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Teacher's Book

Upgrade
11^o

ASA

I – Overall presentation of the project

1. Methodological and didactic framework

The **Upgrade 11** Project used two documents as a framework: the CEF Common European Framework for Foreign Languages (2001) and the national syllabus for the Secondary Level (2001).

The purpose and objectives of this project are therefore defined by general competences and specific communicative competences – linguistic, pragmatic and socio-linguistic – and also by the contents of the syllabus: text comprehension and production, the socio-cultural dimension and the English language, in its role as a *lingua franca*, as it is used in so many contexts in our globalised society today.

The CEF is a fundamental document when designing foreign language learning projects, as it is the European reference for the definition of linguistic policy. This is unique when compared to other curricular areas and it makes possible the creation of paths that are equivalent for all students within Europe.

Our project is based on the assumption that the competences as they are presented in the CEF – linguistic, pragmatic and socio-linguistic – are developed through comprehension, interaction and production. Since the beginning of this project, particular importance has been given to the communicative approach (Richards, 2001) which focuses on the contextualised use of language leading to successful and progressively autonomous learning:

... if the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself...
(R. Allwright, 1979, p. 170, taken from Harmer, 2001, p. 71)

As for methodology, we have adopted a task-based approach, which is also referred to in the reference documents. The underlying idea of the project is to develop, at each stage, a progressive learning path with differentiated activities involving the four major skills – listening, speaking, reading and writing – culminating in a multi-skills task.

By maintaining the structure in each section of the book and introducing the organisation of the language content before the practice exercises and skills work, this project is a compromise between two methodological approaches. On the one hand, it allows for more traditional classroom work but on the other hand, classwork can be more focused on the development of communicative competences, depending on the teachers' preferences. This way of presenting the project allows for different pedagogies in the classroom, making it possible to adapt classwork to meet the diverse needs of students.

The language work, or what is commonly called grammar, appears here as a process (Thornbury, 2001) and not as an end; it is an instrument of consolidation, of learning serving communicative situations. The grammar is understood as a tool "to do" and to build communicative competence:

It [grammar] is a process for which we need a verb – something like grammaring. The verbiness of grammar (...): grammar as a doing word. (Thornbury, 2001, p. 1)

The activities suggested bear in mind not only the age of the students but also language use in a controlled classroom context. The project aims at rule inference and at a progression in the complexity and difficulty of the activities suggested. Another asset of this project is the oral approach which appears as a main skill essential to communicative competence, and which is a common thread throughout the project.

2. Final aspects

To sum up, this project presents, in the opinion of the authors, a number of positive aspects for teachers. It is principally based on authentic materials and aspects related to the world of teenagers. It has a humorous approach to a number of learning topics and stresses the use of the four skills – listening, reading, speaking, and writing –, which increase in difficulty throughout the book. It stresses an investment in the use of the image as an autonomous text and as a support to written texts and oral production. The texts, which reflect multiple points of view, encourage language use and are adapted to the proficiency level of the 11th grade with the objective of developing communicative competences through oral production in authentic situations.

References:

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II – Project structure and organisation

1. Project components

Our project includes:

- **Coursebook** – This is organised into 5 sections: Module 0 (with text and language activities) and 4 more modules which develop the content of the syllabus. Each module is divided into 4 parts, each comprising of activities which develop the four skills.
- **Coursebook (teacher's edition)** – Identical to the student's book, but with methodological suggestions and answers to the activities printed in the margins.
- **Workbook** (attached to the coursebook) – This expands on and develops the content presented in the coursebook with additional listening, reading and language (vocabulary and grammar) activities. There's a formative test at the end of each module.
- **Extensive reading** (attached to the coursebook) – This includes the abridged version of the short story *The view from Castle Rock*, by Nobel Prize winner Alice Munro.
- **Grammar Plus** – A booklet with explanations of grammar items in Portuguese with exercises to be done as preparation for the tests.
- **Teacher's book** – This contains the overall presentation of the project, annual content planning, module and lesson plans, suggestions for assessment criteria for listening, writing and oral interaction and production activities and audio scripts.
- **Tests** – 3 booklets with 3 placement tests and 12 progress tests (3 of each module) and 12 mini-tests, allowing the teacher to use them according to the number of students and classes being taught. It also includes tables of specifications, marking criteria and extra tests which follow the model of the national exam and intermediate test.

- **Lessons in a minute** – A resource booklet with worksheets on different topics including listening/viewing, reading and writing activities, with easy to follow suggestions and ready to use materials.
- **3 CDs.**
- **20 AULA DIGITAL.**

All components can be used together as parts of a coherent project in which a variety of text types and activities are employed to achieve the same goal: effective and successful learning.

2. Global coursebook structure

The book starts with module zero, which can be used as an introduction as well as revision of structures and vocabulary previously acquired.

After this, the book is organised into 4 modules, each divided in four themed parts, each of which develops the linguistic and socio-cultural content of the syllabus. At the end of each module, there are two pages of self-check activities – *A step further* – to consolidate the content presented – and two further pages of reading/writing/speaking for fun activities – *Chill out!*

3. Coursebook structure

Each part is organised under 6 different headings:

1. *Brain Teaser*: warm up and preparation activities to introduce the topic to be covered.
2. *Reading Corner*: mostly authentic texts of different genres used as models to introduce the language practised in the following section. Also exploited for oral and written comprehension and production.
3. *Language Stuff*: vocabulary activities on the topic presented; rules and development of the language content and its use in context.
4. *Listen Up!*: listening comprehension activities using different types of texts and formats.
5. *Speakers' Corner*: oral interaction and production activities.
6. *Come write in!*: written interaction and production activities.

4. How to work with Upgrade 11

As previously mentioned, **Upgrade 11**, despite maintaining the same structure throughout the book, allows for a differentiated and appropriate approach to varying levels of student proficiency.

The key words of this project are: inclusive (of all macro capacities), coherent (structural and methodological), learning-focused (concerning students' different proficiency levels and with varied activities), progressive (with regard to the difficulty level and management of the content, as stated in the syllabus) and communicative (building communicative competence in English).

Therefore, the team of authors considers this project to be user friendly, both for teachers and students. It will certainly help create a friendly learning environment in the classroom. Bearing this in mind, it seemed to the authors to be more effective and convenient to have the teacher's notes in the margins of the pages in the teacher's edition. Other information about the use of the different components of the project is given in these teachers' notes, including digital and interactive resources.

We wish you a wonderful time and much success working with **Upgrade 11!**

The Upgrade team

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SAMPLE The entire set of lesson plans will be available at the beginning of the school year

1

Planning

Annual content planning

Module 0 planning

Module 1 planning

Module 2 planning

Module 3 planning

Module 4 planning

Lesson plans

Module 0

Module 1

Editable in **20** AULA DIGITAL

Upgrade 11 – Annual Content Planning

Overall goal: to develop linguistic and communicative competence in English through meaningful and appropriate learning activities.
Assumptions: students should have developed linguistic and communicative competence at a CEF threshold level (B1.2).

Term	Modules	Contents		
		Topics/Vocabulary	Grammar	Functions/Activities
1 st	Module 0 – Back to business!	Vocabulary review – Human rights	Grammar review	Expressing opinion
	Module 1 – Crossroad cultures • Part 1 – The multicultural patchwork • Part 2 – The right to be or not to be • Part 3 – In or out? • Part 4 – Proact	Multiculturalism and ethnic diversity Affirmative action and positive discrimination Gender equality Race discrimination Citizenship and social rights Voluntary work Active citizenship	Word formation: prefixes and suffixes Reflexive and reciprocal pronouns Relative pronouns with prepositions Quantifiers Omission of the noun after 's genitive Definite/zero article	Expressing opinion Talking about multiculturalism and ethnic diversity Identifying places and situations Arguing Debating Expressing opinion Describing situations/problems
	Module 2 – Hard times • Part 1 – Job on the go • Part 2 – School for life • Part 3 – Take away office • Part 4 – Crossing borders	Getting a job First job Lifelong learning Changing careers Dream job Working conditions The world of work Working abroad Immigrating	<i>If not vs. unless</i> <i>To</i>-infinitive, bare infinitive and gerund Phrasal verbs <i>So/such</i> structures Adjectives + prepositions Compound sentences	Talking about jobs and careers Expressing opinion Interacting Describing Reporting Informing

Upgrade 11 – Annual Content Planning

**Overall goal: to develop linguistic and communicative competence in English through meaningful and appropriate learning activities.
Assumptions: students should have developed linguistic and communicative competence at a CEF threshold level (B1.2).**

Term	Modules	Contents		
		Topics/Vocabulary	Grammar	Functions/Activities
2nd	Extensive reading: <i>The view from Castle Rock</i> , by Alice Munro Module 3 – The smart consumer - Part 1 – Stretch the budget - Part 2 – Mirror, mirror ... - Part 3 – The world of sales - Part 4 – Get smart	Consumerism Managing budgets Brand obsession and teens' spending habits Marketing and advertising Consumer protection Online and in-store shopping Online shopping safety	Present perfect continuous Past perfect continuous Complex sentences: subordination Prepositions of time, place and movement Passive with infinitive Passive with modal verbs	Talking about shopping, advertising and consumerism Expressing opinion Expressing preference Interacting Complaining
3rd	Module 4 – The human footprint - Part 1 – Blue meets green - Part 2 – Baby will be old - Part 3 – Life by design - Part 4 – Back to basics	Environmental issues: pollution, climate change... Eco alternatives Overpopulation Urban growth Cloning Bio and Genetic engineering Bioethics Alternative lifestyles	Marginal modals Modal expressions with a future meaning The passive: causative <i>have</i> or <i>get</i> The passive without agent Adverbs Intensifying adverbs Reported speech – Reporting verbs	Talking about environmental issues, overpopulation, bioethics and alternative lifestyles Expressing opinion Expressing preference Interacting Persuading Narrating

Upgrade 11 – Module 0 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence:								
Linguistic	Listening	Back to business!	Human rights	Tense revision, verbs, prepositions, pronouns and linking words	Identifying words in context	Understanding	4 (45 min.) + 2 (test)	Direct observation/ classroom activities
• lexical	Speaking		Year 10 review		Identifying grammar features (verb form, syntax, morphology...)	• written texts: vocabulary, purpose, main ideas		
• grammatical	Reading				Expressing opinion	• oral texts: vocabulary, theme, sequence		
• semantic	Writing					• vocabulary		
• orthographic						• grammar: language system		Placement test
• phonological						• images/icons		
• orthoepic								
Sociolinguistic (appropriateness and awareness)						Interacting		
Pragmatic						• interviewing		
• functional						Producing		
• discursive						• written texts: a film review		

Upgrade 11 – Module 1 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence:								
Linguistic	Listening	Crossroad cultures	Multiculturalism and ethnic diversity	Word formation: prefixes and suffixes	Talking about multiculturalism and ethnic diversity	Understanding	28 (45 min.) + 2 (test)	Direct observation/ classroom activities
• lexical	Speaking	The multicultural patchwork	Affirmative action and positive discrimination	Reflexive and reciprocal pronouns	Identifying places and situations	• written texts: theme, purpose, main ideas		
• grammatical	Reading	The right to be or not to be	Gender equality	Relative pronouns with prepositions	Arguing	• oral texts: vocabulary, theme, main ideas, sequence		Formative test
• semantic	Writing	In or out?	Race discrimination	Quantifiers	Debating	• vocabulary		
• orthographic		Proact	Citizenship and social rights	Omission of the noun after 's genitive	Expressing opinion	• grammar: language system		Progress test
• phonological			Voluntary work	Definite/zero article	Describing situations/problems	• images/icons/cartoons		
• orthoepic			Active citizenship			Interacting		
Sociolinguistic (appropriateness and awareness)						• speaking: interviewing; debating; discussing		
Pragmatic						Producing		
• functional						• written texts: description; opinion text; letter; argumentative text		
• discursive						• oral texts: presentation		

Upgrade 11 – Module 2 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • functional • discursive	Listening Speaking Reading Writing	World of work Hard times: Job on the go School for life Take away office Crossing borders	First job experience Lifelong learning Telecommuting/ online working Working abroad	<i>If not vs. unless</i> <i>To</i>-infinitive, bare infinitive and gerund Phrasal verbs <i>So/such</i> structures Adjectives + prepositions Compound sentences	Talking about the module's topics Expressing opinion Expressing preference Reporting Informing Describing	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/ cartoons Interacting • speaking: interviewing; role-playing • writing: filling in a form; interviewing Producing • written texts: description; opinion text • oral texts: presentation	28 (45 min.) + 2 (test)	Direct observation/ classroom activities Formative test Progress test

Upgrade 11 – Module 3 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • functional • discursive	Listening Speaking Reading Writing	The smart consumer Stretch the budget! Mirror, mirror... The world of sales Get smart!	Consumerism Managing budgets Brand obsession and teens' spending habits Marketing and advertising Consumer protection Online and in-store shopping Online shopping safety	Present perfect continuous Past perfect continuous Complex sentences: subordination Prepositions of time, place and movement Passive with infinitive Passive with modal verbs	Talking about shopping, advertising and consumerism Expressing opinion Expressing preference Interacting Complaining	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/ cartoons Interacting • speaking: discussing; role-playing • writing: letter of complaint; covering letter Producing • written texts: opinion text; blog post; advertising campaign • oral texts: presentation	28 (45 min.) + 2 (test)	Direct observation/ classroom activities Formative test Progress test

Upgrade 11 – Module 4 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • functional • discursive	Listening Speaking Reading Writing	The human footprint Blue meets green Baby will be old Life by design Back to basics	Environmental issues: pollution, climate change... Eco alternatives Overpopulation Urban growth Cloning Bio and Genetic engineering Bioethics Alternative lifestyles	Marginal modals Modal expressions with a future meaning The passive: causative <i>have</i> or <i>get</i> The passive without agent Adverbs Intensifying adverbs Reported speech – Reporting verbs	Talking about environmental issues, overpopulation, bioethics and alternative lifestyles Expressing opinion Expressing preference Interacting Persuading Narrating	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/ cartoons Interacting • speaking: debating; role-playing • writing: formal letter Producing • written texts: magazine article; flyer; video project • oral texts: public speech; narrating	28 (45 min.) + 2 (test)	Direct observation/ classroom activities Formative test Progress test

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Back to Business! (Module 0)

SKILLS: Listening and speaking

CONTENTS: Warm up for the grade 11 syllabus

GOALS: Speaking (brainstorming); listening (topic vocabulary); viewing/reading (topic development)

SUMMARY: Brainstorming: words associated with human rights.

