? It's Mary and Gabriel's.
It's _____.
- c.** Emma takes part in a student exchange programme.
_____ takes part in a student exchange programme.
- d.** What's Mike's address?
What's _____ address?
- e.** Look at Tom and Kate.
Look at _____.
- f.** I really hate this place.
I really hate _____.
- g.** This house is Patrick's.
This house is _____.
- h.** Most of my friends and my sister's live in Brooklyn.
Most of _____ friends live in Brooklyn.



Double comparative

Name _____ No. _____ Class _____ Date _____

1. Match the beginning of the sentences with the corresponding ending.

- | | |
|---|---|
| a. Because of unemployment, people's lives are | 1. faster and faster. |
| b. Now that she speaks English, her adaptation is getting | 2. more and more diverse. |
| c. Immigration is growing | 3. more and more just. |
| d. Multicultural families are | 4. more and more tolerant towards cultural differences. |
| e. Thanks to multiculturalism our culture is getting | 5. more and more common. |
| f. People are becoming | 6. more and more difficult. |
| g. The world debate on discrimination is getting | 7. more and more interesting. |
| h. Thanks to some political changes our life will be | 8. easier and easier. |
| i. In the future, travelling around the world will be | 9. cheaper and cheaper. |

2. Complete the sentences with the adjectives below using the double comparative.

accepted responsible nervous fluent complicated fast good

- a. Rich countries should feel _____ for less fortunate nations.
- b. The number of multicultural families is growing _____.
- c. Cultural differences are becoming _____ among people.
- d. Immigrating to a different country nowadays is _____ due to the strict immigration policies.
- e. I'm going to Canada next month. As the time nears I'm feeling _____ about leaving my country.
- f. Now that Sue Lin has found a job in her host country, her life is getting _____.
- g. Antonio lives in London. His English is becoming _____.

3. Write sentences using the information given and the double comparative.

- a. hotel rates / get / cheap

- b. our project / be / interesting

- c. Helen / become / responsible

Proportional comparative

Name _____ No. _____ Class _____ Date _____

1. Match the beginning of the sentences with the corresponding ending.

- | | |
|--|--|
| a. The more we discuss racism, | 1. the more interesting it is. |
| b. The more multicultural the society, | 2. the greater the risk of losing cultural traditions. |
| c. The sooner you tell everyone about your religion, | 3. the sooner you'll have ideas for your project. |
| d. The faster you finish reading the book, | 4. the more aware we become. |
| e. The more diverse the culture, | 5. the better they will understand you. |
| f. The older the population, | 6. the more interesting the culture. |

2. Use the words in brackets to write your own sentences.

- a. The more cultures I know, _____ (tolerant).
- b. The more developed the society, _____ (accepting).
- c. The sooner you learn to mingle in a different culture, _____ (good).
- d. The more different the traditions, _____ (interesting).
- e. The easier the relationships among cultures, _____ (happy).
- f. The bigger the neighbourhood, _____ (diverse).

3. Make proportional comparisons using the words below. You won't need all of them.

rich discriminated multicultural different
certain biased good open-minded

- a. The younger you are, _____ you tend to be.
- b. The more broad-minded you are, _____ person you will be.
- c. The more diverse the country _____ it will be.
- d. The more I think about discrimination, _____ I am that it is absurd.
- e. The more different the cultures, _____ against a minority group may be.
- f. The richer the society, _____ it tends to be.



Connectors

Name _____ No. _____ Class _____ Date _____

1. Match the beginning of the sentences with the corresponding ending.

- | | |
|--|--|
| a. Since the celebrity visited Uganda, | 1. until she visited the slums in Uganda. |
| b. As soon as they got to Africa, | 2. her life has changed completely. |
| c. Katy had never seen so much poverty | 3. while working as a UNICEF volunteer. |
| d. It's the most dangerous humanitarian action | 4. meanwhile, others were giving mothers hygiene tips. |
| e. Some of the volunteers were vaccinating the children; | 5. they were briefed on recent events. |
| f. Katy Perry had a great experience | 6. that UNICEF has undergone until now. |

2. Which connector from the set of three is incorrect?

- a. At first, the children were embarrassed in front of the singer but **then** / **at that time** / **afterwards** they got used to her.
- b. Katy wants to return to Madagascar but **meanwhile** / **in the meantime** / **finally** she is planning a benefit concert.
- c. **Eventually** / **At last** / **In the past** she undertook an engagement on behalf of charities to help children.
- d. Two children in the shelter had measles and **simultaneously** / **while** / **at the same time** chronic ear infection.



3. Complete the sentences with the words below. You won't need all of them.

then finally as soon as since while simultaneously after eventually
in the past initially afterwards before

- a. UNICEF has been helping children _____ 1947.
- b. _____ the information about Katy's benefit concert was released, the tickets sold out.
- c. Celebrities used to participate in humanitarian actions _____ but now Goodwill Ambassadors give much more visibility to the campaigns they're involved in.
- d. Angelina Jolie is a famous actress and a dedicated mother. _____, she is an engaged UNICEF volunteer.
- e. _____, Katy had butterflies in her stomach due to her new challenge, but they soon vanished.
- f. Katy posted on Facebook that she had never had such a rewarding experience _____.

So / Such (a/an)

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences with *so*, *such* or *such (a/an)*.

- UNICEF is _____ powerful organisation that it has volunteers all over the world.
- Many celebrities are _____ generous that they go to charitable events every time they are asked to.
- Children and women in some African countries are _____ vulnerable groups that they need permanent care.
- That charity campaign to send food and medical aid to Africa was _____ excellent idea!

2. Use *so / such (a/an) ... that* to make sentences with the information in each column.

A	B
The children were poor.	Everyone was overwhelmed.
The volunteers were nice people.	It won't be necessary to do another one this year.
The campaign was very successful.	Katy was extremely impressed.
The donations were huge.	They were really moved when they first arrived.
The volunteers were sensitive girls.	The singer met them on other occasions.
African women have been taught many things.	Their lives will change from now on.

- _____
- _____
- _____
- _____
- _____
- _____

3. Write your own sentences using *so / such* or *such (a/an)* and the words below.

kind woman / forgotten filthy / hardly breathe useful / some countries would perish
important / changed personality generous / be awarded good job / be recognised

- Princess Diana was _____.
- Goodwill Ambassadors do _____.
- Celebrities like Angelina Jolie or Katy Perry are _____.
- UNICEF and other organisations in the world are _____.
- My volunteering experience was _____.
- Some African slums are _____.

Connectors

(addition, purpose, result, cause)

Name _____ No. _____ Class _____ Date _____

1. Look at the word search puzzle and find...

a. three connectors of result

_____, _____, _____

b. two connectors of addition

_____, _____

c. two connectors of cause

_____, _____

d. one connector of purpose

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

2. Join the sentences using the connectors in brackets.

a. Ted has a Chinese girlfriend. His brother has one too. **(both... and)**

b. Maggie is arriving today. Her mother is also arriving today. **(not only... but also)**

c. He is very arrogant. He was reprimanded. **(because)**

d. There is too much unemployment. We'd better try our luck in another country. **(so)**

e. Sally is obese. She feels discriminated against at school. **(that's why)**

f. We can't afford a bigger house. This one will have to do. **(since)**

g. Education is very important. We'd better not miss classes. **(so)**

3. Complete the sentences using a suitable connector.

a. _____ strong winds, our flight had to be cancelled.

b. He felt lost _____ he couldn't understand what they were saying.

c. Carlos is quite intelligent. He speaks _____ English _____ French and Spanish.

d. Yesterday I lost my identification card. _____ I had to spend the afternoon at the Portuguese Embassy.

Connectors

(contrast)

Name _____ No. _____ Class _____ Date _____

1. Circle the connectors of contrast.

but in addition yet because and even though
nevertheless since in spite of therefore so although

2. Fill in the gaps with the correct connector.

2.1 Peter is working overtime _____ he knows that he won't be promoted.

- a. despite b. even though

2.2 I am going to apply for this job _____ I know that I'm not qualified enough.

- a. in spite of b. although

2.3 _____ all his hard work, his boss fired him last week.

- a. though b. in spite of

2.4 Peter's interview took three hours, _____ they have chosen someone else.

- a. despite b. yet

2.5 Simon owns a very famous and productive company, _____ he is a quite modest person.

- a. but b. in spite of

3. Rewrite the sentences using the connectors in brackets.

a. Patrick and Lucy have decided to enrol on the course though it was very expensive. **(Despite)**

b. Despite all his working experience Michael is still looking for a job. **(Although)**

c. I know that this job seems to be difficult. I'm sure you will enjoy it. **(Even though)**



Present perfect continuous

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences using the verbs below in the present perfect simple or continuous.

do be rewrite enrol learn look

- a. I'm tired. I _____ for a job all day.
- b. Why _____ (you) Mandarin? Because they say it can be an asset for any job seeker.
- c. I _____ to five job interviews this week!
- d. My father _____ the same job for more than 30 years.
- e. My best friend _____ in a language Institute to learn Spanish. She might well find a good job in Madrid.
- f. My sister _____ her CV all afternoon. It was a mine of information!

2. Use the following notes and write about Richard Howard. Put the verbs in the present perfect simple or continuous.

- a. What / he / do / all afternoon?

- b. He / type / application letters.

- c. He / not speak / to anyone since breakfast.

- d. His parents / help / him with revision work.

- e. How many letters / write / so far?

- f. Some of his friends / call / him to go out.

- g. He / decide / not to leave / home today.

3. Complete each pair of sentences with the same verb in the present perfect simple and continuous. Use negative forms where necessary.

- a. He _____ this job down for ages! **(hold)**
They _____ the board meeting in the conference room.
- b. They _____ anyone at my University so far. **(recruite)**
In recent years, companies _____ workers at universities.
- c. Michael _____ for a scholarship at Microsoft. **(apply)**
University students _____ for jobs in foreign countries.
- d. She should be more careful. She _____ such shabby clothes to work! **(take)**
They _____ his qualifications into account. Otherwise, he would already be employed.

The passive

Name _____ No. _____ Class _____ Date _____

1. Rewrite the sentences using a passive form. Decide whether or not to omit the agent.

- a. Someone gave me a CV template.

I _____

- b. Someone offered her a job abroad.

She _____

- c. Someone has awarded him the prize for employee of the month.

He _____

- d. Someone will announce the results of the job interviews.

The results _____

- e. Everyone considers Thomas a model employee.

Thomas _____

2. Turn the sentences into the passive.

- a. Most employees look up to hard-working employers.

Hard-working ... _____

- b. They have deprived many workers of important perks.

Many workers ... _____

- c. The board is discussing important issues for the staff.

Important issues ... _____

- d. A former employee accused the CEO of corruption and forgery.

The CEO ... _____

- e. You have to do this job under heavy pressure.

This job ... _____

3. Rewrite the sentences in the two possible passive structures, starting them with the underlined expressions. Make the necessary changes.

- a. The manager gave all the employees the chance to commute.

- b. The board has sent him the annual report of the company's profits.

- c. In our next class the teacher will teach us the benefits of outsourcing.

- d. The CEO showed everyone the improved working conditions in the factory.

- e. They promised Kelly a job at the new call centre.

Question tags

Name _____ No. _____ Class _____ Date _____

1. Match the beginning of the sentences to the corresponding question tag. Five tags do not apply.

- a. Peter works here, _____
- b. We will get our computer certificate very soon, _____
- c. Lucy and April's husbands worked for your uncle, _____
- d. They aren't expecting you, _____
- e. This career is very demanding, _____
- f. Luca's girlfriend has decided to take part in a humanitarian mission, _____
- g. This computer hasn't got a malfunction, _____

has it?
hasn't she?
are they?
didn't they?
does he?
didn't you?
isn't it?
didn't she?
hasn't it?
aren't they?
doesn't he?
won't we?

2. Complete the sentences with a suitable question tag.

- a. Simon and George both studied engineering, _____?
- b. This post has already been taken, _____?
- c. The candidate refused to answer some of the questions, _____?
- d. They have been working night and day on this project, _____?
- e. My parents weren't very happy with my promotion, _____?
- f. Don't tell me – they missed the train again, _____?
- g. She didn't lie about her qualifications, _____?

3. Write the beginning of the sentences.

- a. _____, weren't they?
- b. _____, won't she?
- c. _____, has he?
- d. _____, did we?
- e. _____, are you?
- f. _____, do I?
- g. _____, will it?
- h. _____, was she?
- i. _____, can he?



Modal verbs

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences with a suitable modal verb according to the instructions in brackets.

- a. Karen knew Tom _____ be chosen to be the new CEO because he had the required working experience and qualifications. **(She is fairly certain.)**
- b. Sarah is late for the meeting. She _____ be stuck in traffic. **(We are very uncertain.)**
- c. Howard _____ become the next president. He's the best candidate. **(We are almost certain.)**
- d. Our boss _____ be working at home because he is very methodical and disciplined. **(We are fairly certain.)**
- e. The woman with long red plaits _____ be the hairdresser who is recruiting a beautician. **(We are making a deduction due to context.)**

2. Decide which option (a, b, c, or d) best fits each gap.

- 2.1 An architect's office _____ be in a basement because of the lighting.
a. can't b. must c. may d. could
- 2.2 My sister is very keen on organising events. She _____ apply for a Public Relations job.
a. must b. could c. mustn't d. can't
- 2.3 Mary hasn't come to work this week. She _____ be sick.
a. could b. must c. may d. can
- 2.4 That _____ be the manager. He looks so shabby.
a. must b. can't c. may d. could
- 2.5 This Language Institute _____ be making a lot of money with so many students.
a. can't b. may c. must d. could
- 2.6 Ana has just returned from a 2-year internship in New York. She _____ be quite confused with the changes that have taken place in her department.
a. should b. must c. can't d. can

3. Complete the sentences with the different degrees of certainty or deduction.

- a. Karen loves plants. She is very good at Biology. She _____ certainly be an excellent Biologist.
- b. My brother Bob has finished university. He has applied for some job interviews. He _____ well get some replies this week.
- c. Peter has always said he's not interested in travelling abroad. But now he says he wants to go and work in China. He _____ be serious when he says that, surely!
- d. The workers are wearing the same safety helmet. I don't know who the engineer is. One of them _____ be the engineer.

Past perfect continuous

Name _____ No. _____ Class _____ Date _____

1. Use the following information to say what these people had been doing at the office before a meeting with their CEO. Use the past perfect continuous.

a. Henrique / work / under pressure because he was going to present a new project.

b. Mary and Bob / reread / all the reports to check for any small mistakes.

c. Johnny / review / the details in the budget.

d. Thomas / check / all the graphs and figures.

e. Carol / prepare / an exquisite meal for her new friends.

2. Read the following dialogue and correct the highlighted verbs in case they are wrong.

A. How did your last job interview go?

B. Not very well, actually. I **a. had read up** about the company all week but they didn't ask me anything about it.

A. What did they ask you about?

B. One of the questions was about the salary. I **b. had been doing** a job in which I was used to working long hours without any perks and I told them that. I added I was willing to do any job in the company since I **c. had been reading** in the job ad that they offered health insurance and lunch subsidy.

A. Do you think they will hire you?

B. Probably not. After the interview I spoke to other people who **d. had been applying** for the job and they said the HR manager **e. had been refusing** every candidate the whole morning.

3. Complete the sentences with the verbs in the past perfect simple or past perfect continuous.

a. I had to rest for a while because I _____ (**work**) for 6 hours.

b. My sister _____ (**already / finish**) her CV when I telephoned her.

c. I was furious yesterday because I _____ (**spend**) three hours waiting at the office but no one came to interview me.

d. I got to work late because of a traffic jam caused by two cars that _____ (**crash**).

e. We _____ (**make**) phone calls all morning to let everyone know that the meeting _____ (**be**) rescheduled.

Countable and uncountable nouns / Quantifiers

Name _____ No. _____ Class _____ Date _____

1. Put the words in the corresponding column.

luggage meal work job book apple food vegetable bread
 tool transport information pen advice sausage milk glass
 plate money coin student people gadget

Countable nouns	Uncountable nouns

2. Choose a word below to fill in the gaps. You will have to put some of them in the plural.

chocolate meal job money luggage bread

- I really need to work but there aren't many _____ available nowadays.
- I went to the supermarket and I bought some _____ to make sandwiches for our lunch next day.
- I admit to being a shopaholic but I keep a little _____ in case I really need it.
- Teenagers spend most of their money on _____ bars and other sweets.
- She had bought so many things that she had to pay an extra fee for all her _____.
- Many people spend loads of money on fancy restaurants but it's very easy to prepare gourmet-like _____ using your imagination.

3. Choose the correct option to complete the sentences.

- I have just been to the butcher's and I bought _____ beef.
 a. any b. many c. some d. a few
- I went to the shopping centre and I didn't see _____ interesting shops. I was really disappointed.
 a. some b. no c. any d. little
- OMG! This one is perfect. It's _____ fabulous dress. I really want it!
 a. many b. some c. a d. no
- We don't have _____ milk left. We need to go to the supermarket.
 a. much b. little c. few d. a
- She spends a fortune on beauty products. But she has still got _____ wrinkles, though.
 a. few b. a c. lots of d. little
- I have recently read _____ articles about addictions and the figures are daunting.
 a. a few b. much c. no d. few
- There's very _____ sugar left in the cupboard. I'll need some more to bake a cake.
 a. little b. few c. a few d. a little



Indefinite pronouns

Name _____ No. _____ Class _____ Date _____

1. Read the sentences and choose the correct option.

1.1 There wasn't _____ at the store.

- a. somebody b. anybody c. nobody

1.2 Susan and Thomas wanted _____ to know that they were getting married.

- a. somebody b. anybody c. everybody

1.3 Is there _____ I can do for you?

- a. somebody b. something c. nothing

1.4 I think _____ did this on purpose.

- a. anybody b. anyone c. someone

1.5 I swear I'm innocent. Please believe in me. I didn't do _____ wrong.

- a. something b. nothing c. anything

2. Answer the questions using the following indefinite pronouns.

none nobody nothing neither

a. Did anybody buy the new beauty cream? – No, _____ bought it.

b. Does anybody here have a credit card? – No, _____ has one.

c. Are any of your friends shopaholics? – No, _____ of them are.

d. Did anything interesting happen yesterday? – No, _____ happened yesterday.

e. Do either of your mobile phones work? – No, _____ one of them work.

f. Did Helen see anything strange? – No, she saw _____ strange.

3. The sentences below have a mistake. Find it and correct each of them.

a. Wait! There is anything I want to tell you. Something that nobody already knows about except you.

b. Did I forget nothing from the shopping list?

c. Delilah and Susan have anything planned for the weekend.
They know exactly what they are going to do.

d. Did anyone see my credit card? I want to go out and buy any fruit.



Relative clauses

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences with *who*, *which* or *whose*.

- a. Martha Smith, _____ is my best friend, spends lots of money on shoes and bags.
- b. Many people _____ don't have much money spend too much on unnecessary things.
- c. Credit cards, _____ are commonly used nowadays, should not be given to everyone.
- d. A study concluded that women _____ are shopaholics won't easily admit to having the addiction.
- e. That is the woman _____ credit card has been temporarily blocked.

2. Punctuate the following sentences. Say if they are defining or non-defining relative clauses.

- a. That is the supermarket where I spend most of my money. _____
- b. Advertising campaigns which show idyllic images should be banned. _____
- c. No one should buy any products which have been tested on animals. _____
- d. Freegans are people who protest against consumerism. _____
- e. Vegans who are a type of vegetarians do not eat anything derived from animals. _____
- f. Shopaholics whose number is growing fast are people with a serious addiction. _____

3. Correct the mistakes in the following sentences. You may need to change or omit certain words, or add or change punctuation.

- a. I buy all my clothes in a store where is next to my office. _____
- b. Can I read the essay which you wrote it last week? _____
- c. My sister, who you met her yesterday, loves buying perfume. _____
- d. Alternative lifestyles are followed by people which have a different way of living. _____
- e. My favourite brand of beer which you know perfectly well has fantastic advertising campaigns. _____

4. Join the pairs of sentences using a relative pronoun.

- a. Did you see the documentary on TV? It was about teenagers and consumerism.

- b. The woman is Tom's mother. She couldn't afford to buy any school books.

- c. She bought lots of clothes. She has never worn them.

Conditional clauses

Name _____ No. _____ Class _____ Date _____

1. Decide whether the sentences refer to future, imaginary or irreversible situations (conditional types 1, 2 or 3).

	T1	T2	T3
a. I won't go shopping if I don't have money.			
b. We wouldn't have bought that product if we hadn't seen the ad.			
c. If marketing didn't use such persuasive techniques, people wouldn't buy the products.			
d. Sasha and Carol will accept the job if the salary is good.			
e. I won't imitate the jingle unless you sing it to me first.			
f. Would he have gone to the party if I had invited him?			
g. They might feel angry if they found out what you did.			

2. Choose the correct option.

- 2.1 If you _____ buying all those dresses, you won't have any money left for food.
a. kept b. don't keep c. keep
- 2.2 If the advertising campaign hadn't changed its strategies, it _____ such a great impact.
a. would have b. wouldn't have had c. will have
- 2.3 Sarah would know how to be a good sales assistant if she _____ the sales course.
a. attends b. had attended c. attended
- 2.4 Our business _____ if we invested in an ambitious marketing campaign.
a. would grow b. will grow c. grows
- 2.5 I'm sure Michelle will write a letter of complaint if the puzzle _____ missing pieces.
a. was b. is c. were

3. Rewrite the sentences using a suitable conditional form.

- a. Mary couldn't buy the shoes she wanted. She didn't have enough money.
If _____.
- b. Michael went back to Scotland. I didn't visit him because I didn't know he was here.
If _____.
- c. I don't know if this dress is my size. I'll try it on and maybe I'll take it.
If _____.



The causative *have*

Name _____ No. _____ Class _____ Date _____

1. Read the following sentences and fill in the table.

- a. Stewart had his logo done by a marketing company.
- b. Martin and Fiona are having their agency redecorated.
- c. We are going to have our products advertised in a tabloid newspaper.

	Subject	have	something	done (activity)
a.				
b.				
c.				

2. Complete the sentences. Use the information in brackets and write the verb in the correct tense.

- a. Linda took her car to the mechanic in order to _____.
(it / repair)
- b. Our company contacted an advertising agency so that _____.
(products / advertise)
- c. Lucy is going to the hairdresser's to _____.
(hair / do)
- d. Bert received a letter written in Spanish and he doesn't understand a word of it.
Therefore tomorrow _____.
(letter / translate)
- e. Look! Frank _____.
He told me that he hated the colour of his new house.
(house / paint)

3. Say what happened to these people.

- a. Lewis's article was published without his permission.
Lewis _____.
- b. Someone stole Helen's shopping bags.
Helen _____.
- c. Their product was removed from the market.
They _____.

Prepositions of place and movement

Name _____ No. _____ Class _____ Date _____

1. Put the following prepositions in the correct box.

in on across at next to through between along to near into towards

Place	
Movement	

2. Circle the correct option in the sentences below.

- When hurricane Katrina struck the Gulf Coast of the United States, we were **on / at** a birthday party.
- We were walking **towards / between** the church when we heard the noise.
- Some years ago there was a flood in our town. We had to sleep **in / on** shelters.
- The water **in / on** the lake was so cold that the surface had frozen.
- The tornado hit the city of New York. Many of the pictures **in / on** the walls of our office building fell off and broke.
- Not all natural disasters that occur **on / in** earth are the consequence of industrialisation.
- While I was walking **along / through** the path, I saw some cyclists wearing masks.
- Men's actions are responsible for many floods that have taken place **across / along** the world.
- It's easy to get to the Weather Forecast Institute, just go **through / across** the main lane.
- My grandparents live **in / on** an island which is volcanic in origin.
- No money can pay for the suffering of the victims who died **on / in** the building that was hit by the hurricane.
- We went **to / into** the woods looking for the injured fox.
- In a few hours heavy rain can produce flash flooding even **in / at** places where little rain has fallen for weeks or months.

3. A number of idioms include prepositions of place and movement. Match the idioms to the corresponding meaning.

Idioms	Meaning
- He has been working towards his promotion. - We work so hard and our salary is next to nothing. - Some people are so smart that they can read between the lines and never be fooled. - He couldn't make up his mind. The boss had put him between a rock and a hard place. - The company needs an across-the-board wage increase. - He supported the team for years through thick and thin. - They have come a long way since they first joined to build the factory.	- understand something that is not obvious - try to reach or achieve a goal - in good and bad times - in a very difficult position - have made a lot of progress - hardly anything - equally for everyone or everything

I wish / If only

Name _____ No. _____ Class _____ Date _____

1. Look at the pictures and write sentences showing regret. Use *I wish* or *If only*.



a. If only _____



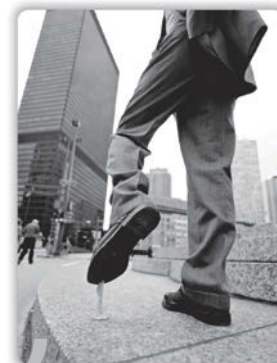
b. I wish _____

2. Look at the pictures and refer to the annoying habits.

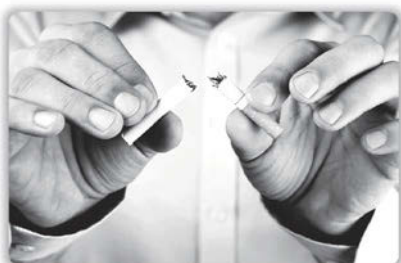


a. If only _____

b. I wish _____



3. Look at the pictures and write sentences expressing wishes for the present.



a. I wish _____



b. If only _____

Had better / Would rather

Name _____ No. _____ Class _____ Date _____

1. Decide whether these sentences are right or wrong. Correct the wrong ones.

- a. You look very tired. You'd rather rest for a while.

- b. Most people don't care about the environment. If they keep ignoring climate changes, one day life won't be bearable. I'd rather die than see our planet be slowly destroyed.

- c. David and Sonia'd better walk to work than take the bus and waste hours in traffic jams.

- d. We are consuming too much water. We'd rather start taking some measures to save water.

2. Complete the sentences with the correct structure: *had better* or *would rather*.

- a. Linda _____ stay home today; she really looks very sick.
- b. Frank _____ have a solar panel system installed than buy an air conditioner.
- c. My mother _____ use paper bags to go shopping instead of plastic ones.
- d. Violet and Martin _____ use their own paper bags than buy a plastic bag every time they go shopping.
- e. I know them quite well. They have no concerns whatsoever about environmental issues. I think that they _____ not come camping with us.



3. Look at the situations and write sentences using *had better* or *would rather*.

- a. Ulrich should read more information on recycling.

- b. John prefers eating at home to eating in a restaurant.

- c. We think that David and Francis shouldn't throw everything away.

- d. I am warning you. Don't leave the lights on when you go to work.

- e. In order to preserve the environment Kevin and Merlin prefer to buy eBooks.

All round verb tenses

Name _____ No. _____ Class _____ Date _____

1. Put the verbs in brackets into the correct tenses.

- a. My sister _____ (**love**) eating different food. She _____ (**take**) me to a vegetarian restaurant last weekend. I just _____ (**love**) it!
- b. My parents _____ (**work**) on a sustainable project for the last few years and now they _____ (**present**) it to the Mayor.
- c. "Next summer I _____ (**spend**) my holidays on an organic farm with some friends."
"Really? If my mum _____ (**let**) me go, I _____ (**join**) you."
- d. My mum _____ (**not do**) much traditional cooking because she _____ (**work**) in the evening. We usually _____ (**eat**) vegetables and fruit as if we _____ (**be**) vegetarians.
- e. I _____ (**never / wear**) a fur coat! I _____ (**not agree**) with the use of animals for fashion purposes.
- f. "How about _____ (**go**) to the cinema?"
"Ok. Let's _____ (**see**) *An inconvenient truth*."
"I _____ (**always / want**) to see it."
- g. Some years ago I used to _____ (**have**) long hair but now I got used to _____ (**have**) it shorter not to spend so much water and shampoo.
- h. "_____ (**ever / think**) of becoming a vegan?"
"I _____ (**never / consider**) it but I _____ (**admit**) they _____ (**have**) a healthy lifestyle."
- i. "I _____ (**wait**) for you all morning! What _____ (**you / do**)?"
"Sorry! I _____ (**learn**) how to cook tofu with my friend. It's weird but tasty!"
- j. I _____ (**not eat**) much for breakfast and I _____ (**still / feel**) hungry because I _____ (**just / drink**) fruit juice.
- k. I _____ (**not recognise**) the freegan lady from the photograph although I _____ (**meet**) her some days before.
- l. I think I _____ (**never / be**) a vegan because they _____ (**not eat**) anything derived from animals but I _____ (**consider**) _____ (**be**) a vegetarian because they just _____ (**not eat**) meat and fish. It _____ (**sound**) perfect to me!



Rephrasing

Name _____ No. _____ Class _____ Date _____

1. Rewrite the following sentences starting them as suggested.

- a. Can you tell me the name of the weatherman? He predicted a severe winter this year.
Can you tell me the name of the weatherman _____?
- b. I had to read lots of information. I did it to explain the effects of global warming to my children.
I had to read lots of information so that _____
- c. We still produce too much waste but we recycle tons of paper, glass and plastic.
In spite of _____
- d. The rainforest produces most of the oxygen in the world. It is considered the lungs of the world.
The rainforest, _____
- e. Mary knows a lot about natural disasters because she studies geology.
If Mary _____
- f. You can find the instructions of the fire extinguisher on the cannister itself.
The instructions _____
- g. They have deprived many endangered species of their habitats.
Many endangered species _____
- h. My sister never listens to me when I try to explain the causes of the greenhouse effect to her.
If only _____
- i. I made so much noise because I didn't know you were studying the origin of "Katrina".
If I had _____
- j. We had a picnic in the woods but we left the plastic bottles there. They will probably stay there for 500 years.
I wish _____



Rephrasing (cont.)

Name _____ No. _____ Class _____ Date _____

2. Complete the second sentence using the word given so that it has a similar meaning to the first. Use between three and six words including the word given.

- a. Carol dialed the fire department number by accident. **(mean)**
Carol _____ the fire department number.
- b. The river was so polluted that we couldn't fish there. **(too)**
The river was _____ fish there.
- c. Politicians have done too little to protect endangered species. **(enough)**
Politicians _____ to protect endangered species.
- d. It hasn't rained for three months. **(since)**
It _____ it rained.
- e. He left before the tornado hit the village. **(already)**
He _____ the tornado hit the village.
- f. Setting fire on forests is illegal. **(law)**
It is _____ set fire on forests.
- g. The weather was becoming foggy as we approached the city. **(the)**
The further we approached the city _____ became.
- h. You can't control the destiny of our planet; let's just keep our fingers crossed. **(hope)**
You can't control the destiny of our planet; let's just _____ best.
- i. The reliability of unofficial weather predictions is always difficult to determine. **(how)**
It is always difficult to determine _____ predictions are.
- j. There is a strong possibility that we will run out of natural resources in the future. **(might)**
We _____ of natural resources in the future.
- k. I saw the documentary a second time because it was very educational. **(such)**
It was _____ that I had to see it a second time.



Answer key – Grammar

PRESENT TENSES (p. 93)

- Lisa is waiting for her flight.
 - At the moment people are checking in.
 - Every day Mr Lewis controls passports.
 - Carol usually explains safety procedures to the passengers.
 - Mary sometimes helps passengers with their luggage.
 - Our plane is taking off right now.
 - Susan normally gives out meals during the flight.
 - Mr and Mrs Smith are asking for information.
 - Paul is collecting his luggage.

PAST TENSES (p. 94)

- PS. b. PS + PaPS c. PC + PS d. PrPs e. PS + PaPS.
 - a. when b. last year c. since d. after e. before f. While g. ever
 - a. met; had been living b. was; had bought; picked c. looked; had been preparing.

PRONOUNS AND DETERMINERS (p. 95)

- her b. her c. She d. her e. hers f. me g. I h. my i. me j. I k. my l. my m. mine n. I o. theirs p. they q. Their r. them.
 - a. Their b. theirs c. She d. his e. them f. it g. his h. our.

DOUBLE COMPARATIVE (p. 96)

- a. 6 b. 8 c. 1 d. 5 e. 2 f. 4 g. 7 h. 3 i. 9.
- more and more responsible b. faster and faster c. more and more accepted d. more and more complicated e. more and more nervous f. better and better g. more and more fluent.
- Suggested answers:
 - Hotel rates are getting cheaper and cheaper.
 - Our project is more and more interesting.
 - Helen is becoming more and more responsible.

PROPORTIONAL COMPARATIVE (p. 97)

- a. 4 b. 6 c. 5 d. 3 e. 1 f. 2.
 - a. the more tolerant I will get b. the more accepting it is c. the better you will understand it d. the more interesting they are e. the happier we will be f. the more diverse it is likely to be.
 - a. the more open-minded b. the better c. the richer d. the more certain e. the more discriminated f. the more biased.

CONNECTORS (p. 98)

- a. 2 b. 5 c. 1 d. 6 e. 4 f. 3.
 - a. at that time b. finally c. Eventually d. while
 - a. since b. As soon as c. in the past d. Simultaneously e. Initially f. before.

SO / SUCH (A/AN) (p. 99)

- a. such a b. so c. such d. such an.
- The children were so poor that Katy was extremely impressed.
 - The volunteers were such nice people that the singer met them on other occasions.

- The campaign was so successful that it won't be necessary to do another one this year.
- The donations were so huge that everyone was overwhelmed.
- The volunteers were such sensitive girls that they were really moved when they first arrived.
- African women have been taught so many things that their lives will change from now on.

3. Suggested answers:

- such a kind woman that she will never be forgotten
- such a good job that they should be recognised
- so generous that they should be awarded
- so useful that some countries would perish without them
- so important that it changed my personality
- so filthy that people can hardly breathe.

CONNECTORS – ADDITION, PURPOSE, RESULT, CAUSE (p. 100)

1.

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

- so, thus, therefore b. besides, moreover c. because, so, since d. to.

2.

- Both Ted and his brother have Chinese girlfriends.
 - Not only Maggie but also her mother is arriving today.
 - He was reprimanded because he is very arrogant.
 - There is too much unemployment, so we'd better try our luck in another country.
 - Sally is obese; that's why she feels discriminated against at school.
 - Since we can't afford a bigger house, this one will have to do.
 - Education is very important, so we'd better not miss classes.
- 3.
- Because of / Due to b. because / since c. not only; but also d. That's why / Therefore; As a result / So.

CONNECTORS OF CONTRAST (p. 101)

- but; yet; even though; nevertheless; in spite of; although.
- 1 even though
- 2 although
- 3 In spite of
- 4 yet
- 5 but
- Despite being very expensive, Patrick and Lucy have decided to enrol on the course.
 - Although Michael has lots of work experience, he is still looking for a job.

c. Even though this job seems to be difficult, I'm sure you will enjoy it.

PRESENT PERFECT CONTINUOUS (p. 102)

1. a. have been looking b. have you been learning c. have been d. has been doing e. has enrolled f. has been rewriting.
2.
 - a. What has he been doing all afternoon?
 - b. He has been typing application letters.
 - c. He hasn't spoken to anyone since breakfast.
 - d. His parents have been helping with revision work.
 - e. How many letters has he written so far?
 - f. Some of his friends have been calling him to go out.
 - g. He has decided not to leave home today.
3. a. has been holding; have held b. haven't recruited; have been recruiting c. has applied; have been applying d. has been taking; haven't taken.

THE PASSIVE VOICE (p. 103)

1.
 - a. I was given a CV template.
 - b. She was offered a job abroad.
 - c. He has been awarded the prize for employee of the month.
 - d. The results of the job interviews will be announced.
 - e. Thomas is considered a model employee by everyone.
2.
 - a. Hard-working employers are looked up to by most employees.
 - b. Many workers have been deprived of important perks.
 - c. Important issues for the staff are being discussed by the board.
 - d. The CEO was accused of corruption and forgery by a former employee.
 - e. This job has to be done under heavy pressure.
3.
 - a. All the employees were given the chance to commute by the manager.
The chance to commute was given to all employees by the manager.
 - b. He has been sent the annual report of the company's profits.
The annual report of the company's profits has been sent to him.
 - c. In our next class we will be taught the benefits of outsourcing.
In our next class the benefits of outsourcing will be taught to us.
 - d. Everyone was shown the improved working conditions of the factory by the CEO.
The improved conditions of the factory were shown to everyone by the CEO.
 - e. Kelly was promised a job at the new call centre.
A job was promised to Kelly at the new call centre.

QUESTION TAGS (p. 104)

1. a. doesn't he b. won't we c. didn't they d. are they e. isn't it f. hasn't she g. has it.
2. a. didn't they b. hasn't it c. didn't he/she d. haven't they e. were they f. didn't they g. did she.
3. Suggested answers:
 - a. They were happy b. She will accept the job c. He hasn't got a chance d. We didn't ask about the salary e. You aren't too old

for this job f. I don't need to work extra hours g. It won't take long h. She wasn't incompetent i. He cannot speak English.

MODAL VERBS (p. 105)

1. a. could b. may c. must d. could e. must
2. 1 a 2.2 b 2.3 c 2.4 b 2.5 c 2.6 b.
3. a. could b. may c. can't d. must.

PAST PERFECT CONTINUOUS (p. 106)

1. a. had been working b. had been rereading c. had been reviewing d. had been checking e. had been preparing.
2. a. had been reading b. OK c. had read d. had applied e. OK.
3. a. had been working b. had already finished c. had spent d. had crashed e. had been making; had been.

COUNTABLE AND UNCOUNTABLE – QUANTIFIERS (p. 107)

1. **Countable:** meal; job; book; apple; vegetable; tool; pen; sausage; glass; plate; coin; student; gadget.
- Uncountable:** luggage; work; food; bread; transport; information; advice; milk; money; people.
2. a. jobs b. bread c. money d. chocolate e. luggage f. meals.
3. 1 c 2 c 3.3 c 3.4 a 3.5 c 3.6 a 3.7 a.

INDEFINITE PRONOUNS (p. 108)

- 1.1 b 1.2 c 1.3 b 1.4 c 1.5 c.
2. a. nobody b. nobody c. none d. nothing e. neither f. nothing.
3.
 - a. Wait! There is **something** I want to tell you. Something that **everybody** already knows about except you.
 - b. Did I forget **anything** from the shopping list?
 - c. Delilah and Susan have **everything** planned for the weekend. They know exactly what they are going to do.
 - d. Did anyone see my credit card? I want to go out and buy **some** fruit.

RELATIVE CLAUSES (p. 109)

1. a. who b. who c. which d. who e. whose.
2. a. Defining b. Defining c. Defining d. Defining e. Non-defining f. Non-defining.
- e. Vegans, who are a type of vegetarians, do not eat anything derived from animals.
- f. Shopaholics, whose number is growing fast, are people with a serious addiction.
3.
 - a. I buy all my clothes in a store **which** is next to my office.
 - b. Can I read the essay which you wrote ~~at~~ last week?
 - c. My sister, who you met ~~her~~ yesterday, loves buying perfume.
 - d. Alternative lifestyles are followed by people **who** have a different way of living
 - e. My favourite brand of beer, which you know perfectly well, has fantastic advertising campaigns.
4.
 - a. Did you see the documentary on TV which was about teenagers and consumerism?
 - b. The woman who couldn't afford to buy any school books is Tom's mother.
 - c. She bought lots of clothes which she has never worn.

CONDITIONAL CLAUSES (p. 110)

1. a. future – T1 b. irreversible – T3 c. imaginary – T2 d. future – T1 e. future – T1 f. irreversible – T3 g. imaginary – T2.

2.1 c 2.2 b 2.3 c 2.4 a 2.5 b.

3.

a. If Mary had enough money, she would buy the shoes she wanted.

b. If I had known Michael was here, I would have visited him.

c. If this dress is my size, I'll take it.

THE CAUSATIVE HAVE (p. 111)

1.

	Subject	have	something	done (activity)
a.	Stewart	Had	his logo	done
b.	Martin and Fiona	are having	their agency	redecorated
c.	We	are going to have	our product	advertised

2. a. have/get it repaired b. we could have our products advertised c. have her hair done d. he is going to have the letter translated e. is having his house painted.

3.

a. Lewis had his article published without his permission.

b. Helen had her shopping bags stolen.

c. They had their product removed from the market.

PREPOSITIONS OF PLACE AND MOVEMENT (p. 112)

1.

Place: in, on, at, next to, between, near.

Movement: across, through, along, to, into, towards.

2. a. at b. towards c. in d. in e. on f. on g. along h. across i. through j. on k. in l. into m. in.

3. a. 2 b. 6 c. 1 d. 4 e. 7 f. 3 g. 5.

I WISH / IF ONLY (p. 113)

1.

a. If only people had left the beach clean (we could come back).

b. I wish factories wouldn't release toxic fumes into the air.

2.

a. if only people wouldn't throw litter out of the car window.

b. I wish people wouldn't throw chewing gum on the floor.

3.

a. I wish I could stop smoking.

b. If only I had a hybrid car.

HAD BETTER / WOULD RATHER (p. 114)

1.

a. Wrong – You look very tired. You'd **(had)** better rest for a while.

b. Right.

c. Right.

d. Wrong – We are consuming too much water. We'd **(had)** better start taking some measures to save water.

2.

a. 'd **(had)** better b. 'd **(would)** rather c. 'd **(had)** better

d. 'd **(would)** rather e. 'd **(had)** better.

3.

a. Ulrich'd **(had)** better read more information on recycling.

b. John'd **(would)** rather eat at home than in a restaurant.

c. David and Francis'd **(had)** better not throw everything away.

d. You'd **(had)** better not leave the lights on when you go to work.

e. In order to preserve the environment Kevin and Merlin'd **(would)** rather buy eBooks.

ALL ROUND TENSES (p. 115)

a. loves; took; loved b. have been working; are going to present c. am going to spend; lets; will join d. doesn't do; works; eat; were e. would never wear; don't agree f. going; see; have always wanted g. have; having h. Have you ever thought; have never considered; admit; have i. have been waiting; have you been doing; have been learning j. didn't eat; am still feeling; just drank k. didn't recognise; had met l. will never be; don't eat; am considering being; don't eat; sounds.

REPHRASING (p. 116)

1.

a. who predicted a severe winter this year b. I could explain the effects of global warming to my children c. recycling tons of paper, glass and plastic, we still produce too much waste d. which produces most of the oxygen in the world is considered the lungs of the world e. didn't study geology, she wouldn't know so much about natural disasters f. of the fire extinguisher can be found on the canister itself g. have been deprived of their habitats h. my sister would listen to me when I try to explain the causes of the greenhouse effect to her. i. known you were studying the origin of "Katrina", I wouldn't have made so much noise. j. we hadn't left the plastic bottles in the woods.

2.

a. didn't mean to dial b. too polluted for us to c. haven't done enough d. is three months since e. had already left when f. against the law to g. the foggy weather h. hope for the i. how reliable unofficial weather j. might well run out k. such an educational documentary

A – The multicultural world

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Match the idiomatic expressions with words referring to colours to their meaning.

a. red as a beetroot	1. odd/bad member of the family/group
b. black and white	2. perfect chance
c. once in a blue moon	3. very jealous
d. black out	4. permission
e. black sheep	5. in the act of doing something (usually illicit)
f. golden opportunity	6. without a clear rule
g. green light	7. very rarely / once in a lifetime
h. green with envy	8. dark red / showing embarrassment
i. grey area	9. straight forward / very clear
j. red-handed	10. treat someone with great merit
k. roll out the red carpet	11. faint

2. Complete these sentences with a suitable idiomatic expression from the previous exercise.

- a. Her position on the issue was _____ no discrimination against migrant workers.
- b. The government has given the _____ to Sunday trading.
- c. This natural phenomenon happens _____, so maybe you won't have another chance to experience it again.
- d. Yvonne always _____ when she sees blood.
- e. Travelling to different countries is a _____ to learn about other cultures.
- f. Robert's face turned _____ when he was caught forging Mr Smith's signature.
- g. Martina was _____ when she saw her best friend's new smartphone.
- h. The city council decided to _____ for the visit of the foreign prince.
- i. The new rules for police procedure cleared up a lot of _____.
- j. Gilda is the _____ in our family. She left home when she was 15 and got arrested for stealing.
- k. The gang was caught _____ stealing tourists' wallets.