Listening: to a song by The Black Eyed Peas.

Speaking: discussing the topics and the message from the song.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – human rights vocabulary; discussing • Listening – to a song • Writing – quoting	• Coursebook (pages 10 and 11)	 AULA DIGITAL • CD 1 – Track 1

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Back to Business! (Module 0)

SKILLS: Reading and writing

CONTENTS: Warm up for the grade 11 syllabus

GOALS: Viewing/reading (topic development); writing

SUMMARY: Watching: the trailer of the film *Hotel Rwanda*.

Reading: a film review.

Oral and written work (comprehension).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening/viewing – a film trailer • Reading – a film review • Writing – synonyms and referents; completing sentences; answering questions	• Coursebook (pages 12 and 13)	 AULA DIGITAL • CD 1 – Track 2 • Vídeo 1 – <i>Hotel Rwanda</i>

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Back to Business! (Module 0)

SKILLS: Speaking and writing

CONTENTS: Warm up for the grade 11 syllabus

GOALS: Speaking (interviewing/roleplaying); writing (specific textual genres)

SUMMARY: Speaking: interviewing a socially engaged celebrity.
Writing: a film review.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking (interacting) – interviewing • Writing – a film review	• Coursebook (page 14)	 AULA DIGITAL • Ferramenta – Textual genres

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Back to Business! (Module 0)

SKILLS: Writing (language work)

CONTENTS: Warm up for the grade 11 syllabus

GOALS: Language (grade 10 review): pronouns; verb forms

SUMMARY: Language review.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Writing (language) – rephrasing; completing sentences	• Coursebook (page 15)	20 AULA DIGITAL • Teste interativo – professor • Teste interativo – global

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – The multicultural patchwork (Module 1)

SKILLS: Reading; writing; listening; speaking

CONTENTS: Multiculturalism

GOALS: Expanding vocabulary on the topic; listening and reading for information

SUMMARY: Listening: Avril Lavigne's version of *Imagine*.

Speaking: what is multiculturalism?

Reading: a graph about ethnic diversity in the USA.

Discussing: multicultural society.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening/speaking – to/about a song on living in harmony • Reading/writing – a graph; completing sentences • Speaking – about the multicultural society	• Coursebook (pages 18 and 19)	• Workbook (page 196) 20 AULA DIGITAL • CD 1 – Track 3

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – The multicultural patchwork (Module 1)

SKILLS: Reading; writing

CONTENTS: Multiculturalism

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Reading: text *More Americans consider themselves multiracial*.
Written comprehension work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – about American multiculturalism • Writing (comprehension) – finding references; matching (words and their definition); explaining; answering questions	• Coursebook (pages 20 and 21)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (pages 194 and 195)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – The multicultural patchwork (Module 1)

SKILLS: Reading; writing (language work)

CONTENTS: Multiculturalism

GOALS: Learning about word formation: prefixes and suffixes

SUMMARY: Homework correction.

Word formation: prefixes and suffixes.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; table filling; writing words; correcting sentences	• Coursebook (pages 22 and 23)	20 AULA DIGITAL • PowerPoint – Word formation: prefixes and suffixes • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (pages 196 and 197)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Crossroad cultures – The multicultural patchwork (Module 1)**SKILLS:** Listening; reading**CONTENTS:** Multiculturalism**GOALS:** Listening for information; reading for information**SUMMARY:** Homework correction.

Listening: to texts about multicultural Los Angeles and a bilingual school.

Reading: text *Won't You Be My Neighbor?*

Writing: comprehension exercises.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – about multiculturalism (matching pictures to places; completing sentences; answering questions) • Reading – a text about multicultural neighbourhoods in LA • Writing (comprehension) – finding synonyms; quoting; answering questions	• Coursebook (pages 24, 25 and 26)	2D AULA DIGITAL • CD 1 – Tracks 4, 5 and 6

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Crossroad cultures – The multicultural patchwork (Module 1)**SKILLS:** Speaking; writing**CONTENTS:** Multiculturalism**GOALS:** Developing speaking and writing skills**SUMMARY:** Speaking: interviewing a Mexican American in Los Angeles.

Writing: an opinion text about the possibility of a multicultural society.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking/interacting – interviewing • Writing – an opinion text	• Coursebook (page 27)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – The right to be or not to be (Module 1)

SKILLS: Speaking; reading; writing; listening/viewing

CONTENTS: Equal opportunities; affirmative action

GOALS: Expanding vocabulary on the topic; developing speaking skills

SUMMARY: Brainstorming: affirmative action.

Reading/speaking: analysing a graph on equal pay.

Listening/viewing: a video on women leadership statistics.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – brainstorming (affirmative action) • Reading/speaking – analysing a graph (answering questions) • Listening/viewing – a video (completing sentences)	• Coursebook (pages 28 and 29)	• Workbook (page 198) • 20 AULA DIGITAL • CD 1 – Track 7 • CD 2 – Track 21 • Video 2 – <i>Women in senior positions still earn less than men</i> • Video 20 – <i>Malala Yousafzai</i>

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – The right to be or not to be (Module 1)

SKILLS: Reading; writing

CONTENTS: Equal opportunities; affirmative action

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Reading: text *The unbearable difference of being equal*.

Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – identifying opposites; completing sentences; multiple choice; answering questions	• Coursebook (pages 30 and 31)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – The right to be or not to be (Module 1)

SKILLS: Reading; writing (language work)

CONTENTS: Equal opportunities; affirmative action

GOALS: Learning about reflexive and reciprocal pronouns

SUMMARY: Language work: reflexive and reciprocal pronouns.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; multiple choice	• Coursebook (pages 32 and 33)	20 AULA DIGITAL • PowerPoint – Reflexive and reciprocal pronouns

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 199)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – The right to be or not to be (Module 1)

SKILLS: Listening; reading; writing (language work)

CONTENTS: Equal opportunities; affirmative action

GOALS: Listening for information; learning about relative pronouns with prepositions

SUMMARY: Homework correction.

Listening: Serena Williams' fight for equal pay.

Language work: relative pronouns with prepositions.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – ordering • Reading – rules and examples; inferring rules • Writing/language – completing sentences	• Coursebook (pages 33 and 34)	20 AULA DIGITAL • CD 1 – Track 8 • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Crossroad cultures – The right to be or not to be (Module 1)**SKILLS:** Speaking; writing**CONTENTS:** Equal opportunities; affirmative action**GOALS:** Developing speaking and writing skills**SUMMARY:** Speaking/debating: pros and cons of affirmative action.

Writing: an opinion article on the pay gender gap.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking (producing) – a debate • Writing – an opinion article	• Coursebook (pages 35)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Crossroad cultures – In or out? (Module 1)**SKILLS:** Speaking; listening; writing**CONTENTS:** Race discrimination**GOALS:** Expanding vocabulary on the topic; developing skills**SUMMARY:** Reading: about the history of Australia.

Speaking: analysing cartoons on aboriginal discrimination.

Listening: about Kathy Freeman's foundation.

Aboriginal words in Australian English.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – ordering sentences • Listening – identifying information; table filling • Speaking – sharing opinions	• Coursebook (pages 36 and 37)	• Workbook (page 200) • Lessons in a minute (<i>Invictus</i> – Multiculturalism and human rights; <i>12 Years a Slave</i> – Human rights)  AULA DIGITAL • CD 1 – Track 9 • CD 2 – Tracks 22 and 23 • Video 20 – <i>Our stories: Andrew Wildbill</i>

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – In or out? (Module 1)

SKILLS: Listening/viewing; reading; writing

CONTENTS: Race discrimination

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Listening/viewing: a short video about the Stolen Generations historic fact.

Reading: text *Australia in historic Aborigine ruling*.

Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening (viewing)/reading – about Aboriginal citizenship • Writing (comprehension) – identifying; words; identifying referents; quoting; answering questions	• Coursebook (pages 38 and 39)	 AULA DIGITAL • CD 1 – Track 10 • Vídeo 3 – <i>Stolen generations</i>

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – In or out? (Module 1)

SKILLS: Reading; writing (language work)

CONTENTS: Race discrimination

GOALS: Reviewing quantifiers

SUMMARY: Reviewing quantifiers.
Written work (language).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap and table filling; multiple choice	• Coursebook (pages 40 and 41)	20 AULA DIGITAL • PowerPoint – Quantifiers • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Written feedback	• Workbook (page 201)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – In or out? (Module 1)

SKILLS: Listening; speaking

CONTENTS: Race discrimination

GOALS: Developing listening and speaking skills

SUMMARY: Homework correction.

Listening: to an interview with an Aboriginal leader.

Listening/viewing: the trailer of the film *Rabbit Proof Fence*.

Speaking: an oral presentation on the historic topic of the Stolen Generations.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – ordering questions; identifying information • Speaking/producing – oral presentation	• Coursebook (page 42)	20 AULA DIGITAL • CD 1 – Tracks 11 and 12 • Vídeo 4 – <i>Rabbit Proof Fence</i>

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Crossroad cultures – In or out? (Module 1)**SKILLS:** Reading; writing**CONTENTS:** Race discrimination**GOALS:** Developing reading and writing skills

SUMMARY: Reading: the poem *Aboriginal Charter of Rights*.
Writing: a letter.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – completing lines • Writing – an informal letter	• Coursebook (page 43)	20 AULA DIGITAL • PowerPoint – Human Rights • Ferramenta – Textual genres

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written/oral feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – Proact (Module 1)

SKILLS: Speaking; reading; writing

CONTENTS: Voluntary work

GOALS: Expanding vocabulary on the topic; developing speaking skills

SUMMARY: Speaking: have you ever done any voluntary work?

Reading: doing a quiz.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – sharing experiences and opinions • Reading/speaking – doing a quiz	• Coursebook (pages 44 and 45)	• Workbook (pages 202 and 203)

ASSESSMENT	HOMEWORK
• Direct observation • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – Proact (Module 1)

SKILLS: Reading; writing

CONTENTS: Voluntary work

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Reading: about celebrities and voluntary work.
Writing (comprehension).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – completing a diagram and sentences; explaining words; asking questions	• Coursebook (pages 46 and 47)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – Proact (Module 1)

SKILLS: Reading; writing (language work); listening

CONTENTS: Voluntary work

GOALS: Learning about the omission of the noun; listening for information

SUMMARY: Language work: omission of the noun.
Listening: to a voluntary work experience.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – rewriting and producing sentences • Listening – table filling; answering questions; correcting sentences	• Coursebook (pages 48 and 49)	20 AULA DIGITAL • CD 1 – Tracks 13 and 14

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 205)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures – Proact (Module 1)

SKILLS: Reading; writing (language work)

CONTENTS: Voluntary work

GOALS: Reviewing and learning about definite and zero article

SUMMARY: Homework correction.

Language work: definite and zero article.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – correcting sentences; gap filling	• Coursebook (pages 50 and 51)	 AULA DIGITAL • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 205)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Crossroad cultures – Proact (Module 1)**SKILLS:** Speaking; writing**CONTENTS:** Voluntary work**GOALS:** Developing speaking and writing skills**SUMMARY:** Homework correction.

Speaking/discussing: pros and cons of voluntary work.

Writing: a text describing a celebrity's experience as a volunteer.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking (producing) – a debate • Writing – a descriptive text	• Coursebook (pages 52 and 53)	20 AULA DIGITAL • CD 1 – Track 15 • Vídeo 5 – <i>The Soloist</i>

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Crossroad cultures

SKILLS: Reading; writing

CONTENTS: All in Module 1

GOALS: Consolidating learning

SUMMARY: Formative test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading and writing – doing a formative test	• Workbook (pages 206 and 207)	

ASSESSMENT	HOMEWORK
• Direct observation • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 11 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Crossroad cultures**SKILLS:** Listening; reading; writing**CONTENTS:** All in Module 1**GOALS:** Assessing learning**SUMMARY:** Progress test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening, reading and writing – doing a progress test	• Test Book I (pages 19 to 27)	20 AULA DIGITAL • CD 3 – Tracks 9 to 16

ASSESSMENT	HOMEWORK
• Direct observation • Written feedback	

2

Rubrics for Assessing Listening, Speaking and Writing Activities

Editable in  AULA DIGITAL

Rubrics for listening, speaking and writing assessment activities

1. Assessing listening activities

Listening skills are not usually assessed by themselves in the English classroom as they are usually included in a multi-skilled test. But we can assess listening skills – whatever the activity used. **Upgrade 11** presents a set of listening assessment rubrics which are very diverse and easy to use: check-lists to assess vocabulary comprehension, film viewing (extensive listening), general listening comprehension in the language classroom and a descriptive rubric for text comprehension.

2. Assessing speaking and writing activities

Production skills require special techniques to be accurately assessed in the classroom. **Upgrade 11** is focused on helping teachers of English in this difficult task. Not only are most of the suggestions presented in our *Speakers' Corner* or *Come write in!* sections prepared as assessment activities, but we also give you oral and written assessment rubrics, especially designed to be used with the activities in the project.

We present here several rubrics for assessing written and oral work that are feasible and easy to use, as well as objective and fair.

How to use the speaking and writing assessment rubrics

For each activity, a number of assessment criteria or categories are defined. Each category is allocated a percentage of the final mark. However, the distribution we present is merely a suggestion and teachers can allocate marks according to what they consider more or less important in their students' performance. We have paid special attention to the general categories of use of language, accuracy and fluency, because these are the linguistic support of the students' production. Moreover, in each case, special importance has been given to the distinctive features and functions of the activity itself (debating, narrating or describing, for example).

To make the marking process easier, each category is divided into 5 levels of performance, and each level is allocated a percentage of the total marks of the category. The interval between the markings on the different levels must be equal. This way, the final mark will be the sum of the different marks in each category, and does not imply the mark was the same for each category accessed.

We must also stress that the assessment grids presented here are also provided in Excel format with **20 AULA DIGITAL**, and therefore can be edited according to each teacher's needs.

We hope this will help ease the workload of such a difficult and time-consuming task!

References:

<http://jfmuller.faculty.noctrl.edu/toolbox/>, accessed in February 2013.

MARZANO, R. (2010). *Formative assessment & Standards-based grading*. Marzano Research Laboratory (The classroom strategies series): Bloomington, Indiana (USA).

TOMLINSON, C. and MCTIGHE, J. (2006). *Integrating differentiated instruction + understanding by design*. ASCD: Alexandria, Virginia (USA).

WIGGINS, G. (1998). *Educative assessment: designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

Checklist for general listening comprehension in classroom context

Teacher observation

General descriptor

Can understand straightforward factual information about common everyday related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters. Can understand instructions and explanations, provided speech is clearly and slowly articulated.

Objectives →		Can understand common classroom instructions, requests and simple learning tasks explanations	Can follow clearly articulated speech in everyday conversation, though has to ask for repetition of particular words and phrases	Can generally follow the main points of extended discussions, provided speech is clearly articulated	Can understand the main points of recorded material on topics of personal or general interest delivered relatively slowly and clearly	Can catch the main points on familiar topics when the delivery is relatively slow and clear
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Legend: Y = yes N = no ~ = with help

Based on larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in February 2014

Checklist for extensive listening/viewing – Feature film

Teacher observation

General descriptor

Can understand and identify both general idea and specific details in the story/plot. Can understand the main points of clear standard speech. Can identify specific aspects of the film: characters; time; setting; ...

Objectives →		Can identify the film genre and main topic	Can understand the main ideas/ message of the story/ plot	Can understand the sequence of events in the story/ plot and eventual parallel stories/ story within the story	Can identify and distinguish main and supporting characters	Can identify time and setting of the story/plot	Can understand the film without the help of subtitles
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Legend: Y = yes N = no ~ = with help

Based on larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in February 2014

Checklist: listening for a specific purpose – Lexicon

Teacher observation

General descriptor

Can understand common and specific vocabulary in an audio text, regardless of text type and provided that speech is clearly articulated. Can identify requested word relations (synonyms, opposites, ...), semantic relations and common language patterns within a particular context.

Objectives →		Can understand common isolated words	Can understand new words in context	Can identify specific topic vocabulary	Can identify synonyms of given words	Can identify opposites of given words	Can identify specific word categories: nouns, verbs, adjectives	Can identify specific word patterns (collocations, noun phrases, compound words...)
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Legend: Y = yes N = no ~ = with help

Based on larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in February 2014

Listening comprehension assessment rubric – Texts

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Text type, theme and purpose: identifies the appropriate features of the specific oral text	40 • Demonstrates a high degree of ability to identify text type, theme and purpose	32	24 • Demonstrates reasonable ability to identify text type, theme and purpose	16	8 • Demonstrates limited ability to identify text type, theme and purpose
Comprehension strategies: distinguishes a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)	40 • Demonstrates a high degree of ability to distinguish a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)	32	24 • Demonstrates reasonable ability to distinguish a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)	16	8 • Demonstrates limited ability to distinguish a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)
Understanding of content: understands the information and ideas in oral texts in a variety of ways	40 • Demonstrates a high degree of ability to understand ideas and information in oral texts	32	24 • Demonstrates a reasonable ability to understand ideas and information in oral texts	16	8 • Demonstrates a limited ability to understand ideas and information in oral texts
Interpreting texts: interprets oral text information using the language of the text and oral and visual cues to support interpretations	40 • Demonstrates a high degree of ability to develop and explain interpretations of oral texts and support interpretations	32	24 • Demonstrates a reasonable ability to develop and explain interpretations of oral texts and support interpretations	16	8 • Demonstrates a limited ability to develop and explain interpretations of oral texts and support interpretations
Critical literacy: uses critical literacy skills to understand the content, tone (irony, sarcasm, sadness, ...) and point of view of oral texts	40 • Demonstrates a high degree of ability to use critical literacy skills to understand the content, tone and point of view of oral texts	32	24 • Demonstrates a reasonable ability to use critical literacy skills to understand the content, tone and point of view of oral texts	16	8 • Demonstrates a limited ability to use critical literacy skills to understand the content, tone and point of view of oral texts

Based on <http://web.dsbu.edu.on.ca/~Julie.Aquilina@dsbu.org/FOV1-000FC436/FOV1-000A9D5A/S0122A79A?Plugin=Metro>, accessed in January 2014

Listening comprehension assessment rubric – Texts

Student		Criteria					Total score
		Text type, theme and purpose	Comprehension strategies	Understanding of content	Interpreting texts	Critical literacy	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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Speaking – Debating

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	40	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	20	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	20 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	16	12 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	8	4 - Stream of speech is often hesitant - Makes frequent pauses or doesn't finish sentences
Accuracy	30 - Speech is grammatically correct - Minor errors do not impede understanding - Minimal interference from mother tongue - Intonation is clear and understandable	24	18 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear but understandable	12	6 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand
Topic development	50 - Shows a very good knowledge of the topic - Arguments/ideas are numerous, clear and pertinent - Uses appropriate cohesive elements to connect ideas	40	30 - Shows a reasonable knowledge of the topic - Arguments/ideas are sufficient and pertinent - Speech is usually coherent, with simple cohesive elements	20	10 - Shows limited knowledge of the topic - Repeats or rephrases a limited number of arguments/ideas, not always adequate - Speech is sometimes incoherent or with elementary cohesive elements
Interaction	30 - Interacts naturally and usually shows no problems/a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand - Asks and answers questions confidently	24	18 - Sometimes shows a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand, but is not always successful - Shows some insecurity when asking or answering questions	12	6 - Is frequently unable to understand what is being said - Shows difficulty in asking for or giving explanations when he/she doesn't understand - Shows much insecurity when asking or answering questions
Debating/ social skills	20 - Respects other people's opinions and doesn't interrupt them - Follows the conventions of turn-taking - Contributes positively, pertinently and in a constructive way to the debate	16	12 - Respects other people's opinions but sometimes interrupts them - Follows the conventions of turn-taking - Contributes positively and in a constructive way to the debate, although not always pertinently	8	4 - Shows little respect for other people's opinions and often interrupts them - Doesn't speak in his turn - Often disrupts the activity with inappropriate or unsuitable comments

Speaking – Debating

Student		Criteria						Total score
		Use of language	Fluency	Accuracy	Topic development	Interaction	Debating/ social skills	
		10/20/30/40/50	4/8/12/16/20	6/12/18/24/30	10/20/30/40/50	6/12/18/24/30	4/8/12/16/20	
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Speaking – Interactions/discussions

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 • Uses a wide range of complex, appropriate linguistic resources to express ideas	40	30 • Uses a limited range of simple linguistic resources, some of which are inappropriate	20	10 • Uses a very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	30 • Fluent natural stream of speech, with good rhythm • Hesitations and pauses are rare	24	18 • Speech is reasonably fluent • Rhythm is sometimes broken by hesitations and pauses	12	6 • Stream of speech is often hesitant • Makes frequent pauses or doesn't finish sentences
Accuracy	30 • Speech is grammatically correct • Minor errors do not impede understanding • Minimal interference from mother tongue • Intonation is clear and understandable	24	18 • Speech is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Intonation is at times unclear but understandable	12	6 • Speech reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Intonation is mostly unclear and at times makes speech difficult to understand
Conversation development	50 • Shows a very good ability to maintain a conversation/discussion • Arguments/ideas are numerous, clear and pertinent • Uses appropriate cohesive elements to connect ideas	40	30 • Shows a reasonable ability to maintain a conversation/discussion • Arguments/ideas are sufficient and pertinent • Speech is usually coherent, with simple cohesive elements	20	10 • Shows limited ability to maintain a conversation/discussion • Repeats or rephrases a limited number of arguments/ideas, not always adequate • Speech is sometimes incoherent • Uses basic cohesive elements
Interaction	40 • Interacts naturally and usually shows no problems/a few problems in understanding what is being said • Is ready to ask for or give explanations when he/she doesn't understand • Asks and answers questions confidently	32	24 • Sometimes shows a few problems in understanding what is being said • Is ready to ask for or give explanations when he/she doesn't understand, but is not always successful • Shows some insecurity when asking or answering questions	16	8 • Is frequently unable to understand what is being said • Shows difficulty in asking for or giving explanations when he/she doesn't understand • Shows much insecurity when asking or answering questions

Speaking – Interactions/discussions

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Conversation development	Interaction	
		10/20/30/40/50	6/12/18/24/30	6/12/18/24/30	10/20/30/40/50	8/16/24/32/40	
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Speaking – Presentations

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 • Uses a wide range of complex, appropriate linguistic resources to express ideas	40	30 • Uses a limited range of simple linguistic resources, some of which are inappropriate	20	10 • Uses a very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	30 • Fluent natural stream of speech, with good rhythm • Hesitations and pauses are rare	24	18 • Speech is reasonably fluent • Rhythm is sometimes broken by hesitations and pauses	12	6 • Stream of speech is often hesitant • Makes frequent pauses or doesn't finish sentences
Accuracy	40 • Speech is grammatically correct • Minor errors do not impede understanding • Minimal interference from mother tongue • Intonation is clear and understandable	32	24 • Speech is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Intonation is at times unclear but understandable	16	8 • Speech reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Intonation is mostly unclear and at times makes speech difficult to understand
Topic development	50 • Shows very good knowledge of the topic presented • Examples are numerous, clear and pertinent • Uses appropriate cohesive elements to connect ideas	40	30 • Knowledge of the topic presented is reasonable but not solid • Examples are sufficient and pertinent • Speech is usually coherent, with simple cohesive elements	20	10 • Knowledge of the topic presented is scarce and limited • Repeats or rephrases a limited number of examples, not always adequate • Speech is sometimes incoherent or with elementary cohesive elements
Communication skills/posture	30 • Shows outstanding self-confidence and communication skills in oral production • Establishes eye contact • Projects the voice audibly and clearly	24	18 • Shows reasonable communication skills in oral production • Doesn't always establish eye contact • The voice is sometimes difficult to hear, impeding communication	12	6 • Shows lack of communication skills in oral production • Seldom establishes eye contact • The voice is often difficult to hear, causing a breakdown in communication

Speaking – Presentations

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Topic development	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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Speaking – Arguing/stating opinions