B – The multicultural world

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Match the notes to the corresponding currency symbol and name.



1

a. YEN



2 R\$

b. SHEKEL



3

c. REAL



4

d. POUND



5

e. DOLLAR



6

f. RUPEE

2. Name the countries where the currencies above are used.

A – The world of work

Unit 2

Name _____ No. _____ Class _____ Date _____

1. Identify the jobs in a company the following abbreviations stand for.

Use your dictionary if needed.

a. PA – P _____ A _____

b. MD – M _____ D _____

c. VP – V _____ P _____

d. SVP – S _____ V _____
P _____

e. EVP – E _____ V _____
P _____

f. CMO – C _____ M _____
O _____

g. CFO – C _____ F _____
O _____

h. CAO – C _____ A _____ O _____

i. COO – C _____ O _____ O _____

j. HRO – H _____ R _____ O _____

k. CEO – C _____ E _____ O _____



2. Match the jobs in the previous exercise with the corresponding definition.

- a. A person responsible for marketing activities in a company such as sales management, product development, distribution channel management, marketing communications (including advertising and promotions), pricing, market research, and customer service. _____
- b. Someone who is in charge of the management of key administrative areas such as: budget, business services, facilities services, finance, human resources, investments, information systems, real estate development and planning, and public safety. _____
- c. Someone whose job is to help with time and daily management, scheduling of meetings, correspondence, and note taking. _____
- d. One of the highest ranking members of an organisation, managing day-to-day operations and usually reporting directly to the managing director. _____
- e. Someone who is responsible for managing the financial risks of the corporation. This officer is also responsible for financial planning and record-keeping, as well as financial reporting to higher management and might also be responsible for analysis of data. _____
- f. Someone whose job is to ensure that business operations are efficient and effective and that the proper management of resources (distribution of goods and services to customers, and analysis of queue systems) is conducted. _____
- g. Someone who has responsibilities as a director, decision maker, leader, manager and executor, advises the board of directors, motivates employees, and performs changes within the organisation. _____
- h. Someone whose task is to develop, advise on and implement policies relating to the effective use of employees within an organisation. _____
- i. An officer in business who is below a president (Managing Director) in rank and usually reports directly to the President or CEO of the company. _____
- j. A person of great influence in a company who is part of the corporate headquarters and is usually in charge of an entire division or department. _____
- k. Someone who is the corporate executive responsible for the operations of the firm; reports to a board of directors; may appoint other managers (including a president). _____

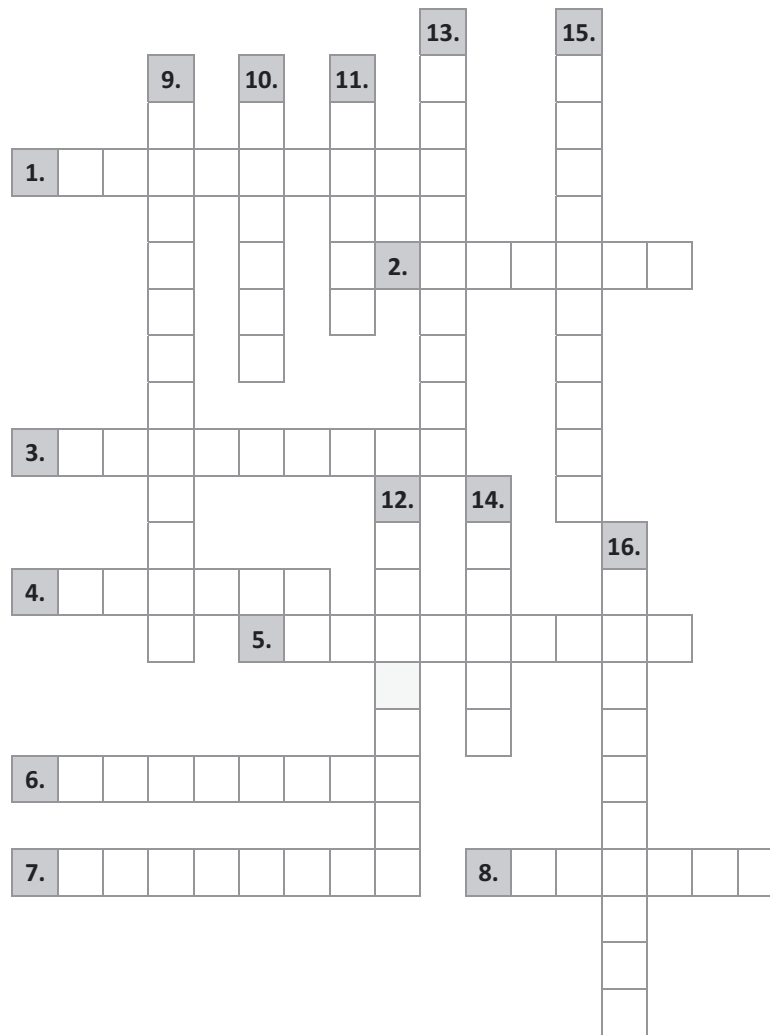


B – The world of work

Unit 2

Name _____ No. _____ Class _____ Date _____

1. Read the clues and solve the crossword.



Across:

1. Reward given to employees for their motivation and productivity.
2. Money received for the work one has done.
3. A formal assurance that certain conditions will be fulfilled.
4. A company's financial gain.
5. A person who makes a formal application for a job.
6. A person who is paid to work.
7. A person or organisation that employs people.
8. The American word to the British word CV.

Down:

9. Money given to someone in recognition of loss, suffering, or injury.
10. Code adopted or proposed by an organisation.
11. To produce or provide a natural, agricultural or industrial product.
12. Break between school and university or college education.
13. A person who applies for a job.
14. The ability to do something well.
15. The state of having paid work.
16. A period of time of training spent by someone in a company, hospital, etc.

A – The consumer society

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Fiona and Mark want to surprise their parents. They went to the supermarket and here's their shopping list.

1.1 Match the containers with the products and write them in the shopping list column.

Containers	Products	
a. bag	beer	A. a bag of flour
b. bottle	butter	B. _____
c. can	cereal	C. _____
d. carton	instant coffee	D. _____
e. jar	coke	E. _____
f. packet	custard	F. _____
g. tube	flour	G. _____
	honey	H. _____
	juice	I. _____
	lemonade	J. _____
	milk	K. _____
	rice	L. _____
	sugar	M. _____
	toothpaste	N. _____
	water	O. _____
	wine	P. _____

2. Complete the sentences using the words below.

ball bar pinch slice litre kilo

- I went to the supermarket to buy a _____ of fruit.
- Mary's granny visited her this afternoon and they each had tea with a _____ of cake.
- The soup tastes strange. It needs a _____ of salt.
- How many _____ of wool do you need to knit a scarf?
- There's no soap left. I'd swear there was at least one _____.
- The recipe takes $\frac{1}{2}$ _____ of milk.



B – The consumer society

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Analyse the following table.

Temperature	Weight		Height/Distance		
Celsius Fahrenheit	Kilograms Pounds	Grams Ounces	Centimetres Inches	Metres Feet	Kilometres Miles
1°C = 33.8°F 1°F = -17.222 °C	1 kg = 2.250 lbs 1 lb = 0.4535924 kg	1 g = 0.035 oz 1 oz = 28.34952 g	1 cm = 0.4 in 1 in = 2.54 cm	1 m = 3.281 ft 1 ft = 0.305 m	1 km = 0.621371 mi 1 mi = 1.60934

1.1 Convert the following units.

25°C	83 kg	70 g	30 cm	95 m	60 km
____°F	____lbs	____oz	____in	____ft	____mi

1.2 Replace the Ounces in the scones recipe by the equivalent Grams.

Traditional British Scones:

8 oz self-rising flour
A pinch of salt
2 oz butter
1 oz caster sugar
A cup of milk
1 free-range egg, beaten, to glaze (alternatively use a little milk)

1.3 Choose the correct option.

- a. The average weight of a teenager: 143 lbs / 26.4 lbs / 55.1 lbs
- b. The temperature of a child with a fever: 65°F / 102°F / 39°F
- c. The height of the tallest basketball player: 5 ft 9 / 7 ft 8 / 8 ft 5
- d. The length of a newborn baby: 19.6 in / 50 in / 17.7 in



A – The world around us

Unit 4

Name _____ No. _____ Class _____ Date _____

Compound adjectives are usually hyphenated. Combine those in columns A and B with a hyphen to qualify the nouns in column C.

Follow the example: *air-conditioned rooms*.

A	B	C	D
a. air	conditioned	activists	a. <i>air-conditioned rooms</i>
b. bald	consuming	aerosols	_____
c. CFC	eyed	communities	_____
d. eco	fashioned	countries	_____
e. electricity	free	disasters	_____
f. five	free	eagle	_____
g. gluten	generating	foods	_____
h. green	headed	hotel	_____
i. high	known	leopard	_____
j. man	made	measures	_____
k. oil	page	methods	_____
l. old	priced	objects	_____
m. self	producing	products	_____
n. time	star	project	_____
o. two	sustainable	rooms	_____
p. well	tolerance	speech	_____
q. zero	friendly	technologies	_____



B – The world around us

Unit 4

Name _____ No. _____ Class _____ Date _____

Use the words below to find the one which can go with all 4 words in the grid.

Follow the example: RIGHTS – animal rights, civil rights, legal rights, human rights.

~~rights~~ materials habitat bite forest pollution food population caps race coat species

animal civil legal human	natural threatened destroyed micro	ageing growing unsustainable developing	endangered extinguished animal biological
1. <i>rights</i> _____	2. _____	3. _____	4. _____
recycled reused reduce repaired	rain tropical green red	air water marine noise	vegetarian traditional GM baby
5. _____	6. _____	7. _____	8. _____
ice shower baseball school	fur rain wall sugar	sound bee dog love	car animal human mixed
9. _____	10. _____	11. _____	12. _____



Answer key – Vocabulary

Unit 1 – The multicultural world

Vocabulary A (p. 121)

1. a. 8 b. 9 c. 7 d. 11 e. 1 f. 2 g. 4 h. 3 i. 6 j. 5 k. 10.
2. a. black and white b. green light c. once in a blue moon
d. blacks out e. golden opportunity f. red as a beetroot g. green with envy h. roll out the red carpet i. grey area j. black sheep
k. red-handed.

Vocabulary B (p. 122)

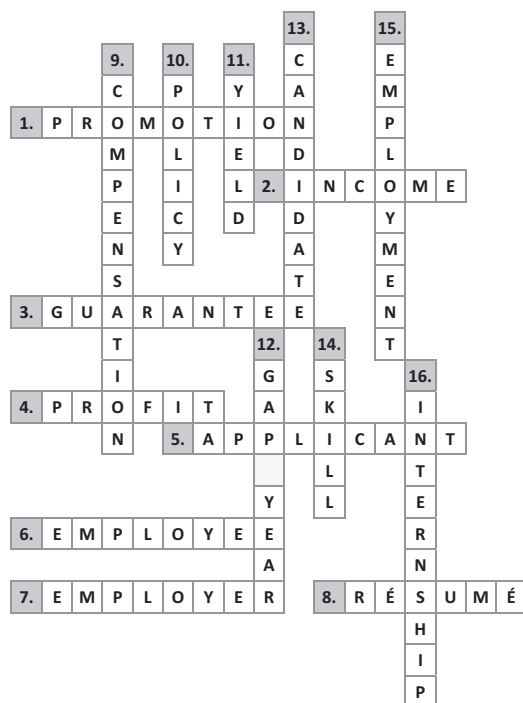
1. A. 4, e B. 6, d C. 5, f D. 1, b E. 3, a F. 2, c.
2. A. USA B. UK C. India D. Israel E. Japan F. Brazil.

Unit 2 – The world of work

Vocabulary A (p. 123)

1. a. PA – Personal Assistant b. MD – Managing Director c. VP – Vice President d. SVP – Senior Vice President e. EVP – Executive Vice President f. CMO – Chief Marketing Officer g. CFO – Chief Financial Officer h. CAO – Chief Administrative Officer i. COO – Chief Operation Officer j. HRO – Human Resources Officer k. CEO – Chief Executive Officer.
2. a. CMO b. EVP c. PA d. CAO e. CFO f. COO g. MD h. HRO i. VP j. SVP k. CEO.

Vocabulary B (p. 125)



Unit 3 – The consumer society

Vocabulary A (p. 126)

- 1.1
A. a bag of flour B. a bag of rice C. a bag of sugar D. a bottle of beer E. a bottle of juice F. a bottle of lemonade G. a bottle of water H. a bottle of wine I. a can of coke J. a can of tuna K. a carton of milk L. a jar of instant coffee M. a jar of honey N. a packet of cereal O. a packet of butter P. a tube of toothpaste.
2.1 a. kilo b. slice c. pinch d. balls e. bar f. litre.

Vocabulary B (p. 127)

- 1.1 77°F; 183 lbs; 2.5 oz; 11.8 in; 312 ft; 37.2 mi.
1.2 225 g; 55 g; 25 g.
1.3 a. 143 lbs (65kg) b. 102°F (39°C) c. 7 ft 8 (2.37 m) d. 19.6 in (50cm).

Unit 4 – The world around us

Vocabulary A (p. 128)

- b. bald-headed eagle c. CFC-free aerosols d. eco-friendly products e. electricity-generating technologies f. five-star hotel g. gluten-free foods h. green-eyed leopard i. high-priced objects j. man-made disasters k. oil-producing countries l. old-fashioned methods m. self-sustainable communities n. time-consuming project o. two-page speech p. well-known activists q. zero-tolerance measures

Vocabulary B (p. 129)

2. habitat 3. population 4. species 5. materials 6. forest 7. pollution 8. food 9. caps 10. coat 11. bite 12. race.

Test 1

Unit 1

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to text 1 once to get the gist of it and identify the topic being discussed. 20 p

2. Listen to the text again.

2.1 While listening tick (✓) the statements which are mentioned.

10 x 4 p

- ☐ a. Change is something which is inevitable.
- ☐ b. Akin was twelve years old when he found out that his family was quite special.
- ☐ c. His family is very united.
- ☐ d. He grew up in Boston.
- ☐ e. His father has Irish and French origins.
- ☐ f. Akin's mother is Latin American.
- ☐ g. His parents got married thirty years ago.
- ☐ h. Kristen and Michelle are students.
- ☐ i. He and his sisters look different from the other members of the family.
- ☐ j. Akin has got dark eyes.



2.2 Complete the sentences.

6 x 10 p

- a. When Akin and his family travelled separately to different parts of the world, he was _____
- b. By that time Akin went to _____
- c. Being able to live in different places for a while helps _____
- d. Akin's fiancée is from _____
- e. It was during Christmas dinner that he came to see how _____
- f. He is very proud of _____

3. Listen to text 2 and fill in the gaps.

8 x 10 p

- a. _____ is the b. _____ that there are human groups with particular (usually c. _____) characteristics that make them superior or inferior to others. d. _____ behaviour not just overt, such as e. _____ some people according to their f. _____ or g. _____ but it can also be covert, when society systematically treats groups according to some form of h. _____ judgment.

Reading

1. Define multiculturalism in a short paragraph.

6 p

2. Read the text carefully.

Toronto: Multicultural city

Toronto is the most multicultural city in the world, with about 50% of the population being foreign-born.

- As a Londoner who has also visited Toronto, I feel the multicultural nature of London can be overstated. Toronto
- 5 has more immigrants as a percentage of its population than London (50% versus 30% in London). London isn't even top in Europe – Rotterdam, Amsterdam and Vienna all have a higher proportion of foreign-born residents. I think “white British” is still the majority ethnicity in all but one of London's boroughs (Newham).
- 10 You can genuinely travel the world in one city in Toronto, and go from India to Greece to Vietnam all in one afternoon. Whereas in London you just sometimes get a vague feeling that one group may be quite numerous in one area. Toronto's main Chinatown is enormous and has a whole community living and working in it – London's is a small street with some Chinese restaurants where few of London's Chinese community actually live or work. Also,
- 15 London's “enclaves” are relatively fluid and no group really predominates anywhere, except white English people. For example, Brixton is usually thought of as a “Black” area, but even here Afro-Caribbeans and Black Britons don't constitute a majority. London doesn't have anything approximating Koreatown, Corso Italia, Portugal Village, etc. – despite sizable communities of Koreans, Italians and Portuguese calling London home.
- 20 Another thing about London is that it is more transient than North American cities. Young people and students from all over Europe and the wider world will use London as a base for a while but move on later in life. This makes London very diverse in the 20-30 age bracket but more monocultural the older people get. Immigrants go to Toronto and other North American cities to settle and set down roots, meaning you get diversity right up to people in their 80s or
- 25 90s. Those immigrant communities who do settle permanently in London will assimilate into just being British after a couple of generations, whereas in Canada and the US people hang on to their “ethnic” identities for generations – giving Toronto sizable “Irish” and “Scottish” communities, despite their families having been in the country for four generations.



<http://wiki.answers.com>
accessed in January 2014

3. Match the words from the text to the corresponding synonym.

Two clauses do not apply.

5 x 2 p

- | | |
|------------------------|--------------------------------|
| a. foreign-born (l. 2) | 1. exaggerated |
| b. overstated (l. 4) | 2. underestimated |
| c. boroughs (l. 9) | 3. substantial |
| d. vague (l. 11) | 4. born in a different country |
| e. sizable (l. 18) | 5. native |
| | 6. imprecise |
| | 7. districts in a city |

4. Say who or what the following information refers to.

6 x 2 p

- a. about 50% (l. 2)
- b. its (l. 5)
- c. 30% (l. 6)
- d. it (l. 13)
- e. here (l. 17)
- f. This (l. 22)

5. Use your own words to explain these statements as used in the text.

3 x 6 p

- a. "You can genuinely travel the world in one city in Toronto, and go from India to Greece to Vietnam all in one afternoon." (ll. 10-11)
- b. "Another thing about London is that it is more transient than North American cities." (l. 20)
- c. "Those immigrant communities who do settle permanently in London will assimilate into just being British after a couple of generations" (ll. 25-26)



3 x 8 p

6. Answer the questions.

- 6.1 Which is London's most predominant ethnic group?
- 6.2 Does the same happen in Toronto? Support your answer by quoting from the text.
- 6.3 Identify this kind of phenomenon.

Vocabulary and grammar

1. Match the terms to the corresponding definition. One of the terms won't have a definition available.

9 x 2 p

a. xenophobia	1. The process by which countries and cultures all over the world are becoming connected and similar to each other.
b. acculturation	2. The feelings of confusion and anxiety experienced by someone suddenly encountering an unfamiliar cultural environment.
c. culture shock	3. The state of being a member of a particular nation and having rights because of it.
d. discrimination	4. Extreme dislike or fear of foreigners.
e. assimilation	5. Treating others with disrespect only because they belong to different groups or cultures.
f. refugee	6. A change in the cultural behaviour and thinking of an individual or group of people through contact with another culture.
g. multiculturalism	7. The existence of several cultures within a society.
h. globalisation	8. The process of becoming an accepted part of a country or group.
i. citizenship	

2. Give the definition to the term that wasn't defined.

9 p

3. Use some of the previous terms to complete the sentences.

4 x 5 p

- a. One of the best ways to cope with _____ is to learn the host country's language.
- b. I think that _____ is becoming quite common in our days because marriages between people belonging to different races happen regularly in most societies.
- c. Unfortunately in some African countries women are still victims of _____ since they have no autonomy over their own lives.
- d. Many foreigners seek to marry natives so that they can apply to the country's _____.

4. Fill in the gaps with a suitable pronoun or determiner.

13 x 1 p

- a. Look at our new colleagues. I think _____ are from Portugal. _____ really look like Latin people. What do you think about _____?
- b. Kate is from Toronto but _____ lives in Montreal with _____ parents. Once _____ told me that living in New York was a dream of _____.
- c. Judith and I love travelling. _____ like travelling together or with _____ parents. _____ parents don't mind when _____ travel alone because they trust _____. Travelling to Toronto is a plan of _____.

5. Choose the correct option.

5 x 2 p

5.1 Toronto is becoming _____.

- a. more and more diverse b. the more famous the more diverse c. diverse and diverse

5.2 My parents _____ London recently.

- a. visited b. visit c. have visited

5.3 We saw a mixed raced family while we _____ down the avenue.

- a. were walking b. walked c. walk

5.4 Yesterday we met our new neighbours _____ they invited us for a cup of tea.

- a. then b. to c. and

5.5 This month my sister _____ with us.

- a. stays b. is staying c. stay

Writing

60 p

Bearing in mind the following situation write a descriptive report between 150 and 220 words.

Imagine that you have actually met Akin and you are about to share with him some aspects about your own country's traditions. So, think about one or two festivals that take place in your country and share them with your new friend.

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the first part of text 1 circle the correct option.

6 x 15 p

1.1 When living in a new country you ought to

- a. forget all about your roots.
- b. only be concerned about the new culture.
- c. keep the past experiences alive.

1.2 One of the things you shouldn't do is to

- a. share problems with family.
- b. find people in the same situation.
- c. hide yourself from other people.

1.3 The situation only gets worse if

- a. you keep in touch with people you left behind.
- b. you don't stay in touch with people you left behind.
- c. you visit your friends.

1.4 It's quite good whenever other people

- a. ignore your situation.
- b. teach you about different cultures.
- c. learn about your own culture.

1.5 One of the best things to ease culture shock is to

- a. find a hobby.
- b. find people your age who understand you.
- c. get in touch with native inhabitants.

1.6 Don't even think about

- a. hiding pictures from back home.
- b. preserving pictures from the new country.
- c. showing pictures of your new friends.

2. Now listen to the second part of text 1 and complete the statements.

3 x 10 p

- a. In order to overcome "culture shock" it's important to _____.
- b. Changing too fast or too many things at the same time is not _____.
- c. The best way to deal with culture shock is to find a good combination between _____.

3. While listening to text 2 find and correct the eight mistakes.

8x10 p

Culture shock isn't a cynical term or medical commission. It's simply a common way to prescribe the confusing and nervous feelings a person may have after leaving a familiar culture to live in a new and different culture. When you move to a new place, you're bound to face a lot of changes. That can be exciting and strangulating, but it can also be overwhelming. You may feel sad, anxious, frustrated, and want to go home.

It's natural to have difficulty adjusting to a few culture. People from other cultures may have grown up with values and benefits that differ from yours. Because of these differences, the things they talk about, the ways they excess themselves, and the importance of various ideas may be very different from what you are used to. But the good news is that culture shock is temporary.



<http://kidshealth.org/>
accessed in December 2013

Reading

1. Explain when “culture shock” can take place.

10 p

2. Read the text that follows carefully.

How difficult is it to fit in?

One person’s adjustment to a new culture is not necessarily like another’s. In some situations, people are excited about their move. Though they may feel a little sad about leaving important people and places behind, they think of the move as a new adventure, or they’ve heard great things about the place that will become their new home. On the other
5 hand, there are people who never wanted to move in the first place. Their frustration starts the day they realize that they have to move to a new place, when they’re perfectly happy where they are.

If you stay calm, observe and learn, and keep things in perspective, you’ll probably find that your difficulties will pass. But if you’re feeling depressed and you aren’t able to function
10 normally even after the first few months in your new environment, you should talk to a parent or trusted adult about whether to seek help from a physician or mental health professional.

Depending on where you come from and where you are now, you may or may not have trouble with the native language. It’s a good idea to become comfortable with the language
15 as soon as you can. Not being able to understand what people are saying is almost as frustrating as not knowing how to make people understand what you are saying.

A lot of the anxiety that comes with moving to a new place has to do with not knowing what to expect in your new environment. Learning things about your new environment will help you become more comfortable. School is a great place to do this. Watch and learn from the
20 people around you – see how the students interact with teachers and each other. Find out what your classmates do for fun and what kinds of things are important to them.

You can also get some insight from television and movies, but be careful – not everything you see on the screen is meant to be realistic. But these media do help if you’re still trying to learn the language or catch up on some slang, and at the very least, give you something to
25 talk about when you’re trying to make a new friend.

It’s important to realize that some people have an easier time adjusting to a new culture than others. Sometimes, if members in your family are having an easy transition, they’ll be a great source of support. Or they might need your help as they try and learn the new culture, especially if you have a better grasp on the language. Be patient with them; chances are
30 they’re trying to manage their culture shock – just like you.

<http://teenshealth.org/teen>
accessed in November 2013

3. Find in the first paragraph of the text synonyms for the words below.

4 x 3 p

- | | |
|---------------|-----------------|
| a. adaptation | c. shift |
| b. thrilled | d. exasperation |

4. What do these words refer to?

4 x 3 p

- | | |
|-----------------|------------------------|
| a. this (l. 19) | c. these media (l. 23) |
| b. them (l. 21) | d. they (l. 27) |

5. Complete the statements according to the text.

4 x 4 p

- a. People's adjustment to a new culture is a process _____.
- b. While some people think about moving to a different country as a new adventure, others feel _____.
- c. In order to overcome difficulties you may face it is essential to _____.
- d. It is quite depressing when an individual neither _____.
So the best thing to do is to learn it.

6. Answer the questions.

2 x 10 p

- 6.1** Which aspects normally cause anxiety to immigrants/foreigners moving to a new place?
- 6.2** Do people experience "culture shock" in the same way? Explain.

Vocabulary and Grammar

1. Fill in the gaps with a suitable word from the box.

8 x 2 p

cereal series effect affect aloud
allowed all together altogether

- a. Her decision won't _____ his integration process. Therefore, the _____ isn't going to be noticed.
- b. _____ the project seems to be interesting but if they work _____ its impact can be much better.
- c. We don't believe that their mother has _____ them to treat their new neighbours like that. She will be quite furious if she finds out that they play the music _____ only to upset their neighbours.
- d. The financial crises in the _____ industry will lead to a _____ of social problems, such as hunger.

2. Choose the correct option.

6 x 4 p

2.1 Normally newcomers _____ difficulties in adapting to the new culture.

- a. felt b. feel c. are feeling

2.2 We cannot trust _____ because they haven't been very kind to us.

- a. them b. us c. me

2.3 Everybody knows that they _____ a tough time adapting to the habits. But now they feel comfortable and do not want to go back to their homeland.

- a. have b. have had c. had

2.4 Last year my parents _____ to move to Canada.

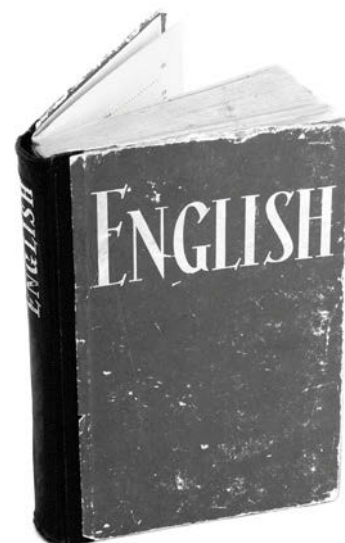
- a. decided b. have decided c. decide

2.5 Things were getting really complicated _____ we decided to go back to our country.

- a. since b. to c. so

2.6 This culture is _____ different _____ we are having problems in adjusting to it.

- a. such... that b. so... that c. more... than



3. Complete the sentences using the proportional comparative.

Make any necessary changes.

2 x 5 p

- a. Helen knows a lot about the host country's culture. Her adjustment will be easy.

The more Helen knows about the host country's culture _____

- b. Our country is diverse so its culture is rich.

The more diverse our country _____

Writing

Read the situation below, and write a recount between 150 and 220 words.

80 p

Imagine that you have been invited to spend a year in a boarding school and this has been your first week in the new country. You've decided to email your best friend and share your experience with her/him. Don't forget to mention all the difficulties you had to cope with.

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

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

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

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

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

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

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

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

Sugestões de distribuição do tempo de realização da prova:

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

Your final task is to write a recount about a humanitarian mission. Activities **A** and **B** will provide you with the input for Activity **C**.

Activity A

1. Identify the different types of discrimination conveyed by the images.



2. Fill in the text with the words given. One does not apply.

rights minorities diversity majority prejudice laws
cultures religious opinions groups politics racial

Sadly, over four decades after the civil **a.** _____ movement of the 1960s, our children are growing up in a society in which **b.** _____ and bigotry are still commonplace. Although **c.** _____ have been implemented and many attitudes have changed, bigotry based on racial, ethnic, and **d.** _____ grounds remains too much a part of the daily lives of children and families.

Our children are growing up in a time when the **e.** _____ and ethnic composition of our country is rapidly changing. In some areas of the nation, **f.** _____ of people previously characterised as racial or ethnic **g.** _____ make up the majority of the population.

Children are also being exposed to different **h.** _____ through the media. They are learning and forming **i.** _____ about people and events all over the country and the world. As a result, there is more of a need and opportunity to help children learn to understand and value **j.** _____.

<http://www.healthychildren.org>
accessed in December 2013

3. Choose the correct option.

- 3.1 This summer I _____ to visit Canada.
a. go
b. am going
c. goes
d. to go
- 3.2 _____ she is reading an article on disabled people.
a. Normally
b. Last Saturday
c. Two years ago
d. Right now
- 3.3 Children _____ to discriminate against overweight people.
a. tends
b. tend
c. are tending
d. tended
- 3.4 They haven't been able to live in peace _____ 1972.
a. for
b. ago
c. in
d. since
- 3.5 We don't like Helen because we have seen _____ hitting a smaller boy.
a. she
b. hers
c. her
d. his
- 3.6 Look at _____ when I'm talking to you!
a. you
b. I
c. mine
d. me
- 3.7 Is this Alex and Omar's car? – Yes, it is _____.
a. theirs
b. them
c. they
d. their
- 3.8 _____ his very bad temper, people don't like him.
a. Although
b. Despite of
c. Because
d. Because of

Activity B

Read the text carefully.

Malala, the girl that stood up for education

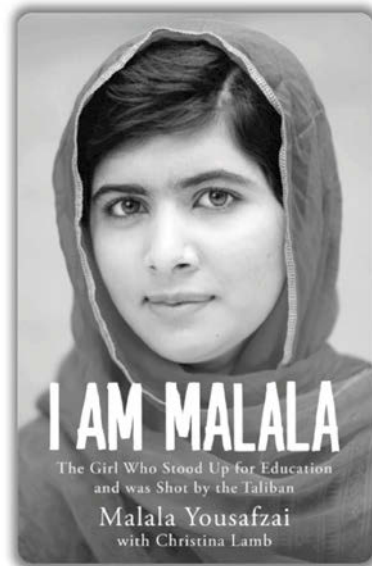
In a country that's seen more than its share of violence, the fate of one teenager might not seem to count for much. But somehow Malala Yousafzai from Pakistan has managed to become an international inspiration. She was only 11 when
5 she took on the Taliban, demanding that girls be given full access to school. Her campaign led to a blog for the BBC, a New York Times documentary, and a Pakistani peace prize.

But all that was only a prelude to even more extraordinary
10 events. In October, 2012, Taliban assassins attacked Malala, then 15, on her way home from school, shooting her in the head. Here, in an excerpt from her book, *I Am Malala*, she describes that day and offers her hopes for the future:

15 "Tuesday, Oct. 9, 2012, wasn't the best of days to start with, as it was the middle of exams – though as a bookish girl I didn't mind them as much as some of my classmates did. That morning we arrived in the narrow mud lane off Haji Baba Road in our usual procession of brightly painted rickshaws sputtering diesel fumes, each one crammed with five or six girls. Since the time of the Taliban, our school has had no sign and the ornamented brass door in a
20 white wall gives no hint of what lies beyond.

For us girls, that doorway was like a magical entrance to our own special world. As we skipped through, we cast off our head scarves and ran helter-skelter up the steps. At the top of the steps was an open courtyard with doors to all the classrooms. We dumped our backpacks in our rooms, then gathered for assembly under the sky, our backs to the
25 mountains.

The school was founded by my father before I was born, and on the wall above us 'Khushal School' was painted proudly in red and white letters. We went to school six mornings a week, and as I was in Year 9, my classes were spent chanting chemical equations or studying Urdu grammar, writing stories in English with morals like 'Haste makes waste' or
30 drawing diagrams of blood circulation – most of my classmates wanted to be doctors. It's hard to imagine that anyone would see that as a threat. Yet outside the school lay not only the noise and craziness of Mingora, the main city of the province of Swat, but also those, like the Taliban, who think girls should not go to school."



<http://therebelution.com>
accessed in December 2013

1. What do these words refer to?

- a. She (l. 4)
- b. that (l. 13)
- c. them (l. 16)
- d. our (l. 17)

2. Re-read paragraphs 1, 2 and 3 and find synonyms for the following words.

- a. destiny
- b. entire
- c. introduction
- d. clue

3. Decide whether the statements are true or false. Find evidence in the text to support your choice.

- a. It's hard to find peace in Mingora.
- b. Malala is worshipped in and outside the frontiers of Pakistan.
- c. She stands for Taliban values.
- d. Her efforts had been pointless.
- e. In October somebody tried to kill her.
- f. Most student girls wanted to work at the hospital.
- g. She lived in a quiet place.

4. Answer the questions.

- a. Why was Malala shot in the head?
- b. How was school seen by student girls? Explain.
- c. Why is it so difficult for Pakistani girls to become doctors?
- d. Based on the text, how would you describe Malala?

Activity C

There are many people trying to fight for a better and just world, like Malala.

Imagine that you were invited to join a humanitarian group on a mission.

Write a recount for an English language magazine telling about this unforgettable experience. Identify the mission, mention where and when it took place, who you went with, where you stayed, the difficulties you had to deal with, the most rewarding aspects about it and how you felt after having joined the mission.

Write between 150 and 220 words.

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

Do not sign your text.

FIM COTAÇÕES

Atividade A		Atividade B		Atividade C
1.	10	1.	12	
2.	10	2.	12	
3.	20	3.	28	
		4.	28	
40 pontos		80 pontos		80 pontos

Unit 1 – Audio Scripts / Answer keys

TEST 1

AUDIO SCRIPTS

CD 3 – Track 19

Text 1

Hi. My name is Akin and very soon I understood that change is something we must accept as a part of life. I have known that my family is different for quite some time. We love each other, face hard times together, fight with each other and lose touch at times but at the end of the day we are a family.

My father and most of his family (four brothers and a sister) have been in Massachusetts their entire lives. They have Irish and French origins but they are like any Caucasian family in America. My mother is from Chile. They met in Boston many years ago.

I have two sisters. Kristen is a year older than me and Michelle is seven years older. Michelle is a half-sister but to me that term is nonsense. Putting a label such as half in regards to family is a ridiculous concept. She is my sister. If you look at my entire extended family as a whole, me and my sisters are the mutts. Two are a mix of Irish and Chilean and one is a mix of Irish and Thai. In our younger years, we all noticed that we stuck out. Family photos would consist of a group of fair-haired and blue-eyed people and then us sticking out like sore thumbs. The three kids with out of control wavy dark hair, unique brows, dark eyes and freckles.

At 18, me and my family were scattered around the world. My parents stayed in California, I moved to the UK, Kristen lived in Chile and Michelle went out to Vegas. As a young adult that got to experience this, I would recommend to any parent to have your child experience another part of the world for a few years. Travel does truly broaden the mind.

Five years later, I am back living in California and have brought back an Irish souvenir and will soon be marrying her. It has been a long time since I thought about having an odd family until the Christmas holiday. It was not until we sat down for dinner that I realized how I have a crazy, amazing family.

At a young age I was confused. Now I am so proud to have such a mixed race family and wouldn't change anything about them. We often joke around and call ourselves the UN family but at the end of the day that does not matter. We are a family that sticks together and loves each other.

Point of the story: If someone is different, treat them with respect. The world is changing. Deal with it.

<http://receptionchronicles.wordpress.com>
accessed in December 2013

CD 3 – Track 20

Text 2

Racism is the belief that there are human groups with particular (usually physical) characteristics that make them superior or inferior to others. Racist behaviour is not just overt, such as treating some people according to their race or colour, but it can also be covert, when society systematically treats groups according to some form of discriminating judgment.

<http://reacttoracism.ca>
accessed in December 2013

ANSWER KEY

Listening

1. Multiculturalism / Multicultural families.

2.1 a, c, e, f, i, j.

2.2 a. 18 years old. b. the UK. c. broaden our mind. d. Ireland / the UK. e. crazy and amazing his family was. f. his multicultural family.

3. a. Racism b. belief c. physical d. Racist e. treating f. race g. colour h. discriminating.

Reading

1. Multiculturalism is the coexistence of different cultures in a certain place.

3. a. 4 b. 1 c. 7 d. 6 e. 3.

4. a. foreign-born population b. Toronto's c. number of immigrants living in London d. Toronto's main Chinatown e. Brixton f. the use of London as a base by young people and students from all over the world who move on later in life.

5. a. In Toronto one has the possibility of finding many cultures and races from all over the world. Its cultural diversity is quite obvious and can be experienced.

b. Most immigrants don't settle in London for ever. Thus, their stay is normally only temporary.

c. Immigrant communities that settle in London tend to lose their own culture and replace it by the British culture. In other words, they assimilate the culture of the host country.

6.1 London's predominant ethnic group are the "white English", also called the "white British".

6.2 No, in Toronto the situation is quite different because immigrants adjust to the new culture but keep their own traditions/culture. "whereas in Canada and the US people hang on to their 'ethnic' identities for generations". (ll. 26-27)

6.3 This phenomenon is called salad bowl (different cultures).

Vocabulary and Grammar

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

2. Refugee: someone who has been forced to leave a country because of war or for religious or political reasons.

3. a. culture shock b. multiculturalism c. discrimination d. citizenship.

4. a. they; They; them b. she; her; she; hers c. We; our; Our; we; us; ours.

5.1 a. 5.2 c. 5.3 a. 5.4 c. 5.5 b.

TEST 2

AUDIO SCRIPTS

CD 3 – Track 21

Text 1 – Part 1

Everyone feels the pressure to fit in at one time or another – whether they've lived in the area for days or years. But don't feel like you need to change everything about yourself so you can stand out less. All of your experiences before you came to your new home are part of you, and what makes you special.

Here are a few tips for making sure your new culture doesn't overpower the old:

Educate people about your culture. Just because you're the one entering the new culture doesn't mean you should be the one doing all the learning. Take the opportunity to teach classmates

and new friends about your culture; they may know little about it. It will also help them to learn more about you in the process. Invite them over for traditional dishes from your culture, or show them how you celebrate your holidays.

Find a support group. Find kids in your class or neighbourhood who recently moved too. You can share experiences, cheer each other up when things get rough, and introduce each other to the new friends you've made.

Keep in touch with home. You probably left behind good friends and family when you moved. If it's going to be a long time until your next visit, keep in touch. Email, text, Skype, or call so you can stay updated on the things happening there, and talk about your new experiences. You've not only left behind people, but also other things – like your favourite spot to hang out. Keep pictures around to remind you of home.

<http://kidshealth.org>
accessed in December 2013

CD 3 – Track 22

Text 1 – Part 2

The key to getting over your culture shock is understanding the new culture and finding a way to live comfortably within it while keeping true to the parts of your culture that you value.

It's important to be yourself. Try not to force yourself to change too fast or to change too many things all at once. You will have your own pace of adjusting. Everyone goes through changes in their life, and it may seem that you are going through more changes than the average person — but as long as you hold on to what's important to you and find a good combination between old and new, you'll be fine.

<http://teenshealth.org/>
accessed in December 2013

CD 3 – Track 23

Text 2

Culture shock isn't a clinical term or medical condition. It's simply a common way to describe the confusing and nervous feelings a person may have after leaving a familiar culture to live in a new and different culture. When you move to a new place, you're bound to face a lot of changes. That can be exciting and stimulating, but it can also be overwhelming. You may feel sad, anxious, frustrated, and want to go home.

It's natural to have difficulty adjusting to a new culture. People from other cultures may have grown up with values and beliefs that differ from yours. Because of these differences, the things they talk about, the ways they express themselves, and the importance of various ideas may be very different from what you are used to. But the good news is that culture shock is temporary.

ANSWER KEY

Listening

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

2. a. understand the new culture. b. the right procedure/the way to cope with "culture shock". c. the new and the old.

3. cynical – clinical; commission – condition; prescribe – describe; pace – place; strangulating – stimulating; few – new; benefits – beliefs; excess – express.

Reading

1. Normally it takes place when someone moves to a different country and has to deal with a new culture. The differences lead to a culture shock.

3. a. adjustment (l. 1) b. excited (l. 2) c. move (l. 2) d. frustration (l. 5).

4. a. learn things about the new environment b. classmates c. television and movies d. members of the family.

5. a. that is singular and difficult. b. frustrated (because they never wanted to move to a new place). c. stay calm, observe and learn and keep things in perspective. d. speaks nor understands the language of the new country.

6.1 The causes of foreigners' anxiety are not being able to communicate because they do not speak or understand the language and not knowing the culture/environment of the new country.

6.2 No. Culture shock is experienced by people in different ways depending on whether they want to leave their homeland or are forced to leave it. Besides, people that speak and understand the language of the new country find it easier to communicate and adapt.

Vocabulary and Grammar

1. a. affect – effect b. altogether – all together c. allowed – aloud d. cereal – serial.

2.1 b. 2.2 a. 2.3 b. 2.4 a. 2.5 c. 2.6 b.

3. a. the easier her adjustment. b. the richer its culture is.

ANSWER KEY – EXAM TEST UNIT 1

Activity A

1.

A. sexual orientation gay B. religious C. racial D. looks; physical E. gender F. age.

2. a. rights b. prejudice c. laws d. religious e. racial f. groups g. minorities h. cultures i. opinions j. diversity.

3.1 b 3.2 d 3.3 b 3.4 d 3.5 c 3.6 d 3.7 a 3.8 d.

Activity B

1. a. Malala b. the day when she was shot in the head c. exams d. Malala and other school girls' / Malala and her classmates'.

2. a. fate (l. 2) b. full (l. 5) c. prelude (l. 8) d. hint (l. 18).

3. a. True – "In a country that's seen more than its share of violence." (l. 1) b. True – "Malala (...) has managed to become an international inspiration." (ll. 3-4) c. False – "she took on the Taliban, demanding that girls be given full access to school." (ll. 4-6) d. False – "Her campaign led to a blog for the BBC, a New York Times documentary, and a Pakistani peace prize. But all that was only a prelude to even more extraordinary events." (ll. 6-9) e. True – "In October, 2012, Taliban assassins attacked Malala, then 15, on her way home from school, shooting her in the head." (ll. 9-11) f. True – "most of my classmates wanted to be doctors." (l. 28) g. False – "Yet outside the school lay not only the noise and craziness of Mingora" (ll. 29-30).

4. a. Because she stood/stands for values that were/are condemned by the Taliban regime. b. School was seen as something magical. A place where girls felt free to learn, pray, be themselves and where they felt safe. c. Because according to some people, mainly Talibans, girls don't have the right to access school education. Therefore only men can become doctors. d. Malala is a very courageous girl. She is also intelligent and persistent when defending her beliefs. Malala's bravery and life story have made her a girl admired by many.

Correction table – Test 1

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening					Reading					Vocabulary and grammar					Writing	
		1. 20	2.1 10x4	2.2 6x10	3 8x10	Total	1 6	3 5x2	4 6x2	5 3x6	6 3x8	1. 9x2	2. 9	3. 4x5	4. 13x1	5. 5x2	1. 60	Total
1																		
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Correction table – Test 2

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening				Reading						Vocabulary and grammar				Writing		Total
		1. 6x15	2 3x10	3. 8x10	Total	1 1x10	3 4x3	4 4x3	5 4x4	6 2x10	1. 8x2	2. 6x4	3. 2x5	1. 80				
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Correction table – Exam Test

Year 11 Class _____ Date ____/____/____

No.	NAME	Activity A				Activity B				Activity C		Total
		1.	2	3.	Total	1	2	3	4	80		
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Test 3

Unit 2

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once and identify the topic being discussed.

20 p

2. Listen to the text again.

2.1 Complete the sentences with the correct information.

5 x 12 p

- a. The talk show is being broadcast by _____.
- b. Dr Trevis Smith is a _____.
- c. GCSE is short for _____.
- d. A Levels is the same as _____.
- e. The Diploma combines _____.

2.2 Say if the statements are True (T) or False (F). Correct the false ones.

5 x 12 p

- a. Both teenagers feel confused about their future options.
- b. You'll be looked down on if you take A Levels.
- c. When taking a Diploma students have to be older than thirteen.
- d. For Thomas, money isn't everything.
- e. Apprenticeships require hard work.