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 • Uses a wide range of complex, appropriate linguistic resources to express ideas	40	30 • Uses a limited range of simple linguistic resources, some of which are inappropriate	20	10 • Uses a very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	30 • Fluent natural stream of speech, with good rhythm • Hesitations and pauses are rare	24	18 • Speech is reasonably fluent • Rhythm is sometimes broken by hesitations and pauses	12	6 • Stream of speech is often hesitant • Makes frequent pauses or doesn't finish sentences
Accuracy	40 • Speech is grammatically correct • Minor errors do not impede understanding • Minimal interference from mother tongue • Intonation is clear and understandable	32	24 • Speech is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Intonation is at times unclear but understandable	16	8 • Speech reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Intonation is mostly unclear and at times makes speech difficult to understand
Quality of argumentation	50 • Shows very good knowledge of the topic presented • Points of view and opinions are clearly stated • Presents at least three clear and pertinent arguments • Uses appropriate cohesive elements to connect ideas	40	30 • Knowledge of the topic presented is reasonable but not solid • Points of view and opinions may not be clear or show confusion • Presents at least two arguments, but these may not be totally clear or pertinent • Speech is usually coherent, with simple cohesive elements	20	10 • Knowledge of the topic presented is limited • Repeats or rephrases one argument, or presents none at all • Points of view and opinions are difficult to perceive or nonexistent • Speech is sometimes incoherent or with elementary cohesive elements
Communication skills/posture	30 • Shows outstanding self-confidence and communication skills in oral production • Establishes eye contact; • Projects the voice audibly and clearly	24	18 • Shows reasonable communication skills in oral production • Doesn't always establish eye contact • The voice is sometimes difficult to hear, impeding communication	12	6 • Shows lack of communication skills in oral production • Seldom establishes eye contact • The voice is often difficult to hear, causing a breakdown in communication

Speaking – Arguing/stating opinions

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Quality of argumentation	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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Speaking – Describing

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	40	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	20	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	24	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	12	6 - Stream of speech is often hesitant - Makes frequent pauses or doesn't finish sentences
Accuracy	40 - Speech is grammatically correct - Minor errors do not impede understanding - Minimal interference from mother tongue - Intonation is clear and understandable	32	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear but understandable	16	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand
Description process	50 - Description is accurate and precise - Details are clearly presented - Speech is well organised with use of appropriate cohesive elements to connect ideas	40	30 - Description is mostly accurate and precise - Details may not be presented fully - Speech is generally organised and coherent, with the use of simple cohesive elements	20	10 - Description is confusing and mostly inaccurate - Details are incompletely presented - Speech is mostly disorganised, sometimes incoherent - Uses elementary cohesive elements
Communication skills/posture	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly	24	18 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice is sometimes difficult to hear, impeding communication	12	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

Speaking – Describing

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Description process	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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Speaking – Narrating

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	40	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	20	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	40 - Fluent natural stream of speech, with good rhythm; - Hesitations and pauses are rare	32	24 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	16	8 - Stream of speech is often hesitant - Makes frequent pauses or doesn't finish sentences
Accuracy	30 - Speech is grammatically correct - Minor errors do not impede understanding - Minimal interference from mother tongue - Intonation is clear and understandable	24	18 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear but understandable	12	6 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand
Story development	50 - Shows a very good notion of narrative text structure and organisation – beginning, development and ending - Time, setting, plot and characters are well defined - Uses appropriate cohesive elements to connect ideas	40	30 - Shows a good notion of narrative text structure and organisation – beginning, development and ending - Time, setting, plot and characters may not be clearly defined - Speech is usually coherent, with simple cohesive elements	20	10 - Text structure and organisation is confusing and unclear - Time, setting, plot and characters are not clearly perceived - Speech is sometimes incoherent or with elementary cohesive elements
Communication skills/posture	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly	24	18 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice is sometimes difficult to hear, impeding communication	12	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

Speaking – Narrating

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Story development	Communication skills/posture	
		10/20/30/40/50	8/16/24/32/40	6/12/18/24/30	10/20/30/40/50	6/12/18/24/30	
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Writing – Arguing/expressing opinion

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Vocabulary	40 • Uses a diversified range of appropriate vocabulary; words are according to the topic	32	24 • Uses a limited range of appropriate vocabulary; words are mostly according to the topic	16	8 • Uses a very limited range of vocabulary, most of which is inappropriate; words are mostly inaccurate or outside the topic scope
Content	40 • Well developed and clear arguments, which help fulfil the purpose of the text; opinions are clearly stated and justified • Text conveys a sense of completeness	32	24 • Mostly clear arguments, which help fulfil the purpose of the text, although sometimes inappropriate or out of context; opinions are clearly stated but not always justified • Text doesn't totally convey a sense of completeness	16	8 • Arguments are scarce or mostly inappropriate/out of context, failing to fulfil the purpose of the text; opinions are scarce or confusing, and without justification • Text lacks completeness or efficacy as far as arguing is concerned
Grammar	40 • Writing is grammatically correct • Minor errors do not impede understanding • Minimal interference from mother tongue • Linguistic conventions are respected	32	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	16	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected
Focus	40 • Arguments/opinions are presented in an accurate and precise way • Focus on purpose and genre is constantly present	32	24 • Arguments/opinions are mostly presented in an accurate and precise way; a few repetitions may occur • Focus on purpose and genre is sometimes diverted	16	8 • Arguments/opinions are presented in a confusing and mostly inaccurate way, or consist mostly of repetitions • Lack of sense of focus on purpose and genre
Organisation	40 • Text clearly shows beginning, middle and ending • Writing is well organised with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct	32	24 • Text shows beginning, middle and ending, although transition may be confusing • Writing is generally organised and coherent, with the use of simple cohesive elements • Paragraphs may not be correctly applied or defined • Sentences are mostly clear and correctly structured • Punctuation may show	16	8 • Text lacks defined beginning, middle and ending • Writing is mostly disorganised, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation non-existing or showing lack of precision

Writing – Arguing/expressing opinion

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organisation	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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Writing – Describing

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Vocabulary	40 • Uses a diversified range of appropriate vocabulary; adjectives are plenty and in support of imagery	32	24 • Uses a limited range of appropriate vocabulary; adjectives are enough to help support imagery	16	8 • Uses a very limited range of vocabulary, most of which is inappropriate; very few adjectives
Content	40 • Good amount of information, which helps fulfil the purpose of the text • Text conveys a sense of completeness	32	24 • Enough amount of information, which helps fulfil the purpose of the text • Text doesn't totally convey a sense of completeness	16	8 • Not enough information to help fulfil the purpose of the text • Text lacks completeness or efficacy as far as description is concerned
Grammar	40 • Writing is grammatically correct • Minor errors do not impede understanding • Minimal interference from mother tongue • Linguistic conventions are respected	32	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	16	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected
Focus	40 • Description is accurate and precise • Focus on purpose and genre is constantly present	32	24 • Description is mostly accurate and precise • Focus on purpose and genre is sometimes diverted	16	8 • Description is confusing and mostly inaccurate • Lack of sense of focus on purpose and genre
Organisation	40 • Text clearly shows beginning, middle and ending • Writing is well organised with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct	32	24 • Text shows beginning, middle and ending, although transition may be confusing • Writing is generally organised and coherent, with the use of simple cohesive elements • Paragraphs may not be correctly applied or defined • Sentences are mostly clear and correctly structured • Punctuation may show lack of precision	16	8 • Text lacks defined beginning, middle and ending • Writing is mostly disorganised, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation non-existing or showing lack of

Writing – Describing

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organisation	
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Writing – Informing/exposing information

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Vocabulary	40 • Uses a diversified range of appropriate vocabulary; nouns and verbs are in support of clarity of information	32	24 • Uses a limited range of appropriate vocabulary; nouns and verbs are not always accurate or in support of clarity of information	16	8 • Uses a very limited range of vocabulary, most of which is inappropriate; nouns and verbs are mostly inaccurate or fail to support clarity of information
Content	40 • Good amount of information, which helps fulfil the purpose of the text • Text conveys a sense of completeness	32	24 • Enough amount of information, which helps fulfil the purpose of the text • Text doesn't totally convey a sense of completeness	16	8 • Not enough information to help fulfil the purpose of the text • Text lacks completeness or efficacy as far as informing is concerned
Grammar	40 • Writing is grammatically correct • Minor errors do not impede understanding • Minimal interference from mother tongue • Linguistic conventions are respected	32	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	16	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected
Focus	40 • Information is presented in an accurate and precise way • Focus on purpose and genre is constantly present	32	24 • Information is mostly presented in an accurate and precise way; a few repetitions may occur • Focus on purpose and genre is sometimes diverted	16	8 • Information is presented in a confusing and mostly inaccurate way, or consists mostly of repetitions • Lack of sense of focus on purpose and genre
Organisation	40 • Text clearly shows beginning, middle and ending • Writing is well organised with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct	32	24 • Text shows beginning, middle and ending, although transition may be confusing • Writing is generally organised and coherent, with the use of simple cohesive elements • Paragraphs may not be correctly applied or defined • Sentences are mostly clear and correctly structured • Punctuation may show lack of precision	16	8 • Text lacks defined beginning, middle and ending • Writing is mostly disorganised, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation non-existing or

Writing – Informing/exposing information

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organisation	
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Writing – Narrating

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Vocabulary	40 • Uses a diversified range of appropriate vocabulary; nouns, verbs and adjectives are plenty and in support of imagery	32	24 • Uses a limited range of appropriate vocabulary; nouns, verbs and adjectives are enough to help support imagery	16	8 • Uses a very limited range of vocabulary, most of which is inappropriate; nouns, verbs and adjectives are scarce or inappropriate for a narrative sequence
Content	40 • Good amount of information, which helps fulfil the purpose of the text • Text conveys a sense of completeness	32	24 • Enough amount of information, which helps fulfil the purpose of the text • Text doesn't totally convey a sense of completeness	16	8 • Not enough information to help fulfil the purpose of the text • Text lacks completeness or efficacy as far as narration is concerned
Grammar	40 • Writing is grammatically correct • Minor errors do not impede understanding • Minimal interference from mother tongue • Linguistic conventions are respected	32	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	16	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected
Focus	40 • Narration is rich and detailed, with imaginative storyline • Focus on purpose and genre is constantly present	32	24 • Narration is reasonably detailed, and storyline average and ordinary • Focus on purpose and genre is sometimes diverted	16	8 • Story is confusing and sometimes incomprehensible • Lack of sense of focus on purpose and genre
Organisation	40 • Text clearly shows the characteristics of a well-structured story • Writing is well organised with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct	32	24 • Text shows the characteristics of a reasonably structured story, although storyline may be confusing • Writing is generally organised and coherent, with the use of simple cohesive elements • Paragraphs may not be correctly applied or defined • Sentences are mostly clear and correctly structured • Punctuation may show lack of precision	16	8 • Text lacks the characteristics of a structured story • Writing is mostly disorganised, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation non-existing or showing lack of precision

Writing – Narrating

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organisation	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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3

Audio scripts

Coursebook

Workbook

Tests

Module 0

Track 4

Los Angeles multiethnic neighborhoods

Los Angeles is one of the most ethnically diverse cities in the world, with culturally rich neighborhoods and attractions throughout the city. East LA's Boyle Heights is a must for great Mexican food and the famed Mariachi Plaza. The Los Angeles Plaza Historic District in Downtown LA features the Olvera Street Mexican marketplace and the Avila Adobe, the oldest surviving residence in Los Angeles. Chinatown is home to a thriving art gallery scene as well as restaurants and shops. Nearby Little Tokyo is home to the Japanese American National Museum and the site of the annual Nisei Week festival. Leimert Park is considered the center of LA's African-American arts scene. Koreatown has the highest concentration of nightclubs and restaurants in the country. The Persian Square, community near Westwood, is home to the largest number of Persian-Americans outside of Iran.

<http://www.discoverlosangeles.com/explore/guides/multicultural>
(abridged), accessed in August 2013

Tracks 5-6

MLC Multicultural school

[1st Part]

The vision of the Multicultural Learning Center (MLC) is to "bring together a diverse community of learners where cultural and individual differences are the building blocks of social, academic, and intrapersonal success." This vision is fulfilled through committed leadership and the collaboration of staff, teachers, parents, students and members of the community.

MLC opened in the Fall of 2001 led by co-founders Toby Bornstein and Gayle Nadler. The mother-daughter team came up with the "dream" of MLC after reflecting on their own experiences with education in Los Angeles. The vision of MLC comes from the family's experience in the late 1970's when Toby, a proponent of integration voluntarily put her children on a school bus to the inner city 20 miles away. During this time, 9-year-old Gayle learned the true beauty of the diversity of Los Angeles as well as the many barriers that separated her from her Spanish-speaking Latino classmates. The realization of social injustice as a child evolved into the promise of a mother: "My children will go to a school where they are free to make friends with their classmates and not give a second thought to the differences that separate them."

[2nd Part]

All students at the Multicultural Learning Center (MLC) become bilingual and biliterate in English and Spanish by the 8th grade. Students from both language backgrounds learn side-by-side developing cultural awareness and appreciation of differences as they learn to read, write, and speak in two languages. Academic success in reading, writing, math, science, and social studies is developed through hands-on learning experiences and the visual, performing, and media arts. MLC's standards-based curriculum is delivered in two languages by credentialed and highly skilled teachers and supported by a diverse and talented administrative team, parents, and community partners.

http://www.mlccharter.org/pages/Multicultural_Learning_Center/About_MLC/Dual_Language_Program_Promotes
(abridged and adapted), accessed in December 2013

Part 2

Track 8

Serena Williams' fight for equal pay

In June 2002, tennis champion Serena Williams beat her sister Venus at the French Open final, drawing twice as many TV viewers as the men's final earlier that week. But the prize money awarded was \$18,000 less than that of the male champion, Albert Costa. The next month, when Williams defeated her sister at Wimbledon, the women's final overshadowed the men's in number of viewers once again – yet she earned \$56,000 less in prize money than Lleyton Hewitt. The pay discrepancy wasn't lost on Williams: along with Venus and a group of young female tennis stars, she championed for equal pay in the sport in the press. "It was important to make sure the public saw us as equal," she says, "and to make sure the prize money was the same amount as the men's."

At the heart of the debate over equal pay in tennis were critics who charged that women should get less because they play less – women play best-of-three sets per match while men play best-of-five. Williams didn't buy it. "We were more than happy to play five sets if that's what it took," she says. The women persisted, and finally, in 2007, the French Open and Wimbledon gave in, offering men and women the same award. "It's not about female or male – it's about tennis," says Williams. "Why should someone be given less because of her sex?"

Yael Kohen, <http://www.marieclaire.com/career-money/jobs/leveling-the-paying-field-serena-williams>
(abridged and adapted), accessed in November 2013

Part 3

Track 9

Cathy Freeman's Foundation

I started the Cathy Freeman Foundation (CFF) in 2007 as a way of using my name and story for positive change. In fact, I dedicate my life to CFF, our work, and our legacy.

The Foundation works tirelessly to provide educational programs to over 600 children living on Palm Island each year. Our aim is to build confidence and teach skills that will set each Indigenous child on their way to a successful future.

Palm Island is one of the largest remote Indigenous communities in Australia. Absence rates in school can be up to 55% on the Island and less than 10% of students graduate from secondary school. The Cathy Freeman Foundation is working to change this.

In February this year, CFF was acknowledged in the Federal Government's latest Closing the Gap Prime Minister's Report for successfully engaging Indigenous children in school.

I am inspired by the stories of success, all of which have made me more determined that each Indigenous child will have the same chances in life as his or her non-Indigenous peers. Thank you for joining me on this journey.

<http://www.cathyfreemanfoundation.org.au/>
(abridged and adapted), accessed in August 2013

Track 11

Interview with Lowitja O'Donoghue

Ian Henschke (presenter): After years of controversy the Federal Parliament has apologised to the Stolen Generations. The first person Prime Minister Kevin Rudd embraced after his speech was Lowitja O'Donoghue. I spoke to Lowitja O'Donoghue earlier and I asked her what the apology meant to her.

Lowitja O'Donoghue (former ATSIC chairwoman): Well, the apology was... was overdue, but what it meant for me was to think about my mother.

Ian Henschke: What did you think about on the day?

Lowitja O'Donoghue: Well, on the day I was wishing that she could be

there to listen to that, because I didn't know her, of course, for 30 years, and she told me at that time, "Your name Lowitja, they been taken you away". And so I had to think about her and two older sisters who are now deceased, and that they weren't there to hear the apology.

Ian Henschke: Did this week change your life, then?

Lowitja O'Donaghue: Well, it did only in so far as we, at last, had a Prime Minister who had the courage to actually say sorry. And it wasn't real hard. I mean, why did they wait for so long? But look, he was just so generous. Not only was he generous in what he had to say, before everyone got into the gallery, Stolen Generation people, he met us all through the doors of the Prime Minister's entrance and shook hands, embraced people, signed autographs and had photographs taken.

Ian Henschke: Now, Tasmania has set up a compensation scheme. Should we have that across Australia?

Lowitja O'Donaghue: All I'm saying is it won't go away. That was the first step. But I think that many Aboriginal people will be wanting compensation, and we don't need to go to litigation for that, because the only people who win are lawyers.

Ian Henschke: What about the suggestion that rather than cash, it should be something like lifetime health care?

Lowitja O'Donaghue: Well, in compensation, I'm not really talking about cash. But it needs to be recognised. I mean, they compensate people for all sorts of things. And, you know, governments have proper statutory responsibilities to provide for services to Aboriginal people, as they do for the wider community. And they failed us.

Ian Henschke: Lowitja O'Donaghue, thank you very much for your time.

Lowitja O'Donaghue: Good, thank you.

<http://www.abc.net.au/stateline/sa/content/2006/s2165267.html>
(abridged and adapted), accessed in August 2013

Part 4

Tracks 13-14

Julie Parker's work in an orphanage

[1st Part]

I really enjoyed my time at the "Projects Abroad Care" in Siem Reap, getting to know the children at an orphanage because you were able to choose to be involved in many different aspects of the project. I thought that the project was very well run, and the fact that it is a community project, not just the orphanage, means that it helps support so many local children. They have also recently introduced lessons to teach the local police English, so the project continues to grow.

A typical day would involve cycling to the orphanage in the morning, helping with two of the English classes; going to the "coffee lady" for coffee and noodles before cycling on to teach the Monks in the afternoon. Later I would return to the orphanage to spend some time with the children and organise the evening meal and then I would spend the evening on the veranda chatting to other volunteers!

I particularly enjoyed helping to teach English to the children at the orphanage. It was also really rewarding spending time teaching English to the Monks as they were so keen to learn, and were such fun! I had a really brilliant time, made some good friends, got to know people in the local community, spent time with the children, and had plenty of free time to explore Cambodia. I still miss it!! However, when you get there you realise that what you do is such a small part of helping the project. But I came to the conclusion that if everyone did a little bit it would make an enormous difference.

[2nd Part]

If you are considering an experience there, just go with an open mind and be prepared to work in a group. This project is not aimed at people who need to be told what to do, but it does give you many choices as

you can choose what aspect of the project interests you, for example you may want to spend time at the rural schools, or spend all your time at the orphanage.

It's a great opportunity to see another country, and not just be a sightseer. You feel as though you get to know the local people, and have an insight into their life, and in some small way you feel as if you're making a difference to the lives of the children, so the more people that volunteer the more their lives improve. I had a brilliant experience, and it has had a much more lasting impact than just going on holiday and seeing another country.

<http://www.yearoutgroup.org/stories/region/asia/>
(adapted and abridged), accessed in August 2013

Module 2

Part 2

Track 18

Teens speaks over 20 languages

Timothy Doner is a 17-year-old New York student who has taught himself to speak more than 20 languages at different levels of fluency. Experts have classified him as a "hyper polyglot", making him part of an exclusive group of individuals who speak more than 12 languages fluently. While this is common in many parts of the world it is extremely rare in the U.S. where most people speak one language or two at most. Besides he's the youngest known person in the world with this capability.

He is passionate about learning languages and for him this not just a hobby but a way of life. He actually spends most of his waking hours training his language abilities.

"Like most people, I got my first taste of foreign languages in middle school, but struggled with even the simplest of conversations for years after. Things didn't change until I was 13, when I started listening to Israeli music and found that I could memorize hundreds of new words without even trying. Using TV shows, music and storybooks, I soon began learning Hebrew more seriously – and then Arabic, Farsi, German and others. In three short years, I was studying over twenty languages and experimenting with my own methods of learning: I'd spend the day watching the latest movies from Iran, for example, or speaking Mandarin in neighborhoods around New York."

In fact New York – an immigrant city that's a melting pot of cultures and therefore the most linguistically diverse spot on earth – is the perfect place for him to practice his language skills in the real-world by speaking with cab drivers, interacting with others at restaurants and communicating with people around the world through the Internet where he has the opportunity to be corrected and encouraged by native speakers.

With each new language, he is learning about cultures and histories he has never studied before and he intends to keep on doing it. "You can see in any language the entire history of the people through their interaction with others. So if you start teaching students foreign languages from an early age, you open them up to foreign cultures, and foreign ideas, which is crucial in an increasingly globalized world". When speaking another language, Doner said he sometimes feels like a different person. Paraphrasing Nelson Mandela, Doner said when you speak to a person in a language they understand, you speak to their brain. But when you speak to a person in his native language, you speak to his heart.

Tim has no plans to stop in the near future: he is starting his freshman year at Harvard University next year and plans to study linguistics.

Based on <http://mtvvoices.com/en/2014/02/the-man-who-can-talk-to-the-world/>
and <http://www.youtube.com/watch?v=Km9-DiFaxPU>

Part 3

Track 22

Futurework – trends and challenges for work in the 21st century

[2nd Part]

We are living in a new economy – powered by technology, fueled by information, and driven by knowledge. And we are entering the new century with opportunity on our side.

The use of computers and the Internet in workplaces will become more pervasive and the functions performed using computers will dramatically increase. The influence of technology will go beyond new equipment and faster communications, as work and skills will be redefined and reorganized.

Increased global competition will continue to affect the type of work being done in American work-places, creating new high-skilled jobs and lessening demand for low-skilled work. The impact of globalization on all Americans will continue to grow as more of the economy is involved in producing exports or competing with imports.

Working families will continue to pursue stability in the midst of these dynamic changes in the economy and population. Three major challenges for the twenty-first century workplace and work-force will result:

- the challenge of being skilled, not stuck in the new economy as technology and globalization open more opportunities for those who have access to the tools to build their skills, but reduce the supply of lower-end jobs.
- the challenge of flexibility and family as employers seek more flexibility to compete in the global marketplace and workers pursue more opportunities to spend time with their loved ones.

<http://www.dol.gov/>

(abridged and adapted), accessed in August 2013

Part 4

Track 26

A British National Breakfast

[2nd Part]

Desperate for someone to blame for her boredom

She waters the pansies, fertilizer from Jordan.

Desperate for someone to blame for his misery

They complain that “foreigners” are ruining the country.

Afternoon nap to TV, both sigh.

Made in Sri Lanka. Sold from Shanghai.

Mumbling that Polish have run to these country

they watch “A Place in the Sun”

repeated from Sunday

Shop down at Asda cos the stuff there is cheaper,

they complain:

“more British Jobs for more British people”.

Buy 2 for 1 offers from low wages abroad,

claiming:

“the price of local farm shops is robbery fraud”.

They pick up a pizza on the short journey home,

complaining:

“British cooking is being pushed to death row”

Home on the couch. Watch TV all night.

complaining that “foreigners” have ruined their lives.

They finish their day with a cup of hot cocoa.

Beans made in Kenya. Profits to Tesco.

Complaining in bed about closing our borders,

They don't learn Spanish and retire to Majorca.

<https://www.youtube.com/watch?v=xLh1VA6kNOW>, accessed in August 2013

Module 3

Part 1

Track 28

A teen's spending habits

I've been working on limiting my physical possessions. Not only does this minimize waste, but it also places more of an emphasis on what I have, as opposed to what I don't have. It's a tough mantra to stick to, considering our consumer culture, where everybody is always aiming for the next best thing.

Some time ago I went through some money problems because I had been spending more than I could afford. And the pocket money I get is quite reasonable when compared to what most of my friends get. But I kind of lost track of my spendings and my parents and I had a serious talk regarding what we, as individuals, need. That put me on track again and now I keep to a budget.

At first I had to start with a tight one. I kept in mind my parents' question: What do I really need, or lack? I had to change routines. Sure, I try to do my best and I must ask myself what I need.

It sounds easy! However, young people are the target of lots of advertising encouraging them to consume, and sometimes it's easy to get caught up in making choices that are not necessarily good for us. So, my advice is:

– The earlier you begin keeping to a budget, the better.

– Keep a money diary and write down every purchase, even the smallest expense. With your expenses down on paper, you can see where your money is going, and what spending habits you need to change.

– Make a list of potential cutbacks – areas where you can get by with spending less.

– Create a “Wish List” of things you'd like, or need, but can't afford right now. It helps if we then allow ourselves to purchase at least one “Wish List” item.

– Resist impulse buys.

– Don't go shopping with friends who spend a lot.

– Stay away from vending machines.

– Entertain at home.

I had been doing it all wrong before this wake-up call.

<http://www.moneyandstuff.info/budgetingbasics.html>

(adapted and abridged), accessed in February 2014



Part 3

Track 1

A commercial

In his ad a little boy dressed as a mini Darth Vader is walking through his house... He is trying to use the force to turn his washing machine on, to get his little sister's doll to move. He is using all the powers of the force that Darth Vader has to bring these things to life. Then he sits in the kitchen, hand on cheek, very frustrated. He hears his dog bark and he knows that his father has come home. And he just runs outside the front door, his father wants to give him a hug, but he blows past his dad and goes right up to his father's Volkswagen Passat. And once again, he lays on the Volkswagen the force. The car actually roars to life! He is amazed that he's done this and then he just jumps back. He's astonished. However, it was the father, who has actually started the car from inside the house with remote start but the child has no idea.

Tracks 2-3

Working in a sweat shop

[1st Part]

Raveena Aulakh traveled to Dhaka to experience firsthand conditions in garment factories that mass produce products for the West. Working in one of those factories for four days, she could witness the poor pay and the dangerous and unsanitary conditions factory workers are subjected to. Most shocking of all was how a nine-year-old girl named Meem, forced into work to help raise money for her family, was put in charge of training Ms Aulakh.

"The first time I saw Meem, which was also my first day at work at a sweatshop, she was having a good day despite the horrible heat. She sat cross-legged on the concrete floor, a tiny, delicate figure among piles of collars, cuffs and other parts of unstitched shirts."