T	F
T	F
T	F
T	F
T	F

2.3 Complete the statements with the missing words/expressions.

10 x 6 p

Thomas – I need a. _____ but I'm not ready for a job.

Dr Trevis Smith – Some people take a b. _____ between finishing their A levels and starting work or c. _____ but not that many people do it between GCSEs and A Levels. A gap year is an opportunity to work out your next move while having fun and building on your d. _____. Be realistic though – a round-the-world trip can cost up to £5,000. If money is tight, why not look into local e. _____. Or, if you are just up for a change of scene there's plenty of time in the summer between f. _____ to go on an adventure of some sort!

<http://www.bbc.co.uk> (adapted)
accessed in December 2013

Reading

1. Do you think it is still worth it going to university? Give reasons.

10 p

2. Now read the text carefully.

Choosing the right university

Students who have received your A-level results, please listen up. If you have not – or do not – get into a top UK university, don't go at all. Results day is stressful. It is full of euphoria. Relief. Disappointment.

5 Frustration. Anxiety. It's emotional, but you'll be fine. Just follow my advice: if you aren't going to a respected institution, forget about it altogether. Life is about making the right investments and university is a pretty big one. It has to be worth every penny.

10 If, after the emotional roller coaster, you do decide to go to university, you are going to have a lot of debt. It is likely you'll owe £43,000, thanks to recent policies from the suits in Westminster. It will be money taken from your income for years to come.

It is not just a financial investment. It is an investment of your time. If you live to 81, the average UK life expectancy, you would have spent 2.4 percent of your life at university. If
15 this is 2.4 per cent of your life studying adventure sports, tourism or homeopathy it probably won't propel your career. It is true many have a love for academia – but if that's not you, don't be a sheep. Getting into and going to university used to be a big deal; now it's considered the norm. Don't let that fear of missing out sway you.

Time for some optimism: choosing not to go to university because you haven't got into
20 one of the elite institutions shows good judgment. The appetite for mass university attendance is flagging. In fact, the stigma attached to having a weak degree could be worse than not having one at all. It is a nice sentiment to want everyone to go to university, but in reality it's not such a good idea.

Despite the huge debt, and wasted hours of your life, university does provide you with
25 general life skills. Like the ability to work with a hangover, pay rent, and call your mum every weekend. Virtues these may be, but I am certain life experience isn't exclusive to university. It is just a costly way of getting them. Especially if what you're paying for is a tumbleweed degree that's going to float straight past employers.

The UK has some of the world's best universities. It also has quite a few average ones. So
30 try to think with a cold rational mind: is it worth it?



<http://www.telegraph.co.uk>
accessed in December 2013

3. Say who or what the following words refer to.

4 x 2 p

- a. It (l. 4) b. it (l. 7) c. It (l. 9) d. It (l. 12)

4. Match the words to the right definition. You will not need to use all the definitions.

6 x 2 p

- | | |
|-----------------------|---|
| 1. debt (l. 11) | a. control or influence (a person or course of action) |
| 2. income (l. 12) | b. drive or push something forward |
| 3. propel (l. 16) | c. make a payment to (someone) in return for services |
| 4. sway (l. 18) | d. declining in interest, attraction, or value |
| 5. flagging (l. 21) | e. money received, especially on a regular basis, for work or through investment |
| 6. tumbleweed (l. 28) | f. a plant which breaks off from the parent plant, withers and is rolled about by the wind with no specific direction |
| | g. signal to a vehicle or driver to stop, especially by waving one's arm |
| | h. succulent plant with a thick fleshy stem which typically bears spines |
| | i. sum of money that is owed or due |

5. Explain the following expressions using your own words.

4 x 3 p

- a. "It has to be worth every penny." (l. 9)
b. "after the emotional roller coaster" (l. 10)
c. "but if that's not you, don't be a sheep" (ll. 16-17)
d. "for is a tumbleweed degree that's going to float straight past employers." (ll. 27-28)

6. Answer the following questions about the text.

3 x 10 p

- 6.1 What might be the consequence of not choosing the right university, according to the author of the text?
6.2 Does the text suggest going to university is a good choice? Explain.
6.3 How does university prepare you for life?

Vocabulary and Grammar

1. Complete the text with the words/expressions given below.

10 x 1 p

budget experience programmes student abroad secondary grants
university gap year wealthiest

Travel a. _____, learn another language and gain valuable work b. _____ without sacrificing your education? Thousands of students each year take a year off between c. _____ school and d. _____ – known as the e. _____ – to do just that.

Thinking about taking a year out before going to university?

All this self-exploration and enrichment comes at a cost. Even so, it is not merely a luxury for the f. _____ families. You might be surprised to learn there are opportunities to suit every g. _____. Some official gap year h. _____ provide scholarships and i. _____, while other programmes allow a j. _____ to actually make money while away.

<http://www.bbc.com>
accessed in December 2013

2. Use the connectors below to complete the sentences.

Three connectors do not apply.

4 x 2 p

although but however in spite of
still though yet

- a. _____ the cynicism in the article, it's clear that university is no longer the sort of thing you can undertake without very clear thought and planning.
- b. I have spoken to a career counsellor; _____, I haven't made up my mind about the most appropriate career path for me.
- c. My sister is a very bright student. She is not very street-smart, _____.
- d. _____ tuition fees are excessively high, this doesn't put off many students from trying to get a place at university.

3. Complete the second sentence so that it has a similar meaning to the first, using an appropriate connector of contrast. Make sure your punctuation is correct.

4 x 4 p

- a. I passed my A levels but I took a gap year before going to university.
Although _____.
- b. Mary got excellent grades; however, she wanted to get some volunteering experience. In spite of _____.
- c. Thomas took an apprenticeship. He regretted not working with people his age. Thomas _____.
- d. Mary got quite good marks in her GCSEs but she failed her university degree. Mary had quite good marks in her GCSEs; she _____.

4. Complete the sentences by putting the verbs into either the present perfect simple or the present perfect continuous.

10 x 3 p

- a. I _____ (study) for my exams, so I haven't spoken to my friends yet.
- b. Sarah and I _____ (talk) for the past month about the best future job.
- c. I _____ (not decide) what I want to do yet.
- d. We _____ (work) on our CVs for a few days.
- e. I'm really tired because I _____ (look) for a job all day.
- f. What _____ (do) in your room all day?
I _____ (search) for a part-time job but I _____ (not find) anything so far.
- g. Where _____ (you / be)?
I _____ (just / have) a job interview.

Writing

50 p

Write an argumentative text expressing several arguments for or against taking a gap year and stating your own position on the issue. Write between 150 and 220 words.

Test 4

Unit 2

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once for general understanding and say what it is about. 10 p

2. Listen to the text again.

2.1 Complete the table with the missing information.

8 x 7.5 p

	Steve	Karen
Job		
Working hours		
Salary		
Reasons to do this job		

2.2 Listen to the text again to complete the sentences.

6 x 10 p

- a. People usually think that Steve can help them get _____.
- b. One of the drawbacks of being a financial advisor is _____.
- c. Because he doesn't like money, Steve's _____.
- d. In a call centre, people drink _____.
- e. Karen's tasks have to do with _____.
- f. People shouldn't be judged by what they do because Karen _____.

2.3 Fill in the gaps with the missing words or expressions.

7 x 10 p

a. _____ – I ended up in paediatric neurosurgery because children make better recoveries from brain trauma than adults. So it's more b. _____ in terms of outcome and I find c. _____ resilience really inspiring.

When I trained I worked d. _____ a week, so life is quieter now. I do two 12-hour operating days when I do three or four procedures – unless it's a difficult case which will take 10-15 hours. Other days are e. _____, where I see 30-40 patients a day. I also have a f. _____ every seven weeks, which is night and day for seven days. I'm used to working on g. _____.

Robert Smith, 35



Reading

1. Does money talk when applying for a job? Give your reasons.

10 p

2. Now read the text carefully.

Money isn't everything in a job

If you think that winning the lottery will leave you feeling contented for the rest of your life, think again. Money can buy you only a little happiness, says the biggest survey of its kind ever held. It found that while wealth improves quality of life and “life satisfaction”, it has only a small impact on day-to-day mood. Rich, but not necessarily happy: wealth can
5 have little impact on day-to-day mood, the survey found.

The poll found that happiness was much more strongly linked to being respected and the sense of having control over life. Support of family and friends and working at a fulfilling job were also far more important than income, the researchers found. The survey, carried out by Gallup and published in the *Journal of Personality and Social Psychology*, is one of the
10 most detailed polls of its kind.

Dr Ed Diener, who led the study at the University of Illinois, said: “We knew from earlier research that money to some degree is associated with happiness, although the effects are often fairly weak. So the answer to the question, ‘Does money make us happy?’ was, ‘Yes, a bit.’ But we see a much more interesting pattern than that simple answer.”

15 The pollsters used telephone surveys in richer countries, and door-to-door interviews in poorer parts of the world, to ask about income, standard of living, housing conditions and diet. Respondents were invited to evaluate their life on a scale of 0 to 10, and to describe the negative and positive emotions experienced the previous day. The poll also asked if they felt respected, whether they had family and friends they could count on in a crisis and how free
20 they felt to choose their daily activities.

The links between money and happiness were the same for young and old, different social classes, men and women, and town and country dwellers. Dr Diener found that life satisfaction rises with personal and national income. But positive feelings were much more strongly linked with other factors. “Everybody has been looking at just life satisfaction and
25 income,” he said. “And while it is true that getting richer will make you more satisfied with your life, it may not have the big impact we thought on enjoying life.”

www.dailymail.co.uk
accessed in December 2013



3. Skim the text and find synonyms for the following words/expressions.

5 x 4 p

- a. pleased
- b. pay
- c. someone who conducts a survey
- d. people who answer questions in a survey
- e. inhabitants

4. Find evidence in the text for the following ideas.

3 x 6 p

- a. Money doesn't make great difference in our everyday lives.
- b. Emotional values are more important than material things.
- c. Opinions about money are consensual.

5. Answer the following questions about the text.

3 x 10 p

- 5.1 According to the text, to what extent can money make us happy?
- 5.2 Explain how the survey was conducted.
- 5.3 What conclusions might be drawn from this survey?

Vocabulary and Grammar

1. Complete the text with the words/expressions given below.

10 x 1 p

co-workers paycheck colleagues flexible work job satisfaction
engineers creative skills amount salary information technology

a. _____ means different things to different people. Some are happy with the challenges or the opportunity to use their b. _____. Others like the environment or their relationships with c. _____. In some cases, it's a mix of several factors that bring the most satisfaction. The d. _____ of money in the weekly e. _____ is often a factor in job satisfaction.

A salary survey of senior f. _____ leaders reported in December 2012 by Search CIO found that the most important factors in job satisfaction were not related to g. _____. Intellectually challenging work and enjoyment of the working environment – including good relationships with h. _____ – were most important, at 38 and 19 percent respectively. i. _____ schedules were important for 12 percent of the group, while only 8 percent stayed in the job because of their salary. In a similar survey reported the same month in Search Networking, only 13 percent of network j. _____ said salary was important, and only 11 percent would change jobs for an increase in salary.

<http://everydaylife.globalpost.com> (adapted)
accessed in December 2013



2. Complete the following sentences with the modal verbs given.
There is one extra modal verb.

5 x 4 p

may must could
can't must be can't be

- a. Having completed an internship at Microsoft, he _____ very proud to have got the job.
- b. Frank is very optimistic. He thinks he _____ have been given the job at Google.
- c. My sister prefers being outdoors. So she _____ thinking about being a secretary!
- d. They say he was hired because of his CV! He _____ have spent a long time putting it together.
- e. Thomas loves animals. He _____ easily become an excellent vet.

3. Complete the second sentences so that they have a similar meaning to the first. 5 x 6 p

- a. Google gives web design trainees the best working conditions.
Web design trainees _____.
- b. More companies are offering different working arrangements.
Different _____.
- c. The software engineers have sent the CEO the final project.
The CEO _____.
- d. Job satisfaction can increase a company's production.
A company's _____.
- e. The CEO himself will interview the final job applicants.
The final _____.

4. Fill in the gaps with the corresponding phrasal verb with *work* in the correct tense.

4 x 3 p

- a. Thomas _____ his frustration after being made redundant by cycling for one hour.
- b. Some employers fail to understand the needs of their employees. They can't _____ them _____ because they never take time to talk to them.
- c. It's amazing how Carol _____ to the position of Head of Administration.
- d. Despite _____ the night, she still didn't get her assignment finished.

Writing

50 p

**1. "Money won't create success, the freedom to make it will."
(Nelson Mandela)**

Write an exposition stating your opinion on the importance of money in a job and relating it to Mandela's quotation. Write between 150 and 220 words.



Your final task will be to write an **argumentative text** about the several paths you can choose to follow as a career after school. Activities **A** and **B** will provide you with the input for Activity **C**.

Activity A

1. From the list below choose the area in which you believe you can find a job with a future and briefly explain your choice.

Health	Technology	Art	Environment
Logistics	ICT	Languages	

2. Complete the following sentences by choosing the most suitable modal verb (a to d).

2.1 You _____ be serious! Does Ana really want to be a doctor?

- | | |
|----------|--------------|
| a. can | c. shouldn't |
| b. can't | d. must |

2.2 Sarah _____ have a natural talent for helping other people because it means the world to her.

- | | |
|---------|-----------|
| a. must | c. should |
| b. may | d. can't |

2.3 My sister _____ go to university because she has already rented a room.

- | | |
|-------------|-----------|
| a. couldn't | c. should |
| b. must | d. may |

2.4 _____ you help me with my CV? I'm confused...

- | | |
|-----------|---------|
| a. Should | c. Must |
| b. Can | d. May |

2.5 Thomas _____ get a scholarship. He deserves it more than any other student.

- | | |
|--------|-----------|
| a. can | c. should |
| b. may | d. must |

3. Complete the following text about different career paths using the words below.

unemployment career employment job workday
life path school skills work

Whether you're just leaving **a.** _____, finding opportunities limited in your current position or, like many in this economy, facing **b.** _____, it may be time to consider your career **c.** _____. Regardless of your reasons, the right career is out there for everyone. By learning how to research options, realize your strengths, and acquire new **d.** _____, as well as muster the courage to make a change, you can discover the **e.** _____ that's right for you.

You may have fallen into the trap of thinking the sole point of work is to bring home enough money to live comfortably. While adequate compensation is important in any **f.** _____, it's not the whole story. If you are unsatisfied with what you do every day, it takes a toll on your physical and mental health. You may feel burned out and frustrated, anxious, depressed, or unable to enjoy time at home knowing another **g.** _____ is ahead. Whether you're looking to enter the work force for the first time or contemplating a career change, the first step to choosing a fulfilling career is to uncover the activities that get you excited and bring you joy.

www.helpguide.org
accessed in December 2013

4. Rewrite the sentences without changing their meaning.

- a.** A panel of three managers interviewed the candidates for the apprenticeship.
The candidates _____.
- b.** Some colleges are offering teenagers specialised programs in webdesign.
Teenagers _____.
- c.** You can find the best career opportunities in English speaking countries.
The best career opportunities _____.
- d.** You can't miss a good job opportunity.
A good job opportunity _____.



Activity B

Read the following text.

What career is right for me?

Most Americans switch careers at least three times throughout their lives. Gone are the days when people retired from the company where they first worked. The progressive mentality regarding business and technology often ensures that people move from position to position as they try to find the right career for them. Recent college graduates ask “what career is right for me?” many times in the months before and after graduation. Now more than ever, people are also asking “what career is right for me?” into their thirties, forties and fifties. Even baby boomers are asking “what job is right for me?” as they retire and reenter the workforce in their sixties and seventies. It seems that every employee in America is wondering which career path fits him or her best. When you find yourself asking “what career is right for me?” follow some of these simple tips to set yourself straight on the best path for you.

- _____ Unfortunately, taking a career assessment test with an agency can be expensive or inaccurate. There are many helpful and free alternatives on the internet. Consult a site and take its test to see which career path might be right for you. The test will ask about your personality and what you like to do in order to narrow down your ideal career.
- _____ Sometimes people think they want to switch careers, but they just hate their current situation. You may be an accountant and hate your job, but doing the same work from home or with co-workers you respect could be the perfect fit for you. Also, instead of switching careers completely, think about whether working for a different company or transferring your skills to a different industry would make a difference. An engineer working for a large firm may be much happier with a smaller, local company.
- _____ Starting a brand new career will be much easier if you build on the skills you have already worked to develop. For example, if you have sales experience but want to change careers, look at going into marketing. Your excellent communication skills will be a huge asset in your new career, and you can emphasize this to potential employers.
- _____ Learn about which skills or education you will need to switch to your desired career. Fulfilling your lifelong dream of being a physician may not be feasible in your fifties, but you could take some courses and qualify to be a medical assistant, for example. Make sure that you know what requirements you will need before switching careers and decide whether or not you can fulfill them.
- _____ The easiest way to make the transition into a new career may be to know someone in that industry who can guide you through your change. Consult colleagues, contacts from your education background or friends who might know more about your desired career. Get names from them so that you can expand your network and find your perfect career.

www.employmentspot.com/
accessed in December 2013

1. Match each of the following titles with the corresponding paragraph (paragraphs 2 to 6).

- | | |
|----------------------------------|-----------------|
| a. Evaluate your current job | Paragraph _____ |
| b. Network | Paragraph _____ |
| c. Take a career assessment test | Paragraph _____ |
| d. Do your research | Paragraph _____ |
| e. Write down your skills | Paragraph _____ |

2. Identify the sentence which proves that people don't keep the same job all their lives.

3. According to the text, name the five tips to help you if you want to change careers.

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

- a. their (l. 1)
- b. they (l. 2)
- c. them (l. 31)
- d. them (l. 35)

5. Explain the meaning of the following expressions.

- a. "The progressive mentality regarding business and technology often ensures that people move from position to position as they try to find the right career for them." (ll. 2-4)
- b. "Fulfilling your lifelong dream of being a physician may not be feasible in your fifties (...)" (ll. 28-29)

Activity C

Write a text presenting arguments for and against the several career paths you may choose to follow after school.

Write between 150 and 220 words.

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

Do not sign your text.

FIM COTAÇÕES

Atividade A		Atividade B		Atividade C
1.	11	1.	5	
2.	10	2.	10	
3.	7	3.	15	
4.	12	4.	20	
		5.	30	
40 pontos		80 pontos		80 pontos

Unit 2 – Audio Scripts, Answer keys

TEST 3

AUDIO SCRIPT

CD 3 – Track 24

Listen to part of a BBC 5 Radio Talk with two teenagers and a careers counsellor, Dr Trevis Smith, about the different options after GCSEs.

Dr Trevis Smith: I can see you both seem confused. But that's perfectly normal at your age. Now that your GCSEs – or General Certificate of Secondary Education – are over you've got some big decisions to make. So make sure you know all of your options...

Trisha: Well, that's exactly what I do not know how to do. What should I do next?

Dr Trevis Smith: Finishing GCSEs is a huge moment. You've got some big decisions to make about what to do next so think about your options carefully. A rushed decision now might cause you heartache in the future.

Thomas: Are A Levels a good idea?

Dr Trevis Smith: If you want to go to university, the most usual route is to take a General Certificate of Education Advanced Level or A Levels as it is commonly known. Doing A Levels will improve your skills, make you more attractive to employers and give you the chance to learn more about the subjects you enjoy most. You're treated more like an adult than at school too.

Trisha: I have heard about the new Diploma, but what is it?

Dr Trevis Smith: The Diploma combines study with practical experience. Lessons are work-relevant and interactive and all Diploma students get to do at least 10 days work experience. For example, you would take part in workshops and projects, like putting together a magazine or developing a business plan. Although Diplomas relate to a particular subject or sector, such as Engineering, you will continue to study core subjects like English, maths and IT. You can take a Diploma at 14 or 16 years old.

Thomas: I want to start earning some cash.

Dr Trevis Smith: Lots of jobs require A Levels or degrees so be prepared to start from the bottom and work your way up. Think about applying for jobs that offer training. This will put you in a good position to move up the career ladder. And go for a job you'll enjoy: a day at work can seem very long when you're used to being at school!

Trisha: But can I get qualifications without doing more study?

Dr Trevis Smith: Apprenticeships are a great way of getting qualifications without going to college. You'll learn on the job and earn a wage at the same time. You'll need to be committed though – it's hard work and it takes 12-24 months to get qualified.

Thomas: I need a break from studying, but I'm not ready for a job.

Dr Trevis Smith: Some people take a "gap year" between finishing their A Levels and starting work or university but not that many people do it between GCSEs and A Levels. A gap year is an opportunity to work out your next move while having fun and building on your skills. Be realistic though: a round-the-world trip can cost up to £5,000. If money is tight, why not look into local volunteer projects? Or, if you are just up for a change of scene there's plenty of time in the summer between GCSEs and A Levels to go on an adventure of some sort!

www.bbc.co.uk (adapted)
accessed in December 2013

ANSWER KEY

Listening

1. Options after students finish their GCSEs.

2.1 a. BBC 5 Radio. b. career counsellor c. General Certificate of Secondary Education d. General Certificate of Education Advanced Level e. study with practical experience.

2.2 a. True b. False – You will be more attractive to employers if you take A levels. c. True d. False – He wants to start earning money. e. True.

2.3 a. a break from studying b. gap year c. university d. skills e. volunteer projects f. GCSEs and A Levels.

Reading

1. Personal answer.

3. a. results day b. going to a respected university c. the investment of going to university d. £43,000.

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

5. a. It must compensate you for the money spent.

b. After all the ups and downs/After all the jumble of emotions.

c. don't do things just because others do them.

d. It won't make any difference because it is not valuable.

6.

6.1 If you don't go to a prestigious university, you might spend lots of money and not get a good job.

6.2 The text tells us that you need to plan carefully if you want to go to university. You should choose a good university, otherwise it won't bring you any benefits. Instead, you could get into serious debt for the rest of your life.

6.3 University provides you with life skills. You get used to being on your own and becoming independent.

Vocabulary and Grammar

1. a. abroad b. experience c. secondary d. university e. gap year f. wealthiest g. budget h. programmes i. grants j. student.

2. a. In spite of b. However c. though d. Although.

3.

a. I passed my A levels, I took a gap year before going to university.

b. getting excellent grades, Mary wanted to get some volunteering experience.

c. took an apprenticeship; however, he regretted not working with people his age.

d. failed her university degree, though.

4. a. have been studying b. have talked c. haven't decided d. have been working e. have been looking f. have you been doing; have been searching; haven't found g. have you been; 've just had.

TEST 4

AUDIO SCRIPT

CD 3 – Tracks 25-27

Listen to these people talking about their jobs.

Steve Thompson, 37, Financial advisor

People don't really understand what a financial advisor does, so they think I'm the one who makes the decision on whether they get a mortgage – I constantly have people trying to convince me how well off they are. The only thing that keeps me doing the job is that I like people. I hate sitting at a computer and looking at figures. The timetable is also good because I don't have a strict one. There can be a sad side – I see a lot of death claims and at

the moment I feel surrounded by cancer. A lot of my clients have it and it's hard advising them, especially when they aren't going to get to use the pension they've been saving for all their life. I have a terrible relationship with money. It's my wife who runs our bank accounts. I just give her my £8000 pay.

Karen Frames, 24, Call center worker

Working in a call center every minute of every day is an awkward conversation. You're in a room of strip lighting, structured like a classroom, full of people fuelled on instant coffee, trying to stay upbeat while constantly being told they're stupid. It's a really strict environment, strict on punctuality, on socialising and we do it for eight hours a day, six days a week. I do mainly sales, some charity fundraising, some market research, and I get about £200 a week, with an extra £50 with commission if I've done particularly well. If you fail to meet your targets for three weeks then you're fired.

It's exhausting. Sometimes on the phone you feel heartbroken, sometimes you hate them. There are lots of educated people like me there who can't get a job elsewhere. It made me realise you shouldn't judge someone by the job they do.

Robert Smith, 55, Brain surgeon

I ended up in paediatric neurosurgery because children make better recoveries from brain trauma than adults. So it's more rewarding in terms of outcome and I find children's resilience really inspiring.

When I trained I worked 120 hours a week, so life is quieter now. I do two 12-hour operating days when I do three or four procedures – unless it's a difficult case which will take 10-15 hours. Other days are clinics, where I see 30-40 patients a day. I also have a week on call every seven weeks, which is night and day for seven days. I'm used to working on three hours' sleep.

www.theguardian.com
accessed in December 2013

ANSWER KEY

Listening

1. People talking about their jobs.

2.1

	Steve	Karen
Job	Financial advisor	Call centre worker
Working hours	No strict timetable	eight hours a day, six days a week
Salary	£8000	£200 a week, with an extra £50
Reasons to do this job	He likes people.	She can't get a job elsewhere.

2.2

- a. a mortgage.
b. when people don't get to use their pensions.
c. wife runs their bank account.
d. lots of instant coffee.
e. sales, charity fundraising and market research.
f. is educated and works in a call centre.
- 2.3 a. Brain surgeon b. rewarding c. children's d. 120 hours
e. clinics f. week on call g. three hours' sleep

Reading

1. Personal answer.

3. a. contented (l. 1) b. income (l. 8) c. pollsters (l. 15) d. respondents (l. 17) e. dwellers (l. 22).

4. a. "Wealth can have little impact on day-to-day mood." (ll. 4-5)
b. "Support of family and friends and working at a fulfilling job were also far more important than income (...)" (ll. 7-8) c. "The links between money and happiness were the same for young and old, different social classes, men and women, and town and country dwellers." (ll. 21-22)

5.

5.1 Money can make us more satisfied with our life.

5.2 The survey was conducted by using telephone surveys in richer countries, and door-to-door interviews in poorer parts of the world.

5.3 We can conclude that although money is very important because it improves quality of life, it brings satisfaction, but not necessarily happiness. Having friends and family around and being content at your job is more valued than money itself.

Vocabulary and Grammar

1. a. Job satisfaction b. creative skills c. colleagues d. amount
e. paycheck f. information technology g. salary h. co-workers
i. Flexible work j. engineers

2. a. must be b. may c. can't be d. must e. could.

3.

a. are given the best working conditions by Google. / The best working conditions are given to web design trainees by Google.

b. working arrangements are being offered by more companies.

c. The CEO has been sent the final project by the software engineers. / The final project has been sent to the CEO by the software engineers.

d. production can be increased by job satisfaction.

e. job applicants will be interviewed by the CEO himself.

4. a. worked off b. work... out c. has worked up d. working through.

EXAM TEST UNIT 2

ANSWER KEY

Activity A

1. Personal answer.

2.1 b 2.2 a 2.3 b 2.4 b 2.5 c.

3. a. school b. unemployment c. path d. skills e. career f. job
g. workday.

4. a. for the apprenticeship were interviewed by a panel of three managers b. Teenagers are being offered specialised programmes in web design. / Specialised programmes in web design are being offered to teenagers by some colleges. c. can be found in English speaking countries d. can't be missed.

Activity B

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

2. "Gone are the days when people retired from the company where they first worked." (ll. 1-2)

3. Do a career assessment test; change the workplace; look for a job which requires the same skills; evaluate your skills; ask someone in the same area to help you.

4. a. most Americans b. people c. requirements d. colleagues, contacts from your education background or friends.

5. a. The way work is organised nowadays allows people to move from job to job looking for the right career.

b. There are jobs that you cannot do anymore once you are above a certain age.

Correction table – Test 3

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening					Reading						Vocabulary and Grammar				Writing		Total
		1. 20	2.1 5x12	2.2 5x12	2.3 10x6	Total	1 10	3 4x2	4 6x2	5 4x3	6 3x10	1. 10x1	2. 4x2	3. 4x4	4. 10x3	1. 50			
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Correction table – Test 4

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening					Reading					Vocabulary and Grammar					Writing		Total
		1. 10	2.1 8x7.5	2.2 6x10	2.3 7x10	Total	1 10	3 5x4	4 3x6	5 3x10	1. 10x1	2. 5x4	3. 5x6	4 4x3	1. 50				
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Correction table – Exam 2

Year 11 Class _____ Date ____/____/____

No.	NAME	Activity A						Activity B					Activity C			Total
		1.	2	3.	4	Total	1	2	3	4	5	80				
		11	10	7	12		5	10	15	20	30					
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Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once for general understanding and identify the topic being discussed.

20 p

2. Listen to the text again.

2.1 Finish the sentences with the correct information.

5 x 12 p

- a. Family life in Britain is dominated by _____.
- b. Parents buy children more and more things in order to _____.
- c. What would make children happy would be _____.
- d. The UN study was funded by _____.
- e. Britain was considered the worst country to _____.

2.2 Write down in note form:

5 x 12 p

- a. what families are unlikely to do together.
- b. what is replacing traditional toys in children's bedrooms.
- c. why the mother of the 3-year-old boy wanted to buy him a Nintendo DS.
- d. the two measures the UNICEF director thinks the government should take.
- e. what British society is too dependent on today.



2.3 Complete the sentences with the missing words or expressions.

10 x 6 p

The original UNICEF report, which was published in 2007, ranked Britain bottom out of a. _____ developed countries for b. _____. It was third from bottom for c. _____, bottom for self-esteem and second from bottom for the number of d. _____.

British children were twice as likely as the e. _____ to have been drunk by the age of f. _____, and significantly less likely to be in g. _____ families than those elsewhere, were more likely to have tried h. _____ and had one of the i. _____ in the developed world.

Sue Palmer, author of the book *Toxic Childhood*, said: "We are teaching our children, practically from the moment they are born, that the one thing that matters is getting j. _____."

Reading

1. Read the title of the text and write a short sentence explaining why consumer society may be killing family life.

6 p

2. Now read the text carefully and then do the exercises below.

Cycle of “compulsive consumerism” leaves British family life in crisis, UNICEF study finds

Children are bombarded with computer games and designer clothes by parents trying to compensate for not spending time with them, a UN-backed report said.

It said youngsters feel trapped in a materialistic culture and, as a result, British families compare badly with countries such as Sweden or Spain.

5 UNICEF, the UN children’s agency that commissioned the report, said the pressures of materialism on families could be linked to the causes of the riots in British cities last month.

Gadget culture has replaced family life, children’s charity UNICEF warns. The study said that families often “co-exist” under the same roof rather than share time and space together, with children in their “media bedsits” where they have their own TV, internet, games consoles and phones.

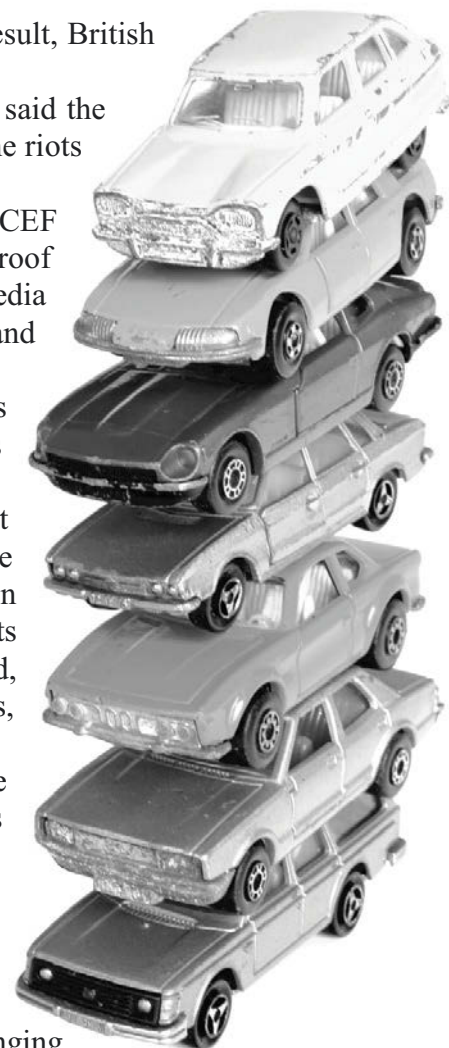
10 The findings came from a project looking at children in 24 families across the three countries. The results were discussed in focus groups with 250 further children.

“Parents in the UK are committed to their children but they lose out on time together as a family due in part to long working hours,” the report said. “They often try to make up for this by buying their children gadgets and branded clothes. Consumer culture in the UK contrasts starkly with Sweden and Spain, where family time is prioritised, children and families are under less pressure to own material goods, and children have greater access to activities outside the home.”

20 UNICEF suggested the obsession with consumerism was one of the underlying issues behind the English riots – which saw children as young as 11 looting stores.

25 Lindsay Johns is an Oxford-educated writer and broadcaster, who in her spare time mentors young people in Peckham. “In the wake of this summer’s ‘shopping with violence’ riots, today’s UNICEF report about the culture of ‘compulsive consumerism’ dominating family life in Britain is both very timely and sadly all too relevant, forcibly bringing home to me now just how much our society’s constant genuflection at the high altar of materialism has corrupted our young people’s moral compasses,” she says.

30 The report added that children had told researchers that their happiness depended on having time with a stable family and plenty of things to do, especially outdoors. But in Britain, it found, parents said they were under tremendous pressure to buy material goods for their children.



www.dailymail.co.uk
accessed in December 2013

3. Say who or what the following words refer to.

4 x 2 p

- a. them (l. 2)** **b. they (l. 16)** **c. this (l. 18)** **d. their (l. 33)**

4. Choose the best synonym for the words as they appear in the text.

Use the words given. Four do not apply.

4 x 2 p

- a. starkly (l. 20)
- b. looting (l. 25) severely fighting obsessive sacking
- c. compulsive (l. 29) opportune inappropriate usual clearly
- d. timely (l. 30)

5. Explain the following expressions using your own words.

3 x 8 p

- a. “youngsters feel trapped in a materialistic culture” (l. 3)
- b. “family time is prioritised” (l. 20)
- c. “the obsession with consumerism was one of the underlying issues behind the English riots” (ll. 23-24)

6. Answer the following questions about the text.

3 x 8 p

- 6.1** What has changed within the British families' households in terms of living together?
- 6.2** Explain how parents' behaviour is making the younger generation more and more materialistic.
- 6.3** Do you agree that family values are being destroyed by material values? Explain.

Vocabulary and Grammar

1. Complete the text with the words given below.

10 x 1 p

developing pressure possessions commercials identity
consumers brand-name disapproval values popularity

By the time children reach their teens, a developmental stage when they're naturally insecure and searching for a personal **a.** _____, they've been taught that material **b.** _____ are what matter. Indeed, teens are attracted to the prestige they believe **c.** _____ clothing provides them. The attraction to prestige brands develops in adolescent years because it's a time when peer **d.** _____ and fitting in are very important.

The problem is that marketers manipulate that attraction, encouraging teens to use materialistic **e.** _____ to define who they are and aren't. By doing that, marketers distort the organic process of **f.** _____ an identity by hooking self-value to brands. Identity-oriented branding also encourages **g.** _____ of anything different, be it a different generation, different cultural group or different school clique.

Constant exposure to **h.** _____ promising the world – beauty, **i.** _____, peace-of-mind, self-confidence, great relationships – turns many young teens into insatiable **j.** _____.

www.apa.org
accessed in December 2013

2. Complete the sentences with the quantifiers given.

10 x 3 p

no (2x) any a few much many
a lot of some little a little

- a. I'm going to have a look in this shoe shop. I still have _____ time before school!
- b. I've bought so many things that I've got _____ money left!
- c. Richard is very wise. He doesn't buy _____ unnecessary things.
- d. Caroline is so obsessed with shopping that she has _____ idea of the money she spends.
- e. Black Fridays are days when shops offer _____ discounts.
- f. Your wardrobe is full of stuff! You don't need so _____ clothing!
- g. How _____ times have you walked out of a shop empty-handed?
- h. Never! I always buy _____ things when I go into a shop.
- i. My sister went to a counsellor but it was _____ help. She hasn't changed her behaviour.
- j. It's reasonable to spend _____ money on something you really like once in a while, isn't it?

3. Use the indefinite pronouns to complete the following dialogue (*every-, some-, any-, no- / -body, -thing, -where*)

10 x 4 p

- Have you heard **a.** _____ about the riots last weekend?
- Yes, I saw the news on TV. It happened **b.** _____ in Britain, wasn't it?
- Yes, I've heard that **c.** _____ went crazy looting various chain stores!
- How did **d.** _____ start, do you know?
- I don't know. **e.** _____ knows for sure.
- Has **f.** _____ been hurt?
- Probably. I only saw people running **g.** _____ and shop windows being broken.
- Experts are blaming the rise in consumerism, but I think it had **h.** _____ to do with it!
- I agree, but **i.** _____ has got to do **j.** _____ about it!
- Definitely! This shouldn't be happening in a developed country!

Writing

50 p

Analyse the cartoon and write an explanation about the causes that lead people to live a more and more materialistic life and the possible consequences to their family, relationships and self-esteem.



'RAT RACE'

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to text 1 once for general understanding and identify the topic being discussed. 20 p

2. Listen to the text again.

2.1 Finish the sentences with the correct information. 5 x 12 p

- a. The internet has changed its _____.
- b. It has made traditional media advertising _____.
- c. The purpose of advertising is no longer _____.
- d. Advertising's more recent objective is _____.
- e. Learning about a new product online _____.

2.2 Are the following sentences True (T) or False (F)? 5 x 12 p

- a. Dotcom companies have been most responsible for the changes in the role of advertising. ☐ T ☐ F
- b. Interacting with customers is not necessary when advertising online. ☐ T ☐ F
- c. Consumers receive marketing messages whether they want it or not. ☐ T ☐ F
- d. Advertising today involves a change of focus from apathy to action. ☐ T ☐ F
- e. The process of advertising is not to persuade to buy but to make people more aware of a product. ☐ T ☐ F

3. While listening to text 2 find and correct the 10 mistakes. 10 x 6 p

Interactive marketing is a type of advertising that includes several kinds of internet sales strategies. These include social networking, website architecture and virtual stores. In today's world of advanced technology and e-commerce, many product and service suppliers are finding that interactive marketing online is cost-effective and provides several advantages.

A successful interactive marketing strategy changes consumers from reader to buyer. In sales and marketing words, this is called a "sales conversion." Unlike traditional television and radio spots, interactive marketing techniques give the audience an opportunity to make a purchase on-the-spot. A usual way to promote sales conversion in an interactive marketing scheme is to label purchasing opportunities with calls to action. Phrases such as "Buy Now," "Add to Cart" or "Get a Quote" inspire potential clients to proceed with a purchase, as opposed to regular advertising that only states the benefits of your services.

Reading

1. Think about the title of the text and answer the following question.

10 p

Is the internet feeding consumerism or is it stopping people from going on shopping sprees? Explain.

2. Now read the text carefully and then do the exercises below.

Consumerism and the internet

Shopping is nothing like it once was. Armed with the internet, consumers are now better able to make informed decisions on the quality of products they buy before even heading out to the store. It only takes a few clicks to acquire an overwhelming amount of useful information.

The web is crawling with testimonies, reviews, and other sources where the item you want may be found for a more reasonable price, creating a competition in the sales realm that is fiercer than ever. Most recently, the advent of smartphone applications allows users to even do comparison shopping right from their mobile device.

Given these new standards, manufactures are forced to up the ante on the quality of what they produce. Subpar products can no longer get away with being mediocre. If General Electric produces a refrigerator with faulty capacitors, everyone is going to know about it. “Word of mouth” has taken on an entirely new meaning. Consumers no longer have to rely on friends or family for purchasing advice, they can simply rely on the experience of thousands who have already purchased the same or similar product. Many of us don’t know what we’d do without the internet. We not only depend on the internet for useful information, communication, and entertainment but outsource e-commerce websites as an alternative to window shopping before heading out to the store. Despite the internet’s advantageous placeholder on marketing, most consumers aren’t willing to make online purchases and wait for their item to be shipped. Instead, many consumers find the right product for the right price and determine where the product can be purchased locally.

Due to this major shift in sales, advertising has also had to make some serious changes. For instance, consumers are no longer convinced by a salesman or television commercial that a product is worthwhile. Besides, if consumers are doing their pre-purchase research online, who is to say that consumers will even take notice to a billboard or television commercial anymore?

To counter this, marketing and advertising firms have taken a liking to the virtual world of pop-up internet browser ads and hidden clips of video that the user is sometimes required to watch before they can access the desired online material. This may seem unethical because advertisers are now in some fashion forcing people to view their ads whereas before one had the option of looking away; but quite frankly, manufacturers are desperate to get the attention of consumers and are willing to do whatever it takes.



<http://leebarber.wordpress.com>
accessed in December 2013

3. Choose the synonym and the opposite for the following words as they appear in the text.

5 x 2 p

a. overwhelming (l. 5)

b. Subpar (l. 15)

c. faulty (l. 16)

d. worthwhile (l. 29)

e. unethical (l. 34)

pristine vast low-quality tiny damaged

valuable useless immoral honest excellent

4. Find the expressions in paragraph 3 that mean the same as:

3 x 5 p

a. To increase the level of something.

b. People telling each other.

c. People leaving the house to go shopping.

5. Answer the following questions about the text.

3 x 10 p

5.1 What main change for consumers has been brought about by the internet concerning the access to information?

5.2 Explain how the internet is said to have increased market competition.

5.3 Why may the new forms of advertising online be considered “unethical”? Do you agree?

Vocabulary and Grammar

1. Complete the text with the words given below.

10 x 1 p

blog addresses iTunes hyperlinks banners

free samples podcasts coupons classified

Although you can spend a lot of money on an internet campaign, there are many ways to leverage the internet and gain **a.** _____ advertising for your business. Following are six ideas to consider:

- Create a **b.** _____ to encourage reader comments and gather customer feedback.
- Post **c.** _____ on your website and other sites like Apple's **d.** _____. Customers can subscribe to them, download them and listen to them on their computers or portable devices.
- Cultivate a list of your customers' email **e.** _____ and send them new product announcements, **f.** _____, special offers, and useful information.
- Exchange **g.** _____. By allowing a company to insert links to their products on your site, that company will allow you to insert links to your products on its site.
- Swap **h.** _____ advertisement. By allowing a company to advertise on your site, they allow you to advertise on theirs.
- Use services of **i.** _____ ads to post free ads for your products and services. Also consider posting offers for free **j.** _____ of your products, sweepstakes, and other giveaways.

<http://www.verio.com/>
accessed in December 2013

2. Choose a verb and a preposition to complete the sentences in a meaningful way. You may need to change the form of the verb.

5 x 6 p

insist agree wait deal
complain on for about to with

- a. Marketing professionals are still trying to _____ the changes in the advertising industries.
- b. Some people _____ the ads that pop-up uninvited when they are surfing the net.
- c. In order to become a member of some websites, you have to _____ certain conditions.
- d. People don't order things online very often because they don't like to _____ an item to be shipped.
- e. It's no use _____ old advertising techniques when it is known they are being replaced by new ones.

3. Richard is starting up a new business and he is going to invest quite a lot of money in online advertising. Write sentences using the causative use of *have*.

3 x 5 p

- a. Send the latest newsletter to every email address on his customers' list (**yesterday**).
He _____.
- b. Install the Wi-Fi throughout the building. (**today**)
He _____.
- c. Post some podcasts on iTunes. (**tomorrow**)
He _____.

4. Rewrite the following sentences starting them as suggested.

5 x 6 p

- a. The items purchased online take too long to be shipped. That's why consumers don't take to online shopping easily. If the items _____
- b. Smartphone applications give consumers immediate information about new products. They are used in mobile devices.
Smartphone applications _____
- c. I got a pop-up ad in my browser last week and ended up buying stuff I didn't need.
If I _____
- d. Manufacturers need to make sure their website is constantly updated and in touch with the latest trends to increase their sales.
Manufacturers _____
- e. We gathered a lot of customer feedback in our blog. We improved the quality of our products.
If we _____

Writing

50 p

“The internet, as a global communications medium, provides advertisers with unique and often cost-effective ways of reaching audiences.”

Write an explanation in support of the previous statement presenting the benefits of online advertising.

Your final task will be to write a **descriptive report** describing a typical consumer society. Activities **A** and **B** will provide you with the input for Activity **C**.