"The factory wasn't big: about two dozen sewing machines lined the walls of the windowless room, about half the size of a basketball court. Two cutting machines sat in a corner. The sewing machines had little benches for the operators, and almost all had piles of colorful fabric by the side."

A quick tour of the building revealed no fire extinguishers, only one exit – the front door – and little more than a hole in the ground, down a rat-infested hall, for the toilet. Staff worked from 9 am to 9 pm with only a lunch break. The girls tasked with cutting off threads from the men's shirts being made, had to sit cross legged in the middle of the floor. "It was back-breaking, we couldn't feel anything with our fingers."

[2nd Part]

Like many young factory workers, Meem was taken out of school when the family ran into poverty. With her mother pregnant and unable to work, the family needed Meem to help increase the income. Her father found her the job because the girl's aunt also worked there and would be able to look after her. Overnight, Meem went from being a carefree schoolgirl to a factory worker, for 12 hours a day. Meem's wages are paid to her father and she is allowed to buy herself a glittery hair clip each month and an occasional ice-cream.

"It is not as if Meem's parents don't care for her, they simply had no choice." Despite the long hours and aches caused from sitting hunched over for hours at a time, Meem was always smiling and her only complaint was that she was yelled at if she chatted too much. Workers like Meem are paid about \$25 a month. They are allowed half a day off every Friday and do not get holidays or paid sick leave.

In a country with widespread poverty however, such jobs are valued and Meem had ambitions to move up the factory chain to become a better-paid sewing operator.

"When I become a sewing operator, I will make very good shirts," she said. "No one will yell at me."

For children like Meem, the factory has become their life. Ms Aulakh may have been able to return to her comfortable home and office job, but the knowledge that thousands of girls remain trapped in such back-breaking work has stayed with her.

<http://www.dailymail.co.uk/news/article-2456412/>

My-life-sweatshop-worker-Undercover-reporter-tells-crushing-work-terrible-pay-girl-boss-aged-just-NINE.html (abridged and adapted), accessed in August 2013

Part 4

Track 4

Shopping online and in-store

[1st Part]

When it comes to the way we procure the goods we use in our lives, there are some mixed messages out there. Buying local is advertised as a green way to go – and it can be – but so is acquiring stuff with minimal shipping and transportation. Shopping online is fast, convenient, and your stuff comes right to your door – no car trips required; shopping in local brick 'n mortar stores supports your community, and may not require much (or any) driving either. So, which is the greener way to shop?

Module 4

Part 1

Track 9

An eco-friendly idea

Biologist Colin Tudge, founder of the Campaign for Real Farming, has come up with a fascinating concept: the part-time farmer.

According to him the quest to regain control of the food we eat, and ultimately to rethink the food systems we support and we depend on is absolutely global. Part-time farmers are normal people, often young, who begin regaining skills in small-scale food production one step at a time. Even more importantly, they envisage and create new relationships with people and communities interested in procuring their food differently, outside of classic market models. Part-time farmers do all of this without necessarily giving up their urban careers, whether in ICT, education, you name it.

"We are all, potentially, part-time farmers, whether we are growing food, or, just as importantly, attempting to make conscious decisions about what to eat. With our choices, we all contribute to shaping the future of agriculture, be it in Kenya, India or Italy. Therefore, even if they have left home to go study or work in the big city, they might well be a key asset for the future of their family's small-scale farm. And they don't need to be techies, mobile developers or ICT4D practitioners to help.

There are many different reasons people have for wanting to get into part-time farming ranging from a desire for the open space and learning experiences for children to a transitional step into full-time farming.

Part-time farming is not right for everyone but it can support a healthy way of life in the country away from urban congestion. The farm can provide open space and learning opportunities for children. If the family is able to provide the necessary labor and management and choose the right enterprise, the farm could supplement cash income. Physical labor on the farm could give a sense of satisfaction or have a therapeutic effect on some people. This same labor can become overpowering and a drudgery to those who are not accustomed to it. Another benefit is that the air and light pollution may be less in the country than in town.

While there is no denying that there will always be a lot of hard work at the heart of agriculture, the message for young people is: get involved, because you too can help."

<http://www.e-agriculture.org/blog/>

envisioning-new-generation-part-time-farmers-blogs-series-agriculture-icts-and-youth;

<http://www.extension.iastate.edu/agdm/wholefarm/html/c4-09.html>

(adapted and abridged), accessed in October 2013

Part 2

Track 11

The world is getting way too small for us!

João Pedro – I was watching a documentary on TV on overpopulation and that kind of got stuck in my mind. Have you ever thought about it Catarina? How are we going to manage so many people in the future? We are running out of tricks to squeeze more into a planet already bursting at the seams.

Catarina – I've read about it and the figures aren't promising. I think that the problem is that in underdeveloped countries people aren't concerned about this situation that can potentially lead to a shortage of food and water to sustain us all. And it's also hard to decide if people in the developed countries, are really aware of this issue. Right now people aren't having children due to the economic crisis, not because of overpopulation or because they aren't doing anything to control this in the other half of the world, and this worries us.

João Pedro – But who has actually the power to control this? It's well known that there's a huge difference between the ways of life in countries such as, for example, Germany and India. Until those differences become less evident there won't be a balance between the number of births and deaths in the world and this situation will persist

or even get worse. And I don't see our governments concerned with it!

Catarina – You're right! As human beings we seem to make the same mistake over and over again – we don't try to solve our problems until they really start to affect us. There are still naive people who think that in a few years from now, the population will stop growing as quickly as it has in the last few decades. We wonder if they are trying to fool themselves so they don't have to take action or if they are really so disconnected from what's happening that they don't have the faintest idea of the sad reality. Can some of us be manipulated like puppets not to think and act?

João Pedro – Well, I don't intend to fit in that category! And certainly I'll try to do my best to raise awareness to all around me. I believe we, teens, should get more involved in these world causes and start fighting for a better future, if not just for the right to have a future. So, as humanity, we need to decide whether to trust our capacity of adaptation or to do something about overpopulation, bearing in mind that the resources provided by our planet can't keep up with this expansion and that it's humankind, the ecosystem and ultimately the planet, that will pay the price: survival or destruction. Are we really ready to deal with the consequences? Is the planet capable of stretching much more?

Catarina Silva e João Pedro Figueiredo 11º D

Part 4

Track 17

Shailene Woodley's alternative lifestyle

Thanks to her roles in Oscar winning *The Descendants* and *The Secret Life of The American Teenager*, Shailene Woodley's star just keeps on rising. And the world is about to learn a lot more about the young actress. Shailene has opened up about her self-confessed "alternative" lifestyle in a new interview.

"I think everything about my lifestyle is fairly alternative," she says. "I gather my own spring water from mountains every month. I go to a farm to get my food. I make everything from my own toothpaste to my own body lotions and face oils."

And that's not all, says the actress, who admits she "could go on for hours" about the topic.

"I make my own medicines; I don't get those from doctors," Shailene adds. "I make my own cheese and forage wild foods and identify wild plants. It's an entire lifestyle. It's appealing to my soul."

[http://www.dailymail.co.uk/tvshowbiz/article-2405116/](http://www.dailymail.co.uk/tvshowbiz/article-2405116/Shailene-Woodley-explains-alternative-lifestyle-slips-crop-knickers.html)

Shailene-Woodley-explains-alternative-lifestyle-slips-crop-knickers.html

(abridged and adapted), accessed in February 2014

Tracks 18-19-20

Teens who changed their lives

Nick Gonzalez, 16

I like being an emo kid because I love the music. I like the way the bands sing or you might say they scream, which is why some people call it "screamo." You can relate to what they're singing about like losing a girlfriend, having troubles at home or getting back at someone. My mom asked me "Why do you like that music?" a while back and I said, "It's just what I listen to," there isn't any real reason. It's not because I'm depressed; I listen to it all the time, no matter what my mood. Emo kids laugh and have fun, too. I laugh when I'm with my friends because they do stupid things. Everyone makes fun of the way emo kids dress: "Tight pants and T-shirt, and a small sweater that doesn't fit well." That's the way I dress, and I don't think it's that bad.

There's nothing I can do to change what people think about this style. But hopefully people will get to know emo kids and see that we're not always depressed or crazy or anything and that we're easy to get along with.

<http://www.layouth.com/so-what-if-im-emo/>

(abridged and adapted), accessed in November 2013

Carol, 17

I was born and raised as a vegetarian and recently made the switch to become vegan around a year ago. My mother raised me this way for moral reasons. She said she would never eat "anything that has eyes" and that vegetarianism is healthier for the planet and us. While my mother is very supportive and is the one that introduced me to this lifestyle, my other family members and often my peers have not been as accepting. My dad does not share our views which makes it complicated. My families on both sides often call my mother and me "tree-huggers" and look at us funny when we eat Tofurky on Thanksgiving, but I don't let it get me down. I also have gone to a high school that is open towards vegetarians and vegans, and have met quite a few vegetarians there. That does not mean I haven't faced hostility from my peers though. What I remember the most is getting pieces of meat waved around in front of me in elementary school when a boy found out I didn't eat meat.

In http://www.vrg.org/teen/veg_in_high_school_estes-garcia.php

(abridged and adapted), accessed in November 2013

Alex, 15

During my gap year I travelled to Guatemala. During this trip, a group of fourteen of us stayed at the Los Andes Nature Reserve and assisted the local community with repainting the elementary school. Not only did we help repaint the school, but we also learned all about the people of the local community and how they were successful in keeping their community sustainable. My experience traveling to Guatemala was the single most amazing experience in my life. Each one of the locals had something to offer the community and they were so hardworking and determined. I learned one does not need to have expensive "things" to be happy. I think all Americans, including me, could learn how to appreciate the little things in life (family, friends, etc.) and not the material "things," which do not really mean much. I also learned that because every community has different resources, the people of the different communities need to find the best way for them to live – no way is the "right" way.

[http://umglobalhealth.files.wordpress.com/2012/06/](http://umglobalhealth.files.wordpress.com/2012/06/ramondalexandra9083281445.pdf)

ramondalexandra9083281445.pdf

(abridged and adapted), accessed in November 2013

WORKBOOK

Module 1

Part 3

Track 23

Indian Reservation

[2nd Part]

On reservations, more than 10 per cent lack any high school education. In many, over three quarters of the population have no high school degrees. This is compared to 12 per cent nationwide. The use of drugs and alcohol, and numbers of those who smoke is also higher on reservations than national averages. This is especially true among young people, with the rate of youth drug use among reservation populations more than twice that of the general population. The suicide rate is also twice that of the general population, suggesting the troubling psychological impact of living in areas of extreme and concentrated poverty.

However, reservations are centers of cultural preservation and revitalization. Even though the process of colonization has resulted in much loss of culture, much is still retained and reservations are places where traditional languages are still spoken, where traditional arts and

crafts are still created, where ancient dances and ceremonies are still performed, and where original stories are still told.

<http://nativeamericanhistory.about.com/>
(abridged and adapted), accessed in December 2013

Module 2

Part 2

Track 24

Lesson from a cab driver

There was a sparkle in that cab driver's eyes. A slim, young and enthusiastic man who drove me home from the airport when returning from a business trip. His greeting was joyful and conduct, professional. As the wheels started moving, he started a conversation with me about the economy, the state of jobs and why he loves driving cabs. He sounded like he had a unique perspective. His enthusiasm was almost contagious and I was dragged into the conversation without even realising it!

At one point in the conversation, which covered a range of topics from jobs to sales, he pulled out his cell phone and played a video recording of what seemed to me like a motivational video. He handed me the phone so that I could see/listen to the speech. He later revealed that he spent about 30% of his monthly income to attend this daylong seminar by a leading motivational/sales speaker and urged me to find the video somewhere on YouTube.

This guy was amazing because he did not see his background, his job or lack of qualifications as a limitation. Because he taught me that learning has no boundaries. That the only pre-requisite to learn new things is to have an open, willing, receptive and inquisitive frame of mind. That you learn best when you learn for yourself, not for a degree or an external certification.

I once heard a friend saying that if you are a business traveler, you learn the most not from the corporate executives but from the cab drivers. You really get a perspective on life. I experienced it first-hand.

The next time I need a cab, I know who to call!

<http://qaspire.com/2012/04/03/lifelong-learning-lesson-from-a-cab-driver/>
(abridged and adapted), accessed in August 2013

Part 3

Track 25

The most common topics in an interview

Here are some hints to get you prepared for *the most common topics in an interview*.

- Tell us about yourself – This doesn't mean "Give us your life story". Just give an overall idea of who you are. Do some research on the company to get an idea of the skills or experience they are looking for and integrate them in your response, mentioning that you would be a great candidate for the position.
- Tell us about main responsibilities in the last job – be specific and positive about what you did and try to relate it to the job you are applying to.
- Greatest strengths and weaknesses – Mention the ability to work under pressure and prioritise, problem-solving skills, professional expertise, leadership skills and team spirit, giving real life examples. Be honest about a specific weakness but show what you are doing to overcome it.
- Reason for working in the company – be positive. Research the company and relate what they offer to your ambitions. Never mention anything bad about previous employers. Mention positive reasons like the need to change and improve.
- If the candidate has questions – prepare several questions before the interview about career development, training opportunities, when they are making the decision.

Track 26

A job interview

Interviewer: So, you've applied for the Saturday position, right?

John: Yes, I have.

Interviewer: Can you tell me what made you reply to our advertisement?

John: Well, I was looking for a part-time job to help me through college and I think that I'd be really good at this kind of work.

Interviewer: Do you know exactly what you would be doing as a shop assistant?

John: Well I imagine I'd be helping customers, keeping a check on the supplies in the store, and preparing the shop for business.

Interviewer: That about covers it. You'd also be responsible for keeping the front of the store tidy. What sort of student would you say you were?... Did you enjoy studying while you were at school?

John: I suppose I'm a reasonable student. I passed all my exams and I enjoy studying subjects that interest me.

Interviewer: Have you any previous work experience?

John: Yes. I worked part-time at a take-away in the summer holidays.

Interviewer: Now, do you have any questions you'd like to ask me about the position?

John: Yes. Could you tell me what hours I'd have to work?

Interviewer: We open at 9 am, but you'd be expected to arrive at 8.30 am and we close at 6 pm. You'd be able to leave then. I think I've asked you everything I wanted to. Thank you for coming along to the interview.

John: Thank you. When will I know if I've been successful?

Interviewer: We'll be making our decision next Monday. We'll give you a call.

Module 3

Part 2

Tracks 27-28-29

You are what you wear

When we asked these teens to name their favourite brands we were presented with a laundry list of clothing labels. Apparently this is perfectly normal. In Youthography's most recent survey of its Ping network of Canadian teens, 15 out of the 20 top brands chosen were stuff they wear.

Feroz, 17

This brand appeals to me because... it has a cool image. This brand is for people who want to look cool and respectable.

If I could change this brand I would... make it even cheaper. Then I could buy even more.

I would hang an ad from this brand on my... wall. I'd love to have a huge American Eagle poster in my room.

I would tattoo this brand logo on my... I really wouldn't tattoo it anywhere on my body. That's kind of weird.

I would stop loving/buying this brand if... the prices went up. A brand needs to be down to earth for me to like it.

This brand matters to the world because... they are a responsible company. If I'm not mistaken, they give a discount to customers returning jeans for charities.

If this brand were a person, would it be male or female? Male – Eagle, American... it presents a manly image to me.

My criteria for becoming loyal to a brand includes... fair price, good advertising, environmentally friendly, how much others like them (sad but true).

Kanol, 15

This brand appeals to me because... it's flashy and colourful.

This brand is for... girls that want to stand out.

In my daily life I see this brand... everywhere around me. In school all the girls wear it.

I've been to this brand's website... twice, to check what was in the sale and to see if I could buy a top online because, there weren't any left at the store.

I would hang an ad from this brand on my... locker door.

I would tattoo this brand logo on... the back of my neck.

The brands that I like are all... either brands that make clothes in bright colours, or colours that contrast well.

My criteria for becoming loyal to a brand includes... liking it, and not just because other people are sporting it.

Jared, 16

This brand appeals to me because... it's original and they have a shoe for everyone, no matter what their style is.

I discovered this brand when... I saw everyone on TV wearing Chucks, the most popular Converse product.

I've been to this brand's website... more times than I can count to check out new styles, and to customize my own shoes.

I see this brand's ads... on TV, on billboards, in the mall. The most common form of advertising is in TV shows and movies because everyone wears them in modern shows.

I would hang an ad from this brand on my... bag, because I take it everywhere.

I would tattoo this brand logo on my... shoulder, so it would be visible.

I would stop loving this brand if... they started copying another brand.

If this brand were a person, how old would it be? This brand would be a fairly old person with style, because it has been around for a long time. It could be either male or female, because it isn't targeted at any specific gender.

I'm loyal to a brand if... it's proven itself in the fashion world and it also has something to offer that no other brand has.

<http://strategyonline.ca/content/pdf/51269.pdf>
(abridged and adapted), accessed in December, 2013

Part 4

Track 30

The Swap-o-Matic

A new kind of vending machine makes fun of consumerism and allows users to swap items for free.

Vending machines – do you want a can of soda, a bag of crisps or a chocolate bar?

I have seen some strange things in these types of dispensers. In my time at school, I saw machines stuffed, full of instant soups, frozen meals, chips and fresh eggs, but the Swap-o-Matic is in another league. The Swap-o-Matic vending machine is the brainchild of New York City-based Lina Fenequito, and it tries to be a playful reminder that consumerism isn't always the only option. The vending machine allows you to "recycle things you no longer need and get things you want – all for free." Once you enter an email address on the machine's touch screen, you are issued with three "credits". These credits are to be used in exchange for items that other users donate, and you can earn more credits by donating items in return. The entire exchange is free. Each credit can be used to "buy" one item.

The vending machine also includes other features, such as a user flag system to prevent misuse or stagnation of the system. The goal of Swap-o-Matic is to remind users that irresponsible consumption isn't the way to live. The scheme works on the idea of sustainable living through a barter exchange, rather than uncontrolled purchasing.

The creator of the scheme says on her website that the inspiration was due to life experience: "Working with many inhabitants of low-income housing projects, I saw the direct effects of jobs lost to cheaper foreign labor, further widening the gap between the rich and poor in our own communities. I realized that my relationship with the

consumer culture was more than a personal one, It was one that affected many others, on a massive global scale.

The machines are currently on the streets of Brooklyn, New York City, but who knows where the next one might be found.

[In <http://www.smartplanet.com/blog/smart-takes/swap-o-matic-consumerism-to-cast-offs/>
\(abridged and adapted\), accessed in December 2013](http://www.smartplanet.com/blog/smart-takes/swap-o-matic-consumerism-to-cast-offs/)

Module 4

Part 2

Tracks 31-32

Over population

[1st Part]

Human overpopulation occurs if the number of people in a group exceeds the carrying capacity of the region occupied by the group. The term often refers to the relationship between the entire human population and its environment, the Earth, or to smaller geographical areas such as countries. Overpopulation can result from an increase in births, a decline in mortality rates, an increase in immigration, or an unsustainable biome and depletion of resources. It is possible for very sparsely populated areas to be overpopulated if the area has a meager or non-existent capability to sustain life (e.g. a desert).

[2nd Part]

The human population has been growing continuously since the end of the Black Death, around the year 1400, although the most significant increase has been in the last 50 years, mainly due to medical advancements and increases in agricultural productivity. Although the rate of population growth has been declining since the 1980s, the United Nations has expressed concern on continued excessive population growth in sub-Saharan Africa. As of October 17, 2013, the world's human population is estimated to be 7.118 billion by the United States Census Bureau, and over 7 billion by the United Nations. Nevertheless, the rapid recent increase in human population is causing some concern. The population is expected to reach between 8 and 10.5 billion between the year 2040 and 2050.

http://en.wikipedia.org/wiki/Human_overpopulation
(abridged and adapted), accessed in December 2013

Part 4

Track 33

The Modern Nomad

I thought my life was special. As a business consultant, I traveled millions of miles and saw the world; now, as a writer, I visit all those fantastic places all over again on book tours and journeys of inspiration. But at the end of a trip, business or pleasure, I always come back to my comfy chair, my collection of antique maps and my poor, mistreated plants. I come back home. The average human is anchored to a physical center that only changes a few times in our lives, if we move cities for studies or work.

This is such a normal state of affairs that I never questioned it, until now. Last week I realized that there is another option to this traditional form of existence. I met, again on a social app, one of the most interesting internet personalities ever: The Modern Nomad.

Gustav (his real name) takes the art of alternative living to a new level. He has no home, no house, no flat and certainly no mortgage. What he owns fits in his backpack. Like a tin, he does what it says on his label: he is a modern nomad. I am not speaking of herding cattle in the Maghreb (not very modern). He works and plays like the rest of us, but he combines it with physical movement. Every few months he packs up and explores a new part of the world.

It's an interesting concept, combining the hunter-gatherer lifestyle of

our ancestors and our male drive for independence with savvy roaming and sustainability. Gustav is the antidote to suburban sprawl, commuter trains, traffic jams and midlife crises.

Gustav still calls his life an experiment in alternative living, but based on my conversations with him, I think he has proved it viable. Technology enables him to be more than a drifter. He uses it not only to make a living working online but also to spread his life philosophy through his blog. "I want to inspire people to actively choose how to live their lives, and do so with bravery," he says. "Breaking society's normative ideas of how we should live our lives is hard, but if your heart does not conform with those ideas, then you must."

http://www.huffingtonpost.com/marten-weber/the-modern-nomad_b_2715483.html
(abridged and adapted) accessed in December 2013

TESTS

CD 3

Placement tests

Test 1

Track 4

Summer: a time to enjoy

Summer is a time to enjoy a change of pace from the school year. It's an opportunity to focus on different interests or activities that you don't have as much time for during the rest of the year.

We asked our readers what they would like doing over the summer – and if they thought it would be too much like hard work, kind of boring, or somewhere in between. About half (52%) of the people who took our survey said their summer vacation would be just the right amount of activity. In other words they'd have plenty going on, but still have time to relax. And that's exactly how it should be.

Summer is also a time to kick back and unwind. Kacey said, "It's a break from homework and projects – and worrying about deadlines for assignments."

Alexis said, "During school it can seem like you're really tired, but when it's summer vacation you can relax and read books and go outside and swim."

Ashlyn, who's in high school, told us, "It's a chance to relax after a hard school year, sleep more, see my friends more."

Ashlyn has a healthy balance: she's working from 10-2, Monday through to Friday, and then plans to hang out with friends and family at nights and on weekends.

But not everyone who took our survey said their summers would be the right balance of work and relaxation. Many were worried that they'd be overstretched or too bored.

http://kidshealth.org/teen/school_jobs/school/summer_blahs.html#
(abridged and adapted), accessed in July 2013

Test 2

Tracks 5-6

First Day at University

[1st Part]

The first day of University can be both exciting and nerve-racking. If you're nervous, don't worry; most other people will be too!

Firstly, to get there in the first place, make sure you have printed off a copy of where your campus is located, and how to get to your college accommodation.

When you arrive, there will probably be some friendly students hanging

around in similar coloured t-shirts: these will be reps from your college, who are there to sign you in, and give you your room keys.

You'll have to give your name and sign a few forms, and then someone will show you to your new digs. At this point, don't try and lug all your stuff to your room. Wait until you know where it is, and then come back for it later.

After showing you to your room, your guide will leave you to it, so start bringing all your gear up to your room.

[2nd Part]

Unless you fancy a bit of help, your guide might suggest coming back after you've unpacked, although if you aren't the unpacking sort, you might want to take up your mum's offer. At this point, other people will gradually be arriving too, so don't worry about having to rush out to meet people just yet. As you are unpacking, leave your door open! It's a great way for other new people on your floor to say hello as they are passing. Stick a sign on your door with your name and a tempting slogan such as "Come on in and say hi, I have chocolate!" Doing this will make you seem friendly and approachable, and unless you are fibbing about the chocolate, you will have some happy housemates in your dorm room later on.

Test 3

Tracks 7-8

Nobel prize-winning author Toni Morrison talks to Emma Brockes

[1st Part]

She was Chloe Wofford then; Toni was a nickname that came from her baptismal name, Anthony (after St Anthony), which she took at 12 when she joined the Catholic church. She knew who she was and puts it down to a combination of class – in her town, they were all poor together, black, white, Polish, Spanish – living in the same streets and attending the same high schools. Her parents were also fiercely resistant to outside influence. For a while, her family was on food aid, or "relief", as it was then known, a word Morrison finds preferable to today's language. "I liked that word. Because it was, like, it's just a pause. You're going to be all right, it's just 'relief'. And I remember my mother got some cornmeal or something and it had bugs in it. She wrote a letter to Franklin D. Roosevelt. And his office answered! And the woman who dealt out this crap came to see my mother, and my mother said, 'You're giving us food with bugs in it?!' She was the type who tore eviction notices off the door."

Her father didn't trust anyone from outside. When Morrison was in her early teens, she got a job as a domestic in a white family's house. Looking back, she is inclined to think her white employer had a point when she yelled at her for being useless at the job. "I was so stupid, I'd never had a vacuum cleaner. My mother used a mop! And she had a very elaborate stove, which I didn't know how to use." At the time, she says, she took it very personally and ran home in distress. Her mother told her to quit, but she wanted the two dollars a week. Her father gave her a long, stern lecture that has stayed with Morrison all her life.

[2nd Part]

"He said, 'Go to work, get your money and come home. You don't live there.'"

She repeats it, slowly, with the air of revelation. "Go to work, get your money, come home." She was not obliged, he said, to live as they saw her in their imagination. Later, when Morrison was bullied at school, it had little effect on her, she says. "A little Italian boy called me an Ethiopian. 'Hee hee hee, you Ethiopian, you.' I went home and said to my mother, 'What is that?' And she said, 'It's a country in Africa.' And it was sort of like, 'what?' He obviously thought it was a great insult." Morrison, dry as ice, says, "It was not impressive."