Activity A

1. Complete the text about compulsive shopping selecting words from the list. Two of them are not used.

materialism status items possessions purchases
unloading unpleasant independent addictive compulsive

Circumstances had forced me to leave most of my **a.** _____ behind, and something magical happened. With less stuff, I began feeling more “right sized”. I felt freer, more mobile, more **b.** _____, less distracted by the responsibility of taking care of possessions. I had long suspected there was an **c.** _____ component to all the stuff I had accumulated over the course of my life. This experience of suddenly **d.** _____ stuff seemed to confirm my hypothesis that we can become addicted to **e.** _____. Millions of people are coming to the same conclusion: we are consuming material goods too much and for the wrong reasons, not because we really need those **f.** _____ but because we’re scrambling to fill a void. We amass stuff to distract ourselves from painful, **g.** _____ feelings and inconvenient truths that would otherwise rise to the surface. We are also consuming for the wrong reasons when we buy something to give us **h.** _____, in order to erase our feeling of insecurity. We overconsume to escape, comfort ourselves, and numb ourselves.

Addict Nation: an intervention for America,
Jane Velez-Mitchell and Sandra Mohr, HCI, 2011

2. This is a list of several reasons why people turn to overconsumption and shopping. Choose the one that you consider the most probable explanation for developing a compulsive shopping behaviour and justify your choice. Write a total of 30-40 words.

- a. To fill a void.
- b. To distract ourselves from painful feelings.
- c. To forget about unpleasant life situations.
- d. To achieve status.
- e. To escape reality.
- f. To improve self-esteem.



3. Complete the following sentences by choosing the right word (a to d).

3.1 My sister is such a sensible shopper that she never buys _____ she doesn't really need.

- a. nothing
- b. anything
- c. everything
- d. something

3.2 I haven't got _____ time for shopping sprees, but I like a good bargain now and then.

- a. no
- b. some
- c. much
- d. many

3.3 People get so obsessed about getting material goods that they pay _____ attention to what really matters: personal relationships.

- a. much
- b. little
- c. any
- d. a little

3.4 _____ can get inner satisfaction and self-esteem by buying compulsively.

- a. Nobody
- b. Everywhere
- c. Nothing
- d. Anybody

3.5 Consumerism is difficult to avoid when _____ we go ads lure us into buying more and more.

- a. somewhere
- b. everybody
- c. nowhere
- d. everywhere

Activity B

Read the text.

Compulsive buying can be thought of as a chronic tendency to purchase products far in excess of a person's needs and resources.

“There are some people who are just total rational consumers; they buy what's on sale, or what they need and nothing else,” said researcher James Roberts of Baylor University's Hankamer School of Business in Texas. “On the other end, there are compulsive shoppers who buy to their own financial ruin and to relationship problems and other kinds of debt; and then there's the rest of us somewhere in between.”

Part of the problem, experts say, is that compulsive shopping is often viewed favorably rather than being treated as a problem.

Some researchers have likened compulsive buying to other addictive behaviors that individuals use to escape life to the point where that behavior controls the person rather than vice versa. “When it becomes our natural response to bad feelings or bad events in our life, to go shopping as a kind of retail therapy, it can really become a problem,” James Roberts said.

The consequences of compulsive shopping are far-reaching and could outlast the trendy pair of shoes or digital device you just purchased. These include massive credit-card debt, spoiled relationships, work problems and depression and anxiety. Some excessive spenders cover up debt or purchases – similar to an alcoholic hiding bottles – which can strain once-honest relationships. Roberts recalls some of the compulsive buyers in his research declaring bankruptcy and getting divorced over their buying disorder. One woman was within weeks of losing her house.

“Compulsive buyers have usually fairly irresistible impulses that they can't control, and it leads to some kind of harm, either financial or occupational or interpersonal or some combination,” said April Lane Benson, a psychologist in New York who treats compulsive buyers.

Like other addictions, shopping fills some kind of void. Research found that compulsive buyers tended to have low self-esteem, a tendency toward fantasizing and to be vulnerable to depression and high anxiety.

“Going out and buying a whole bunch of stuff makes you feel better about yourself. Some might argue it's really just an attempt to bolster your self-esteem,” Professor Elizabeth Edwards, of Eastern Michigan University said in a telephone interview. “Unfortunately, it probably doubles back on itself and causes you to have higher anxiety and lower self-esteem if it gets out of hand when you're a compulsive buyer.”

The prevalence of excessive purchasing is on the rise, thanks to society's focus on everything material and whereas a slurring drunk or addict at the extremes is a no-no, a person on a spending spree is commonly seen as a reason for applause.

www.livescience.com
accessed in December 2013

1. Choose the best title for the text and explain your choice. Write a total of 20 words.

- a. The truth about shopaholics
- b. An irresistible trend
- c. Why do compulsive shoppers shop?
- d. Materialistic excesses

2. Find words/expressions in paragraphs 4 and 5 that have the same meaning as the words below.

- a. compared
- b. reaction
- c. extensive
- d. conceal

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

- a. “ (...) a chronic tendency (...)” (l. 1)
- b. “ (...) to bolster (...)” (l. 29)
- c. “ (...) doubles back on itself (...)” (l. 31)
- d. “ (...) a no-no (...)” (l. 34)

4. Complete the following sentences according to the ideas in the text.

- a. Experts consider that compulsive shopping becomes a problem if you _____.
- b. The main consequences compulsive buyers may experience are _____.
- c. The personality features of people who become compulsive buyers are _____.

5. Briefly explain what the author means with the following sentence:

“The prevalence of excessive purchasing is on the rise” (l. 33)

6. Rewrite the sentences below using the words given in brackets and without changing their meaning.

- a. I was almost bankrupt. So, I asked the bank to re-evaluate my credit card debts. **(had)**

- b. She was unemployed and got really depressed. She used shopping as an escape and became a shopaholic. **(if)**

- c. James Roberts distinguishes between rational and compulsive shoppers. He is an expert in consumerism. **(who)**

Activity C

Describe today’s consumer society describing the way people live, how they spend their time, where they go, the things they spend money on, their family life, etc.

Write between 150 and 220 words.

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

Do not sign your text.

FIM

COTAÇÕES

Atividade A	Atividade B	Atividade C
1. 16	1. 8	
2. 9	2. 8	
3. 15	3. 16	
	4. 24	
	5. 6	
	6. 18	
40 pontos	80 pontos	80 pontos

Tests 5 and 6 – Audio Scripts, Answer keys

TEST 5

AUDIO SCRIPT

CD 3 – Track 28

British parents are trapping their children in a cycle of “compulsive consumerism” by showering them with toys and designer labels instead of spending quality time with them, a UN report has found.

The report by UNICEF, the UN children’s agency, warns that materialism has come to dominate family life in Britain as parents “pointlessly” amass goods for their children to compensate for their long working hours.

While parents said they felt compelled into buying more, the children themselves said spending time with their families made them happier.

The study, which was jointly funded by the Department for Education, was commissioned after an earlier UNICEF report ranked Britain as the worst country in the industrialised world to be a child in.

Families across the country, irrespective of social class or race, are less likely to spend time, eat or play games together, with children often left to their own devices.

In British households television is increasingly used as a “babysitter”, while children’s bedrooms have become “media bedsits” with computers, games consoles and widescreen TVs taking the place of doll houses or model aeroplanes.

Among the more startling examples of obsessive consumerism uncovered by the report was a mother fretting over whether to buy a Nintendo DS games system for her three-year-old son convinced that he would be bullied if she did not get him one.

David Bull, UNICEF’s UK director, said: “It is vital that those in power listen to what children and their families are saying about life in the UK. The government needs to make sure parents earn enough to spend fewer hours in work and more time with their children, and consider reforming the laws controlling advertising to children.”

“I think it is an issue with the nature of our society, that so often we’ve placed a dependence on things rather than being,” The original UNICEF report, which was published in 2007, ranked Britain bottom out of 21 developed countries for child welfare. It was third from bottom for educational standards, bottom for self-esteem and second from bottom for the number of teenage pregnancies.

British children were twice as likely as the average to have been drunk by the age of 15, and significantly less likely to be in two-parent families than those elsewhere, were more likely to have tried drugs and had one of the worst diets in the developed world. Sue Palmer, author of the book *Toxic Childhood*, said: “We are teaching our children, practically from the moment they are born, that the one thing that matters is getting more stuff.”

<http://www.telegraph.co.uk> (adapted)
accessed in December 2013

ANSWER KEY

Listening

1. How British family life is being affected by consumerism.

2.1 a. materialism b. compensate them for the long working hours c. to spend time with their families d. the Department of Education e. be a child in.

2.2 a. Spend time, eat or play together b. TVs, computers, game consoles c. He would be bullied if he didn’t have one d. Reduce working hours and control advertising for children e. Things.

2.3 a. 21 b. child welfare c. educational standards d. teenage pregnancies e. average f. 15 g. two-parent h. drugs i. worst diets j. more stuff.

Reading

1. Personal answer.

3. a. Children b. Parents c. Lack of time d. Children’s.

4. a. clearly b. sacking c. obsessive d. opportune.

5. a. They feel unable to get out of that way of living.

b. Time with the family is put ahead of anything else.

c. It was one of the main reasons for the riots.

6.1 Families live in the same house but they really don’t live together as a family and don’t spend time together. Instead children spend their time with the gadgets they get from their parents as a compensation for their lack of time.

6.2 By giving their children more and more goods they are developing in them a materialistic mentality in which they place values on things rather than on relationships, and thus making children more and more materialistic.

6.3 Personal answer.

Vocabulary and Grammar

1. a. identity b. possessions c. brand-name d. pressure e. values f. developing g. disapproval h. commercials i. popularity j. consumers.

2. a. some b. no c. any d. no e. a lot of f. much g. many h. a few i. little j. a little

3. a. anything b. somewhere c. everybody d. everything e. Nobody f. anybody g. everywhere h. nothing i. somebody j. something

TEST 6

AUDIO SCRIPTS

CD 3 – Track 29

Text 1

You say advertising is not what it used to be. What changes do you believe can be seen in the way the world of advertising works today?

The internet has changed its purpose and its strength and this should come as good news.

Why is it good news?

Because rather than making advertising in the traditional media weaker, the net has made it stronger. That’s why all marketers must be aware of the new power of advertising. The first thing to know is that advertising no longer has to make the sale.

So, the purpose of advertising is not to make the sale?

Exactly. That has changed dramatically with the growth of dotcom companies all over the internet. Today, the goal of much advertising is not to make the sale but to direct people to websites. Advertising’s newest function is to motivate people to visit a website where they can get far more information than can be delivered by standard media advertising. Advertising has become the first step in a permission marketing campaign.

What do you mean by “permission”?

It invites to dialogue and interactivity by directing people to websites, by offering free brochures, by generating the kind of action that leads to permission to receive marketing messages. Once people grant that permission, which they do at a website or by simply calling to request a brochure – printed or electronic – that’s when serious marketing attempts to close the sale.

That means the prime obligation of advertising is not to sell but to motivate an easy-to-take-action.

Precisely. It's not always a whole lot of fun to visit your store or order from your toll-free number, but it is fairly enjoyable to click over to a website and take a look at what is being offered and how you can benefit. Besides, It takes far less time to learn about a product online than to cruise around a mall or drive to a location further away than your computer.

So, advertising is no longer designed to change human behaviour by getting people to purchase a product or service?

No. The internet has changed that. Now, advertising merely has to deflect human behaviour, to divert curiosity from an ad or commercial to a website.

Many so-called experts believe that the growth of the internet signals the demise of advertising. I can see you don't agree with that.

Not at all. The larger the internet grows, the more important the role of advertising and the greater its power. Advertisers must no longer have to move a person from total apathy to purchase readiness with their advertising. Now, all they have to do is move a person from total apathy to mild curiosity. From that point, moving that person to purchase readiness is the job of the website.

www.gmarketing.com
accessed in December 2013

CD 3 – Track 30

Text 2

Interactive marketing is a type of advertising that includes several types of internet sales strategies. These include social networking, website architecture and online stores. In today's world of modern technology and e-commerce, many product and service providers are finding that interactive marketing online is cost-effective and provides several advantages.

A successful interactive marketing strategy converts consumers from reader to buyer. In sales and marketing terms, this is called a "sales conversion." Unlike traditional television and radio ads, interactive marketing techniques give the audience an opportunity to make a purchase on-the-spot. A common way to promote sales conversion in an interactive marketing scheme is to label purchasing opportunities with calls to action. Phrases such as "Buy Now," "Add to Cart" or "Get a Quote" inspire potential customers to proceed with a purchase, as opposed to regular advertising that simply states the benefits of your services.

http://smallbusiness.chron.com
accessed in December 2013

ANSWER KEY

Listening

1. The way the internet has changed methods of advertising.

2.1 a. purpose and strength b. stronger c. to make the sale d. to direct people to a website e. is more pleasant and quicker.

2.2 a. T b. F c. F d. F e. T.

3.

kinds – types

virtual – online

advanced – modern

suppliers – providers

changes – converts

words – terms

spots – ads

usual – common

clients – customers

only – simply

Reading

1. Personal answer.

3. a. vast; tiny b. low-quality; excellent c. damaged; pristine d. valuable; useless e. immoral; honest.

4. a. Up the ante (l. 15) b. Word of mouth (l. 17) c. Heading out to the store (l. 22).

5.1 Consumers have much more information available in less time and may share opinions with other consumers in an easy way.

5.2 As information is disseminated so easily, the quality of a product may never falter or the customer will find out information about it quickly and won't buy the product. Also the prices can be compared.

5.3 Because you get pop-up ads and videos invading your browser whether you want to see them or not. You should be given the choice.

Vocabulary and Grammar

1. a. free b. blog c. podcasts d. iTunes e. addresses f. coupons g. hyperlinks h. banners i. classified j. samples

2. a. deal with b. complain about c. agree to d. wait for e. insisting on

3. a. He had the latest newsletter sent to every email address on his customers' list.

b. He is having the Wi-Fi installed throughout the building.

c. He will have some podcasts posted on iTunes.

4. a. If the items purchased online didn't take so long to be shipped, consumers would take to online shopping easily.

b. Smartphone applications, which are used in mobile devices, give consumers immediate information about new products.

c. If I hadn't got a pop-up ad in my browser last week, I wouldn't have ended up buying stuff I didn't need.

d. Manufacturers who want to increase their sales...

e. If we hadn't gathered a lot of customer feedback in our blog, we wouldn't have improved the quality of our products.

EXAM TEST UNIT 3

ANSWER KEY

Activity A

1. a. possessions b. independent c. addictive d. unloading e. materialism f. items g. unpleasant h. status.

2. Personal answer.

3.1 b 3.2 c 3.3 b 3.4 a 3.5 d.

Activity B

1. Personal answer.

2. a. likened (l. 10) b. response (l. 12) c. far-reaching (l. 14) d. cover up (l. 17).

3. a. something that you can't avoid doing in a continuing way b. to make stronger or reinforce c. Something you do that comes back at you usually as a negative consequence d. something to be condemned.

4. a. see it as a therapy to fight or escape your problems. b. credit-card debt, spoiled relationships, work problems, depression and anxiety. c. low self-esteem, a tendency toward fantasizing, vulnerability to depression and high anxiety.

5. The reality of people buying too much is growing more and more.

6. a. I had my credit card debts re-evaluated because I was almost bankrupt. b. If she hadn't been unemployed and fallen into depression, she wouldn't have used shopping as a therapy and become a shopping addict. c. James Roberts, who is an expert in consumerism, distinguishes between rational and compulsive shoppers.

Correction Table – Test 5

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening						Reading						Vocabulary and Grammar				Writing		Total
		1.	2.1	2.2	2.3	Total		1	3	4	5	6	1.	2.	3.	1.	1.			
		20	5x12	5x12	10x6			6	4x2	4x2	3x8	3x8	10x1	10x3	10x4	50				
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Correction Table – Test 6

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening					Reading					Vocabulary and Grammar				Writing		Total
		1.	2.1	2.2	2.3	Total	1	3	4	5	1.	2.	3.	4	1.	50		
		20	5x12	5x12	10x6		10	5x2	3x5	3x10	10x1	5x6	3x5	5x6				
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Correction table – Exam 3

Year 11 Class _____ Date ____/____/____

No.	NAME	Activity A				Activity B						Activity C		Total		
		1.	2	3.	Total	1	2	3	4	5	6	80				
												16	9		15	8
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Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once and identify the topic.

10 p

2. Listen to the text again.

2.1 Complete the sentences.

4 x 15 p

- a. Meat is more expensive than _____.
- b. Most vegetarians don't choose this lifestyle _____.
- c. Some reasons for being a vegetarian include _____.
- d. Not everyone is a vegetarian to protect _____ or _____.

2.2 Match the types of vegetarians to the corresponding definition.

7 x 8 p

- | | |
|--------------------------|---|
| a. true vegetarians | 1. don't eat eggs, dairy products or animal products |
| b. lacto-ovo-vegetarians | 2. eat fish and maybe a small amount of poultry |
| c. lacto-vegetarians | 3. eat eggs but not dairy products |
| d. ovo-vegetarians | 4. eat dairy products but not eggs |
| e. vegans | 5. eat no meat at all |
| f. semi-vegetarians | 6. eat fish, but not poultry |
| g. pesci-vegetarians | 7. eat dairy products and eggs, but exclude meat, fish, and poultry |

2.3 Complete the sentences with a suitable word or expression.

10 x 7 p

Some a. _____ diets fall into the b. _____ category. Macrobiotic diets restrict not only c. _____ products but also d. _____ foods, foods with preservatives, and foods that contain e. _____ or other stimulants.

Following a macrobiotic or vegan diet could lead to f. _____ deficiencies in some people. Teens need to be sure their diets include enough nutrients to fuel growth, particularly g. _____ and calcium. If you're interested in following a vegan or macrobiotic diet, it's a good idea to talk to a registered h. _____. He or she can help you design i. _____ that include adequate vitamins and j. _____.

Reading

1. Would you ever consider being a vegetarian? Give reasons.

10 p

2. Now read the text carefully and do the following exercises.

Are these diets OK for teens?

In the past, choosing not to eat meat or animal-based foods was considered unusual in the United States. Times and attitudes have changed dramatically, however. Vegetarians are still a minority in the United States, but a large and growing one. The American Dietetic Association (ADA) has officially endorsed vegetarianism, stating “appropriately planned vegetarian diets, including total vegetarian or vegan diets, are healthful, nutritionally adequate, and may provide health benefits in the prevention and treatment of certain diseases.”

So what does this mean for you? If you're already a vegetarian, or are thinking of becoming one, you're in good company. There are more choices in the supermarket than ever before, and an increasing number of restaurants and schools are providing vegetarian options – way beyond a basic peanut butter and jelly sandwich.

If you're choosing a vegetarian diet, the most important thing you can do is to educate yourself. That's why the ADA says that a vegetarian diet needs to be “appropriately planned.” Simply dropping certain foods from your diet isn't the way to go if you're interested in maintaining good health, a high energy level, and strong muscles and bones.

Getting some guidance

If you're thinking about becoming a vegetarian, consider making an appointment to talk with a dietitian, a registered one, who can go over lists of foods that would give you the nutrients you need. A dietitian can discuss ways to prevent conditions such as iron-deficiency anemia that you might be at an increased risk for if you stop eating meat.

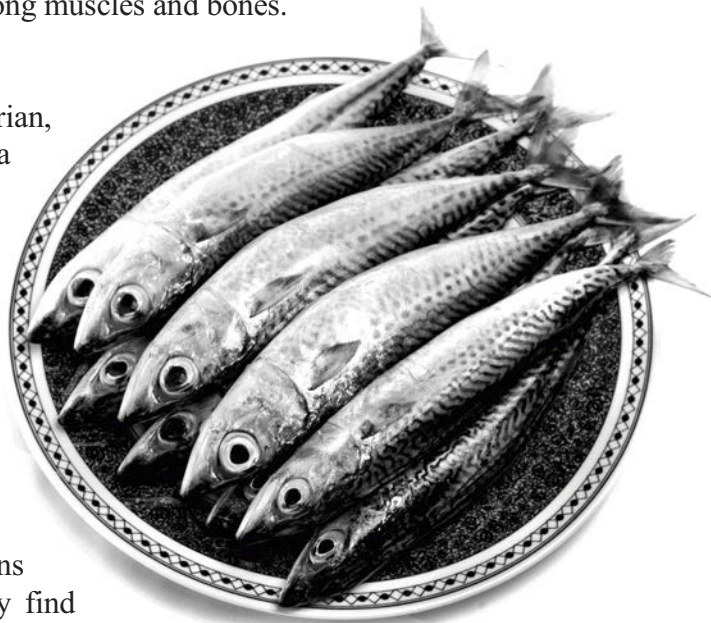
Also, remember to take a daily standard multivitamin, just in case you miss getting enough vitamins or minerals that day.

Tips for dining out

Eating at restaurants can be difficult for vegetarians sometimes, but if you do eat fish, you can usually find something suitable on the menu. If not, opt for salad and an appetizer or two – or ask if the meat can be removed. Even fast-food places sometimes have vegetarian choices, such as bean tacos and burritos, veggie burgers, and soy cheese pizza.

Vegetarians can opt for pasta, along with plenty of vegetables, grains, and fruits. You may also find that the veggie burgers, hot dogs, and chicken substitutes available in your local grocery store taste very much like the real ones. Try the ground meat substitute as a stand-in for beef in foods like tacos and spaghetti sauce.

Regardless of whether you choose a vegetarian way of life, it's always a healthy idea to eat a wide variety of foods and try out new foods when you can.



<http://teenshealth.org/>
accessed in December 2013

3. Say who or what the following words refer to.

4 x 4 p

- a. one (l. 3) b. one (l. 8) c. one (l. 18) d. ones (l. 34)

4. Say if the sentences are True (T) or False (F). Correct the false ones.

5 x 6 p

- a. There are many vegetarians in the USA.
b. Anyone can be a vegetarian because you can do without eating meat.
c. Vegetarians should take vitamins and minerals.
d. It's very difficult for vegetarians to find food other than in restaurants.
e. Sometimes there is no difference between vegetarian food and other food.

T	F
T	F
T	F
T	F
T	F

5. Answer the following questions according to the text.

3 x 8 p

- 5.1 What reason makes people become vegetarian?
5.2 Why do supermarkets sell more vegetarian food than ever before?
5.3 Is eating out a problem for vegetarians? Explain.

Vocabulary and Grammar

1. Complete the text with the words/expressions given below.

10 x 1 p

vegetables teen supplement breakfast cereals dried fruit
green leafy dairy products osteoporosis high meat

Two of the minerals you can lose once you become a vegetarian

Iron

Sea **a.** _____ like nori, wakame, and dulse are very **b.** _____ in iron. Less exotic but still good options are iron-fortified **c.** _____, legumes (chickpeas, lentils, and baked beans), soybeans and tofu, **d.** _____ (raisins and figs), pumpkin seeds, broccoli, and blackstrap molasses. Eating these foods along with a food high in vitamin C (citrus fruits and juices, tomatoes, and broccoli) will help you to absorb the iron better.

Calcium

Milk and yogurt are tops if you're eating **e.** _____ – although vegetarians will want to look for yogurt that does not contain the **f.** _____ byproduct gelatin. Tofu, fortified soy milk, calcium-fortified orange juice, **g.** _____ vegetables, and dried figs are also excellent ways for vegetarians (and vegans) to get calcium. Remember that as a **h.** _____ you're building up your bones for the rest of your life.

Because women have a greater risk for getting **i.** _____ (weak bones) as adults, it's particularly important for girls to make sure they get enough calcium. Again, taking a **j.** _____ may be necessary to ensure this.

2. Give advice to the following people using *had better* and the information in brackets.

5 x 2 p

a. My cholesterol is too high. (vegetarian diet)

b. My bones are very weak. (dairy products)

c. I don't like vegetarian food. (sushi)

d. I put too much sauce in my vegetable wrap and now I'm feeling sick. (olive oil)

e. My doctor says I'm a bit anaemic. (green leafy vegetables)

3. Connect the sentences using a relative pronoun. Follow the example.

4 x 5 p

My sister has always been very healthy. She gave up eating meat in her teens.
My sister, who has always been very healthy, gave up eating meat in her teens.

a. She drinks soya dairy products. Many people say they are genetically modified.

b. I do my shopping at the vegetarian supermarket. You know the owner, actually.

c. I saw Aunt Sarah at the sushi restaurant. It was because of her that I became a vegetarian.

d. Teens don't eat enough minerals and vitamins. They can't do better at school.

4. Rewrite the sentences starting them as suggested and without changing their meaning.

5 x 6 p

a. Mary didn't follow a healthy diet. She became very anemic.

If Mary _____.

b. We went to the vegetarian restaurant because some of us didn't eat meat.

If some of us _____.

c. I put on some weight because I quit my vegetarian diet.

If I hadn't _____.

d. I couldn't buy soya beans because the supermarket was closed.

If the supermarket _____.

e. We ate everything so we didn't ask for a doggy bag to put our leftover food in.

If we hadn't _____.



Writing

50 p

Write an explanation presenting the advantages of a healthy diet.

Test 8

Unit 4

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once. Say what New Songdo is.

10 p

2. Listen to the text again.

2.1 Decide if the following sentences are True (T) or False (F).

5 x 12 p

- a. People prefer living in the cities rather than living in the countryside. ☐ T ☐ F
- b. In 30 years' time half of the world's population will be living in urban areas. ☐ T ☐ F
- c. The rent of apartments in the suburbs of big cities is becoming more and more expensive. ☐ T ☐ F
- d. A perfectly planned building will use alternative energy sources. ☐ T ☐ F
- e. The New Songdo project includes improved educational and healthy facilities but no leisure facilities. ☐ T ☐ F

2.2 Listen to the text again to find out what places or characteristics of the following cities are mentioned in the text.

6 x 10 p

- a. Sydney: _____
- b. Venice: _____
- c. New York: _____
- d. Berlin and Vienna: _____
- e. London: _____
- f. Beijing: _____

2.3 Complete the sentences with the missing words or expressions.

10 x 7 p

Urban planning (also city or town planning) is a political and technical process concerned with the a. _____ of the city and with the spatial and social structures in the city. It is concerned with the use of land and the b. _____ design of the environment of a city, including transportation c. _____ and sustainable energy. On this basis, urban planning develops conceptual plans, ideally with due consideration of all d. _____ and private interests with the aim of minimizing conflicts. It maps both the public and private e. _____ activity, and controls the spatial development of f. _____ in the city. The urban planning experts (mostly urban planners, geographers, g. _____, engineers, landscape and regional planners) are referred to as city planners.

Urban planning should help to ensure a h. _____ environment and protect the natural i. _____ and is therefore the basic discipline for the development of j. _____ future cities.

Reading

1. Read the title of the text and write a short sentence explaining what urban mobility is and why it may be a contentious issue today.

6 p

2. Now read the text carefully.

Urban mobility

Since cities are the centre of life and are the engine of the economy, urban mobility is a key factor. The infrastructure of a city needs to keep pace with the needs of their citizens. It needs to become more flexible and functional otherwise it will reduce quality of life. In means of traffic for example: an average German commutes an hour and a half per day to and from work. At the end of the year he has spent 14 days in a car, on the bus or train.



Automobiles were the core influence on the design of urban development in Europe and the US, ever since they emerged at the beginning of the past century. In Europe (especially Germany) streets were broadened, districts were ripped apart, houses and public parks were torn down and inner-city highways were built to meet the needs of a growing fleet of automobiles that conquered major cities after the 1940s. Automotive mobility as a form of freedom was the main theme during the 50s and 60s.

The increasing traffic volume in cities today causes traffic jams that affect both the transport of persons as well as that of goods. To reduce traffic congestion in urban areas, alternatives such as running and cycling should become more attractive and safe. A good combination of different modes of transport, convenient parking facilities outside city centres, the introduction of road pricing, a better traffic management and better traffic information, carpooling and car sharing and efficient transport of freight could also help to reduce traffic jams. Transport involves considerable amounts of carbon dioxide emissions, air pollutants and noise that harm the environment and human health. The development of clean energy efficient transport technologies and the establishment of “green zones” (with pedestrian zones, access restrictions and speed limits) are only a few of the options for cities to become environmentally-friendly.

There is also the question of how much mobility is needed at all in a modern city. Isn't it possible to bring life and work closer to each other? Finally, cities can cause massive environmental problems. They sometimes creep into their region like greedy organisms, while devouring their water resources and food supplies, polluting the air and producing large amounts of waste. Above all, their citizens produce four-fifths of the main greenhouse gas culprit in global warming. The bad news for city dwellers is that they are particularly hard hit by the effects of climate change. Extreme weather events such as storms or droughts make it much harder. The good news is that they can also do a lot to curb global warming. The greater part of the world's population will live in urban areas in 2050 with up to five million inhabitants. Urban mobility, especially sustainable mobility in the city that allows people to move freely and safely, will be of great importance to our quality of life, health and our economy.

<http://betterymagazine.com>
accessed in January 2014

3. Find the synonym and opposite for the given words as they appear in the last paragraph.

10 x 2 p

Synonyms	Opposites
a. nearer – _____	f. generous – _____
b. huge – _____	g. innocent – _____
c. consuming – _____	h. unaffected – _____
d. quantities – _____	i. develop – _____
e. inhabitants – _____	j. dangerously – _____

4. Find evidence in the text for the following ideas.

3 x 8 p

- Cities are responsible for keeping countries' economy running.
- As the number of cars rose, cities changed their landscape and design.
- People who live in the city are the most affected by environmental hazards.

5. Answer the following questions about the text.

5 x 6 p

5.1 Why is urban mobility considered a key issue today?

5.2 Complete the table below with information from the text.

Measures to reduce traffic jams	Environmentally-friendly measures

5.3 Which do you think can be more effective in each situation? Explain.

5.4 What are the main environmental hazards caused by city life?

5.5 The text mentions that “The good news is that they can also do a lot to curb global warming.” Give three examples of what people can do to “curb global warming”.

Vocabulary and Grammar

1. Complete the text with the words given below.

10 x 1 p

fumes wind litter harmful wildlife
renewable waste gadgets habitats petrol

Pollution is caused when **a.** _____ or poisonous substances are released or found in the air, rivers, seas, animals, plants or even our bodies. Now, we live on a strong planet with robust plants and hardy animals and humans – but there's only so much we can take.

Unless we are using **b.** _____ energy sources such as solar panels or **c.** _____ turbines, producing the electricity that powers our homes and **d.** _____ causes pollution. Some of the **e.** _____ or diesel that we put into our cars turns into pollution, which is contained in exhaust **f.** _____. These contain particulates – a fine dust, which is not good for asthmatics, for example.

Chemical **g.** _____ from factories and sewage works can also cause pollution that can get into our rivers and seas, which soon carry the harmful particles for miles. **h.** _____ is considered pollution as it can cause harm to **i.** _____ and disrupt rivers, streams, seas and other **j.** _____. Harmful chemicals can also be found in many household and garden items, from plastics to cleaning products, weed killers and sprays.

But all is not lost. We can all learn to protect the environment and its future!

<http://www.ypte.org.uk>
accessed in December 2013

2. Put the verbs in brackets in the text below into the correct tense.

10 x 3 p

The threat to the Planet

With the natural environment now under greater pressure than ever before, the consequences for both people and nature a. _____ (be) disastrous unless we act now.

What b. _____ (happen) to the planet?

It c. _____ (be) almost 30 years since the UN report, *Our Common Future*, d. _____ (warn) about the unrealistic demands people e. _____ (make) on natural resources.

Two revealing indicators from WWF's *Living planet report*, which is published every two years, starkly illustrate the crisis now facing people and nature:

People f. _____ (now / use) about 25% more natural resources than the planet can replace. However, the example set by the developed world g. _____ (show) that things could get far worse – three planets would be needed to support us if everyone h. _____ (live) like people in the UK.

Wildlife i. _____ (fail) to cope with the increasing demand for natural resources. Our measure of biodiversity surveys nearly 1,500 species and j. _____ (reveal) a 27% decline in populations since 1970. Whether we like it or not, it is up to our present generation to act, and act now.

<http://www.wwf.org.uk>
accessed in January 2014



3. Rewrite the sentences starting them as suggested and without changing their meaning.

5 x 6 p

a. The rising world population is using up water and food supplies at an astonishing rate.

Water and food supplies _____.

b. Some people aren't aware of the carbon footprint they have left on the planet, so they aren't concerned about the environment.

If more people _____.

c. The UN report *Our Common Future* discussed the conditions of natural resources. It was published in 1987.

The UN report *Our common future* _____.

d. Although global warming is one of the hottest environmental issues today, its origins date back to the 70s and 80s.

In spite of _____.

e. Renewable energy sources can replace fossil fuels.

Fossil fuels _____.

Writing

50 p

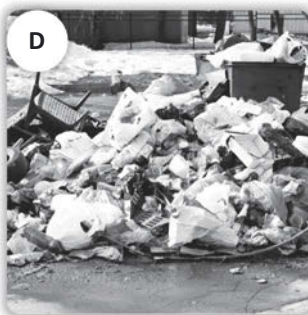
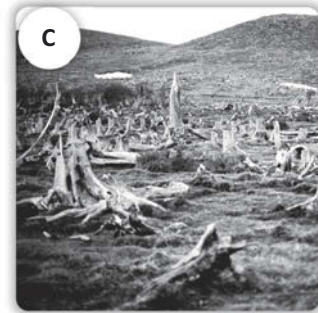
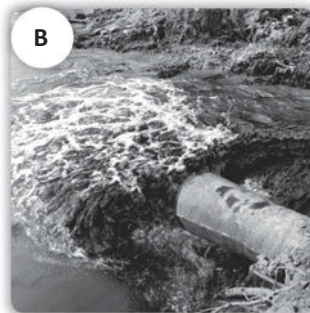
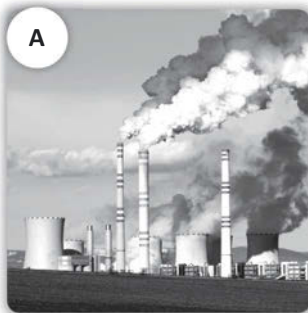
Humanity has decided: it's better to live in the city than in the countryside.

Write an explanation referring to the way this tendency may put a strain on our planet's resources and add to the increase of problems of global warming and pollution.

Your final task is to write a **procedure** about adopting an eco-friendly life. Activities **A** and **B** will provide you with the input for activity **C**.

Activity A

1. Briefly identify the environmental problems shown through these pictures.



2. Fill in the gaps with the words/expressions given.

waste heat gases fossil fuels atmosphere overloads
planet energy carbon dioxide forests

Global warming is primarily a problem of too much **a.** _____ in the **b.** _____ — which acts as a blanket, trapping **c.** _____ and warming the **d.** _____. As we burn **e.** _____ like coal, oil and natural gas for **f.** _____ or cut down and burn **g.** _____ to create pastures and plantations, carbon accumulates and **h.** _____ our atmosphere. Certain **i.** _____ management and agricultural practices aggravate the problem by releasing other potent global warming **j.** _____, such as methane and nitrous oxide.

www.climatehotmap.org/
accessed in December 2013

3. Complete the following sentences by choosing the right word (a to d).

- 3.1** This factory dumps huge amounts of toxic waste _____ the river.
a. to
b. from
c. into
d. at
- 3.2** Most natural disasters that occur _____ the Earth's surface change our climate.
a. in
b. at
c. into
d. on
- 3.3** The continents are placed _____ huge plates that occasionally shift.
a. on
b. in
c. across
d. through
- 3.4** All the damage caused _____ coastal cities will take ages to be repaired.
a. on
b. in
c. along
d. across
- 3.5** Susan _____ take her umbrella when she leaves home. It's pouring with rain.
a. if
b. had better
c. would rather
d. unless
- 3.6** I wish they _____ the plants. They could have saved them!
a. watered
b. water
c. had watered
d. would water

4. Rephrase the following sentences starting as suggested. Some changes might be needed.

- a. Mother to son: "Our electricity bill is huge. We've got to cut down on the amount of energy we use!"
If only _____
- b. I feel so helpless for not having time to help my local community.
I wish _____
- c. Illegal hunters chase some animal species for commercial purposes.
Some animal species _____
- d. Did the activists accuse the factory of polluting the river?
Was _____

Activity B

Read the text carefully.

Distance does not matter



While some teenagers spend their time mulling over which sports team to root for or pop-star to obsess over, others are up to more important things – like working to save endangered species. Sure, it’s a long way from the halls of a middle-school in Connecticut to the forests of New Zealand, home of the flightless Kakapo parrot – but that matters little to 13-year-old Aaron Friedman, who’s made it his mission to help preserve the critically endangered species. Aaron developed an interest in saving the flightless bird early on. When he was in second grade, Aaron learned of the parrot’s plight in a book he read at a book fair.

“When I saw the Kakapo parrot, I just knew that I needed to help,” Aaron told *The Stamford Times*. “It is unlike a lot of endangered birds – it can’t fly, it can’t run and it’s not afraid of people or most animals. It’s really helpless.”

Since then he’s been doing his best to lend his efforts to help the Kakapo and raise awareness of the environment in general, volunteering his time at a local nature center and museum. He’s also started saving money to send to New Zealand’s Kakapo Recovery Program.

For the endangered Kakapo, help couldn’t come soon enough. According to this year’s estimates, only 122 of the birds are known to exist today. Since the introduction of invasive predators like cats and rats into the island ecosystem, the flightless birds’ numbers have plummeted. However, with bold preservation efforts, funded in part by donations from concerned folks like Aaron, there’s optimism that those trends can be curved.

Back in Connecticut, Aaron’s commitment to the Kakapo is helping to raise some much needed awareness. “I think it’s great that he is so interested in saving these endangered birds,” says his mother, Heather Robinson. “Most people haven’t even heard of the Kakapo, and he is getting their name out there.”

As the scientific community continues to advocate on behalf of the multitude of species that face the dire threat of becoming wiped out entirely, it is the local efforts of people like Aaron Friedman who can truly inspire folks to become concerned with their preservation – so that the biodiversity of today may be around for his grandchildren to admire, too.

With so many endangered species on the planet in need of help, even if it comes from half a world away, it’s comforting to know that the next generation’s concern for Earth’s fragile creatures won’t soon become extinct.

<http://www.treehugger.com>
accessed in December 2013

1. Find one word/expression in paragraphs 1 and 2 that means the same as the following.

- a. threatened
- b. assignment
- c. prematurely
- d. frightened of

2. Who or what do these words refer to?

- a. I (l. 23)
- b. their (l. 25)
- c. who (l. 28)
- d. it (l. 30)

3. Find evidence in the text for these statements.

- a. Aaron's interests are different from those shown by most teenagers.
- b. He was still very young when he understood the Kakapo parrot's critical situation.
- c. The boy offers a great deal of his time to environmental causes.
- d. There's still hope for these birds.

4. Complete the statements according to the text.

- a. Despite being very young _____
- b. Due to the introduction of invasive predators into the island ecosystem, the Kakapo parrot _____
- c. In order to assure that today's biodiversity may be around for future generations, it is fundamental to _____

5. Answer the questions.

- 5.1 Why is the Kakapo parrot such a fragile bird?
- 5.2 Does Aaron's mother think that her son is making a difference? Explain.
- 5.3 In what way is it great to know that teenagers do care about endangered species?

Activity C

Write a procedure for the school newspaper on how to manage a more eco-friendly life. Don't forget to refer to energy-saving tips, eating habits, recycling, reducing and reusing habits, shopping...

Write between 150 and 220 words.

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

Do not sign your text.

FIM

COTAÇÕES

Atividade A		Atividade B		Atividade C
1.	6	1.	8	
2.	10	2.	8	
3.	12	3.	16	
4.	12	4.	24	
		5.	24	
40 pontos		80 pontos		80 pontos

Unit 4 – Audio Scripts, Answer keys

TEST 7

AUDIO SCRIPT

CD 3 – Track 31

Why do people become vegetarians?

For much of the world, vegetarianism is largely a matter of economics: meat costs a lot more than, say, beans or rice, so meat becomes a special-occasion dish (if it's eaten at all). Even where meat is more plentiful, it's still used in moderation, often providing a side note to a meal rather than taking center stage.

In countries like the United States where meat is not as expensive, though, people often choose to be vegetarians for reasons other than cost. Parental preferences, religious or other beliefs, and health issues are among the most common reasons for choosing to be a vegetarian. Many people choose a vegetarian diet out of concern over animal rights or the environment. And lots of people have more than one reason for choosing vegetarianism.

Vegetarian and semi-vegetarian diets

Different people follow different forms of vegetarianism. A true vegetarian eats no meat at all, including chicken and fish. A lacto-ovo-vegetarian eats dairy products and eggs, but excludes meat, fish, and poultry. It follows, then, that a lacto-vegetarian eats dairy products but not eggs, whereas an ovo-vegetarian eats eggs but not dairy products.

A stricter form of vegetarianism is veganism (pronounced: vee-gun-izm). Not only are eggs and dairy products excluded from a vegan diet, but also animal products like honey and gelatin.

Some macrobiotic diets fall into the vegan category. Macrobiotic diets restrict not only animal products but also refined and processed foods, foods with preservatives, and foods that contain caffeine or other stimulants.

Following a macrobiotic or vegan diet could lead to nutritional deficiencies in some people. Teens need to be sure their diets include enough nutrients to fuel growth, particularly protein and calcium. If you're interested in following a vegan or macrobiotic diet, it's a good idea to talk to a registered dietitian. He or she can help you design meal plans that include adequate vitamins and minerals.

Some people consider themselves semi-vegetarians and eat fish and maybe a small amount of poultry as part of a diet that's primarily made up of vegetables, fruits, grains, legumes, seeds, and nuts. A pesci-vegetarian eats fish, but not poultry.

ANSWER KEY

Listening

1. Vegetarian and semi-vegetarian lifestyles

2.1 a. beans or rice b. because of the cost of meat c. parental preferences, religious or other beliefs, and health d. animals; the environment.

2.2 a. 5 b. 7 c. 4 d. 3 e. 1 f. 2 g. 6

2.3 a. macrobiotic b. vegan c. animal d. refined and processed e. caffeine f. nutritional g. protein h. dietitian i. meal plans j. minerals.

Reading

1. Personal answer.

3. a. minority b. vegetarian c. dietitian d. burgers, hot dogs, and chicken.

4. a. F – They are a minority b. F – You should have a plan prescribed by a dietitian c. T d. F – There is vegetarian food in supermarkets and schools e. – T.

5

5.1 People usually become vegetarians for health reasons.

5.2 There are more and more people who opt for a vegetarian diet.

5.3 No, it isn't. They can either go to a vegetarian restaurant or just ask if the meat can be removed from the dish. Besides, there are vegetarian alternatives even at schools.

Vocabulary and Grammar

1. a. vegetables b. high c. breakfast cereals d. dried fruit e. dairy products f. meat g. green leafy h. teen i. osteoporosis j. supplement.

2.

a. You'd better try a vegetarian diet.

b. You'd better eat more dairy products.

c. You'd better try sushi.

d. You'd better put a little olive oil.

e. You'd better eat green leafy vegetables.

3.

a. She drinks soya dairy products, which many people say are genetically modified.

b. I do my shopping at the vegetarian supermarket whose owner you actually know.

c. I saw Aunt Sarah, because of whom I became a vegetarian, at the sushi restaurant.

d. Teens that/who don't eat enough minerals and vitamins can't do better at school.

4.

a. If Mary had followed a healthy diet, she wouldn't have become anemic.

b. If some of us hadn't refused to eat meat, we wouldn't have gone to the vegetarian restaurant.

c. If I hadn't quit my vegetarian diet, I wouldn't have put on some weight.

d. If the supermarket hadn't been closed, I would have bought soya beans.

e. If we hadn't eaten everything, we would have asked for a doggy bag to put our leftover food in.

TEST 8

AUDIO SCRIPT

CD 3 – Track 32

Until now there are only naked steel skeletons reaching into the sky everywhere, and most asphalt trails lead to nowhere. But six years from now, only an hour's drive from Seoul, pulsating life is to be expected in a new future city. An American real estate company wants to build the perfect "city of cities", New Songdo. With an opera house as impressive as the one in Sydney, with canals as picturesque as those in Venice, and a Central Park as extensive as in New York. The company has invested more than 25 billion dollars in a modern Utopia. The South Korean giant project fits into our time, in the era of the big cities or the "urban millennium."

Humanity has reached a decision: against life on the countryside and for the city. Meanwhile, more than half the world's population lives in urban areas and by 2050 it is expected to be more than two-thirds. And there is no evidence that the pull of the cities could subside. The cottage in the countryside becomes old fashioned. Rediscovering duplex apartment provides fast falling rents in the rich suburbs. It is unlikely, however, that the pleasure in city life can be allayed by cities that were built, like New Songdo, completely from scratch. Of course it is exciting to live in a perfectly planned building that consumes little energy and gains its power from solar panels on the façade or roof. Even the brochures that promise excellent schools, the international hospital, the giant aquarium and the golf pro-constructed 18-hole course sound promising. But what makes a city really appealing cannot be planned, nor created overnight. It is their unique, over decades, often centuries-ripened character: the cityscape cast history, we met in Berlin and Vienna on every corner, the ethnic diversity that vibrates in London's East End or the tension between tradition and modernity, as it can be felt in the old Beijing. Perfection doesn't make a place liveable, authenticity does.

Urban planning

Urban planning (also city or town planning) is a political and technical process concerned with the development of the city

and with the spatial and social structures in the city. It is concerned with the use of land and the eco-friendly design of the environment of a city, including transportation networks and sustainable energy. On this basis, urban planning develops conceptual plans, ideally with due consideration of all public and private interests with the aim of minimizing conflicts. It maps both the public and private construction activity, and controls the spatial development of infrastructure in the city. The urban planning experts (mostly urban planners, geographers, architects, engineers, landscape and regional planners) are referred to as city planners.

Urban planning should help to ensure a decent environment and protect the natural resources and is therefore the basic discipline for the development of sustainable future cities.

ANSWER KEY

Listening

1. It's the plan for a perfect new future city that an American real estate company wants to build near Seoul.

2.1 a. T b. F c. F d. T e. F.

2.2 a. Opera House b. canals c. Central park d. cityscape history e. London's East End ethnic diversity f. tension between tradition and modernity.

2.3 a. development b. eco-friendly c. networks d. public e. construction f. infrastructure g. architects h. decent i. resources j. sustainable.

Reading

1. Personal answer.

3. a. closer (l. 27) b. massive (l. 27) c. devouring (l. 29) d. amounts (l.30) e. dwellers (l.31) f. greedy (l. 28) g. culprit (l. 31) h. hard hit (l. 32) i. curb (l. 33) j. safely (l. 36).

4.

a. "and are the engine of the economy" (l. 1)

b. "In Europe (especially Germany) streets were broadened, districts were ripped apart, houses and public parks were torn down and inner-city highways were built, to meet the needs of a growing fleet of automobiles" (ll. 10-13)

c. "they are particularly hard hit by the effects of climate change" (ll. 31.32)

5.1 More and more people are living in the cities and their quality of life depends on the infrastructures being flexible and functional, especially mobility within the city.

5.2

Measures to reduce traffic jams:

- combination of different modes of transport
- convenient parking facilities outside city centres
- introduction of road pricing
- better traffic management
- better traffic information
- carpooling and car sharing
- efficient transport of freight

Environmentally-friendly measures:

- clean energy efficient transport technologies
- establishment of "green zones"
- pedestrian zones,
- access restrictions
- speed limits

5.3 to 5.5 Personal answers

Vocabulary and Grammar

1. a. harmful b. renewable c. wind d. gadgets e. petrol f. fumes g. waste h. Litter i. wildlife j. habitats

2. a. will be b. is happening c. has been d. warned e. were making f. are now using g. shows h. lived i. is failing j. reveals

3. a. are being used up by the growing world population b. If more people were aware of the carbon footprint they left at an astonishing rate on the planet, they would be concerned about the environment c. , which was published in 1987, discussed the conditions of natural resources d. being one of the hottest environmental issues today, the origin of global warming date back to the 70s and 80s e. can be replaced by renewable energy sources.

EXAM TEST UNIT 4

ANSWER KEY

Activity A

1.

- A. Air pollution
- B. Water pollution
- C. Drought/ Deforestation/Extinction of animal habitat
- D. Garbage
- E. Overpopulation
- F. Global warming

2.

1. a. carbon dioxide b. atmosphere c. heat d. planet e. fossil fuels f. energy g. forests h. overloads i. waste j. gases.

3.1 c 3.2 d 3.3 a 3.4 c 3.5 b 3.6 c.

4.

a. we had cut down on the amount of energy we use, our electricity bill wouldn't be so huge.

b. I had more time to help my local community.

c. are chased by illegal hunters for commercial purposes.

d. the factory accused by the activists of polluting the river?

Activity B

1. a. endangered (l. 4) b. mission (l. 7) c. early on (l. 8) d. afraid of (l. 12).

2. a. Aaron's mother b. The birds' c. People like Aaron d. help.

3.

a. "While some teenagers spend their time mulling over which sports team to root for or pop-star to obsess over, others are up to more important things – like working to save endangered species." (ll. 1-4)

b. "Aaron developed an interest in saving the flightless bird early on. When he was in second grade, Aaron learned of the parrot's plight in a book he read at a book fair." (ll. 8-9)

c. "he's been doing his best to lend his efforts to help the Kakapo and raise awareness of the environment in general, volunteering his time at a local nature center and museum. He's also started saving money to send to New Zealand's Kakapo Recovery Program." (ll. 13-16)

d. "with bold preservation efforts, funded in part by donations from concerned folks like Aaron, there's optimism that those trends can be curved." (ll. 20-21)

4.

a. Aaron shows great concern in protecting the Kakapo parrot.

b. has been disappearing / is in risk of extinction.

c. arise people's awareness and inspire them to become concerned with the preservation of endangered species.

5.1 The Kakapo parrot is such a fragile bird because, since it cannot fly or run, it is defenceless. Besides, it does not fear other animals or people.

5.2 Yes, Aaron's mother thinks that her son is making a difference because thanks to his work the Kakapo parrot is now known by more people.

5.3 It is great to know that teenagers do care about endangered species because their concern will assure the continuation of endangered species.

Correction table – Test 7

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening					Reading					Vocabulary and Grammar					Writing		Total
		1. 10	2.1 4x15	2.2 6x10	2.3 10x7	Total	1. 10	3. 4x4	4. 5x6	5. 3x8	1. 10x1	2. 5x2	3. 4x5	4. 5x6	1. 50				
1																			
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Correction table – Test 8

Year 11 Class _____ Date ____/____/____

No.	NAME	Listening					Reading					Vocabulary and Grammar				Writing		Total
		1.	2.1	2.2	2.3	Total	1	3	4	5	1.	2.	3.	1.	1.			
		10	5x12	6x10	10x7		6	10x2	3x8	5x6	10x1	10x3	5x6	50				
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Correction table – Exam 4

Year 11 Class _____ Date ____/____/____

No.	NAME	Activity A				Activity B					Activity C		Total
		1.	2	3.	4	Total	1	2	3	4	5	80	
		6	10	12	12		8	8	16	24	24		
1													
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Intermediate-type test

Name _____ No. _____ Class _____ Date _____

Part I – Written comprehension

Items 1 to 5

You are going to read a text about choosing the right career.

Read the following text.

How to choose the right career

Choosing the right career can be difficult, but with a little hard work, some planning, and some serious self-reflection, you can set yourself on a path towards a fulfilling career.

Consider your interests

- 5 Consider your dream career. There is an old saying that if you're trying to choose a career, you should think about what you would do if you didn't have to work. Your answer to that question, while maybe not literally the best career choice for you, may give you insight into what you should do.

- 10 Consider your hobbies. It is very easy to turn something you love doing into a future career. Many hobbies correspond to real world needs and positions. Consider what you like to do and how that might fit into a career.

Consider your skills

- 15 Think about what you are good at in school. Think about the subjects you excel at in school. Though it may not be your favourite thing to do, choosing a career based on something you are skilled at can help you excel and provide a secure future for yourself.
- 20 Consider what skills you excel in. If you are particularly good at certain skills, such as fixing things or making things, this can provide you with a great future career. Schooling may or may not be necessary, but skilled labour is often in demand and you will find it fairly easy to find work.

Consider your current state

- 25 Consider your financial situation. Your ability to pursue a career may hinge on your financial situation. Some career paths require special schooling and this is sometimes expensive. However, you should not feel that being poor prevents you from getting the education you want. There are lots of government programs to help you pay for schools, as well as scholarships, grants, and apprenticeship programs.

Consider your future

- 30 Consider your future financial security. One of the most important things to consider is if the career path you're choosing will provide you with an acceptable level of financial security. In other words, will you be able to make enough money to support yourself and your family? Remember, this doesn't have to be a lot of money or enough money by somebody else's standards. All that matters is that it's enough for you and what you want for your life.



<http://m.wikihow.com> (abridged and adapted)
accessed in January 2013

**1. Match the words/expressions from the text with the corresponding definition.
Two of the definitions are not needed.**

- | | |
|---------------------------------|--|
| a. fulfilling (l. 2) | 1. make you understand |
| b. give you insight into (l. 6) | 2. wanted by a lot of people |
| c. excel (l. 12) | 3. have excess of something |
| d. in demand (l. 17) | 4. something that feels very rewarding |
| e. hinge on (l. 19) | 5. be deprived of |
| | 6. depend on something completely |
| | 7. be the best at something |

2. Complete the following sentences according to the ideas expressed in the text.

- a. To choose a fulfilling career you need _____
- b. Although it may not be your favourite, your best subject at school _____
- c. It will be easy to find a job if _____
- d. Your financial situation should be taken into account when choosing a career, because _____
- e. Some ways to fund yourself when you're studying are _____

C. Choose from the options given below the word which best suits each blank.

Now 19-years-old, Akrit Jaswal is
1. _____ a medical genius. Originally from India, Jaswal became renowned locally for 2. _____ intelligence early in life. Though not a doctor at the time, he performed his first operation 3. _____ he was seven, when a neighbouring family too poor to afford the medical bills asked him to separate 4. _____ daughter's burnt, fused fingers. At 12, he began undergraduate 5. _____ in medicine. By 17, he had begun his masters 6. _____ applied chemistry. He has vowed to dedicate his life to finding a cure for cancer.



- | | | |
|---------------|---------------|------------|
| 1. a. seen | b. considered | c. become |
| 2. a. he | b. him | c. his |
| 3. a. since | b. while | c. when |
| 4. a. her | b. their | c. his |
| 5. a. courses | b. majors | c. degrees |
| 6. a. at | b. on | c. in |

Part 2 – Listening comprehension

Items 1 to 3

You will listen to five teenagers talking about their dream jobs.

Items 4 and 5

You will listen to a career's counsellor talking about the importance of job interviews.

1. Listen to the teenagers and identify their dream job.

1. Naomi: _____
2. Morris: _____
3. Kate: _____
4. Chris: _____
5. Patricia: _____

2. Listen to the teenagers again and find out which teenager:

1. attends university;
2. would like to travel a lot;
3. wants to help people;
4. would love to have an influence on people's lives;
5. feels he/she can do something for his/her country.

3. Listen to the career's counsellor (first part) and decide if the statements are True (T) or False (F).

- | | |
|---|---|
| a. Qualifications and achievements should not only be emphasised but also clarified with examples. | ☐ T ☐ F |
| b. You should avoid mentioning negative experiences or academic background if you are asked about them. | ☐ T ☐ F |
| c. Be ready to provide excuses for any weaknesses or failures in your background information. | ☐ T ☐ F |
| d. You should never answer "I don't know" to a question as it shows weakness. | ☐ T ☐ F |
| e. Motivation, ambition and team spirit are essential qualities to landing a "good" job. | ☐ T ☐ F |

4. Listen to the second part of the text and note down three aspects you may be asked about concerning:

PERSONAL QUESTIONS

- a. _____
- b. _____
- c. _____

BACKGROUND

- d. _____
- e. _____
- f. _____

CAREER GOALS

- g. _____
- h. _____
- i. _____

BEHAVIOUR

- j. _____
- k. _____
- l. _____

Part 3 – Written production and interaction

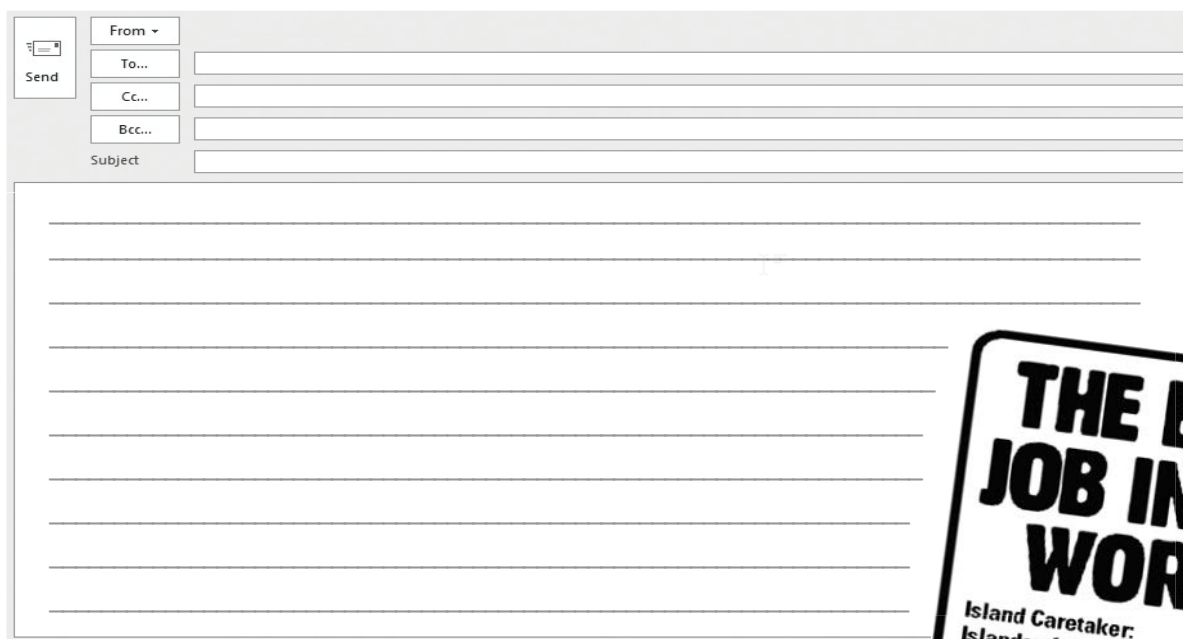
Items 1 to 3

You will be asked to write sentences, a short text and a longer text.

1. Complete the sentences with a suitable connector.

- a. _____ I have a successful career, I don't really love my job.
- b. Unemployment rates are high; _____, skilled workers still find it easy to get a job.
- c. _____ Paul has outstanding qualifications, he got the job over 500 candidates.
- d. _____ having an average salary, I wouldn't change my job for a better-paid one.
- e. Philip has always been very hard-working and responsible, _____ he will soon be promoted.

2. You have seen the advert below which appeared in a newspaper. Write an email applying for this job. (60 to 80 words)



An email composition form with a 'Send' button on the left. The form includes fields for 'From' (with a dropdown arrow), 'To...', 'Cc...', 'Bcc...', and 'Subject'. Below these fields is a large text area with horizontal lines for writing the email body.

- #### 3. Having a job or a career you enjoy is essential for a happy life. Write a text expressing your opinion on the importance of choosing a job and which job you would find fulfilling in the future. (150-220 words)



Part 4 – Oral production and interaction

Items 1 to 3

You will be asked to interact in English.

1. Answer your teacher's questions about the pictures. (TEACHER- STUDENTS)



TEACHER: possible questions to ask the students (two pictures each)

- What job can you see in each picture?
- Where do these people work?
- What do their jobs involve?
- What skills do they need to be good at their jobs?
- Which job is more important for society, do you think? Why?
- Do you think they are well-paid for the work they do? Why do you think this?

2. Say which job from the previous page you wouldn't mind having and which you wouldn't like to have at all. Explain your reasons. You have three minutes to do this. (INDIVIDUAL STUDENT)

3. This is a profile page from a friend of yours. She asked you and your partner to help her choose the right job for her. Talk about her personality, likes, interests and hobbies and decide which would be a job that would make her happy. You have three minutes to do this. (STUDENT-STUDENT)

USERNAME

Jolly

BIRTHDATE

October 10, 1996

BIRTHPLACE

Cork (Ireland)

MY PERSONALITY

funny, outgoing, generous

LIKES

family, friends, my pets, music, books

INTERESTS

HOBBIES: cooking, dancing, cinema, going out with friends

SPORTS: basketball, canoeing, archery

MUSIC pop, rock, country



Audio Scripts, Answer key – Intermediate-type test

AUDIO SCRIPTS

Part 2 – Items 1 to 3

CD 3 – track 33

Naomi, 16

My dream job would be to work at the United Nations. I would like to work there because I could work in a very multi-cultural environment and I would be allowed to travel a lot and experience many different types of countries and lifestyles.

Morris, 19

My dream job is to have my own business. At the moment, I'm really into snowboarding and so I'd love to have a snowboarding tour company. Every year I'm going snowboarding, and I have a lot of experience in teaching snowboarding, instructing, and also I'm at university now so I'm learning how to run my own business, and accounting, et cetera, so I'd love to be a snowboarder and to open my own snowboarding tour company.

<http://www.ello.org/>
accessed in January 2014

CD 3 – track 34

Kate, 15

My dream is to become the President of the United States. I want to do this job because I have goals for this country and for this world, goals of creating peace and justice for all people. I have talked to my parents quite a bit about it. I believe that it is definitely something I could accomplish in my lifetime and handle well. If someone told me that they had a dream job but doubted they could do it, I would say, "You can do anything if you believe in yourself and if your will to do something is strong enough. Go for it!"

CD 3 – track 35

Chris, 18

I've wanted to be either a psychologist or an author. I've won loads of awards at my high-school for my writing, but I also like helping my friends with their problems. If I were a psychologist, I would want to talk to people who have done something bad or are mentally unstable. Writing makes me feel like I'm in a different world, like I am the person I'm writing about. I could be anything and everything. Those jobs would make me feel really happy if I could be them when I'm older.

CD 3 – track 36

Patricia, 19

If I could be anything in the world, I'd be a teacher. I love the thought of teaching kids how to read and write, as well as to impart important life lessons to them. Nothing would be quite as fulfilling as knowing the fact that with some of the knowledge I know, I am able to (possibly) change a person's life.

<http://www.smartgirl.org/>
accessed in January 2014

Part 2 – Items 4 and 5

CD 3 – track 37

A job interview is always a stressful moment for any job applicant. No matter what you are asked in a job interview the most important thing is to always be positive in your answers. Emphasise your accomplishments and qualifications. Be prepared to give concrete examples that support and illustrate desirable personal attributes.

If weaknesses exist in your experience or academic background, don't try to hide them if questioned directly; mention them in context with or relate them to factors of strength. Never provide excuses or apologies.

If you don't know the answer to a particular question, say that you don't know. You will at least be thought of as honest. No matter how frustrated and flustered you feel, don't panic. Remain honest and calm. Keep in mind the most important things you have to offer: your education, skills, talents, and abilities. No one can take them away from you.

What employers seem to be seeking is a combination of personal and intellectual qualities that indicate potential for competence

on the job, a strong motivation and desire to achieve, and the ability to work cooperatively with other people in the working environment. The candidates who have the best chance of landing a "good" job in a competitive job market are those who are most successful in convincing employers these requirements are met.

<http://oregonstate.edu>
accessed in January 2014

CD 3 – track 38

Just in case, here are some questions you may be asked:

You may be asked PERSONAL QUESTIONS like:

What are your hobbies?

Describe your ideal job.

What do you consider to be your greatest strength?

Can you name some weaknesses?

Have you ever had any failures? What did you learn from them?

Who are your role models? Why?

You may be asked BACKGROUND questions like:

Why did you choose to attend your college or university?

Which classes in your major did you like best? Least? Why?

What job-related skills have you developed?

Did you work while going to school?

Have you ever done any volunteer work? What kind?

You may be asked about your CAREER GOALS

What kind of boss do you prefer?

Would you be successful working with a team?

Do you prefer to work under supervision or on your own?

How do you feel about working overtime?

How do you feel about travel?

Are you willing to work flexitime?

And the most important questions, the BEHAVIOURAL questions like:

- What was the toughest decision you ever had to make?
- Tell me about the most difficult person you've had to communicate with.
- Tell me about a time when you had to resolve a conflict in a group situation.
- Tell me about a time when you followed through on a commitment, despite difficulties.
- Describe a situation where you had to do several tasks at the same time.

<http://oregonstate.edu>
accessed in January 2014

ANSWER KEY

PART 1

1. a. 4 b. 1 c. 7 d. 2 e. 6.

2. a. hard work, some planning and self-reflection b. can help you to choose a future career you can excel in c. you opt for skilled labour d. some school paths are expensive e. government programs like scholarships, grants or apprenticeships.

3. 1. b 2. c 3. c 4. b 5. a 6. C.

PART 2

1. a. To work for the United Nations b. To own a snowboarding tour company c. To become the President of the United States d. To be a psychologist or an author e. To be a teacher.

2. a. Morris b. Naomi c. Chris d. Patricia e. Kate

3. a. T. b. F. c. F. d. F. e. T.

4. Suggestion:

a. hobbies b. strengths c. role models d. college or university e. favourite classes f. volunteer work experience g. team work h. working schedule flexibility i. travelling j. tough decisions k. conflict solving l. multitasking ability.

PART 3

1. a. Although b. however c. As d. Despite/In spite of e. therefore/that's why/so.

Correction table – Intermediate-type test

Year 11 Class _____ Date ____/____/____

No.	NAME	Written comprehension				Listening comprehension				Written production and interaction			Oral production and interaction	Total
		1.	2.	3.	Total	1.	2.	3.	Total	1.	2.	3.		
1		10	20	20	50	10	10	10	50	15	10	25	50	200
2														
3														
4														
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Oral descriptors – Intermediate-type test

NAME	LANGUAGE						CORRECTION						FLUENCY						COHERENCE						INTERACTION					
	N5	N4	N3	N2	N1	N0	N5	N4	N3	N2	N1	N0	N5	N4	N3	N2	N1	N0	N5	N4	N3	N2	N1	N0	N5	N4	N3	N2	N1	N0
	10	8	6	4	2	0	10	8	6	4	2	0	5	4	3	2	1	0	12	10	8	6	4	0	13	11	9	7	5	0
Level																														
5	Student expresses himself/herself clearly about most subjects with: - a wide range of specific and varied vocabulary - complex linguistic phrasing						Student uses: - varied and complex grammar structures accurately - suitable and adequate pronunciation and intonation						Student can produce a long speech: - at a regular speed without major pauses - with occasional hesitations						Student develops the subject consistently, presenting relevant information and arguments Student can accurately use suitable connectors and linking words						Student starts out, keeps and concludes conversations efficiently Student uses fillers to manage time and step in and out the dialogue Student makes comments and follows on the other's statements Asks and answers questions clearing out misunderstandings					
4																														
3	Student expresses himself/herself about common predictable subjects with: - enough linguistic strategies - some repetitions - some phrasing difficulties						Student uses: - simple grammar structures correctly - clear pronunciation						Student can produce a regular speech with: - pauses to plan or rephrase - eventual hesitations						Student presents simple and direct information, expressing essential ideas. Student can link sentences by using the usual connectors (<i>and, but, so, because</i>)						Student starts out, keeps and concludes simple conversations using common expressions in a suitable register. Student uses the most usual linguistic functions asking for explanations					
2																														
1	Student expresses himself/herself revealing basic level of communicative abilities with: - limited use of simple words or expressions - frequent misunderstandings						Student uses: - few simple grammar structures - unclear pronunciation						Student can produce: - very short isolated and stereotyped sentences						Student presents basic information. Student links words or groups of words only using simple connectors like <i>but</i> and <i>and</i>						Student interacts in simple situations using basic means for establishing social contacts Student reacts to a very limited range of linguistic functions					

Name _____ No. _____ Class _____ Date _____

Original text

ESTADOS UNIDOS. ENSINO DISCRIMINA SEXOS

Aqui só podem estudar homens

Ao fim de quase 100 anos, os alunos de Deep Springs quiseram ter raparigas no curso. Votaram e abriram seis vagas, mas o tribunal não as autorizou

SUSANA LÚCIO

É uma das mais exclusivas escolas pós-ensino secundário dos Estados Unidos. Apenas 26 alunos são aceites para estudar durante dois anos em Deep Springs. As candidaturas são às centenas e os alunos, depois de passarem por aqui, costumam entrar directamente para o segundo ano dos cursos das universidades mais prestigiadas, como Harvard e Yale. O acesso é muito restrito: é preciso ter notas excelentes, passar na entrevista feita pelos alunos de Deep Springs e, mais importante, ser homem.

É assim desde 1917. A regra que rejeita raparigas em Deep Springs foi imposta pelo fundador, o milionário Lucien Lucius Nunn, e até ao ano passado nunca tinha sido contestada. Situada no sopé da Sierra Nevada, na Califórnia, esta escola superior está isolada do mundo e segue um currículo alternativo. Lá não há rede de telemóvel

e o acesso à Internet é limitado. Os habitantes da cidade mais próxima, a uma hora de distância, desconhecem a sua existência e, à primeira vista, a escola parece um rancho californiano.

Os alunos tratam de 300 cabeças de gado e matam galinhas para o almoço

Os alunos têm aulas de Filosofia, Genética e Ciência Política à tarde, mas acordam antes de o sol nascer e vivem como *cowboys*. Têm de tratar de 300 cabeças de gado, o que inclui mungir as vacas e limpar os currais, cozinhar, limpar os dormitórios, cuidar dos cavalos, tratar da horta e matar as galinhas para o almoço. Álcool e drogas são proibidos.

Em compensação, as propinas são grá-

tis. Cada estudante recebe uma bolsa de 37 mil euros e são eles que dirigem a escola. Reúnem-se na sala de estar sob um retrato pintado do fundador e votam o currículo (houve um ano em que estudaram língua e cultura lusófona), contratam os funcionários e seleccionam os futuros colegas. Foi numa dessas votações que, no ano passado, decidiram aceitar raparigas na escola.

A DECISÃO ESBARROU nos antigos alunos. “Isso vai alterar o carácter do colégio”, garantiu Edward Keonjia, que a frequentou nos anos 50. Receavam que as raparigas acabassem com a liberdade dos rapazes e as suas loucuras, como fazer caminhadas nus ou viver durante uma semana na montanha. “Podemos perder algo, mas acho que será pouco em comparação com o que podemos ganhar”, disse Daniel Leibovitz, presidente dos alunos, ao jornal britânico *The Guardian*.

Os antigos alunos recorreram ao tribunal e, no início deste ano, quando as seis vagas para raparigas já tinham sido atribuídas, o juiz decidiu que os alunos não tinham autoridade para alterar os estatutos. “Estamos desiludidos, mas confiamos que havemos de atingir a co-educação”, reagiu a escola em comunicado.

Além de Deep Springs, há mais três escolas pós-secundárias nos Estados Unidos que não são para raparigas: Hampden-Sydney, na Virgínia, Wabash, no Indiana, e Morehouse, em Atlanta. Mas elas não se podem queixar: há 50 colégios destes só para mulheres nos EUA. ●

Sábado, 31 de janeiro 2013

BEFORE-WRITING TIPS (what to look for before translating)

In the text you'll need to use:

- topic-related words: school and education (*pós-ensino secundário; candidaturas; Segundo ano dos cursos; notas; escola superior; currículo alternativo; propinas; bolsa; antigos alunos*);
- most verbs in the present simple;
- adjective degrees (*mais exclusivas; mais prestigiadas; mais importante; mais próxima*);
- some passive sentences (*são aceites; foi imposta; tinha sido contestada; são proibidos; tinham sido atribuídas*).

Translation

United States: Gender discrimination in education

Only men are allowed to study here.

After almost 100 years, Deep Springs students wanted to have girls in the course. They voted and six vacancies were opened up for girls, but the court hasn't allowed it.

It is one of the most exclusive post-secondary schools in the USA. Just 26 students are accepted to study for 2 years in Deep Springs.

It receives hundreds of applications and after studying here, students usually enter straight as sophomores in the most prestigious universities like Harvard or Yale. Entrance is very restricted; you need to have outstanding grades, pass the interview – carried out by a panel of Deep Springs students – and, above all, be a male. This hasn't changed since 1917. The rule disallowing girls in Deep Springs was imposed by the founder, the millionaire Lucien Lucius Nunn. Until last year, it had never been contested. Located in a valley of Sierra Nevada, California, the school is isolated from the world and follows an alternative curriculum.

There is no cell phone network and the internet access is limited. The inhabitants of the nearest town, which is an hour away, are unaware of its existence and, at first sight, the school looks like a Californian ranch.

The students take care of 300 head of cattle and kill chickens for lunch

The students have lessons in Philosophy, Genetics and Political Science in the afternoon, but they wake up before sunrise and live like cowboys. They have to take care of 300 head of cattle, which includes milking the cows, cleaning the cowsheds, cooking, cleaning the dorms, looking after the horses, gardening, killing chickens for lunch. Alcohol and drugs are

forbidden. However, tuition fees are free. Each student is given a €37,000-scholarship and they run the school themselves. They meet up in the living room under the portrait of the founder and they vote on the curriculum (Portuguese language and culture was once part of the curriculum). They hire the staff and select future students. Last year, at one of those meetings, they decided to accept girls in the school. The alumni were against the decision. "That will change the whole character of the college," argued Edward Keonjia, who attended the school in the 1950s. They feared that the girls would end up with the boys' freedom and craziness, like hiking completely naked or living in the mountains for a week. "We can lose something, but I believe it won't be much compared with what we can win," the current student's President, Daniel Leibot, told the British newspaper *The Guardian*.

The alumni took the case to court and, when the six places for girls had been filled at the beginning of the year, the judge decided that the students did not have the authority to alter the statutes of the college. "We are disappointed but we trust that we will eventually achieve complete education."

Besides Deep Springs, there are three other post-secondary schools in the US that are not open to girls: Hampden-Sydney, in Virginia; Wasbah, in Indiana; Morehouse, in Atlanta. But girls cannot complain too much: there are 50 girls-only colleges in the USA.

Name _____ No. _____ Class _____ Date _____

Original text

Vale a pena fazer um Gap Year?

A ideia de fazer um ano sabático entre o secundário e a universidade está a pegar em Portugal.

Gonçalo Azevedo e Silva e Tiago Marques decidiram conhecer o mundo antes de chegarem à universidade. Com apenas 18 anos e o apoio de Carlos Torres, empresário do grupo Resul, partiram de Carregal do Sal em Outubro de 2011, com as expectativas de quem cresceu no interior do país, mas se preparava para conhecer o mundo. Visitaram 24 países em "seis meses, uma semana e um dia", e obviamente que voltaram diferentes. "Foi uma partida para o desconhecido", resume Gonçalo, mas uma imensa viagem de descoberta. "Aprendi o que não se aprende nos livros, nem na escola" e na bagagem de regresso trouxe "muitas experiências e horizontes mais largos".

À pergunta sobre o que mais o marcou, o estudante do 1.º ano de Economia não hesita,

"a experiência de voluntariado na Índia". Foram 15 dias a viver numa aldeia a 10 horas da cidade mais próxima, exactamente nas mesmas condições da família que os acolheu – "comíamos no chão, a casa de banho era um buraco e a água para o banho era aquecida na lareira", conta Gonçalo.

Na Índia os dois portugueses deram aulas numa escola, no Nepal trabalharam num orfanato e em Timor colaboraram com uma associação ambientalista. Fazer voluntariado durante a viagem era uma das regras do jogo.

O périplo por 25 países não serviu apenas para abrir horizontes e voltar "mais humilde", mas também para clarificar algumas ideias na cabeça de Gonçalo. Partiu ainda indeciso entre seguir Ciências Farmacêuticas ou Gestão, e encontrou a resposta depois de ter falado com muitas pessoas e "ter tido tempo para pensar

melhor no que queria". Acabou por entrar em Economia, no ISEG, e garante "estou exactamente onde quero estar e não me sinto obrigado a estar ali, como muitos dos meus colegas".

A maioria dos jovens sai do 12.º ano sem ter certezas sobre que curso escolher, por isso Gonçalo defende que um ano de sabática – que pode nem implicar uma saída do país, mas deverá sempre obrigar a que o estudante viva experiências que o enriqueçam – é um tempo que pode ser usado para encontrar a resposta.

Em Outubro do ano passado, Gonçalo e Tiago Marques criaram a Associação Gap Year (www.gapyear.pt) para partilhar a sua experiência e promover o conceito junto de todos os jovens.

Em tão pouco tempo já inspiraram mais 150 estudantes que se dizem preparados para seguir as suas pisadas no próximo ano e viram aprovada na Assembleia da República uma resolução que levará o Governo a adoptar medidas para divulgar as virtudes do gap year em Portugal. É uma experiência valiosa não apenas do ponto de vista pessoal, mas também profissional.

Nos muitos contactos que tem feito nos últimos meses para angariar apoios para a sua associação, Gonçalo já ouviu duas vezes "depois de terminar o curso, venha falar connosco". Mas por agora, o futuro economista está concentrado no curso e na preparação do 1.º Colóquio Anual dos GAPS (nome dado aos jovens que fizeram ou vão fazer um gap year), que vai acontecer a 31 de Agosto em Lapa do Lobo, exactamente onde a aventura de Gonçalo e Tiago começou há dois anos.

Sábado, 27 de junho 2013

BEFORE-WRITING TIPS (what to look for before translating)

In the text you'll need to use:

- topic-related words: higher education (*estudante do 1.º ano; Economia; Ciências farmacêuticas; Gestão; 12.º ano; ano de sabática*);
- most verbs in the past simple;
- adjective degrees (*mais largos; mais próxima; mais humilde; melhor*)
- relative clauses (*que pode nem implicar; que pode ser usado; que se dizem preparados; que levará o governo; que tem feito; que vai acontecer*)

Translation

Gap Year: Is it worth it?

The idea of having a gap year between secondary school and university is becoming more popular in Portugal.

18-year-old Gonalo Azevedo e Silva and Tiago Marques decided to get to know the world before they go to university. With the support of Carlos Torres, the CEO of Resul, they left Carregal do Sal in October 2011. They had the expectations of someone who has grown up in the interior of the country but was ready to find out more about the world. They visited 24 countries in six months, a week and a day and, obviously, they came back different. “It was a journey into the unknown,” Gonalo said, “but a huge voyage of discovery. I learned things that you can’t get from books, nor at school,” and in the return luggage “I brought back a lot of experiences and broader horizons.”

As to what most impressed him, the first-year Economics undergraduate has no doubts: “the experience of volunteering in India.” He lived for 2 weeks in a village, 10 hours’ drive from the nearest city, living in exactly the same way as the family that hosted him – “we ate on the floor, the bathroom was a hole and the water for the bath was heated in the fireplace.”

In India the two Portuguese taught in a school; in Nepal they worked in an orphanage; in Timor they cooperated with an environmental organisation. Volunteering along the journey was part of the rules.

The trip through 25 countries helped Gonalo broaden his horizons and come back “more

humble”, but also clarify some ideas in his head. He left undecided about studying Pharmaceutical Science or Management and he found the answer after speaking to a lot of people and “having time to think exactly about what I wanted”. He ended up by studying Economics at ISEG, and he says that “it is exactly where I want to be and I don’t feel forced to be there, as many of my colleagues do.”

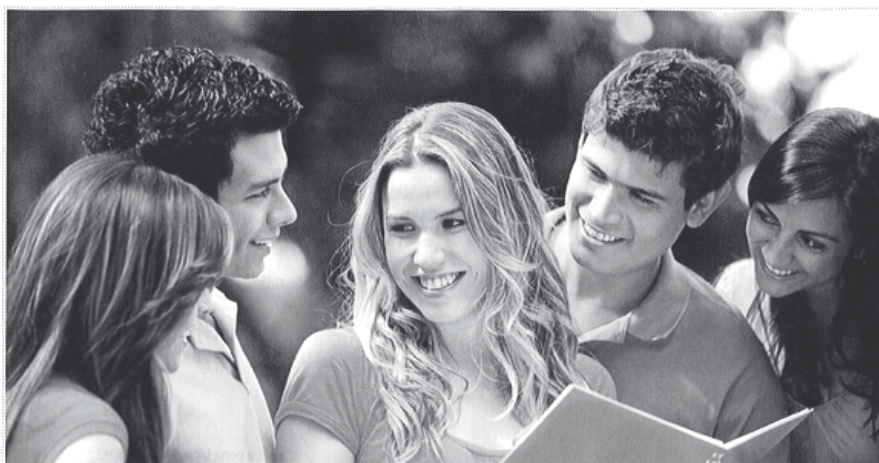
The majority of people finish school without knowing what university course to follow, so Gonalo believes that a gap year is a year that can be used to find the answer, and it may not include going abroad, but it should always force students to experience things that enrich them.

In October last year, Gonalo and Tiago founded the Gap Year Association (www.gapyear.pt) to share their experiences and spread the word among young people.

In such a short time, they’ve inspired more than 150 students, who say they are ready to follow in their footsteps next year. They have also managed to get through a parliamentary resolution that will recommend the government adopt measures to highlight the benefits of taking a gap year in Portugal. It is an invaluable experience not only from a personal perspective but also from a professional point of view.

Name _____ No. _____ Class _____ Date _____

Original text



10 verdades sobre o 1.º ano de universidade

Saiba o que o espera quando cruzar as portas da universidade pela primeira vez.

1. NÃO VAI TER SAUDADES DO SECUNDÁRIO

Assim que começar a experimentar a liberdade de não ter um horário certinho para afixar no frigorífico, vai sentir-se como um pássaro que começa finalmente a voar e a afastar-se do ninho. Mas atenção, mais liberdade implica mais responsabilidade.

2. CONHECERÁ MAIS GENTE NUM MÊS DO QUE CONHECEU NA VIDA INTEIRA

De repente parece que está todos os dias numa manif, mas em que é suposto conhecer toda a gente. A boa notícia é que todos os seus colegas sentem o mesmo e acabam por meter mais facilmente conversa uns com os outros.

O melhor método de estudo é o seu

Não siga os modelos dos outros, porque podem não funcionar consigo. Esta é a altura de definir qual é o seu método, pois vai ter muito para estudar. Se ainda não é adepto do estudo em grupo, saiba que para algumas cadeiras ou matérias pode ser uma excelente ajuda.

3. VAI PASSAR UM MAU BOCADO COM AS PRAXES

Se acha que não tem espírito para situações embaraçosas, talvez seja melhor pensar em faltar às aulas na primeira semana para se livrar delas.

4. PRECISA DE UMA ALMA GÉMEA

No meio das dezenas de novas caras que vai conhecer nos primeiros dias, identifique um colega com quem sinta mais afinidade e aproxime-se. É importante ter alguém com quem partilhar as dúvidas e as emoções desta fase.

5. NÃO COMPRE TODOS OS LIVROS RECOMENDADOS

A biblioteca da universidade é ótima para fazer amigos e para consultar os livros necessários. Vai perceber que grande parte do estudo se faz através de apontamentos de anos anteriores e dos cadernos do colega mais organizado da turma.

6. OS PRIMEIROS MESES SERÃO UMA FARRA CONTÍNUA

Se não se impuser alguns limites – ou os seus pais não o chamarem à razão – vai andar numa roda-viva todo o primeiro semestre, pelo menos. Vai ser muito divertido, mas corre o risco de se sentir em queda livre nos primeiros exames.

7. OS PROFESSORES NÃO PRESSIONAM OS ALUNOS

Não espere que os professores digam as páginas que deve estudar para os testes, que o chamem à atenção pelas faltas ou lhe deem um raspanete por não ter entregue um trabalho. Na faculdade será tratado como um adulto, que é responsável pelos seus actos e omissões.

8. INTEGRE-SE NO NOVO MEIO

Se mudou de cidade, a forma mais rápida de se integrar é evitar correr para os braços da família todos os fins-de-semana. Fique na sua nova casa, conheça a cidade, domine a rede de transportes públicos, procure a companhia de novos amigos, descubra um café simpático onde se sinta confortável.

9. AS SUAS NOTAS PODEM BAIXAR

O nível de exigência será maior, não basta estudar por um só livro para tirar uma boa nota, a matéria é muito mais complexa e os professores não lhe vão dar pontos de mão beijada. Sabendo isto, prepare-se para estudar muito mais.

10. UM EXAME NÃO SE FAZ COM UMA NOITADA

A organização do estudo é uma das maiores dificuldades para quem quer levar a faculdade a sério. Crie uma agenda onde anota todos os testes e exames e planifique o estudo e as entregas de trabalhos com tempo.

EXTRA – O TEMPO PASSA A CORRER

Estes podem ser os anos mais intensos, divertidos e loucos da sua vida, mas passam num piscar de olhos. Aproveite-os bem!

Sábado, 27 de junho 2013
(adaptado)

BEFORE-WRITING TIPS (what to look for before translating)

In the text you'll need to use:

- most verbs in the future simple;
- adverb/adjective degrees (*mais facilmente; mais organizado; mais rápida; maior; mais complexa; uma das maiores*);
- conditional clauses (*Se acha que; se não se impuser; se mudou de cidade*);
- imperative form (*não compre; não espere; fique na sua nova casa; conheça a cidade; domine a rede; procure a companhia; descubra um café; prepare-se; crie uma agenda; planifique o estudo*);
- metaphors/idiomatic expressions (*como um pássaro; afastar-se do ninho; passar um mau bocado; alma gémea; uma farrá contínua; numa roda-viva; em queda livre; deem um raspanete; de mão beijada*).

Translation

10 truths about your first year

Find out what awaits you when you go through the university doors for the first time.

1. You won't miss secondary school

As soon as you experience the freedom of not having a fixed timetable to stick on your fridge, you'll feel like a bird that has finally flown the nest. Be careful, though. Greater freedom implies more responsibility.

2. You'll meet more people in a month than you've ever met

All of a sudden, it looks like you're on a demo every day, but in one where you are supposed to know everybody. The good news is that everyone feels the same and you end up by striking up conversations more easily.

3. You'll have a hard time during Fresher's Week

If you're not the kind of person that can stand being embarrassed, maybe you'd better think about missing the first week.

4. You need a soul mate

Among the dozen of new faces you'll meet on the first few days, find someone you get on well with and who can become a close friend. At this stage, it's important to have someone you can share your feelings and problems with.

5. Don't buy all the recommended books

The university library is a great place to make friends and get books that you need. You'll see that a lot of your study will be based on notes from previous years and the notebooks from the most organized colleague in class.

6. The first months you'll be painting the town red

If you don't set yourself limits – or if your parents don't give you adequate warning – you'll be partying non-stop in the first semester at least. It'll be a lot of fun, but you risk coming down to earth with a bang in your first exams.

7. Teachers won't put pressure on students

Don't expect teachers to tell you what pages to study for tests or remind you when you've been absent, or even tell you off for not handing in an assignment. At college you will be treated as a responsible adult.

8. Fitting in

If you moved to a different city, the fastest way to fit in is to avoid running back home to your family every weekend. Stay in your new house, explore the city, get the grips with the public transport network, meet up with your new friends, find a nice café where you feel comfortable.

9. Your grades may go down

The goals will be more demanding. To get good marks it won't be enough to study from a single book. The course contents are much more complex and teachers won't give you points easily. With this in mind, get ready to study harder.

10. You won't pass an exam by studying all night

Organising your study is one of the biggest difficulties if you want to take university seriously. Make a timetable where you can note down all your tests and exams and plan your study time in advance, as well as deadlines for handing in your assignments.

Translation 4

Unit 3

Name _____ No. _____ Class _____ Date _____

Original text

Dia de Natal

Hoje é dia de ser bom.

*É dia de passar a mão pelo rosto das crianças,
de falar e de ouvir com mavioso tom,
de abraçar toda a gente e de oferecer lembranças.*

*É dia de pensar nos outros – coitadinhos – nos que
padecem,
de lhes darmos coragem para poderem continuar a
aceitar a sua miséria,
de perdoar aos nossos inimigos, mesmo aos que não
merecem,
de meditar sobre a nossa existência, tão efêmera e
tão séria.*

Comove tanta fraternidade universal.

*É só abrir o rádio e logo um coro de anjos,
como se de anjos fosse,
numa toada doce,
de violas e banjos,
Entoa gravemente um hino ao Criador.
E mal se extinguem os clamores plangentes,
a voz do locutor
anuncia o melhor dos detergentes.*

*De novo a melopeia inunda a Terra e o Céu
e as vozes crescem num fervor patético.*

*(Vossa Excelência verificou a hora exacta em que o
Menino Jesus nasceu?)*

*Não seja estúpido! Compre imediatamente um
relógio de pulso antimagnético.)*

Torna-se difícil caminhar nas preciosas ruas.

*Toda a gente se acotovela, se multiplica em gestos,
esfuziante.*

*Todos participam nas alegrias dos outros como se
fossem suas*

*e fazem adeuses enluvados aos bons amigos que
passam mais distante.*

*Nas lojas, na luxúria das montras e dos escaparates,
com subtis requintes de bom gosto e de engenhosa
dinâmica,*

*cintilam, sob o intenso fluxo de milhares de
quilovates,*

*as belas coisas inúteis de plástico, de metal, de vidro
e de cerâmica.*

*Os olhos acorrem, num alvoroço liquefeito,
ao chamamento voluptuoso dos brilhos e das cores.*

*É como se tudo aquilo nos dissesse directamente
respeito,*

*como se o Céu olhasse para nós e nos cobrisse de
bênçãos e favores.*

*A Oratória de Bach embruxa a atmosfera do
arruamento.*

*Adivinha-se uma roupagem diáfana a desembrulhar-
se no ar.*

*E a gente, mesmo sem querer, entra no
estabelecimento*

*e compra – louvado seja o Senhor! – o que nunca
tinha pensado comprado.*

Mas a maior felicidade é a da gente pequena.

Naquela véspera santa

a sua comoção é tanta, tanta, tanta,

que nem dorme serena.

*Cada menino
abre um olhinho
na noite incerta
para ver se a aurora
já está desperta.
De manhãzinha,
salta da cama,
corre à cozinha
mesmo em pijama.*

*Ah!!!!!!!!!!
Na branda macieira
da matutina luz
aguarda-o a surpresa
do Menino Jesus.*

*Jesus
o doce Jesus,
o mesmo que nasceu na manjedoura,
veio pôr no sapatinho
do Pedrinho
uma metralhadora.*

*Que alegria
reinou naquela casa em todo o santo dia!
O Pedrinho, estrategicamente escondido atrás das
portas,
fuzilava tudo com devastadoras rajadas
e obrigava as criadas
a caírem no chão como se fossem mortas:
Tá-tá-tá-tá-tá-tá-tá-tá-tá-tá-tá-tá-tá.*

*Já está!
E fazia-as erguer para de novo matá-las.
E até mesmo a mamã e o sisudo papá
fingiam
que caíam
crivados de balas.*

*Dia de Confraternização Universal,
Dia de Amor, de Paz, de Felicidade,
de Sonhos e Venturas.
É dia de Natal.
Paz na Terra aos Homens de Boa Vontade.
Glória a Deus nas Alturas.*

ANTÓNIO GEDEÃO,
Obra Completa, Relógio d'Água (2004), pp. 161-163

BEFORE-WRITING TIPS (what to look for before translating)

In the text you'll need to:

- look up for similar words in meaning;
- follow different patterns of sentence order;
- don't necessarily use rhymes;
- keep the same verses and lines as in the poem.

Translation

Christmas day

*It is a day to be good today
It is a day to caress the children's face
To talk softly and to listen softly
To embrace everyone and to offer gifts.*

*It is a day to think about others – poor ones, those
who suffer
To give them courage so they can go on accepting
their own misery
To forgive our enemies, even those who don't
deserve it
To meditate on our existence, so short and so
serious.*

*So much universal solidarity moves me
You just turn on the radio and there is a chorus of
angels
As if angels they were
In a sweet hum
Of guitars and banjos.
Seriously singing an hymn to the Creator
And as soon as the crying tones fade away
The presenter's voice
Announces the best detergent.*

*And again the tune floods through heaven and
earth
And the voices grow in a pathetic passion
(Have your Excellency checked the exact time of
Baby Jesus's birth?
Don't be stupid! Buy an anti-magnetic wrist
watch right now!)*
*It is difficult to walk on the precious streets.
Everybody shoving, multiplying in gestures,
whistling.*

*Everyone joins in each other's joys as they were
their own
And their gloved hands wave to their friends
passing by at a distance.*

*In the shops, in the luxury of the window shops
and shelves
With a subtle exquisite taste and ingenious
dynamics
The beautiful useless things made of plastic,
metal, glass or pottery
Twinkle under the intense light of thousands of
kilowatts.*

*The eyes answer, in a melted haste,
To the voluptuous calling of shine and colour
As if all that has something to do with us
As if heaven looked at us and cover us in blessings
and favours.*

*The Bach Oratory bewitches the streets'
atmosphere
We can sense translucent garments unwrapping
in the air
And, unwillingly, we enter the establishment
And buy – praise the lord! – what we have never
thought of buying.*

*But the highest happiness is the little people's.
In that holy eve
Their commotion is so, so, so big
That they don't even sleep tight.*

*Each child
Opens an eye
In the uncertain night
To check if the dawn
has already awoken.
Early in the morning
Jumps out of bed
Runs to the kitchen
Wearing pyjamas.*

AH!!!!!!!!!!!!!!!

*In the tender softness
of the morning light
baby Jesus's
surprise awaits.*

*Jesus,
Sweet Jesus
The one who was born in a manger
Came and put
A machine gun
In Pedrinho's shoe.*

*What a joy in that house the whole holy day!
Pedrinho, hiding behind every door,
Shot everything with devastating charges
And forced the maids
To fall down on the floor as if dead:
Ta-ta-ta-ta-ta-ta.*

*That's it!
And made them get up only to kill them again
And even mummy and sober daddy
Pretended
They had fallen
Full of bullets.*

*Day of universal brotherhood
Day of love, peace and happiness,
Dreams and fortunes.
It's Christmas day!
Peace on Earth to men of good will.
Glory to God in the highest heaven.*

Translation 5

Unit 3

Name _____ No. _____ Class _____ Date _____

Original text



Central

Charge yourself...
Please sit and relax while we
prepare your meal.

Hello Tomorrow Emirates

Momentos únicos devem ser partilhados

Com as nossas tarifas especiais* em Primeira Classe, os serviços que lhe disponibilizamos são tão especiais que os vai querer aproveitar a dois: cozinha gourmet, suites privadas, serviço de motorista e muito mais. Viaje na Emirates com tarifas especiais para duas pessoas de Lisboa para o Dubai e para mais de 125 cidades em todo o Mundo.

DESTINO	A PARTIR DE
Dubai	3.003 €
Jakarta	3.032 €
Hong Kong	3.044 €
Kuala Lumpur	3.044 €
Singapura	3.050 €
Seul	3.051 €
Guangzhou	3.057 €
Pequim	3.057 €
Xangai	3.057 €

emirates.pt

Tripulação multilingue + Generosa franquia de bagagem

BEFORE-WRITING TIPS (what to look for before translating)

In the text you'll need to use:

- topic-related words:
travelling (*tarifas; Primeira Classe; suites privadas; destino; tripulação; franquia de bagagem; taxas; reserve; agente de viagens; passageiro frequente*)

Mais de 125 destinos em todo o Mundo. *Tarifa por passageiro, válida para uma compra mínima de dois bilhetes. Oferta válida para compras com início de viagem até 31 de Janeiro de 2013. Taxas incluídas. Reserve através do seu Agente de Viagens, emirates.pt ou contacte o Departamento de Reservas da Emirates através do número 213 665 533. Descubra as vantagens de ser passageiro frequente em skywards.com

Translation

Hello, Tomorrow

Unique moments should be shared

With our special prices in First class, the services we provide are so special that you will want to enjoy them with someone special: gourmet cuisine, private suites, private chauffer and much more. Fly with Emirates with special prices for two from Lisbon to Dubai and other 125 cities all over the world.

Multilingual crew • Generous luggage fees.

More than 125 destinations all over the world. Price for passenger, available for a minimum purchase of two tickets. Offer for purchases for flights until January 31, 2013. Taxes included. Make your reservation with your travel agent, in emirates.pt or contact the Reservation Department calling 213 665 533. Find out the advantages of becoming a frequent passenger in skywards.com.

Name _____ No. _____ Class _____ Date _____

Original text

A vida de um hambúrguer

Quando os meus avós nasceram, há cerca de 100 anos, viviam na Terra 1,7 mil milhões de pessoas. Quando os meus pais nasceram, na década de 40, viviam 2,2 mil milhões. Quando eu nasci, na década de 70, éramos 3,7 mil milhões e hoje, que os meus filhos são crianças, quase duplicámos, somos 7,2 mil milhões. Quando eu morrer de velho, em 2050, seremos 9,6 mil milhões. Façamos, pois, de hambúrgueres *in vitro*.

É verdade que crescemos e nos multiplicámos. Muito. Os números são avassaladores e revelam bem as razões da exaustão de recursos do Planeta que habitamos. Comemos, bebemos, respiramos, consumimos energia, poluímos, ocupamos espaços, organizamo-nos cada vez mais em cidades, construímos casas, estradas, pontes, barragens, automóveis, aviões, fábricas, matamos animais, extinguímos espécies, vivemos mais anos, somos demasiados velhos no Velho mundo, temos demasiados filhos em regiões sem apoio, estamos a exaurir este rico planeta de uma maneira tão sufocante que nós próprios nos dividimos entre gente que não quer saber do assunto com medo de enlouquecer e gente obcecada com a visão inevitável de um Apocalipse. A resposta, claro, só pode estar na ciência.



Um grama dessa tonelada de problemas está na alimentação. Como vamos comer, se somos cada vez mais bocas? Vamos “fabricar” hambúrgueres em laboratórios, como esta semana pela primeira vez aconteceu? Vamos banalizar os transgénicos? Vamos plantar em estufas noutras planetas? Vamos comer comprimidos? Vamos comer o que há e logo se vê? Vamos deixar “o mercado” funcionar, com os preços dos alimentos negociados em Bolsas, como hoje acontece nas “Bolsas de matérias-primas”, assim decidindo a alimentação do Globo?

Há muito mais num hambúrguer *in vitro* do que parece. Não é apenas uma experiência científica. É o que, um dia, muitos mais milhões de nós poderão estar a comer. ●

Sábado, 8 de agosto 2013

BEFORE-WRITING TIPS (what to look for before translating)

In the text you'll need to use:

- topic-related words: environment (*exaustão de recursos; consumimos energia; poluímos; extinguímos espécies; exaurir este planeta; transgénicos; estufas*)
- the future simple (*vamos comer; vamos fabricar; vamos banalizar; vamos plantar; vamos comer; vamos deixar*)

Translation

The life of a hamburger

Around 100 years ago, when my grandparents were born, 1.7 billion people lived on earth. When my parents were born, in the 1940s, there were 2.2 billion. When I was born, in the 1970s, this had risen to 3.7 billion. Today, my children are still kids and the number has practically doubled to 7.2 billion. When I die of old age, in 2050, the world's population will be 9.6 billion. So let's talk about test tube hamburgers.

It is true that we have grown and multiplied. A lot. The numbers are overwhelming and they clearly reveal the reasons why the resources of our planet have become exhausted. We eat, we drink, we breathe, we consume energy, we pollute, we occupy the land, we organise ourselves around cities more and more, we build houses, roads, bridges, dams, cars, planes, factories, we kill animals, driving certain species to extinction, live longer; there are too many old people in the Old world, we have too many children in deprived areas; we are exhausting this rich planet in such a suffocating way that we find

ourselves divided in two groups: those who don't care about the problem because they're afraid of going insane and those who are obsessed with the inevitable vision of an apocalypse. The answer, of course, can only be found in science.

A tiny proportion of that huge problem lies in food. How will we eat if we have increasingly more mouths to feed? Are we going to "fabricate" hamburgers in labs, as has happened for the first time this week? Will we make Genetically modified (GM) food a commonplace? Will we use greenhouses on other planets? Will we eat pills? Will we eat up what we have and then see what happens? Will we allow the "market" to work, with the price of food discussed in stock markets, as happens in the "raw material stock market", thus deciding how the world will be fed?

There is much more in a test tube hamburger than first meets the eye. It is not only a scientific experiment. It is what many more millions of us may be eating one day.

Name _____ No. _____ Class _____ Date _____

Original text

“O nosso planeta teve, nos seus primórdios, uma atmosfera repleta de dióxido de carbono, como Vénus, o que impossibilitava o aparecimento de vida animal em terra. Acontece que o mar e as plantas são absorventes naturais do dióxido de carbono, pelo que ambos começaram a atuar e, ao longo de milhões de anos, fizeram diminuir o dióxido de carbono na atmosfera. Os estudos paleoclimáticos mostram que o dióxido de carbono é responsável por metade das alterações térmicas do passado. Quando havia muito dióxido de carbono na atmosfera, a temperatura tendia a subir. Quando diminuía, a temperatura tendia a baixar. Ora há quinhentos anos o dióxido de carbono atingiu o mínimo de 270 ppm. Mas a expansão da presença humana, com a consequente destruição das florestas e a queima de lenha, a que se acrescentou depois a queima de carvão e de petróleo para obtenção de energia, fez aumentar o dióxido de carbono até aos 380 ppm actuais.”

“Isso é muito?”

“É só o valor mais alto dos últimos seiscentos e cinquenta mil anos.”

“Caramba. E dizes tu que continua a crescer?”

“Continua, e muito! Se solidificássemos todo o dióxido de carbono que lançamos anualmente para a atmosfera, criaríamos uma montanha com dois quilómetros de altura. Uma montanha por ano, Tomik.” Suspirou. “Mas o pior vai acontecer quando um dia cruzarmos o valor crítico.”

“Qual valor crítico?”

“Os 550 ppm.” (...) Quando cruzarmos esse valor, assamos.”

“Temos atualmente 380 ppm, não é?”, constatou Tomás. “Isso significa que ainda estamos longe dos 550 ppm.” Encolheu os ombros. “Temos ainda tempo mais do que suficiente para parar antes de atingirmos esse valor.”

“Receio que não seja assim tão simples.”

“Então?” (...)

“Repara que, como o efeito é cumulativo, estamos a sentir agora a concentração gerada nos últimos cinquenta anos. A atual concentração será sentida nos próximos anos. Se parássemos hoje a emissão de dióxido de carbono, ainda assim a concentração prosseguiria à média de um e meio ppm por ano, até atingir os 450 ppm em 2100.” Ergueu o indicador, em advertência. “Isso se parássemos hoje.”

“Estou a ver.”

“O pior é que não conseguimos parar hoje. A China está a industrializar-se e a Índia também, e esses dois países precisam dos combustíveis fósseis para o seu desenvolvimento. Por outro lado, os grandes produtores mundiais de dióxido de carbono, os Estados Unidos e a Europa, habituaram-se aos confortos proporcionados pela atual economia energética e não a dispensam, uma vez que têm de assegurar a continuação do seu crescimento económico. E há ainda a nossa Santa Rússia, o segundo

maior produtor do mundo de dióxido de carbono, com os seus graves problemas de poluição e com a sua tecnologia obsoleta, que continuará a emitir este composto como quem produz pãezinhos. Tudo isto somado, sabes no que resulta?”

“Em mais calor.”

“Em muito mais calor”, reforçou ela, acentuando o *muito*. (...) Ao atual ritmo, a concentração atmosférica deste composto atingirá os 1100 ppm em 2100.”

“Meu Deus!”

“Os modelos climáticos consideram imperativo que estabilizemos a situação nos 450 ppm. Isso traria um aquecimento moderado, com alguma linha de costa submersa pelo mar, um aumento da desertificação, uma intensificação da violência das tempestades e mais incêndios florestais, mas nada de demasiado sério. Poderíamos sobreviver. O problema é que os 450 ppm já não são possíveis, uma vez que só as nossas atuais emissões vão cumulativamente elevar a concentração de dióxido de carbono até esse valor em 2100. Ora, como às atuais emissões temos ainda de acrescentar as futuras, eu diria que a situação já está descontrolada.”

Tomás mordeu o lábio, angustiado.

“E de que maneira”, assentiu sombriamente. “Estamos tramados.”

José Rodrigues dos Santos, *O Sétimo Selo*, Gradiva, 2007

BEFORE-WRITING TIPS (what to look for before translating)

In the text you'll need to use:

- topic-related words: environment (*atmosfera; dióxido de carbono; alterações térmicas; destruição de florestas; queima de lenha; carvão, petróleo; economia energética; linha de costa; desertificação*)
- connectors (*pelo que; ora; mas; como; por outro lado; uma vez que*)
- discourse markers (*não é?; receio que; então; repara que; estou a ver; eu diria que; e de que maneira!*) - topic-related words: environment (*atmosfera; dióxido de carbono; alterações térmicas; destruição de florestas; queima de lenha; carvão, petróleo; economia energética; linha de costa; desertificação*)
- connectors (*pelo que; ora; mas; como; por outro lado; uma vez que*)
- discourse markers (*não é?; receio que; então; repara que; estou a ver; eu diria que; e de que maneira!*)

Translation

"In primordial times, our planet's atmosphere was full of carbon dioxide, like Venus, which made it possible for animal life to develop on Earth. But the sea and plants naturally absorb carbon dioxide, so both started to react and, as millions of years passed, they lowered the level of carbon dioxide in the atmosphere. Paleoclimate studies have shown that carbon dioxide is responsible for half the changes in temperature in the past. When there was a lot of carbon dioxide in the atmosphere, the temperature tended to rise. When it decreased, the temperature tended to go down. 500 years ago, carbon dioxide reached a minimum of 270 ppm (parts per million). However, it has risen to the current 380 ppm due to the increase in world population, which has brought about the destruction of the forests, the burning of wood, plus the burning of coal and oil to produce energy."

"Is that a lot?"

"It's the highest level in the last 650,000 years."

"My goodness! And you say it's still rising?"

"It is. A lot. If we solidified all the carbon dioxide that we emit into the atmosphere every year, we would create a mountain 2,000 metres high. A mountain a year, Tomik!" She sighed.

"But the worst will be when we go over the critical limit."

"Which critical limit?"

"550 ppm. When we cross that limit, we'll burn out."

"Currently we're at the 330 ppm, right?" said Tomas. "This means there's still some way to go to 550ppm. We still have more than enough time to stop before we reach that limit."

"I'm afraid it is not that simple."

"Isn't it?"

"Look – because the effects increase day by day, we are now feeling the effects generated in the last 50 years. The current concentration will be felt in years to come. If we could stop the emission of carbon dioxide today, the concentration would still rise an average of 1,5 ppm a year, and it would reach 450 ppm in 2100." She raised her finger as in a warning:

"And that's if we stopped today."

"I see."

"The worst thing is that we can't stop today. China is becoming increasingly industrialised and so is India. These two countries need fossil fuels to develop. On the other hand, the major world producers of carbon dioxide, The US and Europe, have got used to the comforts they get from the present energy economy and refuse to do without it, because they've got make sure their economy continues to grow. And there is also our blessed Russia, the world's second largest producer of carbon dioxide, with its serious pollution problems and obsolete technology, which will continue to emit waste. All things considered, do you know what the result will be?"

"More heat."

"Much more heat! – she reinforced, emphasizing MUCH. "At this pace, the concentration in the atmosphere will reach 1100 ppm by 2100!"

"Good grief!"

"Models of climate change indicate that it is imperative that we stabilise the situation at 450 ppm. That would bring about a moderate warming of the planet, with some coastal areas submerged by the sea, increased desertification, more violent storms and forest fires, but

nothing too serious. We would be able to survive. The problem is that it is no longer possible to keep to 450 ppm, because our current emissions alone will raise the concentration of carbon dioxide to that number by 2100. So as we have yet to add our future emissions to the current ones, I'd say the situation is out of control."

Tomas bit his lips, anxiously.

"You're telling me!" he nodded "Looks like we've had it!!"

Answer keys

Workbook

UNIT 1 – The multicultural world

Travelling (p. 3)

1. a. bus, train, plane b. taxi c. Euro channel train d. space shuttle, spaceship e. bike, hybrid car f. plane g. train h. motorbike, car i. ferryboat j. underground.
2. a. 7 b. 12 c. 4 d. 1 e. 13 f. 5 g. 2 h. 3 i. 14 j. 9 k. 8 l. 10 m. 11 n. 6.

Numbers and figures (p. 4)

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

Culture (p. 4)

4. Cultures, homeland, race, immigration, discrimination, prejudice, acculturation, foreign, refugees, xenophobia.
5. a. refugees; homeland b. discrimination; race c. foreign d. immigration e. cultures f. xenophobia g. acculturation.

Problems in the world (p. 5)

6. a. child marriage b. starvation c. exploitation d. asylum seekers e. child abuse.

General vocabulary (p. 5)

7. a. discrimination b. foreigner c. culture d. melting pot e. tolerance f. plane g. multicultural h. race i. refugees j. immigrant.
8. a. their b. always c. before d. eat e. with f. where g. in h. your i. hand j. on.

Present simple (p. 7)

9. a. Do you often go to pubs? b. Do you usually eat British food? c. Do you like the weather? d. Do you often visit the museums and monuments? e. What do you eat for breakfast? f. When do you meet other Portuguese people? g. How do you get around in the city?
10. a. André goes to traditional pubs in the evening. b. He usually eats traditional food. c. He says the weather is different. d. He doesn't often visit the monuments. e. He does not eat the traditional British breakfast. f. He usually meets other Portuguese people at the weekend. g. He gets around the city by underground.

Present continuous (p. 7)

11. a. are you doing b. am watching c. am sightseeing d. is sleeping e. is probably reading f. are dying g. are you planning h. are getting i. Are you having.
12. a. am having b. don't have c. want d. are staying e. spend f. 'm not suggesting g. admit h. knows.
13. a. doesn't speak; is he speaking b. doesn't fly; are always flying c. don't have; has d. are going; Do you go?

Personal pronouns (p. 8)

14. a. him/her b. it c. she d. him; them e. us; you f. you; me.

Possessive determiners and pronouns (p. 9)

15. a. yours; mine b. Her; Her c. our/my d. their e. our f. yours.
16. a. her; it; They; their; her; I; her b. It /it; its c. It; they d. it; her; They.

Past simple / Past continuous (p. 9)

17. a. was checking; saw b. came; was showing c. was thinking; invited d. was reading; found.

Past simple / Past perfect simple (p. 10)

18. a. had hoped; overslept b. hadn't thought; told c. did not expect; had prepared d. had never thought; did; found e. had left; were; had finished.
19. a. arrived b. had travelled c. didn't stay d. was e. came f. hadn't realised g. witnessed h. went i. had thought j. realised k. had dated l. didn't get married m. didn't have n. married o. didn't marry.

Past simple / Present perfect (p. 10)

20. a. I haven't read b. Have you ever visited c. has eaten them d. I had a traditional e. My friends and I went to the USA in 2010 f. I bought.

Present and Past tenses (p. 11)

21. a. feels b. does c. sounds d. have bought e. have given f. wanted g. is dancing h. caused i. 've made j. haunts.

Double comparative (p. 11)

22. a. better and better b. more and more intermixed c. more and more aware d. stronger and stronger e. more and more powerful.
23. a. more and more tolerant b. more and more multicultural c. more and more integrated d. richer and richer e. more and more dangerous.

Proportional comparative (p. 12)

24. a. the more you need to learn b. the richer its culture c. the sooner you lose them d. the happier you feel e. the more respected a citizen you are f. the fewer the cultural changes.
25. Suggested answers: a. the better we'll understand it b. the less tolerant they are c. the more I like it d. the faster you accept them e. the more dangerous it is f. the richer it is.

Connectors of time (p. 13)

26. a. A volunteering programme means the world to me **since** I had that experience in Madagascar. b. I had the best time of my life **while** I was helping the volunteers in Uganda, Katy said. c. I've felt like a better person **after** I returned from that programme with Uganda Rural Fund (URF). d. Some of the volunteer girls taught women how to feed their babies and **afterwards** they gave them some hints on hygiene.
27. a. The volunteer put warm clothes in her bag after she had checked her first aid box. b. The missing boy at the African slum hasn't been seen since Katy Perry was there. c. Although the singer was nervous, she eventually adapted to the people and country. d. Before learning how to cook green vegetables the girl had learned how to hand-wash clothes. e. The actress put her bags in a tent to have some rest but then she decided to visit the slums.

So / Such (a/an) (p. 13)

28. a. so that b. such a c. such d. such a e. so.
29. a. Nelson Mandela was **so** committed to his vision for a free South Africa **that** no one will forget him. b. Katy Perry saw **such** poor people **that** she returned home a different woman. c. Humanitarian campaigns are **so** important **that** no one can ignore them. d. Starvation and poverty are **such** serious problems **that** they can't be treated lightly.

Multi-purpose connectors (p. 14)

30. a. so that b. that's why c. In addition to d. Moreover, e. in order to.
31. a. When I'm older I would like to be a volunteer for UNICEF so that I can help children in developing countries. b. Not only Angelina Jolie but also George Clooney are important volunteers very committed to certain causes. c. A well-known singer flew to Madagascar in order to help the launching of an important humanitarian campaign. d. Secondary school students don't have much money, that's why they can't afford to donate much money to charity. e. Celebrities take part in many humanitarian campaigns. Consequently, they raise awareness of their "brand".

Language review (p. 15)

- a. 3 b. 2 c. 2 d. 3 e. 1 f. 1 g. 3 h. 1 i. 2 j. 2.

TEST

Listening (p. 17)

1. Jennifer – b, d, i, l; José – a, e, f, h, j, k; No one – c, g.
2. a. British and American people have the same culture because they speak the same language b. you say "Give me a beer" to a bartender in a pub in the UK c. there was a IRA bombing in Manchester's train station d. leave personal things unattended e. is already processed and packaged f. fresh food.

Reading (p. 18)

4. a. major destination for immigration b. cousin's c. New Zealand d. children.
5. a. Filipinos either migrated to the USA or to Canada. b. Unexpectedly a cousin sent them an email. c. They wouldn't feel safe there (the USA). d. Is something quite serious.
6. a. as a good place to migrate b. in their cousin's email, they decided to ask him how it was to live there c. great conditions to raise children d. Igme and Dalisay have never wanted to live there.

7.1 Because they don't see it as a safe country to live and raise children.
 7.2 The fact that it's a good place to raise their children. They also say that the buses are orderly scheduled, and that the drivers are friendly and helpful too. They think it's a calm place to live. 7.3 They refer to them as a very tolerant and friendly people who are normally well-adjusted to welcoming immigrants. 7.4 They advise them to be well-conversant in English.

Vocabulary and Grammar (p. 19)

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

9. a. foreign affairs b. melting pot c. culture shock d. asylum seekers e. immigration flows f. host country.

10.1. c 10.2 b 10.3 a 10.4 b 10.5 c 10.6 b 10.7 c 10.8 a 10.9 b.

11. a. the more diverse our culture b. the easier they find a job c. more and more multicultural d. earlier and earlier.

Writing (p. 20)

Personal answer.

UNIT 2 – The world of work

Vocabulary (p. 21)

1. 1. chef 2. vet 3. beautician 4. actor 5. soldier 6. scientist 7. professor 8. journalist 9. mechanic 10. plumber 11. architect 12. accountant 13. nurse.
 2. 1. a, c, l 2. i, k 3. f, g, n 4. d, h, j 5. b, e, m.

3. a. good judgment b. motivation; persistence c. persistence d. concentration.

3.1 **Confidence:** model, doctor, salesman; **Perseverance:** scientist, lawyer, journalist; **Motivation:** olympic player, coach, personal trainer; **Organisation:** secretary, lawyer, accountant; **Good eyesight:** pilot, detective, marketer; **Leadership:** company director, coach, president, prime minister; **Problem solving:** police investigator, scientist, engineer; **Having green fingers:** gardener, florist, farmer; **Communication:** tourist guide, teacher, journalist; **Teamwork:** football player, fireman, crime scene investigator; **Foreign language mastery:** tourist guide, language teacher, translator; **Commercial awareness:** salesperson, advertiser, businessman.

4. a. goods or a service hired from an *outside* supplier b. absence from work granted to a *mother* before and after the birth of a child c. a ticket entitling the holder to a *meal* d. a work arrangement in which workers share a full-time job e. promoting your name by making yourself known *on the net* f. the ability to take financial risks to start or run a *business/company* g. time *off work* given to employees as a benefit h. extra money given to *employees* besides the money they get for their work i. an unpaid leave lasting up to *two years* j. a work arrangement in which workers have *flexible* schedules k. a *leave of absence* given because you are ill l. a work arrangement in which workers *don't commute* to work.

Areas of a CV (p. 24)

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

General vocabulary (p. 25)

6. a. career b. boss c. full-time d. degree e. application f. skills g. volunteer h. salary i. flexitime j. CV.

7. a. their b. should c. spend d. for e. salary f. Although/Though g. before h. with i. because j. high.

Grammar

Connectors of contrast (p. 26)

8.1 b 8.2 c 8.3 b 8.4 c 8.5 b.

9. a. Despite earning a lot of money, Timothy still lives at home with his parents. b. They don't know how to run their father's company; they own 70% of it, though. c. In spite of the high rate of unemployment among graduates, I'd love to get a university degree.

10.1 a. Although we know how difficult things are, we don't want to leave our country. b. Despite knowing how difficult things are, we don't want to leave our country.

10.2 a. Although Teresa and Harry work really hard, they have never been promoted. b. In spite of working really hard, Teresa and Harry have never been promoted.

Present perfect continuous (p. 27)

11. B. What's the problem with the woman? She has a sore throat. Why does she have her hands on her throat? / Because it has been hurting a

lot. C. What's the problem with the boy? His face is dirty. Why is his face dirty? He has been eating an ice cream. D. What's the problem with the girl? Her back is burned. Why is her back so burned/red? Because she has been laying in the sun for too long. E. What's the problem with the tennis player? She is very tired. Why is she tired? Because she has been playing tennis for two hours. F. What's the problem with the man? He is hungry/upset/very angry. Why is he hungry/upset/very angry? Because he has been waiting for his food for almost an hour.

12. b. has she been working as a marketing assistant? She has been working since 2009. c. **have** you been waiting for it? I have been waiting for it for 2 weeks. d. have you been living there? We have been living there since January. e. has he been on the phone? He has been on the phone for an hour. f. have they been protesting? They have been protesting since Tuesday.

13. a. have been looking; has offered; have you sent off; haven't been counting b. Have you seen; has been working; Has she moved; has been redecorating; hasn't finished c. I have just started; have been longing; have wasted d. I have been waiting; I have been studying; have you done; I have just finished.

The passive (p. 29)

14. a. offered b. rescued c. spoken d. broken into; taken e. affected f. accessed.

15. a. The CEO himself offered Michael a job at the Sales Department. b. The fire brigade rescued ten people from the fire. c. All the hotel staff speak English. d. Someone broke into our house last week and took both our laptops. e. The strike will affect the factory production. f. Anyone who wants to get a job can access LinkedIn.

16. a. must be completed by Friday (...) will be fired. b. may be broadcast by TV channels (...) are authorised by the owner. c. has been closed for repairs. d. be replaced by computers in the future? e. wasn't given much help by the other people in my department in my first days at the office f. is still delivered by the milkman to your doorstep.

17. a. was founded b. played c. was led d. was used e. was f. were held g. was popularised h. had been executed i. witnessed j. was repaired k. is cared l. (is) protected.

The passive with two-object verbs (p. 31)

18. a. Attractive perks are always offered by Google to most employees. / Most employees are offered attractive perks by Google.

b. Both skilled and unskilled employees are now being employed by big corporations. c. Measures to fight unemployment and poverty should be taken by politicians. d. Immigration has been encouraged by mobility within European countries. e. Companies are given the chance to expand faster by outsourcing. / The chance to expand faster is given to companies by outsourcing.

Question tags (p. 31)

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

20. a. The project is b. They won't succeed in their new business c. Peter likes his new job d. We didn't earn enough money with our sales e. They are very competent workers f. You haven't got the requested qualifications.

Modal verbs (p. 32)

21. a. should b. mustn't c. Can/May d. can't e. can't; should f. can.

22. a. must be b. can't have c. may be retiring d. must have sold e. can't be f. could be g. may have been caught.

23. a. were b. stole c. let d. weren't e. fixed f. have been talking g. have had h. are not broken i. can j. is written k. are not broken l. can m. don't understand n. is coming o. is running p. have been having q. lie.

Past perfect continuous (p. 34)

24. a. had been attending several interviews b. had been sending CVs till last Monday c. had been reading comments on her CV d. had been doing part-time jobs e. had been doing volunteering at an orphanage.

25. felt/had been working b. decided/had been researching c. invested /was/had been analysing d. was/had been stealing e. did not finish/had been working f. delivered/had been working.

Language review (p. 35)

a. 2 b. 2 c. 1 d. 3 e. 2 f. 2 g. 3 h. 3 i. 1 j. 1.

TEST

Listening (p. 37)

1.1 Carol: Listen and observe before suggesting any changes; **Kathleen:** Beware of the office troublemaker. Every office has one. **James:** It is important to remember your manners. Save off color jokes and stories for your friends. **1.2. a.** James **b.** Carol **c.** James **d.** Kathleen **e.** Carol **f.** Kathleen.

Reading (p. 38)

3. a. Arthur Church, the editor **b.** Arthur **c.** mum and dad **d.** the author's father's **e.** the school.

4. a. The newspaper played a very important role for people living in South Bucks because it would keep them informed about everything that was going on. **b.** Not everything that he wrote in his letter was 100% true, and he believes that the same happens in journalism. **c.** There is always something you can say even when there is nothing else to say.

d. He had no qualifications for the job and therefore couldn't have a good salary.

5. 1 No, he didn't. He wanted to be a writer. **5.2** He had no qualifications for the job. **5.3** No. Even though they trusted him and knew that he was perfectly capable of looking after himself because he was only 17 and they went on holiday leaving him home alone, they didn't have very good work expectations for their son. **5.4** (...) because he was about to finish his school life and enter the world of work. He considered himself an adult. **5.5 Suggested answer:** It took place a long time ago because nowadays children cannot find a job without finishing school and it's very difficult to get an apprenticeship without proper training.

Vocabulary and Grammar (p. 39)

6. a. Teacher – It = the teaching and learning process **b.** Plumber – it = pipe **c.** Accountant – it = IRS **d.** Sailor – it = boat or Soldier – it = bed/uniform **e.** Scientist/Doctor/Chemist – it = the new medicine.

7. a. maternity leave **b.** perks **c.** sabbatical leave **d.** meal ticket.

8. a. The victim was showed a photo of the suspect by the inspector. **b.** The shelves are filled with pills every morning **c.** He has been given a full refund in that shop. **d.** The lawyer is being charged with public disorder offences. **e.** The incident wasn't reported to the police by the referee. **f.** We were explained by the teacher why dictionaries are more reliable sources than the internet. **g.** The journalist was taken by surprise with the Prime Minister's declarations. **h.** We were refused permission (by the judge) to appeal against higher decisions.

9. a. on **b.** up **c.** out **d.** on **e.** out.

Writing (p. 40)

Personal answer.

UNIT 3 – The consumer society

Vocabulary

Products and shops (p. 41)

1. a. café **b.** greengrocer's **c.** optician **d.** pet shop **e.** butcher's **f.** fishmonger's **g.** baker's **h.** stationer's **i.** newsagent's **j.** chemist's.

2. b. bank **c.** post-office **d.** restaurant **e.** boutique/clothes shop **f.** police station **g.** airport; travel agency **h.** railway station **i.** hospital **j.** hotel.

Types of advertising (p. 42)

3. A. billboard/hoarding **B.** pop-up **C.** lorry advertising **D.** leaflet **E.** banners **F.** classifieds.

4. a. brand **b.** marketing **c.** campaign **d.** slogan **e.** logo **f.** advertising **g.** jingle.

Collocations (p. 43)

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

6. a. brand bullying **b.** Compulsive shopping **c.** eye catching **d.** sales season **e.** credit card **f.** pocket money **g.** target public **h.** commercial breaks **i.** complaint letter.

Confusing words (p. 44)

7. a. brand **b.** make **c.** exploiting **d.** explore **e.** status **f.** statute **g.** earns **h.** gained.

General vocabulary (p. 44)

8. a. purchase **b.** spend **c.** debt **d.** slogan **e.** hoarding **f.** card **g.** brand **h.** consumer **i.** save **j.** sale **k.** flyer.

9. a. 3 **b.** 1 **c.** 2 **d.** 1 **e.** 1 **f.** 1 **g.** 1 **h.** 3 **i.** 2 **j.** 3.

Grammar

Countable and uncountable nouns (p. 46)

10. a. countable **b.** uncountable **c.** uncountable **d.** uncountable **e.** countable / uncountable **f.** countable **g.** countable / uncountable **h.** countable **i.** uncountable **j.** countable / uncountable **k.** countable **l.** uncountable.

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

12. a. countable **b.** uncountable **c.** uncountable **d.** countable **e.** uncountable **f.** countable **g.** countable **h.** uncountable **i.** uncountable **j.** countable **k.** uncountable **l.** countable.

Quantifiers (p. 47)

13. b. any **c.** any **d.** much **e.** many; a few **f.** some.

14. Countable – a/an; some; lots of/a lot of; any; many; few/a few.

Uncountable – much; little/a little; some; lots of /a lot of; any.

15. a. 1 **b.** 2 **c.** 1 **d.** 2 **e.** 2 **f.** 1 **g.** 1 **h.** 1.

Indefinite pronouns (p. 48)

16. a, b, c, d – where; e, f, g – one/body; h, i, j – thing.

17. a. any **b.** any **c.** some **d.** any **e.** some **f.** every.

18. a. thing; thing **b.** one/body **c.** thing **d.** where; one; thing.

19. a. 1 **b.** 1 **c.** 1 **d.** 3 **e.** 1

Relative clauses (p. 49)

20. a. who, **b.** whose **c.** which **d.** where, **e.** who **f.** which.

21. a. which; **b.** which / where **c.** ✓ **d.** Tom's father, who is also my father's friend, is our Marketing mentor. **e.** Not having a credit card is probably one of the best decisions **which** you can take in your life. **f.** The American photographer who took the photograph was paid £ 1000. **g.** The top model's baby girl, **who** is due next January, will be named after her grandmother. **h.** Mrs Laura Oak, who is now a CEO of an advertising company, used to be a secretary.

22. b. The actress who has just returned from a skiing weekend in Sierra Nevada is six months pregnant. **c.** The TV host, who everyone knows is in debt, asked his guests about their shopping habits. **d.** My favourite perfume, whose name I never remember, is by a Japanese Designer. **e.** Do you know the location of the billboard where we have to put the new advert? **f.** A shopaholic is someone whose addiction to shopping is uncontrollable. **g.** The President talked about a new advertising campaign which he will unveil in a press conference.

23. a. sleep **b.** hard **c.** dollars **d.** heart **e.** sold **f.** something **g.** something **h.** Everything **i.** alive **j.** burn **k.** money **l.** sold.

Prepositional verbs (p. 51)

24. a. about **b.** on **c.** for **d.** to **e.** of **f.** in **g.** at.

25. a. from **b.** for **c.** for **d.** on **e.** with **f.** in **5 g.** with **3.**

26. a. complaining **b.** demonstrates; made **c.** depends; pay **d.** agree **e.** spend **f.** approve **g.** blame **h.** concentrate **i.** Look.

Conditional clauses (p. 52)

27. a. don't consume; won't keep **b.** give; will never know **c.** visit; won't know **d.** will have; complain **e.** works; will be **f.** will go; are.

28. a. would make a Lego toy **b.** wouldn't go out with my friends **c.** had 5 minutes **d.** slept on the floor **e.** wouldn't have a family **f.** visited China.

29. a. wouldn't allow my child to work in such filthy places. (5) **b.** would refuse to be given any salary for my work. (6) **c.** wouldn't merchandise these toys and would look for another supplier. (7) **d.** would impose heavy taxes on Chinese factories which didn't provide workers with decent working and living conditions. (2) **e.** would raise awareness for this social problem. (4) **f.** would tell the world about the working conditions of Chinese toy factory workers. (1) **g.** wouldn't want to play with such toys. (3)

30. a. had watched; would have been **b.** would never have told; had thought **c.** had been; would never have made **d.** had heard; wouldn't have wanted.

31. a. finished the 500 dolls, she wouldn't have been dismissed. **b.** 75% of the world's production, it wouldn't be considered the biggest manufacturer in the world. **c.** the president of the factory, I would obey industrial regulations. **d.** complained about the poor sanitation, it would have been changed. **e.** properly for so many hours, they will feel weak. **f.** inspected the factory, it wouldn't have been closed down.

The causative (p. 54)

32. 3. She will have the windows insulated. 4. She will have a wall safe installed. 5. She will have the counter changed. 6. She can buy some green plants. 7. She will have the computers and telephones replaced. 8. She will have the floor replaced. 9. She can put new carpets and curtains. 10. She can clean the office after repairs. 11. She will have the electrical system repaired. 12. She will have the drains cleaned. 13. She will have the walls painted.

Language Review (p. 55)

a. who b. can't c. bills d. as e. could f. that g. by h. into i. Meanwhile j. to.

TEST

Listening (p. 57)

1.1 a. To be rich. b. In California. c. Writing checks. d. By the time she got married. e. she wouldn't go on another shopping spree. f. More than \$100,000. g. Not making enough money to support her spending. h. 13 years.

1.2 a. in her mid-twenties b. it reminded her of her mother c. was depressed, having a bad day or when work wasn't going well d. run away from the things she had to face e. a credit-counselling programme f. the outdoors.

Reading (p. 58)

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

4. a. A perfect example of how it can be deceiving. b. reveal unknown information about side effects.

5.1 a. **Given in ads:** a package is one and one-half times bigger than another / get you from New York to California in style. b. **Not given in ads:** they can make you fat, raise your cholesterol, or increase your sodium intake above healthy levels; driving cars adds to environmental pollution; you might get hurt or killed in an accident along the way.

5.2 If you talk about all the negative aspects of food and cars, you should do the same when prescribing drugs.

5.3 They say that this is not their responsibility and explain that, since they are legally sold, there's no reason for them not to be advertised for.

5.4 and 5.5 Personal answers.

Vocabulary and Grammar (p. 59)

6. a. much b. many c. anything d. a few e. Everybody f. little g. A few h. many i. something j. everywhere k. nobody l. some.

7. a. depends on; think about b. complaining about; believe in c. succeeded in; relying on.

8. a. restrictions to advertising were properly enforced, there wouldn't be so many misleading messages in ads. b. I need to buy anything, I don't go shopping at the weekend. c. which has been considered unethical by many famous advertisers, has been banned in several countries already. d. their advertising strategies created by famous advertisers. e. consumers had been warned about the side effects of *Big Macs* and *Whoppers*, they wouldn't have been so addicted to fast-food taste.

UNIT 4 – The world around us

Vocabulary

Environmental problems and collocations (p. 61)

1. a. Greenhouse b. Gas c. fumes d. species e. extinction f. layer g. Climate h. pollution i. waste j. Acid k. Global.

2. a. exhaust fumes; acid rain b. greenhouse effect c. global warming d. climate change e. ozone layer f. toxic waste g. animal extinction/endangered species.

Natural disasters (p. 62)

3. **Text 1:** a. earthquake b. tsunami c. 2004 d. atomic bombs e. waves f. feet g. ocean h. flood i. waves. **Text 2:** a. earthquake b. May c. magnitude d. Beijing e. swayed f. tremors g. damages h. missing i. deadliest j. homeless people k. rebuild l. ravaged. **Text 3:** a. tornado b. Bangladesh c. size d. wide e. injured f. towns g. destroyed h. drought i. massive j. atmospheric.

Animal habitats (p. 63)

4. **A.** *Panthera pardus orientalis*; forests of eastern Russia; Habitat loss due to logging, global climate change; Korea and northern China **B.** *Rhinoceros sondaicus*; western tip of the Island of Java; hunted to near-extinction; the swamp and water / Asian folk medicines **C.** *Lepilemur septentrionalis*; in the Forests of the Island of Madagascar; logging in the forests; 18 individuals left alive **D.** *Pseudoryx nghetinhensis*; deforestation **E.** *Demochelys coriacea*; tropics and the sub-polar; erosion of beaches / water pollution.

Recycling (p. 64)

5. a. pizza packaging – common b. can – plastic bin c. light bulbs – proper bin d. envelope – paper bin e. washing liquid – plastic bin f. olive oil bottle – glass bin g. newspapers – paper bin h. styrofoam – plastic i. glass jar – glass bin; top – plastic bin j. battery – proper bin.

6. a. Car cabinet made of recycled plastic bottles b. Clock made of magazine paper c. Chair made of cork d. Jeans made with a percentage of recycled plastic water bottles

Collocations; Make or Do (p. 65)

7. **Make:** an appointment; a phone call; a plan; an effort; friends; an excuse; noise; the bed; a decision; a promise; a meal; a mess; money; a mistake. **Do:** a course; housework; a favour; work; exercise; business; your best; a full-time job; a sport; the washing-up.

8. a. make a meal b. make a phone call c. make a decision d. do the shopping e. made a mess; do the housework f. do me a favour g. made a mistake.

General vocabulary (p. 66)

9. a. pollution b. save c. meal d. turtle e. recycle f. oil g. tsunami h. deforestation i. kill j. bin.

10. 1. oil spill 2. habitat 3. ecosystem 4. earthquake 5. migrate 6. deforestation 7. polar bear 8. tornado 9. eruptions 10. recycling.

11. a. 1 b. 1 c. 3 d. 1 e. 2 f. 1 g. 1 h. 3 i. 2 j. 1.

Grammar

Prepositions of place and movement (p. 68)

12. a. along b. through c. along d. along e. through f. along.

13. a. at b. on c. near d. on; in e. between f. on g. on h. towards j. on.

14. a. above b. along c. between d. across.

15. a. into b. on c. from d. upon e. across f. for g. of h. out of.

I wish... / If only... (p. 69)

16. a. I wish I had bought the Levi jeans b. I wish my mum would put the rubbish in the right bin c. I wish I didn't have so much work to do d. I wish my friends would separate waste properly e. I wish I had a kilo of newspapers f. I wish human action hadn't caused the extinction of animal species g. I wish my neighbour wouldn't waste so much water washing the car every morning h. I wish my friends wouldn't complain about my environmental concerns.

Had better ('d better) / would rather ('d rather) (p. 70)

17. a. We'd better b. We'd better c. You'd better d. would rather e. we'd rather f. You'd better g. you'd better h. We'd better.

Expressing possession (p. 70)

18. a. The politicians' decisions led to public demonstrations. b. The content of the conference on pollution was very surprising. c. Professor Lewis's presentation was quite interesting. d. The investigators' conclusions will change people's lives forever. e. This month's organic crop yields have doubled. f. Their factory sales/ Their sales of their factory have decreased.

19. a. year's exportations b. at Teresa's (café) c. yesterday's documentary on TV? d. last week's newspaper.

20. a. Francis b. Russian painters c. Animal rights d. Helen and Dolores e. the roof.

Verb tenses all around (p. 71)

21. a. works; is transferring b. has been studying; loves; hopes; finishes c. takes; has been studying d. have you been writing.

22. a. will use b. will lead; won't leave c. am going to attend d. is e. will be attending.

23. a. got; told; wanted b. told; wanted c. decided; had tried.

Overall rephrasing (p. 72)

24. **a.** against testing cosmetics on animals has been organised by my friends and **I.** **b.** was informed that the workers demanded better sanitation. **c.** objects are made with cork. **d.** hadn't explained the benefits of efficient appliances, we wouldn't have bought an A+++ fridge. **e.** we don't close all the doors, we won't keep our home warm. **f.** we save the water we still have, our descendants will perish. **g.** , who are only 6 years old, learn how to be eco-friendly citizens. **h.** whose owner has founded the Eco-living Tourism Foundation. **i.** which relates to the giraffe and not to the zebra as many might suppose. **j.** not knowing what the future will bring, the chances are that we won't have the amount of natural resources we have at the moment. **k.** why I don't have much of an opinion. **l.** However, few people use public transport.

Language Review (p. 73)

a. where **b.** to **c.** Despite **d.** Because **e.** their **f.** These **g.** can **h.** everything **i.** with **j.** them.

TEST

Listening (p. 75)

a. Green youth Movement **b.** Ally Maize **c.** 15 **d.** to educate kids and teens about green living.

2. a; b; d; e.

3. a. walk or ride a bike to school; use reusable bottles and shopping bags; help their families recycle; switch to fluorescent light bulbs; use less energy by turning off devices at home; take a bath instead of a shower; plant trees **b.** spread the word **c.** recycle at home and offer to take care of the trash; replace bulbs with a fluorescent one; give eco-friendly gifts **d.** environmental course of study **e.** a recycling programme.

Reading (p. 76)

5. a. resources (l. 1) **b.** stretched (l. 2) **c.** pollution (l. 2) **d.** sustainable (l. 6).

6. a. generations of conservationists **b.** Wangari Maathai's **c.** his call to action and his slide show **d.** the power to make our homes and communities more environmentally friendly.

7. a. threaten the planet's ability to support human life **b.** global warming **c.** won't be able to support human life **d.** is a book credited with launching the environmental movement in the United States **e.** are people who made a difference.

8.1 We can contribute for a better environment with our actions as individuals at home and at work. **8.2** Those actions will have to be enough to save the planet because they are the only ones we can rely on. We are the ones who have the power and the proper instruments to change the fate of our planet. The truth is that things will only change if we start doing something.

Vocabulary and Grammar (p. 77)

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

10. a. ozone layer **b.** water pollution **c.** recycling bin **d.** animal extinction **e.** organic food **f.** endangered species **g.** greenhouse effect.

11.1. b **11.2 c** **11.3 a** **11.4 a** **11.5 a** **11.6 b.**

12. a. were offered an eco-friendly fridge by my parents on our wedding anniversary **b.** eco-efficient appliances, we wouldn't spend so much on electricity **c.** we adopt sustainable living habits, life on Earth will not be possible **d.** who is an electrician, advised me to buy a fan assisted oven because they are much more economical.

Writing (p. 78)

Personal answer.

EXAM TEST (p. 79)

Activity A

1. Personal answer.

2.1 D **2.2 C** **2.3 A** **2.4 C** **2.5 A.**

3. a. Volunteering **b.** community **c.** to work on a goal **d.** a fundraiser **e.** to help **f.** a helping hand **g.** More people working .

4. a. had **b.** was spending **c.** didn't realise **d.** was looking **e.** saw **f.** thought **g.** knew.

Activity B

1. a. Carolyn, Orlando **b.** Carolyn **c. d. and e.** John **f.** Carolyn **g.** John, Carolyn and Orlando.

2. "(...) organisers were in contact with us frequently throughout the volunteering." (l. 9)

3. They had to: attend classes; listen to the teachers' instructions; help weaker students; teach maths; give them the meals; teach them how to wash hands properly and played games.

4. A. experience **B.** one of the little kids **C.** the kids **D.** the partner organisation **E.** 150 kids

5. A. They were able to provide for the extension of the programme without it being previously planned. **B.** Visiting the hangar was the most important part of the experience. **C.** Not only helping the children with their homework, but also just being with them were rewarding contributions to this experience.

Extensive reading

THINGS, D. H. Lawrence

About the author

1. Eastwood / Nottinghamshire: September 11 1885 (was born); 1897 (age 12 / won a scholarship to Nottingham High School); 1901 (worked as a teacher at the British School in Eastwood). **Nottingham:** 1906 (attended the University College of Nottingham to obtain his teacher's certificate); 1912 (fell desperately in love with Weekley's wife, Frieda von Richthofen; broke off his engagement, gave up teaching, and tried to make a living as a writer; ran off with Frieda to Germany and later to Italy). **London (Croydon):** 1908 (took a teaching post at a primary school in London; got engaged to an old friend from college named Louise Burrows). **Cornwall:** 1917 (was banned because the local government considered the presence of a controversial writer and his German wife so near the coast to be a wartime security threat). **New Mexico / Taos:** February 1922 (fulfilled his dream of travelling to America; lived there until 1927).

2. a. As a child he felt some difficulty in being accepted by other boys. He was physically weak and frequently ill. However, he was a very good student. **b.** His first job was as a trainee teacher at the British School in Eastwood. **c.** His first literary achievement was *A Prelude*, which was published in the Nottingham Guardian in 1907. **d.** He met his future wife at college. They used to be friends. **e.** After he met Frieda he decided to break off his engagement to Louise, quit teaching, and try to make a living as a writer. **f.** No. The book was soon banned for obscenity. **g.** He was banned from Cornwall because the local government considered the presence of a controversial writer and his German wife so near the coast to be a wartime security threat. **h.** He revised and published *Women in Love*. He also edited a series of short stories that he had written during the war, which were published under the title *My England and Other Stories* in 1922. **i.** He stayed in the US for five years (1922 to 1927). **j.** It was banned due to its graphic sexual content. **k.** The book is considered a turning point in the history of freedom of expression and the open discussion of sex in popular culture.

BEFORE READING ACTIVITIES

1. a. "(...) a widespread Asian religion or philosophy, founded by Siddhartha Gautama in NE India in the 5th century B.C. Buddhism has no god, and gives a central role to the doctrine of karma. The 'four noble truths' of Buddhism state that all existence is suffering, that the cause of suffering is desire, that freedom from suffering is nirvana, and that this is attained through the 'eightfold path' of ethical conduct, wisdom, and mental discipline (including meditation)." (oxforddictionaries.com) **b.** «(...) of, relating to, or having the characteristics of a style of artistic expression prevalent especially in the 17th century that is marked generally by use of complex forms, bold ornamentation, and the juxtaposition of contrasting elements often conveying a sense of drama, movement, and tension.» (Merriam Webster) **c.** «(...) the period of European history between the 14th and 17th centuries when there was a new interest in science and in ancient art and literature especially in Italy.» in Merriam Webster **d.** «(...) the depiction (as in literature) of scene, emotion, or character by details intended to achieve a vividness or effectiveness more by evoking subjective and sensory impressions than by recreating an objective reality.» (Merriam Webster)

e. «(...) literary or artistic theory or practice that affirms the preeminent value of imagination as compared with faithful copying of nature.» (Merriam Webster)

2. 1. New Haven – France (Paris) 2. Paris – Italy 3. Italy – New York
4. New York – California 5. California – Massachusetts 6. Massachusetts
– Europe (Paris and Italy) 7. Europe – Massachusetts.

WHILE READING ACTIVITIES

1. Erasmus; 27; Connecticut; tall, keen-eyed young man.
Valerie; 25; Massachusetts; puritan-looking young woman.
2. a. “beauty” and “freedom” b. They didn’t care about money c. They
saw Europe as being the origin of all tradition – its past/history was
richer than America’s d. Renaissance.

Paris (Il. 17-67)

3. a. “Art had not taken them by the throat, and they did not take Art
by the throat.” (Il. 30-33) b. “Yet it seems as if human beings must set
their claws in something.” (Il. 39-41)
4. Just like vines, human beings feel the need to be attached to something
(roots) and climb higher and higher to fulfil their dreams and ambitions.
5. Because the people were very materialistic, cold and cynical. Besides,
they never really felt as part of French society.

Reasoning link

An idealistic way of life is based on materialism, the need to be
attached to something (goals/things). Idealists are never satisfied with
what they have and they end up being selfish and egocentric people.

Italy (Il. 68-189)

6.1 They found it a very beautiful country which seemed closer to New
England’s conception of beauty. Italy was pure and full of sympathy. 6.2 It
teaches us that in order to achieve happiness one has to eliminate greed,
pain and sorrow from our souls. And this is only possible through
meditation. 6.3 War made them realise that the teachings of Buddha
couldn’t stop greed, pain and sorrow. “Greed, pain and sorrow must either
be eliminated from all the world, or else what was the use of eliminating
them from oneself? No use at all! One was just a victim.” 6.4 They felt
disappointed because living in Europe meant living in the past and the
Europeans weren’t as charming as they looked. They were materialistic and
had no real soul – they were survivors. 6.5 Their house in Italy was a second
floor of an old Palazzo on the Arno. The rooms were lofty, silent and ancient
with windows on the river and with glistening, dark-red floors. Valerie had
some very lovely curtains at the windows of the long salotto, looking on the
river: curtains of queer ancient material that looked like finely knitted silk,
most beautifully faded down from vermilion and orange and gold and black,
to a sheer soft glow. They had a Bologna cupboard, a wonderful Venetian
book-case, Siena curtains and bronzes, lovely sofas and side-tables and
chairs they had “picked up” in Paris. 6.6 Yes and no. Yes, because it was a
very luxurious house with very expensive furniture and it contradicts the
fact that they give no importance to money.

No, because the house reflected their idea of beauty and freedom,
since they felt free to buy whatever they wanted and they only bought
“things” that held a specific meaning for them. 6.7 The excuse they
used to go back to America was that it was good for their son to get to
know America while he was still young.

Reasoning link

Personal answer.

New York / The West / California (Il. 90-251)

7.1 Yes. “They left Europe behind, but they took as much of it along
with them as possible.” 7.2 No. “(...) their income was quite under three
thousand dollars a year. They found (...) Two small rooms and a
kitchenette (...)” 7.3 No. “The chunk of Europe (...) went to a warehouse
(...)” 7.4 Yes. “Erasmus had the tickets, as they say (...) He had taken his
exams brilliantly at Yale.” 7.5 No. “Give up their freedom, their full and
beautiful life? Never! Never!”

8. a. had to be left in the warehouse. b. doing their own chores. c. go to
California. d. that the latter was fully equipped. e. they hadn’t found
the new souls they were looking for.

Massachusetts (Il. 252-280)

9. a. They were cold to both of them. b. They didn’t believe that they
had a decent living. c. She thought that her own life was marvellous.
d. She suggested that Erasmus should find a job. e. She was very
attached to them and didn’t want to part from them. f. No, they didn’t
want to give up the freedom they had always believed in.

Reasoning link

Personal answer.

Paris (Il. 281-311)

10. a. They were disappointed because they had to return to Europe.
They felt worse than in America. b. He was being haunted by the idea
of finally having a job at his age. c. She thinks they should accept it.
d. He felt like a rat being trapped, without having a way out.

Reasoning link

For Erasmus, having a job means losing his freedom like a rat which is
imprisoned in a cage.

Cleveland (Il. 312-334)

11.1 It looked like an industrial town. 11.2 With all the things they
brought to the USA. 11.3 “all were arrayed”, looked perfectly out of
keeping and therefore impressive.” 11.4 The author conveys the idea
that there is a great difference between Europe and America, America
being the content and Europe just an accessory. 11.5 They had to
accept their fate. Ironically, they turned out to have the life they had
always run away from and seemed to enjoy it after all.

AFTER READING ACTIVITIES

Personal answers.

NEITHER HERE NOR THERE, Bill Bryson

BEFORE READING ACTIVITIES

1. **Suggestions:** Adventure (you never know what you may find);
Culture (you get to know different places, peoples, habits and
traditions); Learning (you learn about the differences between
countries and peoples); Enjoyment (you have fun); Excitement (it is a
thrill to see and be in places you have only seen in pictures).

2. a. When you travel you learn to be more tolerant, less biased and
more open-minded. b. When you travel you are learning just like when
you are reading a book. At the end you are always more knowledgeable
and rich. c. Before you see a place you can only imagine what it looks
like, which may not match reality. You will only know a place for real
when you actually see it. d. Travelling is not just physically going to
some place. It is also getting new perspectives on people’s lives and
ways of living. e. Sometimes we get ideas from a certain country just by
hearsay. When you travel to that place you find your own vision of it
that will probably be different from everyone else’s.

f. You can learn from studying and also, more importantly, from
studying.

About the author

1. Scandinavia (Norway – Oslo; Sweden – Stockholm; Finland – Helsinki;
Denmark – Copenhagen), France (Paris), Belgium (Brussels), the
Netherlands (Amsterdam), Germany (Berlin), Italy (Rome), Switzerland
(Zurich), Austria (Vienna), the former Yugoslavia (Belgrade), Bulgaria
(Sofia), and Turkey (Istanbul).

2. A. Brussels B. Copenhagen C. Paris D. Amsterdam E. Rome.

WHILE READING ACTIVITIES

1. a. don’t queue b. eat hamburgers with a knife and fork and turn their
fork upside-down and balance the food on it c. don’t have a sense of
humour d. don’t have fun e. eat dinner late in the evening f. are lousy
drivers.

2. Europeans are “bookish and cerebral”, meaning they are well-
informed, clever and rational; they drive small cars; they live in little
houses in ancient towns; they love soccer; they are “unmaterialistic and
law-abiding”, meaning that they don’t value material things and
willingly obey the law; they have chilly hotel rooms, that are not that
friendly and cosy and inviting places to eat and drink.

3. On the one hand, he wanted to feel unfamiliar and ignorant about
almost everything: not to be able to read, not to know how things
worked. On the other hand, he wanted novelty: to see movie posters
for new films, to gaze at hoardings and shop notices in strange
languages, to hear different songs, to encounter people he would never
see again.

4. Maybe quotation D, which means to say that travelling is not only
physically going to some place. It is also having a new perspective of
people’s lives and way of living.

Audio Scripts – Student’s book, Workbook, Listening activities

Audio Scripts – Student’s book

CD 1

UNIT 0 – Get Linked

Track 1-8 (p. 13)

1. Pink – True love
2. Usher – Yeah
3. Elvis Presley – Hound dog
4. Bob Marley – Could you be loved
5. Blake Shelton – Boys ‘round here
6. Metallica – Nothing else matters
7. Ray Charles – Hit the road Jack
8. Beethoven – Moonlight Sonata

Track 9 (p. 13)

Interviewer: When do you listen to music?

Lydia: All the time! At home, like... before dinner, after dinner, during dinner... in school, out of school. Whenever I want to. And that’s pretty much all the time!

Ethan: When I wake up. I have a CD alarm clock. And normally before or after homework... and on the weekends in the car.

Interviewer: How do you listen to music?

Lydia: On my mp3 and sometimes online.

Ethan: I use my iPod, stereo, computer... and I have a turntable, too.

Interviewer: What have you been listening to lately?

Lydia: My music changes with the seasons... I’m listening to a lot of music now... anything from pop to hip hop. Anything but country, really.

Ethan: Lately I have been listening to classical, opera, jazz and soft rock, mostly.

Interviewer: How do you get to find out about new music?

Lydia: I go online, talk to my friends, look at my sister’s iTunes, browse CDs... And my dad! I get a lot of music from my dad, because he has really good taste.

Ethan: From my friends and online, I guess... I go to iTunes website and just search... it can take hours but... OK.

Interviewer: What does music mean to you?

Lydia: I’m really obsessed about it, obviously. I talk about it all the time. When I meet somebody for the first time I ask what kind of music they’ve been listening to... it’s kind of a way to judge people, you know?

Ethan: It’s somewhere to go when you’re bored. Like... you can do whatever you want while listening to music, you know? I mean... it’s a way out, I guess...

UNIT 1 – The multicultural word

Track 10 (p. 25)

Australia offers one of the healthiest lifestyles in the world, with a hugely welcoming and laid-back population, and an average day that revolves around the beach and being al fresco. Australia’s culture is not something that you view in museums. It’s a living, breathing, evolving melting pot of global influences, home-grown egalitarian traditions and sun-soaked physicality

that combine into a vibrant society quite unique from anywhere else in the world.

Australia. The very word sums up images of beaches, barbecues and sunshine; you can eat outdoors for at least half the year; and live amid the incredible ancient settings, picture-postcard coastline and verdant rainforests that fringe the continent.

Australia is one of the most multicultural nations on earth.

Today, more than 20 per cent of Australians are foreign-born and more than 40 per cent are of mixed cultural origin.

This rich cultural diversity can be embraced in the artfully fused cuisine and in the many colourful festivals. See samba and capoeira at Bondi’s Brazilian South American festival, dance behind the Dragon Parade during Chinese New Year or stroll through streets transformed into a lively piazza during the annual Italian celebrations.

It is this multicultural blend that has had a distinctive impact on the Australian lifestyle, and created a unique melting pot of peoples and cultures.

Australia is unique. A nation with two histories, a thousand landscapes, and a smiling face. Catch the next flight Down Under!

Track 11 (p. 25)

See text on page 25.

Track 12 (p. 30)

See text on page 30.

Track 13 (p. 30)

See text on page 30.

Track 14 (p. 34)

See exercise 1.1 on page 34.

Track 15 (p. 42)

I was born into a family with nine children, three of whom are albinos: a genetic disorder which results in significant reduction or absence of pigmentation in the skin, eyes and hair. In Tanzania it’s a condition where many sufferers are forced into hiding for fear of their lives. I was more fortunate than many because I was loved by my parents and relatives. When I asked my mother what the problem was, why I was white, she always assured me there was no problem.

For many other albinos it’s a very different story. Not only are they often cast out by their own families, in some tribes they are killed immediately after birth, and they are commonly hunted down and murdered because their body parts are used by witch doctors.

In Tanzania very few albinos manage to go beyond primary school level and they have few opportunities to compete for jobs. With the support of my family I managed to go on through secondary school and to a career in the civil service. For many years I have campaigned for the recognition and rights of albinos in Tanzania and last year my efforts were recognised by the President who appointed me a member of parliament.

With the support of the government, I now campaign on behalf of all disabled persons but particularly for albinos.

Track 16 (p. 42)

Twila: My name is Twila, I am originally from Oregon, I'm a fair-skinned blue-eyed girl, and my husband Jagnoor is from India. We met in August 2011 in Africa, where he was working for a technology company and I was working for the Peace Corps.

Jagnoor: It was love at first sight,

Twila: Love doesn't have any political or distance boundaries. We just knew that no matter how turbulent or how hard it was, the reason we are where we are today is we just can't stay away from each other.

But as a mixed race couple, we've had to deal with various challenges, both within our relationship and from those around us especially when we go out together.

Not long ago, we walked into a local restaurant holding hands and everyone stopped and turned around in their seats to look at us.

It was open-mouthed staring. And unfortunately there was quite a bit of hostility radiating off of some people. We were uncomfortable the whole time we were eating.

It's exhausting to remain angry over the racism we come up against, so we try not to let it bother us.

Jagnoor: We will never blend in. The more you fight it, the worse it gets.

We will always be outsiders wherever we go. There's nothing wrong with that.

Track 17 (p. 42)

Some 60 countries still impose restrictions on entry, stay and residence of people based on HIV status alone. The restrictions mean that people living with HIV can be prevented from seeking asylum, employment or study abroad, from conducting business or simply visiting foreign countries for tourism. In many of these countries, testing for HIV is mandatory. The results are sometimes not communicated and are often not kept confidential. Those found to be HIV positive may be immediately detained and in many cases summarily deported. Additionally, there is very often no support of any kind for these individuals in either the host country or their country of origin. They are frequently isolated, rejected by their family and friends and unable to access information and treatment services.

The United Nations Secretary-General, the Joint United Nations Programme on HIV/AIDS together with other UN partners and a number of civil society organisations have provided leadership on this issue calling for a change in the laws that restrict the travel of persons solely on the basis of their HIV positive status. People living with HIV deserve to be treated with respect and dignity, and are entitled to the full enjoyment of their human rights just as much as all other rights holders.

Track 18 (p. 44)

See text on page 44.

Track 19 (p. 44)

See text on page 44.

Track 20 (p. 49)

See text on page 49.

Track 21 (p. 54)

Teacher: Good morning everyone. Today Karl Grobl is visiting us. He is a photojournalist specialising in the photographic documentation of relief efforts and development work of NGOs worldwide. His 2005 Haiti photo-story "City of God" was nominated for a World Press Photo Award. Let's welcome him.

[Applause]

Teacher: So, who would like to ask the first question? ... Yes, Kate.

Student girl: What exactly do you call yourself, professionally speaking?

Karl: I call myself a humanitarian photojournalist, but let me be clear about that title... the humanitarian part refers not to me, but to those I am working with and photographing.

Student boy: How did you become a humanitarian photographer?

Karl: I started out in this profession because I was frustrated with my old job as a sales manager for a large orthopedic company. I felt like I wanted to make a difference in this world, and the way I hoped I might do that was by using my photography as a tool to inform, inspire and motivate others.

Student boy 2: What does humanitarian photography mean to you? What's your vision for it?

Karl: My vision for humanitarian photography is simple; create honest, compelling images that tell the story of my clients and the people they serve. When it all comes together, the images are an effective tool for attracting potential donors, humanitarian workers and or volunteers.

Student girl 2: How do you normally approach people from other cultures?

Karl: I always ask myself: "if I were that person, how would I want to be treated in this situation?" That usually means, I start with my cameras down, and first and foremost, show interest in that person in what they are doing and in what their situation is. Empathy is a powerful thing. When treated with respect and dignity, folks all around the world are willing to share their stories.

Student boy 3: As a humanitarian photographer, what is your goal?

Karl: My goal is always to create high-impact, evocative images which not only inform, but also stir a viewer's emotions, images that cause reflection upon and empathy with another human being's struggle.

Teacher: We'd like to congratulate you for the brilliant work you have been doing. And we'd also like to thank you for coming to our school. Thank you very much!

Karl: It's been a pleasure to be here with you.

Track 22 (p. 54)

Hello, I'm Akin Baldwin and last August I spent 16 days in the remote villages of India helping poverty-stricken children and their families. I spent my time working with young girls teaching them English - a skill that often means a ticket out of poverty.

This amazing experience has made me into a new person. Now I'm much more grateful for everything I've always had.

My friends and I spent the last year raising money and preparing for our trip to India. Although the trip's over, our mission isn't. In the next few weeks, we'll be picking local projects to donate our time to.

Track 23 (p. 54)

My name is April and in July 2013 my friend and I travelled to Ghana for two weeks as volunteers. It was one of the best experiences of my life. The project in Ghana offered many different placements including teaching in schools, building work and helping at the local library. The project was very flexible and you could easily switch between placements.

The local people were very friendly and the children were so much fun. During the trip we met so many friendly like-minded people. Many people had travelled alone yet they found it very easy to make friends quickly.

We truly had a fantastic time, we always say our biggest regret of the whole thing was that we didn't stay out there longer than two weeks.

Track 24 (p. 54)

My name is Robert and I'm 19. I can honestly say I had an amazing time in Kenya and will cherish it forever. Ever since I was a teenager I had wanted to come to Africa and volunteer and I will always be grateful for the wonderful eight weeks I spent in Kenya. Kenyans are so friendly and one can't help but feel grateful for the experience. I met so many people and they all welcomed me with open arms, taught me about their lives, culture and shared their experiences. For me, living in rural Kenya is the best way to experience the African way of life and to feel the gratitude, kindness and happiness of people is the best and biggest reward.

Track 25 (p. 56)

See text on page 56.

Track 26 (p. 65)

See text on page 65.

Track 27 (p. 65)

See text on page 65.

UNIT 2: The world of work

Track 28 (p. 68)

See text on page 68.

Track 29 (p. 71)

The national unemployment rate stands at 10% but the rate for young adults in their early twenties is even higher. High school grads are experiencing increased anxiety about choosing the right major that will lead them to the right career. So here to talk about the hottest sectors and careers for the next generation and what majors will best prepare you for those jobs is Jordan Goldman, founder and CEO of Unigo.com. Hey there, Jordan, great to see you again.

Hey, thanks a lot!

Let's start with Digital Space. There's got to be a lot of jobs in this sector, right?

The Digital Space is booming, that's something that everyone's recognising. There are more text messages sent these days, each day, than the entire population of the world. One in eight couples that marry met online. So the Digital Space is developing really really rapidly. The growth that we've seen is really phenomenal and the growth that we're looking forward to over the next ten or so years is equally phenomenal.

So what are some specific types of jobs that people should look into in the digital world?

Everything from mobile application developer, to casual game simulator, to data miner and social media specialist... So, when you're looking into what college major would be best for you, do something like Computer Science or Social Media, as that starts to become a noted college major, a path that you can actually study in school.

Almost every field these days has some segment of it that is related to computers, right? So you could actually start out with whatever your interest is, say it's Art, and then look at how that works out in the computer world, right?

Yeah, and this is important because there are a lot of people at home, a lot of kids, who love the Digital Space, and love Social Media, but they don't imagine an actual career coming out of that. When you're in school, try to gain skills you can see being put to use in a fulltime career in this space.

Absolutely, that's great advice, Jordan. So it sounds like that's pretty much the biggest field. We're going to move on to number 2, which is also growing: the field of Advanced Medical Research. Tell us about the careers that are good there.

In Advanced Medical Research we have a lot of people looking for drugs in medicine. But that's going to move away to more preventative medicine, where we're going to be looking at your genes and your DNA we're going to look into what sort of illnesses you're predisposed to and developing technologies and medicines that will prevent you from ever getting sick in the first place. A lot of people are going to be majoring in things like Biology and Chemistry, the traditional sciences, but there's going to be careers like gene spicer and bio-informatician.

What is that exactly?

That's kind of a mixture of Mathematics and Predictive Modelling and Biology and Cellular Chemistry. People are going to be using this to analyse your genes and help figure out personalised medicine regimens that are going to help each individual person.

It sounds very interesting but also a little specific. You really have to choose your classes wisely if those are the careers you want to go into.

Any of the medical sciences, the traditional paths, are just going to lead to these new careers, these new applications for medicine and technology.

Let's move on to the next hot career on your list, which is a little perplexing for some people: the Automotive Industry. We keep hearing that it's on the brink of collapse but you're saying it could be one of the hottest careers in the future.

Right now, the automotive industry isn't doing that well but if you look at the movement in the future towards more energy efficient vehicles, and hybrid vehicles, that's going to call for a complete restructuring of the entire model we know of right now of the automobile industry. So people who look into renewable urban planning as a major and looking into energy efficiency as that starts to become a major in the sciences will increasingly have a career helping put these new models of cars together and helping put together new infrastructure on a nationwide basis to accommodate these new vehicles.

So this sounds like a lot of training is needed. Are these jobs you need graduate degrees for? What would you recommend?

A lot of these do take some level of specialisation, but in a lot of the industries with engineering and mechanics can be applied specifically towards automotive and a lot of the more green specialisations, especially around energy conservation and energy efficiency.

We keep hearing how engineers are in hot demand not only in the automotive industry but in general, so that's always a good major if you can handle it, because it's tough!

Now green-collar jobs: we've talked a little about this with the automotive industry, greening becoming more and more popular. But it's obviously not only the Automotive industry, it's the way we live... it extends to all parts of our lives.

President Obama said that under his new legislation there's going to be 5 million new jobs in the green sector. So this is everything from figuring out how wind and solar energy can be more directly applied, to reforming the entire electrical grid throughout the United States. So there's going to be a substantial number of new initiatives that are going to be taking green skills and urban planning skills and changing almost every piece of the structure of our society as we move away from traditional fuel sources.

So what are some good majors if you want to become a green warrior?

This could be anything from Urban Planning, to Chemistry, to Energy Management Energy Systems.

Track 30 (p. 76)

Good evening and welcome to BBC News. Having a career is more than just having a job. It takes not only higher education and goal setting but also vocation.

So, what is a Job? While the terms "job" and "career" are often used to mean the same thing, they really are conceptually different. If you work a part-time job in your youth in order to have extra spending money, it isn't likely you'd refer to it as a career. A job is something you do without much concern for the long-term. You get a job to buy your first car, to have extra spending money, to learn about work, or to pay the bills. It is simply work done in exchange for money. Jobs are important for people of all ages. It can put food on the family table. Some jobs even bring people high wages. But why are jobs not considered careers? The answer lies in the end goal.

Most careers start with education. Many people work jobs because they don't have the education needed to enter careers, though jobs can certainly turn into careers, regardless of type of employment. Careers are about building on experience and advancing your job skills and knowledge. You can apply for a job, but you can't apply for a career. A job is given to you; a career is made by you.

So as you can see, while one can work very hard at a job and even be paid well to work a job, a career takes much more motivation and forward-thinking effort than a job. People see personal goals as a part of their career and it is often a part of who they are when they are not working. Careers are often vocations, and people feel the desire to become better every day.

Whether a job or career is the right fit for you will depend on your stage of life. Jobs can help people start careers in many ways – experience, knowledge, learning about what they like and dislike. Eventually though, striving for a career is a very positive step because it means you want more out of the work you do than a paycheck. You expect to develop your talents and really enjoy what you do. In addition, your earning potential is much higher in a career than in a job in most cases. A career takes goal setting and education. It is best to follow your interests, skills, and talents to find the career that will bring you success. Success includes money, but is also very much about personal happiness.

Track 31 (p. 78)

See text on page 78.

Track 32 (p. 91)

One of the biggest advantages of telework is that you don't have to commute. This can save time, as you won't waste hours of your day sitting in traffic to get to the office. You also save money by not putting miles on your car or having to buy as much gas. This is also good for the planet, since less driving means fewer emissions.

Working from home can save money in other ways in addition to cutting out your commute. You may go out to lunch less, buy fewer snacks from a vending machine, or not be tempted by after-work happy hours.

But it may also be hard to get motivated without a traditional schedule or a boss looking over your shoulder. You need to be self-motivated and disciplined to succeed at telework.

Track 33 (p. 91)

Zoey: I've been jobsharing for two years now and it has been great. It allows me to split the duties of one job position with my colleague and gives me the chance of having a work-life balance that may not be available if I work full-time. For example, sometimes I may work Monday, Wednesday and Friday while Nathan, my colleague, works Tuesday and Thursday, or I may work mornings while he works in the afternoon.

When you find someone with complementary strengths to share a position, it can work out in a dramatic increase in the quality of work.

Nathan: Yes, and also I am likely to have Zoey available for vacations and personal days, which means projects don't sit on hold just because one of us is out of the office.

Track 34 (p. 91)

My flexible schedule allows me to fit my working hours into my personal lifestyle.

Since I don't have the constraints of rigid work hours, I'm able to arrange my workday around personal obligations. For example, instead of working the traditional eight to five shift, I can work from seven to four and use the extra hour after work for doing sports or other personal matters.

I strongly believe that this flexibility increases an employee's job satisfaction, productivity and loyalty to the company.

However, difficulties can also arise. If you get to work before most of the others, it may be hard to stay on task without direction from supervisors or co-workers. But this really depends on personal motivation and the workplace environment.

Track 35 (p. 92)

See text on page 92.

Track 36 (p. 106)

Most HR personnel will weed out hundreds of CVs until they decide on which to consider for an interview. A good CV will help you to stand out among the rest.

Listen to an HR executive talking about CVs that make a difference and complete the sentences.

Unless you're applying for a job at a pizzeria, your CV objective shouldn't be decorated with pink rabbits or include texting slang like "LOL."

"Every hiring manager has seen a CV that was a bit 'out there'," says Rosemary Haefner, vice president of human resources at the jobs website CareerBuilder.com. "These job seekers are probably trying to be clever and stand out, but it often backfires and that CV usually goes straight to the 'no' pile."

"With technology, it is so easy to just click and send a CV out, but if you take the time to tailor it, it will get more time for review. A customised CV resonates well with hiring managers and that will help you stand out for the right reasons."

Track 37 (p. 106)

Here are real examples of creative approaches that made positive impressions:

Hi, I'm **Annabelle Bennett** and the most creative CV I did was when I applied for a teaching post. I did it in the form of an oversized rubik's cube. You just had to push the tiles around to align the CV.

Hello, My name is **Alistair Griffiths**. My most creative CV was when applying for the position of Marketing Executive, which I still keep. Well, I sent a marketing brochure promoting myself as the best candidate for the place. It was perfect!

I'm **Rosie Morris** and once I did something really imaginative. I was applying for this food management position and I decided to send a CV in the form of a menu. Imagine. They loved it!

Hi, I'm **Luca Pearce** and I crafted my CV to look like Google search results for the "perfect candidate." I couldn't get the position but they told me it had been quite a CV.

Track 38 (p. 106)

1. I am looking for a job because I am trying to save money to pay for a trip that my best friend that I would like to take over winter break or when my work schedule permits.
2. Because your company works directly with children, is the number one reason I am interested in working with your company.
3. I am proficient in Microsoft Office software and I am comfortable with doing in depth research using the Internet. All these computer skills have prepared me to work for your company.
4. The investment your company will be making in me will not be going to waste. I am already familiar with this market and feel training will not take the amount of time anticipated.
5. I think like, in most jobs, to succeed in this position I'll have to be hardworking, responsible, trust-worthy, and a good team member.
6. I have had many experiences working in a team as a member of my high school athletic program.
7. My most recent rewarding accomplishment was having my poetry published in a book.
8. I did not have any salary expectations when I applied for this job because the job will not only provide a pay check.

Track 39 (p. 108)

See text on page 108.

UNIT 3 – The consumer society

Track 40 (p. 118)

See text on page 118.

Track 41 (p. 121)

See text on page 121.

Track 42 (p. 129)

1. Do you quite often feel the urge to go shopping when you are low or depressed?
2. Do you get a high or rush of excitement from shopping?
3. Do you frequently walk away from a store with many more purchases than you had intended to make?
4. Are you unable to resist a sale or bargain?
5. Do you ignore family or school responsibilities so you can go shopping?
6. Do you try to hide your purchases or even lie about them to family and loved ones?
7. Do you buy a lot of things that you end up not even using?
8. Do you feel a sense of guilt or shame after some of your shopping trips?
9. Would you rather shop than engage in other hobbies or recreational activities?
10. When you buy something for someone else do you always pick up a little something for yourself?
11. Has shopping ever created problems between you and your parents?
12. Have you told yourself "this is my last time" and still over-shopped or overspent?

Track 43 (p. 129)

Results:

If you scored between 0 to 2 yes answers to these questions, you are a SCROOGE. It is very unlikely that you have a shopping addiction, but be careful not to turn out a little greedy.

If you scored between 3 and 5 you are a SENSIBLE SHOPPER. You seem to control your shopping behaviour and spend your money wisely.

If you scored between 6 and 8, watch out! You are a SPENDTHRIFT. You may be at risk of developing or having a shopping addiction.

If you scored between 9 and 12, you are definitely a SHOPAHOLIC! You are addicted to shopping. It may be wise to enlist help from a friend or loved one, or even a therapist to help you regain some control over your spending.

Track 44 (p. 129)

I'm Amanda, I'm 21. I've found that when I don't have a lot going on in my life, I tend to shop more. Shopping provides a sense of excitement which may be missing in a person's life. Just the simple experience of being in a mall or store is exciting, as there are bright lights, colorful displays, uplifting music, and lots of treats for the senses. That sure beats the monotony of day-to-day life which we all sometimes experience.

My name's Adam. I'm 25. When I'm dealing with an unpleasant situation or have a challenging task in front of me, I often experience an uncontrollable impulse to hit the shops. I can remember shopping immediately following a job interview, after a difficult phone conversation, or a fight with a friend. Shopping is such an all-consuming activity that it takes our minds away from things that scare or confront us emotionally. Of course, when we are done shopping, the things which worried us are still there.

I'm Patricia, I'm a 19 year-old college student. For most of my life, I've struggled with feelings of not being "good enough." A lot of my shopping has been an attempt to measure up and fit in, and to some degree it worked. As I dressed better, I received more compliments and validation from others. Of course, with fashion the target is always moving. The styles continually change, so one must keep buying new things to keep up.

I'm Christine, 26. I grew up in a family who struggled with financial difficulties; we couldn't afford to buy a new wardrobe for me each school year. Many of my classmates rarely wore the same clothes twice and I couldn't compete style-wise. As an adult, I want to make up for lost time and make sure that I am one of the best-dressed people around.

My name's Robbie and I'm 16. As a teen I don't feel confident and I desperately want to appear cool in order to attract new friends. I feel that by being seen wearing designer labels and carrying the latest technology I will be acknowledged by my peers and respected.

CD 2

Track 1 (p. 132)

See text on page 132.

Track 2 (p. 145)

Sandra Crammer has just started her own business, *Gourmet Lunchboxes*. Today she is meeting Mr O'Brian, Customer Support Specialist at *Abbott Mead Vickers*, a Communications Agency in London.

CSS: As I told you on the phone, there are many different advertising solutions for your business but we must identify a target customer.

Sandra: The idea of lunchboxes came up because of the growing concerns with healthy food nowadays. So, I want to target a working audience who has to take lunch to work.

CSS: I see. I'll try not to be too technical presenting you with the different types of advertising. There are 3 overall groups. First, print advertising like newspapers, magazines, Yellow pages, brochures, direct mailers flyers. Secondly, OOH advertising like Billboards and thirdly, broadcast advertising like TV, Radio and, more recently, digital advertising like Internet and mobile services.

Sandra: Wow. But they certainly have pros and cons.

CSS: That's true. In newspapers your ad can reach a wide and varied number of people and readers can go back to your message whenever they want; it is immediate: the ad you decide to run today can be in your customer's hands in one to two days.

Sandra: But newspaper ads are expensive, they have poor photo reproduction which limits creativity, they have a short shelf life, as they are usually read once and then discarded.

CSS: That's right. Besides, newspapers are a highly visible medium, so your competitors can quickly react to your prices. A growing number of readers now skip the print version of the newspaper (and hence the print ads) and instead read the online version of the publication.

Sandra: OK. Let's disregard newspapers then. How about Brochures?

CSS: They present key messages quickly and concisely, are a long-lasting solution and they can be cheap. Unfortunately, most people throw them away.

Sandra: And direct mailers? That was one of my initial options.

CSS: Good choice! This type of advertising is targeted at those who are interested in your products, you can personalise the message and your ad is hidden from your competitors until it's too late for them to react. However, they involve the costs of using various professionals – copywriter, artists, photographers, printers, and so on.

Sandra: That's interesting. And is the OOH advertising you told me about?

CSS: It's Out Of Home advertising like billboards, for example. They cause an immediate reaction and are not expensive but are used by large corporations who can afford them. Broadcast advertising is a very popular advertising medium with several branches like television, radio or the Internet. Television ads reach large numbers of people and they convey your message with sight, sound and motion.

Sandra: But there are too many competitive ads on at the same time and popular ad times are often sold out far in advance. I'm saying this from the viewer's standpoint. How about the radio? Is it still a good means to advertise? Isn't it a bit outdated?

CSS: No way. The Radio is a universal medium which can be heard at any time and any place. Advertising rates haven't risen as much as on other media. The problem is that listeners are spread over many stations.

Sandra: And Digital Advertising? It's fast growing and varied, I know. But is it really that effective?

CSS: The internet is a cheap way to advertise since you can create your own website but it is limited to internet users and mobile advertising is a fast-growing means of communication which reaches the local market but it can add to the cheapening of a product if the ads are not done properly.

Sandra: I see. Well, thank you for your time. I'll have to think it over but I think I'll stick to my first idea – direct mailers! First to my friends and then hope that word of mouth contributes to the success of my lunchboxes.

CSS: OK. Let me know what you decided to do as soon as possible, please.

Tracks 3-9 (p. 145)

Adverts 1 to 7.

Track 10 (p. 146)

See text on page 146.

Track 11 (p. 158)

CNN: Good evening! Drusilla Brown is an associate professor of economics in the School of Arts and Sciences. Drusilla has been studying international trade, labor standards and working conditions and today she is here at CNN news to share her views on the subject: Dark Side of Cheap Clothing. Thank you for joining us and I would like to start this conversation by asking you how important is the clothing industry in Bangladesh?

Drusilla Brown: Good evening. The clothing industry is an important source of income. The clothing sector has 4.5 million employees, and accounts for 80 percent of the country's exports and 40 percent of the industrial workforce, so it's an important part of the economy.

CNN: The collapse of Rana Plaza, an eight-storey building in the town of Savar, has taken the life of more than 500 people. Why do you think the factory collapsed?

Drusilla Brown: The Sohel Rana Plaza was originally permitted to construct a five-storey building. However, the owner added three additional floors that were not approved for the building. The apparel factories had heavy machinery, mostly sewing machines. The factories also had generators, as a consequence of frequent disruptions of electricity. So there were three illegal floors, heavy equipment and many people: each of those floors had 1,000 people.

CNN: Has anything like this happened before?

Drusilla Brown: A comparable event occurred in 1911 in New York City in the Triangle Shirtwaist where the fire killed 146 workers. Managers had locked the doors to the factory, and many people who could not escape jumped to their deaths from the top floors. The tragedy resulted in legislation to improve safety conditions.

Track 12 (p. 158)

CNN: How do the retailers react to these events?

Drusilla Brown: The first reaction in cases like these is that big, multinational buyers deny responsibility. Typically, customers don't care whether the multinational buyers own the factory or not. And some companies make small contributions to organizations called "third party auditors". I guess they think it might help them repair their reputation. If they deny responsibilities their productivity might drop, and that's not good for the business.

CNN: Are there any companies making good efforts to improve working conditions?

Drusilla Brown: Many are. Some companies are willing to try everything. There are those who have been supporting organizations. While others have agreed to support a plan to improve fire safety.

CNN: What can outside organizations do?

Drusilla Brown: The ILO (International Labour Organization) will try to bring together the Bangladeshi government, unions and clothing manufacturers to collaboratively find a way forward. But in order for the ILO to be able to help, the government needs to pass some laws allowing for freedom of association to form unions and for collective bargaining. The Bangladesh Parliament is expected to do that in June. The ILO is looking to add about 800 factory inspectors in Bangladesh. If properly trained and not corrupt, that will be a large enough force to make a difference.

CNN: Will things really change?

Drusilla Brown: I'm hopeful conditions can improve. At times it seems hopeless and horrible, but the conditions of work in Western Europe changed dramatically after labor laws were passed and international trade agreements were enacted at the end of the 19th century.

Where the ILO has a presence, it's striking how much conditions can improve, even over a short period of time.

CNN: Thank you and we hope things will change for these workers.

Track 13 (p. 158)

See text on page 158.

Track 14 (p. 160)

See text on page 160.

UNIT 4 – The world around us

Track 15 (p. 172)

See text on page 172.

Track 16 (p. 180)

10. Bhopal Disaster

20,000 people have died as a result of the chemical gas spill in Bhopal, India. In 1984 catastrophe struck after a cloud of gas erupted from a pesticide factory. Today the effects of this disaster are still felt by the citizens of the area, who continue to suffer from cancers, respiratory disorders and ill health.

9. Overfishing

Overfishing has had many detrimental effects on the environment, from changing the ecosystem to polluting the waters that so many creatures depend on for life.

8. Rainforest destruction

Deforestation releases greenhouse gases, which are readily contributing to climate change on a global level. As oxygen is crucial to the ability of all species to survive, rainforest destruction presents a threat of epic magnitude to every being on the planet.

7. Tennessee coal ash spill

The Tennessee Coal Ash Spill was the largest industrial spill in North America. In December of 2008, the dike surrounding an 80-acre mound of fly ash, the remnants of coal production, collapsed. The ash contained arsenic, lead and selenium which poisoned the air and water.

6. Garbage Island

Known as the Great Pacific Garbage Patch, this island of floating garbage in the Pacific Ocean is roughly the size of Texas. The patch is 80% plastic and is estimated to weigh some 3.5 million tons.

5. Love Canal

In the 1920s the canal was turned into a chemical dumpsite. 100 homes and a school were built on the site in the late 1950s, but in 1978, the site exploded. The families on the site were eventually evacuated, but not before an alarming rate of miscarriages and birth defects brought on by proximity to toxic chemicals occurred.

4. Three Mile Island

The most serious nuclear emergency in U.S. history occurred near Middletown, Pennsylvania on March 29th, 1979. Although there have been no reports of increased cancer rates or ill health effects due to radiation exposure, the meltdown changed forever the way the public view the cost and benefit of nuclear power.

3. Exxon-Valdez oil spill

On March 24th, 1989, the Exxon-Valdez oil tanker struck a reef off the coast of Alaska, causing a total of 11,000,000 gallons of crude oil to leak into the Prince William Sound. The leaked oil spread across 470 miles of water, killing countless wildlife.

2. BP Oil spill

In April, 2010, a blowout on the Deep Horizon rig killed 11 men and caused an oil leak that spread towards Louisiana, Alabama, Mississippi and Florida coastlines. Millions of gallons of oil spilled into the ocean, killing turtles, fish and birds.

1. Chernobyl

Chernobyl was the worst man-made environmental disaster in history. On April 25th, 1986, an explosion at Reactor #4 caused a fire that burned for 10 days. The radioactive fallout from the

explosion covered tens of thousands of square miles, and caused the permanent evacuation of more than a million people. Over 100,000 people have died as a result of this disaster, and birth defects, thyroid cancer and tumors continue to plague the inhabitants of surrounding areas.

Track 17 (p. 182)

See text on page 182.

Track 18 (p. 194)

Like humans, all organisms have genetic material. When scientists alter genetic material, or DNA, it's called genetic modification (GM). Genetically modifying foods or food crops can enhance taste and quality, increase nutrients or improve resistance to pests and disease. In some cases, GM foods help conserve natural resources, because the altered version might require less water or energy for processing.

THE 6 MOST COMMON GENETICALLY MODIFIED PRODUCTS

6. Potatoes – Researchers are working on a way to produce potatoes that are resistant to disease caused by a sort of bacteria that can kill entire crops rapidly.

5. Corn – Bt-corn is a form of sweetcorn that has been genetically modified to include an insect-killing gene. This means the farmer doesn't have to spray it with pesticides, because the insects die from eating the corn.

4. Tomatoes – Although tomatoes were the first genetically modified food to reach the market, they have since been altered for only one reason: to make them last longer. GM tomatoes don't rot as quickly as regular tomatoes, so they can tolerate longer periods of transportation.

3. Golden rice – Golden rice was first created to fight vitamin A deficiency. Because getting vitamin supplements to every single person on the planet would be impossible, scientists believed that the answer was to create a grain of rice that already had vitamin A in it.

2. Soya beans – Because soya is widely used in the production of other items (including cereal, baked products, chocolate and even ice cream) a large production is needed.

1. Salmon – Wild salmon matures slowly, taking up to three years to reach its full size. GM salmon, on the other hand, not only will grow faster but also should reach about twice the size of its wild cousin.

Track 19 (p. 194)

Many people are now asking the question, "If GMOs aren't labelled, how can I know whether or not the foods I buy contain them?" To help you make the best effort at avoiding GMOs while shopping at the grocery store, here are six recommendations on what to look for and what to avoid.

Avoid purchasing foods that contain non-organic soy, corn, cottonseed or canola ingredients. Common ingredients to specifically watch out for include some of the more obvious ones like high-fructose corn syrup, soybean oil, and canola oil. But several others you will want to be aware of include soy lecithin, an emulsifier added to all sorts of foods, soy protein, textured vegetable protein and food starch. Unless certified organic, all of these ingredients are likely GMO.

Unless added sugar is specifically identified as "cane," it likely comes from GM sugar beets. At least 90 percent of the sugar beet crops are of GM origin, which means if any food product contains "sugar" or some other sugar derivative like glucose or

sucrose, it is more than likely a GMO. Always look for "cane sugar," in order to avoid GM sugar.

If it contains artificial sweetener, it likely contains GMOs. The popular artificial sugar substitute aspartame is produced using GM bacterial strains of *E. coli*, which means it, too, is a GMO. Anything containing aspartame is a no-no when it comes to food.

Watch out for ambiguous additives like xanthan gum, citric acid, maltodextrin, lactic acid, dextrose, malt syrup, sorbitol and other common GMO offenders. Many common food texturizing agents, flavor enhancers, thickeners, sweeteners, and fortifiers are also derived from GMOs.

Avoid any dairy products that are non-organic. Unless a dairy product is specifically labeled as being certified organic, or as not containing the artificial growth hormone rBGH, which is sometimes labeled as rBST, it likely contains GMOs.

Track 20 (p. 194)

For weeks, anti-GM protesters have been threatening to destroy the work taking place at Rothamsted Research in Hertfordshire. The crop is believed to be the world's first GM strain to repel insects rather than killing them. The "day of action" was set for this Sunday, but it appears that somebody jumped the gun: over the weekend, fields of experimental wheat were invaded and vandalised, although the damage was not irreparable.

For the scientists who have pleaded in vain for the activists to listen to reason, this is a sad affair "We are not evil profiteers – we are diligent, ethical scientists attempting to create wheat that is naturally resistant to aphids, and we have used every possible means to ensure that our work does not jeopardise the rest of the food chain."

We in Europe often pride ourselves on being progressive, yet a spasm of indignation over "Frankenstein foods" saw genetically modified produce disappear from the shelves; where others embraced such crops, we turned up our noses. This was an error not only economically, but morally, as Charles Moore points out: "Over the coming decades, the world's population is set to rise. Since arable land is something of a fixed commodity, we can only feed these extra mouths, and cope with the surging demand for meat, by making agriculture vastly more productive. Without a new Green Revolution, we will condemn the poorest in the world to hunger and starvation".

Scientists claim that GM organisms, if produced responsibly, offer one of the best hopes of achieving such a transformation. "To oppose it on ethical grounds is short-sighted, ignorant and actively malicious. We are trying to build a better future. We trust that the activists will see reason, and let this valuable work continue."

Track 21 (p. 195)

What is forensic science?

The word forensic refers to the law. Forensics, or forensic science, means using science to help solve legal cases or criminal acts. The forensic scientists help to solve crimes through the analysis of physical evidence found at crime scenes and on victims of crime, compared with evidence related to suspects. Forensic scientists are also often called on to give evidence on legal cases. The scientists specialise in a variety of scientific fields, including mathematics, chemistry, biology and physics. These scientists also specialise in specific areas of

forensics. A forensic scientist who analyses blood stains, for example, will not necessarily have the skills required to analyse fingerprints or handwriting, or to perform an autopsy. There are three distinct branches of forensic science: Field Science, Laboratory Science and Medical Science. Field scientists are involved in crime scene investigation. Their job includes collecting possible evidence, preventing the contamination of a crime scene, preventing the contamination of any evidence taken from the scene and providing an initial interpretation or theoretical reconstruction of a crime.

Senior Constable Andrew Sherry: We help in assisting the detectives and investigators in the various stations with regards to fingerprinting evidence, collection of DNA, photographing crime scenes, photographing victims, taking statements from victims, taking statements from people who are going to assist us at all...

Laboratory scientists specialise in areas of biology, chemistry or physics. Their jobs will include the analysis of physical evidence, such as blood stains and footprints, document analysis, such as handwriting recognition, DNA profiling and ballistics, that is the projectile motion of objects such as bullets or bomb fragments.

Dr Dimitri Gerostamoulos: We don't do any field work as such, so you don't see us pursuing criminals, but our work does contribute to providing a picture for the coroners or for the pathologists to determine how the person died. And we're just a small part in a large team that looks at determining that.

Medical forensic science is an area that involves medical procedures, such as autopsies, the examination of bodies after death, analysis of blood samples from a victim or suspect, as well as dentistry, psychiatry and psychology.

Dr Noel Woodford: Well, pathology is the medical discipline that deals with the diagnosis of disease and forensic pathology is the application of that discipline to the needs of the court and the justice system. So a large part of my work is performing autopsies and trying to come to a conclusion about the cause of death, and also interpreting injuries.

On television, forensic science is most often associated with criminal investigations. In the real world, forensic scientists also work within the civil justice system. An example is handwriting examinations, performed to determine the validity of a signature.

Food manufacturers often use forensic techniques to determine the cause of contamination in food products or product failures. Environmental authorities may also employ forensic scientists to determine the cause of environmental problems, such as oil spills.

Track 22 (p. 196)

See text on page 196.

Track 23 (p. 207)

There are a lot of things that affect our planet in a bad way but the good news is that everyone can help to reduce them and do their bit for the environment.

Environment – how can you help protect it?

Energy is everywhere. When you're using electricity, think about where it comes from and how you can use less to take the strain off of the environment – here are some simple ways to make a big difference:

- Leaving televisions, stereos and computers on standby with the little red light showing still uses up electricity. To stop this you can turn them off. Simple!
- Britons drink an amazing 60.2 billion cups of tea a day according to The Tea Council. Only boil as much water as you need in your kettle.
- The fridge keeps food fresh, cool and healthy! But it takes a lot of energy to keep cool, so help it by not leaving the fridge door open or putting hot things inside.
- Check new products for their efficiency grade and rating and keep an eye out for the Energy Efficiency Recommended logo.
- Photovoltaic (PV) solar panels create electricity from sunlight, which can then be used to power homes while solar heating panels make hot water, reducing the need for electricity or gas to heat water or run the central heating system.

Pollution is one of the main causes of asthma, which affects a whopping 1.1 million children in the UK.

How can you help?

- Birds and animals can mistake litter for food. Litter can end up in rivers and block drains, or in the sea and be eaten by fish. Also, some litter will stay around for thousands of years!
- Instead of taking the car, get your bicycle out or take the "shoelace express" – also known as walking.
- Encourage your parents to buy eco-friendly products or even make your own from natural substances like vinegar and lemon juice.

We can't live without it! Our food comes from all over the world and this means a lot of transport and transport means fuel and fuel means pollution.

Plants and trees that give us fruit need to eat too. Some countries and farms add pesticides and insecticides to food to keep away pests and insects. These chemicals can sometimes be harmful to wildlife and their habitats and sometimes to humans too.

How can you help?

- Eating food and drinking drinks produced in the UK. This means that you are helping to reduce pollution! Look for the little red tractor on products in your supermarket.
- Organic foods have had no insecticides and pesticides added to them which makes them that bit more natural and healthy.
- Give your leftovers to worms in your very own wormery and they'll turn it into rich and healthy compost for your vegetable garden and flowers!

Poor countries would be shocked to hear that we use drinking water to flush our toilets. There are many simple ways that we can reduce our water use. Let's have a look at how you can help:

- By turning the tap off while we brush our teeth we can save 5-10 litres of water.
- Fill up a lemonade or cola bottle with water and pop it into your loo's water tank. Then when you flush and the water fills up again you'll save a bottle's worth every time.
- Collecting rainwater in a water butt in your garden is a great way of collecting and reusing the water to keep plants healthy in the summer.

Every year the UK produces 280 million tonnes of waste. We throw away unwanted food, glass bottles, plastic bottles, cans, wrappers, paper and cardboard.

Many of these things are made up of natural resources such as trees, coal, oil and aluminium and one day some of these resources will be used up completely.

How can you help?

Some councils don't collect plastics or cardboard but there is always somewhere nearby with big recycling banks where you can take them.

- Save trees by recycling your own paper. Paper with a clean side can be made into notepads. If you are buying paper, buy recycled paper.
- If you can carry your shopping home without a bag then carry it home. If you can't why not take a bag you already have with you?

Track 24 (p. 207)

Sari Darwin, 16

Greenacre School, in Surrey, is a school where students are environmentally friendly and therefore have introduced energy-saving measures, extended recycling, a new gardening club and green waste recycling. We also try to create ways to draw people's attention to recycling with recycled clothing fashion shows, toy swaps and similar initiatives.

Agatha Hamilton, 15

Merchant Taylors' Girls' School is a school near Liverpool which has an eco-garden and a gardening club. Students have created an eco-garden to provide a green and quiet space where pupils can enjoy the wildlife in an urban environment. Our project is featured on the Keep Britain Tidy's Eco-Schools website.

Cleo Phillips, 16

St Mary's School for Girls, in Colchester, is an Eco-Schools Ambassador school and will be hosting an Eco-Schools conference for the east of England for other schools to attend. We recently won the Green Award in the Essex Excellence in Business awards. Our school has a zero tolerance of landfill and either recycles or re-uses 90% of all waste created in school. The kindergarten has a "Nappycinno" group where parents meet for coffee, discuss green issues and use re-usable nappies. The building is made from sustainable British wood and is so well insulated it cost just £40 to heat in the first year! Solar panels on the roof provide all of the hot water needed.

Donna Murdoch, 15

During the Summer holiday, me and five colleagues from Central Newcastle High School took a water filter to a Tanzanian school. The filter removes bacteria and has made a huge difference to the local community by reducing water-borne diseases. The school is now considering the introduction of a Green Merit system to reward pupils for following a greener lifestyle e.g. cycling to school and car sharing. We are really proud of our achievement and we wish our society would become eco-friendly.

Track 25 (p. 210)

See text on page 210.

Audio Scripts – Teacher's Resource Book

Listening 1

Track 26 (p. 57)

Craig

American High Schools – Growing up watching channels such as Disney and Nickelodeon (yes, we have them as well!) with

programs such as *Hannah Montana* and *iCarly*, the portrayal of high schools in the US makes us Brits wish we attended an American high school. With football games, and NO SCHOOL UNIFORMS, high school in America seems like such an adventure and a million miles away from the stringent British school system, where a uniform is normally compulsory so teens cannot let their personalities shine through in what they wear.

Marlon

Accents – Just as American teens love a British accent, we British love a good American accent. The accent is so diverse and most British teens have one version of an American accent, whether it is New Yorker, Southern, or Valley-style, down to a tee. Slang – phrases such as "what's up?" "dude" and "chill" – and all American Colloquialisms have slowly worked their way into British teens everyday language and it is very common to hear them used. British teens love trying out American phrases on each other, especially the ones we see in the movies.

Barbara

Weather – Some parts of the U.S. don't have the lovely sunshine that is portrayed on TV, but many parts do not have anything near the horrible typical British weather. Many British teens pine for the chance to actually be able to wear shorts in the summer, rather than jeans. We are so jealous of you in America (apart from those in the northwest) and hope you cherish the weather you have because in one word the weather here is... dreadful.

Nell

Candy (or "sweets" as they are more commonly called here) – British teens are so envious about the variety and choice that American teens have in the sweet department. It has reached such heights that there are even shops that specialise in importing American candy. We British are infatuated by the catchy names and oh-so-addicting flavours of your tremendous candy choices. My personal favourite are Twizzlers – I just cannot get enough of them!

<http://www.huffingtonpost.com>
accessed in December 2013

Track 27 (p. 57)

See text on page 57.

Listening 2

Track 28 (p. 58)

See text on page 58.

Track 29 (p. 58)

Lee Kingsberry, 23

I wanted to watch the Man City versus Chelsea game. I know that the person who was on the line could understand what I was saying but he kept saying "What?" and "Sorry?". We had been speaking for a few minutes and he started to laugh at me and put the phone down.

I thought it was very inconsiderate and very unprofessional. If he had been trained professionally, he would have had a better understanding of how to speak to people. If you find it difficult to understand people you should say "I'm sorry, can you repeat that?"

www.manchestereveningnews.co.uk

Haruko Saeki, 18

I am currently working at a sushi restaurant. Other Asian and non-Asian workers in the restaurant tease me about being Japanese, and make jokes about Asians, other ethnic groups and gays and lesbians. They post cartoons on the staff bulletin board and make jokes about each other's racial and cultural heritage. It makes me feel really very uncomfortable but I try to ignore it, but nobody else seems to mind and my boss doesn't do anything about it.

Anita Reno, 28

This is originally about my husband but about me too because we are an interracial couple. My husband filled out an application online for a job with a temporary agency and they called him back the next day and asked him to come in for an interview the following day. When he went in for his interview I was with him and I sat in the lobby while he was being interviewed, skill tested, and drug tested. Well everything went good until his drug test. Now I am so serious when I say WE DO NOT DO DRUGS OF ANY KIND, but they told him he failed his test for meth and opiates!!! WHAT??? Something isn't right about that!!

<http://jobsearch.about.com>
accessed in December 2013

Nora Smith, 32

On December 7, I responded to a craigslist ad. In my first e-mail I made it very clear that I am out of state and looking to arrange an apartment for our arrival. By phone, "Lynn" described the apartment to me and seemed quite friendly. The next day, my husband received the faxed application at his work, filled it out, and faxed it back immediately. When I spoke to "Lynn" this second time, her tone completely changed. She now had concerns about renting to someone out of state. I believe there was something in our application which caused her to change her mind. My husband has a Muslim first name: "Ahmed", which first appeared when she got the application...

www.city-data.com
accessed in December 2013

Listening 3**Track 30 (p. 59)**

Maria Conceição was born in Portugal. Cristina Matos, an Angolan refugee, offered to look after Maria as her birth mother was struggling without a job. What Cristina didn't know at the time was that Maria's mother had Alzheimer's and would never come back. Cristina, who was a widow and mother of six children, became Maria's mum.

Prior to moving to the UAE (United Arab Emirates), Maria lived in Switzerland and England. Her first volunteer experience was during a working holiday in the slums of Brazil – an experience which had a huge impact on Maria and was the foundation to her humanitarian efforts.

Track 31 (p. 59)

See text on page 59.

Track 32 (p. 60)

See text on page 60.

Track 33 (p. 60)**Rabin**

I was responsible for taking care of my family and it was impossible for me to continue with my education for this reason. After I met Maria, I was able to admit to her the problems I was facing at home with my family and the responsibilities I was forced to take.

Abdul

I am very happy now; I work for a great company and I finally have the means to fulfill the wishes of my children.

Rubel

As a child, I did not know what it was to dream; I had accepted my life the way it was. But today, the MCF has given me the wings to dream of a future held with promise.

Mohammad

She has completely changed my life by bringing me to Dubai and helping me find a decent job that allows me to manage my family. My dream is to become a taxi driver in Dubai as now I finally have my driver's license.

Mir

Maria selected me to come to Dubai and helped me to get an awesome job which has helped me to send contributions to my family who are still in Bangladesh.

<http://mariacristinafoundation.org>
accessed in February 2014

Listening 4**Track 34 (p. 61)****Part 1**

Every year, it costs British students more and more to attend university. Students are graduating with larger and larger debts. So is a university degree really worth it?

In 2006, the UK government started to allow universities in England and Wales to charge British students tuition fees. As a result, more than 80% of students in England and Wales now take out a student loan in order to go to university. They use the loan to pay for tuition fees, books and living expenses. Although the interest on student loans is quite low, it begins as soon as the student receives the loan.

The average student in England and Wales now graduates from university with debts of around £12,000. Students of medicine, who study for longer, usually have debts of more than £20,000. That is a lot of money. It means graduates cannot afford to buy a house for many years. They even struggle to pay rent on a flat, because they have to start paying back the student loan when they reach the April after graduating (or after leaving a course). If you start to earn over £15,000 a year, the government takes repayments directly from your monthly salary. Is it any surprise, therefore, that the average British person does not leave their parents' home until they are 30 years old?

You might think that a British person with a degree will find it easy to get a well-paid job. However, most people in "white-collar jobs" seem to have a degree these days, so there is a lot of competition. Also, British companies tend to value work experience over a piece of paper. Like everyone else, graduates usually have to start at the bottom and work their way up. That can be very frustrating for them, since they are often over-qualified for the work they are doing. While at university, they had dreams of getting an exciting, challenging job. Therefore, life after university ends up being quite disappointing for a lot of graduates.

Track 35 (p. 61)

Part 2

Students have always been seen as not having a lot of money, but “student poverty” is now considered a real problem in the UK. Most British students expect to get a loan, part-time job or summer job.

By contrast, things are now easier for students from other countries coming to study in the UK, since the value of the British pound has fallen. More international students come to Britain each year. The British universities offer more and more of the available places to richer international students rather than poorer British students. Some British people fear that, one day, there won't be any university places left for British students at all.

Every year, it costs British students more and more to attend university. Students are graduating with larger and larger debts. So is a university degree really worth it?

<http://learnenglish.britishcouncil.org>

Track 36 (p. 62)

See text on page 62.

CD 3

Listening 5

Track 1 (p. 63)

Burton, 23

I think that the environment and the family benefit from reducing commuting time and reducing the associated energy used for transporting commuters back and forth to work every day. Studies show that virtual workers are 16 percent more productive than office workers. Plus, virtual workers can save companies significant real estate costs by reducing the demand for office space, and even cities don't have as many problems with traffic jams and pollution.

Shane, 22

For companies which employ telecommuters, lack of interaction can be a major problem. This is especially true for projects which require brainstorming or input from several members of a project group. Teleconferencing and virtual reality programs such as Second Life attempt to recreate this sense of real-time interaction; however, technical limitations and malfunctions mean that such efforts still often fall short.

Matthew, 20

Employees who telecommute may miss out on hearing about important developments within the company, such as openings for new positions or impending layoffs. Entrepreneurs can also suffer from isolation if their work does not require frequent interaction with clients or others in their fields and this situation also eliminates the advantages of face-to-face communication, such as being able to read non-verbal cues.

Tess, 23

By having a feeling of being more in control of their lives, virtual workers experience greater health, reduced stress and more job stability. Plus they can still work when they might not normally be able to go to the office because of a cold or bad weather. Employers also benefit from employees spending less time socialising around the “water cooler”.

Samuel, 19

It allows men and women, handicapped and able-bodied, to work on an equal footing, to do that they do best and to provide their services to anyone anywhere in the world who needs them and is willing to pay the most.

Kelly, 19

I believe that without proper discipline, it is very easy for entrepreneurs to become distracted by outside influences such as television, telephone calls, child care and other household tasks. It is also very difficult to supervise employees in a virtual office or telecommuting arrangement, which can sometimes lead to abuse. Productivity can also suffer when, for instance, important documents must be signed and they must be shipped or delivered to the person who is authorised to sign them.

<http://www.ehow.com>
accessed in January 2014

Track 2 (p. 63)

See text on page 63.

Listening 6

Track 3 (p. 64)

Worst Job Interview Ever

I knew, as it was happening, that the job interview was going badly. The managing editor at a mid-size Southern California daily had lost interest in me quickly. He put his feet up on his desk and began eating his lunch.

Here's what killed it

1. I was desperate.

Getting this job meant a lot to me. At that point, getting any job meant a lot to me – I had been freelancing for some time and was eager to get my first full-time gig. And that was a problem.

2. I didn't have good answers.

I was prepared to answer questions about myself and my experience. But I failed to anticipate and prepare for questions about why I wanted to work for this particular newspaper.

- In what areas do you think our coverage is strongest?

- Where can we improve coverage?

- Which of our writers do you enjoy most?

- Why doesn't the paper you're freelancing for hire you fulltime?

I tried to talk my way through those questions and others like it. But it was obvious that I hadn't been following the paper, I hadn't done much research and that I hadn't put much thought into how I would respond.

3. I didn't have good questions.

Actually, if I recall correctly, I didn't have any questions. Remember, I was desperate – so what did I care about the specifics of working for this paper?

Interviewers judge questions just as they judge answers – some even score questions higher when evaluating candidates. Well-informed questions show that you are curious, knowledgeable and interested in finding the right position. Having no questions shows that you don't care.

<http://jobs.aol.com>
accessed in January 2014

Track 4 (p. 64)

See text on page 64.

Listening 7

Track 5 (p. 65)

The telephone rang. A delightful voice on the other end of the line offered me a job hosting my own national TV show. I would do the show in Los Angeles that same night and then fly to New York to begin working there two days later. Wow!

I was thrilled and immediately said yes! It was like a gift from heaven.

I packed two suitcases full of business jackets, pants, and blouses, t-shirts, pullovers, jeans, sneakers, and undies, plus a fall and winter coat. I tossed my laptop, my iPod, a small iPod speaker, my file of bills and receipts, a few personal papers, plus some makeup and hairbrushes. My two rescue dogs went to the vet and got their travel papers, and the three of us hopped on a jet to New York. Once there, we took a cab to my mom's apartment in midtown, the very apartment where I grew up.

It didn't take me long to start noticing something quite shocking. All that stuff I had left in LA? I really didn't miss it. It would turn out I had almost everything I needed to feel comfortable: my favorite music, my hookup to the Internet, and my mom's countless books. A health food store a few blocks away would keep me supplied with the sage and the lavender oils that I love to luxuriate in. I also picked up a few vanilla-scented soy candles and some sticks of pine incense. It didn't take much for my room to feel, smell, and sound just like home. Right there, that taught me something. What makes a home isn't the stuff. It's the sensations, the feelings, and the companionship of the people and animals we love that allow us to identify a certain place as "home".

Track 6 (p. 65)

See text on page 64.

Listening 8

Track 7 (p. 66)

Fizzy drink makers have come under pressure from critics who say sugary drinks help cause obesity.

Fizzy-drink giant Coca-Cola has launched an advert addressing obesity for the first time on television.

The two-minute commercial highlights the firm's record of making low-calorie drinks and reminds viewers all foods contain calories.

The ad, which aired on US cable networks on Monday, follows mounting pressure on the soft drinks industry.

New York City is preparing to ban large sugary drinks in restaurants, cinemas and stadiums.

Coca-Cola has said the video was not made in response to criticism of the soft drink industry, but is an effort to raise awareness.

It is not the first time the Atlanta-based firm has used advertising to address this issue, but it is a first for television.

"There's an important conversation going on about obesity out there, and we want to be a part of the conversation," Stuart Kronauge, general manager of sparkling beverages for Coca-Cola North America, told the Associated Press.

In the advert, a female narrator says Coca-Cola offers smaller portion sizes, is working to make better-tasting, low-calorie sweeteners and has voluntarily made lower-calorie drinks available at schools.

The video adds: "All calories count, no matter where they come from."

It says: "If you eat and drink more calories than you burn off, you'll gain weight."

Another ad, which will air later this week, features activities that add up to burning off the "140 happy calories" in a can of Coke.

But Mike Jacobson, executive director for the Center for Science in the Public Interest, said that if the company was serious about tackling obesity it would stop fighting a tax on its drinks.

This is obviously related to the steadily decline in the consumption of fizzy drinks in the US since 1998.

<http://www.bbc.co.uk>
accessed in December 2013

Track 8 (p. 66)

See text on page 66.

Listening 9

Track 9 (p. 67)

Part 1

Thousands of children, some as young as eight, work in licensed and unlicensed small-scale gold mines in Tanzania, despite strong laws prohibiting child labour in mining, according to a Human Rights Watch (HRW) report.

Children dig and drill in deep, unstable pits, work underground for shifts of up to 24 hours, and transport and crush heavy bags of gold ore. They also risk injury from pit collapses and accidents with tools, as well as long-term health damage from exposure to mercury, breathing dust and carrying heavy loads.

Track 10 (p. 67)

Part 2

HRW interviewed more than 200 people late last year, including 80 children between the ages of eight and 17, in artisanal gold mining areas. The group visited 11 mining sites in the Geita and Shinyanga regions of northern Tanzania, and Mbeya in the south.

According to government figures, Tanzania has more than 800,000 small-scale gold miners, thousands of whom are children, said HRW. Most of the small-scale mining takes place on unlicensed, unauthorised mines. Some unlicensed mines exist for many years and are usually controlled by the land owner or a prominent community member.

HRW says child labour is used in mining and in many other sectors in Tanzania, including agriculture, domestic work and fishing. Agriculture is the biggest employer of children. Where mining is concerned, children working long hours suffer from fatigue, headaches, muscular pain, blistering and swelling. Research suggests that long-term problems might include respiratory diseases, musculoskeletal problems and mercury poisoning.

Children often contributed some or all of their earnings to their families. HRW interviewed girls who work on or near mining sites and found they sometimes became victims of sexual exploitation and abuse. Child labour in artisanal mining also affects school attendance and performance and can cause children to drop out of school entirely.

HRW called on the World Bank and other donors to the mining sector to support steps to end child labour in mining and reduce the exposure of children and adults to mercury. For example, they should help children move away from work in unlicensed mines to schooling, and ensure that newly licensed mines do not use child labour.

www.theguardian.com
accessed in December 2013

Track 11 (p. 68)

See text on page 68.

Track 12 (p. 69)

See text on page 69.

Listening 10**Track 13 (p. 70)**

There are only 600 mountain gorillas left in the world, half of them in Uganda's Great Impenetrable Forest. Tim Adams joins a jungle expedition in search of the real King Kong.

It was about lunchtime and we had been climbing all morning behind our guide, Caleb, who was hacking his way through head-high undergrowth with a machete. Then I realised it was not called the Great Impenetrable Forest for nothing.

Less than 48 hours before, I had been in London running my finger over a map of this prehistoric green mountainside. After an overnight flight to Kampala and a rough 10-hour drive to Bwindi in the remote south-west corner of Uganda, on the borders with Democratic Republic of Congo and Rwanda, I was beginning to feel near the heart of Africa. There were about 330 mountain gorillas in this forest, half of the world's population.

They were divided into family groups, five of which were used to people. The family we were tracking, group H, was 23-strong – as each adult needs to find and to eat 30kg of vegetation a day, they must keep moving. There were seven in my group, including a keeper from Chicago Zoo who looked after gorillas for a living but had never seen them in the wild.

Two of our companions on the trip were guards, each with an AK-47 rifle, a reminder of the occasion seven years ago when a group of tourists were killed in these forests by Interahamwe guerrillas from Rwanda. As we walk, Caleb talks quietly on a radio to fellow trackers who have gone ahead to discover where group H have headed. After a few false trails, Caleb finally crouches down in the undergrowth and motions to us that the gorillas are nearby.

Track 14 (p. 70)

See text on page 70.

Listening 11**Track 15 (p. 71)**

Prince Charles and eco-warriors rail against them, but genetically modified crops are becoming the superheroes of agriculture, and they have special powers. Some are being developed to be pest-resistant, potentially saving the 50 percent of crops destroyed each year by pests. This means less pesticides, less run-off and less river pollution; this limits soil erosion, pertinent in developing countries where over-farming poses a greater problem. GM crops have avoided 200,000 tonnes of insecticide and the multiple sprays of fungicide that potatoes need. One promising development is of crops that will host nitrogen-fixing bacteria instead of needing vast quantities of nitrate fertilizers.

Drought-resistant crops including maize (corn) have been developed, important in developing countries with unreliable rainfall. Ones that can grow on marginal land enable more food to be grown without cutting back rainforest. Others resist elements in acidic soil, and some have been developed to mop up toxic chemicals and return polluted land to fertility.

GM increases yields using fewer resources (and chemicals) and with less pollution. And yield gains have been larger in developing countries. This confounds critics who allege that GM has yet to produce benefits; they are happening now.

GM crops are being developed to combat dietary deficiencies, notably the 'golden rice' that adds the vitamin A lacking in ordinary rice. Since 670,000 children die from vitamin A deficiency each year, the potential is huge. Although critics castigate GM crops as ' Frankenfoods ' that are unsafe to eat, there is no evidence to support this. They have been around for 13 years, with 80% of US foods containing them, and without ill effects. Undercooked food is riskier than GM food because it poses a real hazard.

Scientists estimate that world food production will need to be doubled by 2050, which cannot be done with conventional farming methods because there is insufficient land. However, if GM crops can increase yield on existing land and save much of the 50% lost to pests, the problem will be solved, and solved using less pesticides and fertilizers. Ironically, GM offers the chemical-free farming lauded by environmentalists. But GM is high tech and scientific, and they want us all to revert to simpler ways...

www.adamsmith.org
accessed in December 2013

Track 16 (p. 71)

See text on page 71.

Listening 12**Track 17 (p. 72)**

Hello, my name is Liz Scarff and armed with a fistful of freegan tips, my challenge is to live as a freegan for three days in my home town of Brighton. Too embarrassed to go on my own, I've roped in my friend Dave.

MONDAY

As we set off, it's freezing cold and the wind is biting. I've been warned that places such as Marks & Spencer and Morrisons lock their rubbish away, and after an hour and a half of searching, we haven't found one accessible bin. Eventually, we find the Co-op rubbish and... bingo! There's a plastic bag full of vegetables, but it's right at the bottom. So, while Dave holds the lid open, I climb up, balance on the side and reach in. A couple of passers-by throw us pitying looks. I feel mortified. But the sealed bag is full of leeks, potatoes, apples and carrots, and there is nothing wrong with them. As we triumphantly bag our free-food booty, we discuss potential menus and decide on soup. Now, we just need to find some bread. A subversive peek inside a Budgens bin reveals a loaf. But the snag is that we are right outside the station and it's rush hour. Too embarrassed to rummage, we head to the more secluded Iceland nearby, where we find a loaf of Kingsmill bread. The packaging is perfect and the sell-by date is today. The vegetables are firm and, after scrubbing them, we cook up a delicious hearty soup. Dessert is baked freegan apples with cinnamon, almonds and sultanas. Delicious.

TUESDAY

I don't feel ill – a good start – so we tuck into our freegan breakfast of avocados (a gift from Ash and Ross from a bin in Wood Green) and the rest of the bread. We decide to visit a different Co-op and again find lots of vegetables and fruit – potatoes, cauliflower, spring greens, peppers, a melon and

some salad. The salad is on the turn, but if it were in your fridge, you'd eat it. Other sell-by dates, like those of the spring greens, are not for another week. I don't understand why they'd be thrown out. Food waste costs Britain around £18bn annually, which is especially disturbing when you consider that four million people in Britain can't afford a healthy diet. After a lunch of leftover soup, subsequent searches at bakeries and patisseries prove fruitless. I even feel cheated when I spot someone else making off with a clear bag of what looks like frozen foods and yoghurts from a Budgens bin, but we have found enough food this morning for dinner and breakfast. We've decided that using a few store-cupboard ingredients such as noodles is permissible, so on the menu tonight is a spicy noodle soup with green peppers, carrots from yesterday and some tender steamed cabbage on the side. For dessert we plump for another baked apple.

Track 18 (p. 72)

See text on page 72.

Audio Scripts – Workbook

Listening tests

UNIT 1 – The multicultural world

I experienced culture shock when I went to England. Because we speak the same language, we tend to assume that other things about our cultures are the same. Truth be told, there are a vast number of differences. For example, in the US when you go into a bar, it's normal to hear someone say to the bartender "Give me a beer." Say that to a bartender in a pub in the UK and you're likely to receive nasty looks all around for your rudeness. Over there you would say "Could I get a beer, please?"

Another shock I got was at the main train station in Manchester. There were police walking around everywhere, carrying machine guns! I found out it was in response to the IRA bombing in Manchester in 1996. It really brought the very real threat of terrorism home.

Regardless of the differences, I had a wonderful time in England. The people were friendly and polite, the landscape was beautiful (I lived in the countryside), and the atmosphere was very welcoming. I can't wait to get back.

When I came to Canada the first shock I had was that so many rules are followed, for example when driving. In Ecuador we don't follow as many rules! At first I thought that was a bit boring, but now I feel like it is the right thing to do. I also find the people very kind. It makes me feel more secure. I don't mind leaving my things unattended in the library! The difference in the kind of food I could get was actually a big shock because it was hard to find less processed and more natural food; most of it had been already processed and packaged. In Ecuador fresh food is much more accessible!

<http://trentarthur.ca>
accessed in January 2014

UNIT 2 – The world of work

Career Advice

Shortly after graduation, when the strains of Pomp and Circumstance have begun to fade into the past, it is time for you to start the next phase of your life. You will begin your

first "real job." Generally speaking, most of what you learned in school will not prepare you for this. The following people are going to help you get acclimatised to the world of work.

Carol, Dove

The best career-related advice I ever received came from my former boss on my first day of work. She told me to listen and observe before suggesting any changes. I took that advice and have used it in other situations, both in and out of the workplace. While innovation is a good thing, it is important to be mindful of dynamics of the workplace. If you are entering an environment where routines are already in place, a newcomer walking in and talking about "better ways" to do things, will often be met with negative reactions. Why? First, you know nothing about why they do things the way they do. Second, you haven't gained the trust of your co-workers. Finally, people, by nature, are threatened by change.

By listening and observing, you will gain a lot. You will learn about the environment of which you are now a part. You will find out about the people you are working with. You may save yourself from making a major, public mistake – you are the new kid on the block while your co-workers have been around longer.

Kathleen, Glasgow

My advice is: Beware of the Office Troublemaker. Every office has one. Once I describe him or her you will know just who I mean. The office troublemaker is the one who comes up to you on your first day and says something like this: "The boss is always nice to *new employees*. Wait until you've been here awhile." The office troublemaker is the one who tends to stir up trouble and then pretend to have nothing to do with it. Listen to what this person tells you, but do not comment. There may be truth to what he or she says, but it may be greatly exaggerated. Keep in mind, the person who talks about others will soon get around to talking about you.

James, London

This one reminds me of the potential employee my friend once interviewed. In the middle of the interview, this woman reached into her bag and pulled out a water bottle. She took a big gulp of water right in the middle of the interview. On an interview and in the workplace, it is important to remember your manners. People may not remember your politeness, but they certainly will remember rude behavior.

Somewhat related to this is another rule – save off-colour jokes and stories for your friends. They have no place in the workplace, especially one with which you are unfamiliar. You don't know your co-workers' personalities well enough to know what reactions these jokes and stories will engender. Do not use company email to forward jokes to your friends – they can easily wind up in the wrong hands. Oops.

<http://careerplanning.about.com> (adapted)
accessed in January 2014

UNIT 3 – The consumer society

Confessions of Former Shopaholics

U.S. News spoke to two reformed shopaholics, who shared their stories of how they developed, and overcame their addiction.

Mary Hunt, founder of DebtProofLiving.com and author of *7 Money Rules for Life*:

I was probably born with the propensity to become a shopping addict. I wasn't able to practice it because I grew up in a very

frugal family and didn't have the means to shop for things that weren't needs. So as a child, I always dreamed I was going to be rich one day and be able to spend money freely.

When I left my home in Washington to go to college in California, I got away from the tightly regulated life I had. The first thing I did was get a checking account. I had discovered a way I could spend money I didn't have by writing checks. I suppose deep down I knew it wasn't right, but it was exhilarating and satisfying.

By the time I got married I had access to credit cards. But after a while, I had this moment where I realized I was affecting other people's lives – my husband's and my kids'. I didn't want to disappoint my husband. I told him time after time that I wouldn't go on another shopping spree. I'd cut up the credit cards and close accounts, but it didn't last forever. I loved my credit cards. They were my lifeblood, they were my oxygen.

After 12 years, I had wracked up more than \$100,000 in unsecured debt. Even at the worst points, I would blame the debt on my husband for not making enough money to support my spending, which absolutely wasn't true. It wasn't his fault; it was mine. I blamed a lot of people other than myself.

My shopping addiction turned me into an ugly person. A liar, a manipulator. I'd lie to my creditors and my husband, but in my mind I wasn't lying – I was just being creative. I thought I was buying myself time to be able to pay the money back.

Once I admitted to myself I had a shopping addiction, I was able to take a step back. I realized that who I am isn't measured by what I have or what I can buy.

It took me 13 years to pay back more than \$100,000 of unsecured debt, but I did it!

Avis Cardella, author of *Spent: Memoirs of a Shopping Addict*:

I think it started when I was in my mid-twenties, after my mother's untimely death in 1989. The store became a comfortable place for me. It reminded me of my mother, because I had gone shopping with her since I was a child. I also found I could displace my depression and transfer it to the product. I could get excited about seeing something, think it would make me happy or change my life, so I'd buy it. If a situation was difficult for me emotionally – say I was having a bad day or work wasn't going well or I was feeling lonely, I would end up running to a store.

It was extremely difficult to come to terms with the fact that my shopping addiction was basically a means of running away from the things I had to face.

I went to a credit-counselling program and eventually cleared up all my credit card debt.

Recovery wasn't easy. When I wanted to go shopping, I'd try to occupy my mind and my body in other ways. I would go outside and take long walks; I like to be around nature. The outdoors is a much healthier place for me than the mall.

I can say honestly in the last 10 years I don't have a shopping problem. I've reclaimed my power over shopping and my self-esteem.

<http://money.usnews.com>
accessed in January 2014

Why should teens care about the environment?

I know that sometimes life can seem too busy to worry about the environment, but that's exactly why I started Green Youth Movement. I want to make it easy for kids and teens to live green, and I believe small changes can make a big difference for the earth. By educating teens on these easy ways to contribute, I can help them incorporate green living methods into their busy lives. No one is too busy to care about our future, especially when there are simple ways to make a difference. After all, today's teens are inheriting the earth; we need to create change now.

What are some easy things that teens can do that can make a difference?

There are so many simple things teens can do to help. We can walk or ride a bike to school instead of driving, use reusable bottles and shopping bags, help our families recycle, switch to fluorescent light bulbs, use less energy by turning off devices at home, take a shower instead of a bath, plant trees, and most importantly, spread the word!

Most teens don't make big decisions about the household, like what food to buy or how much heating or air conditioning to use. What would you say to teens who want to get their families to be greener?

At home, it's not always easy to be totally green when your family isn't on the same page. However, there are several little ways teens can contribute, and hopefully gain their parents' support in the future. Teens can start recycling at home and offer to take care of the trash. The next time you notice a light bulb that needs to be changed, ask to replace it with a fluorescent one – they last 10 times longer! Teens can also give eco-friendly gifts like reusable water bottles to promote a green lifestyle within their family. Once your parents see how easy it is to make green changes, they will support you and your cause.

What about at school? A lot of schools don't have recycling programs. What's a teen to do?

My dream is to one day see an environmental course of study integrated in schools across the nation, in addition to implementing recycling programs that make it easy for kids and teach them green living habits. Though we are not there yet, the Green Youth Movement is making a lot of progress in schools. I encourage everyone to take the initiative to start a recycling program at any school that lacks one. Ask your administration if you can have recycling bins on campus, and start a group or club that can help. A few small changes can make a huge difference.

<http://teenadvice.about.com>
accessed in February 2014

UNIT 4 – The world around us

Green Youth Movement

Ally Maize founded the **Green Youth Movement**, an organisation that educates kids and teens about green living, when she was 15 years old. Today she's here to tell us all about it.