<http://www.theguardian.com/books/2012/apr/13/toni-morrison-home-son-love>
(abridged and adapted), accessed in January 2014

Progress tests

Module 1 – Test 1

Tracks 9-10

The history of William Wallace

[1st Part]

Born around 1270 to a Scottish landowner, William Wallace's efforts to free Scotland from England's grasp came just a year after his country initially lost its freedom, when he was 27 years old.

On September 11, 1297, an English army confronted Wallace and his men at the Forth River near Stirling. Wallace's forces were vastly outnumbered, but the English had to cross a narrow bridge over the Forth before they could reach Wallace and his growing army. With strategic positioning on their side, Wallace's forces massacred the English as they crossed the river, and Wallace gained an unlikely and crushing victory. He went on to capture Stirling Castle, and Scotland was briefly nearly free of occupying English forces. In October, Wallace invaded northern England and ravaged Northumberland and Cumberland, but his unconventionally brutal battle tactics only served to antagonise the English even more.

When Wallace returned to Scotland in December 1297, he was knighted and proclaimed guardian of the kingdom, ruling in the deposed king's name. But four months later, in July, Edward invaded Scotland again.

On July 22, Wallace's troops suffered defeat in the Battle of Falkirk, and as quickly as that, his military reputation was ruined and he resigned his guardianship. Wallace next served as a diplomat and in 1299 attempted to garner French support for Scotland's rebellion. He was briefly successful, but the French eventually turned against the Scots, and Scottish leaders capitulated to the English and recognised Edward as their king in 1304.

[2nd Part]

Unwilling to compromise, William Wallace refused to submit to English rule, and Edward's men pursued him until August 5, 1305, when they captured and arrested him near Glasgow. He was taken to London and condemned as a traitor to the king and was hanged. He was seen by the Scots as a martyr and as a symbol of the struggle for independence, and his fight continued after his death.

<http://www.biography/people/william-wallace-9522479>
(abridged and adapted), accessed in December 2013

Module 1 – Test 2

Tracks 11-12

[1st Part]

In 1948 at the Congress of Europe, Winston Churchill said, "We hope to see a Europe where men of every country will think of being a European as of belonging to their native land, and wherever they go in this wide domain will truly feel 'Here I am at home.'" The exiled diplomat Salvador de Madariaga said, "This Europe must be born. And she will, when Spaniards say 'our Chartres, Englishmen our Cracow, Italians our Copenhagen, when Germans say our Bruges'. Then will Europe live. For then it will be that the spirit that leads history will have uttered the creative words: *fiat Europa*."

For the past few months I have asked every European I met if he or she felt European, and what it was to be a European. When I travel in taxis in New York, I meet enthusiasts who have recently immigrated to the States from European countries – Russians and Poles, British and Asians. They speak with fervor of "this great country," offering just a little criticism. They are converts. London taxi drivers will tell you that Brussels has designs on you – "they" want to homogenize everyone into citizens of a federal Europe run by someone else, somewhere else.

But practically these drivers are Europeans. One spends his weekends fishing in Holland with a Dutch friend. Another saves to take holidays with five friends in alternate European capitals, which they research thoroughly beforehand, gastronomically and culturally. They understand and admire the tactical superiority of continental European soccer and the superior verbal skills of European soccer players who play in England and can speak with wit and point on our television.

The French, on the whole, make more assertive claims to a European identity. My French publisher said, when asked, "Naturally, I am first a European. And within that, I am French." I live in southern France in the summer. A lady I meet regularly on a mountainside, tending a goat and some chickens, said, "Of course I feel European. With all these agreements we now have." When I pressed her on what that meant, she said, "Je suis du type Européen." She spread her arms toward the four corners of the globe. "You have Africa, and Asia – and over there you have America – and here, we are European." It was interesting that she saw Americans as a single – non-European – "type."

[2nd Part]

Other Europeans tend to feel that the French claim a European identity very easily because they imagine European culture and European priorities as an extension of French culture and priorities. They have been prime movers in the shaping of the European Union. Larry Siedentop, in his perspicacious and very illuminating book *Democracy in Europe*, points out that the European bureaucracy is modeled on the French bureaucracy because of French enthusiasm and persistence. He goes on to claim that "the French political class has been far more skillful than that of Germany, or indeed, than that of any other major European nation." The danger he perceives for Europe in this is that any further political unification will be on a French model – with a centralized government.

<http://www.nytimes.com/2002/10/13/magazine/>
(abridged and adapted), accessed in January 2014

Module 1 – Test 3

Tracks 13-14-15-16

Sherry, Oklahoma

I'm an American Indian from Oklahoma. My husband and I met back in 2005. We didn't start dating until February of 2006. The happiest times of my life. In May of 2007 we had a baby girl. My husband was illegal but I didn't care, I loved him. In 2010 he got caught driving without a license. He got turned over to the ICE. He's in Mexico now. All the applications have been done now. We're just waiting for the answer.

Molly, Oregon

I came to America from London in 2005 for a holiday. I was 18 years old at the time. I got a three months visa waiver. I had no plans to stay longer than three months, but fate had its own plans. I met a guy and we got married in 2007. We continued living together till we went to a lawyer who advised me to go back to England as that was the only way for my husband to apply for a petition for me. We took his advice. I came back to the UK, but when he tried to process for me the petition, we found out that I had a 10 year ban as I had overstayed my visa for longer than a year.

Stephanie, New Jersey

[1st Part]

I met my husband at a local diner, where we were both employed, it was love at first sight. This man had never in his life done anything bad and now there he is locked up like a rapist or thief. Why is this country so cruel? Why is this happening to innocent people? These people are not aliens, they have names, they bleed the same blood as a US citizen does.

[2nd Part]

So why are they being discriminated against? My husband is still locked up in Delany Hall in Newark. We are trying to see what we can do to stop the deportation process, but it is taking a lot of time and money and I feel like we are running out of both. We can make a change if we all get together and fight for our beliefs and stand up for our rights.

<http://www.myimmigrationstory.com/>
(abridged and adapted), accessed in January 2014

Module 2 – Test 1

Track 17-18

Job Satisfaction

[1st Part]

Why don't more people enjoy their work? Satisfaction comes from spending the hours of your day in ways that truly fulfill you, and you spend a large portion of your day at work, so I'd say "job satisfaction" is pretty important. Yet, a lot of people seem content in finding a job that doesn't challenge them and doesn't excite them, only to pick up a decent pay check at the end of each month. They act as if money is the most important thing in the world. Well if that's the case, why don't they find a job with more money?

It's very important that your job satisfies you in some way, due to the benefits this brings. The benefits of job satisfaction are many. Here are four that come to mind:

1. It promotes a healthy, balanced lifestyle, keeping stress levels to a minimum.
2. Knowing that you're doing something good fosters pride in your work.
3. It motivates you to get out of bed earlier, with more energy and enthusiasm.
4. It makes it easier to focus on more than just the money.

I could go on, but now we dive into the important part of this article: the "how-to"!

[2nd Part]

Plan Your Day. Often, we'll find a day disappears as quickly as it arrived because we got bogged down with minor chores and emergencies that kept appearing. These minor fires mean we don't get to tackle the much bigger fires, which would give us a lot more satisfaction.

What's the best way to deal with this? Plan your day. At the end of your shift, decide what "major fires" need putting out tomorrow, what big things could be tackled to improve you and your company. Plan out when you'll tackle these major issues, and then stick to that plan no matter what little embers may pop up. You need to make sure your time is your own, so that you won't lose it by running around aimlessly. Every day, we're given a bucket of water. Don't waste it on small embers, use it to put out the big fires.

Talk With Your Colleagues. It amazes me sometimes how little some people actually know about their work colleagues. There's "Dave", and "Sue" and "Bill" and a "Jane", but go beyond their first names, and there's a gap. It seems that when asked, we don't know that much at all! Your colleagues are not robots. They're other human beings too, breathing and talking and trying to make a living, just like you. So treat them as human beings. Get inquisitive. Get to know them a bit better each day by asking a different question, or by starting a new topic. Share experiences with them, and they'll realize that you're human too, and that it's OK to talk with each other about something other than work.

The more you know about your colleagues, the more you can relate to them, and the more interesting your job becomes.

Take Pride. This work that you spend so many hours a day doing – there's something personal about it that only you can claim. It was done by you. Warren Buffett said, "There will never be a greater you, than you" and

he spoke the truth. Only you can put your own stamp on the work you do. Only you can be truly satisfied with the work you do. So take pride in this work, and see that no-one else can do the job as well as you can. Every day is a chance to do something great. So do great work, in the way that only you can.

by Jonathan, <http://advancedlifeskills.com/blog/how-to-find-job-satisfaction/>
(abridged and adapted), accessed in December 2013

Module 2 – Test 2

Tracks 19-20

I'm happy to be part of generation emigration

[1st Part]

It's a shame that the discourse surrounding youth emigration is so negative, writes Sarah Keane in Brussels.

In the last 5 years I have resided in 4 European countries: Ireland, France, UK and Belgium. Since the age of 20, I have left, and returned to Ireland several times. Shall I return again one day? Probably. I do feel that the work experience I have built up abroad would facilitate my re-insertion, giving me valuable skills, as has been the experience of a friend of mine who has just returned home, boosted by 18 months in Brussels into securing employment.

The question is, why move so much? Simply, because I want to, and it's easier than it used to be. It is a cliché, but rings true: we live in a globalised world and a virtually borderless Europe.

Indeed, I am not that special in modern Ireland. Asking friends spread around the globe I come up with similar answers; some having left Ireland 5 years ago, others 5 weeks ago. Overwhelmingly, they don't consider themselves "economic migrants", and suppose they would have emigrated "for a while anyway", during a boom, which was even the case for some. Have I surrounded myself with internationally minded people? Probably, but at the same time, there is very little in the lives of young educated people today, that doesn't have some international element to it.

In times of boom and bust, there seems to be different "obvious" reactions for young people entering the working world. When I finished studying in 2009, it was evident that the job market had changed and that I didn't have many directly applicable skills, or any idea how to break into my desired career.

[2nd Part]

I believe that the emigration of young people does not have to generate such a large air of doom. Creating an Ireland that facilitates the repatriation of young emigrants is an interesting discussion, and is where the emphasis should lie. Let us embrace that international mobility is normal, as travel is affordable, quicker, and communication across oceans is instantaneous. The experience of emigration for young Irish people today is not the same as with previous generations, and therefore, we do not have to fear it the same way it was once feared.

As I said before, I'm not lost. I'll come back one day. And maybe I'll leave again. For the moment though, I'm embracing being part of "Generation Emigration".

<http://www.irishtimes.com/blogs/generationemigration/2011/12/17/>

[im-happy-to-be-part-of-generation-emigration/](http://www.irishtimes.com/blogs/generationemigration/2011/12/17/im-happy-to-be-part-of-generation-emigration/)
(adapted and abridged), accessed in January 2014

Module 2 – Test 3

Tracks 21-22-23

EducationUSA

[1st part]

EducationUSA is a network of hundreds of advice centers in 170 countries, where millions of international students each year find

accurate, comprehensive, and current information about how to apply to accredited U.S. colleges and universities. The EducationUSA network is supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), which strives to foster mutual understanding between the people of the United States and the people of other countries. EducationUSA advisers and staff work with U.S. higher education professionals to promote international student enrollment. EducationUSA also helps promote study abroad opportunities for U.S. citizens. U.S. and international students alike can prepare for leadership roles in today's world through an international education.

[2nd part]

EducationUSA Advising Centers may be located in U.S. embassies and consulates, or in a variety of partner institutions, including Fulbright commissions; bi-national cultural centers, U.S. nongovernmental organizations (NGOs) such as AMIDEAST and American councils/ACCELS, foreign NGOs, universities, and libraries. These centers share a common goal: assisting students in accessing U.S. higher education opportunities. Advising centers are staffed by EducationUSA advisers, many of whom have first-hand experience studying in the United States. Advisers adhere to EducationUSA ethical standards, abide by the EducationUSA policy to refrain from working with commission-based recruitment agents, and have U.S. State Department-approved training about the U.S. higher education system and application processes.

[3rd part]

In addition to providing print and online materials at EducationUSA Advising Centers, advisers reach prospective student audiences through fairs and outreach events at local schools, universities, and other public venues. Extending outreach beyond personal interaction, the network reaches millions of students through websites, webinars, and social media platforms. Explaining the incredibly diverse U.S. higher education landscape and decentralized admission process for thousands of U.S. institutions is a monumental task. EducationUSA has simplified the path a prospective international student takes to reach his/her goal of studying in the United States with "Your 5 Steps to U.S. Study": (1) Research Your Options, (2) Complete Your Application, (3) Finance Your Studies, (4) Apply for Your Student Visa, and (5) Prepare for Your Departure.

<https://www.educationusa.info/about.php>
(abridged and adapted), accessed in December 2013

Module 3 – Test 1

Tracks 24-25

Types of advertising techniques

[1st part]

In recent years, the amount of money spent on advertising has reached staggering figures with amounts surpassing 500 billion dollars being thrown about. And that is a conservative estimate. The effectiveness of the various ad campaigns launched using the money is not as well documented, but for sure, there must have been many ads that fell way short of what they were intended to do: capture the imagination of the public and persuade them to spend on the brand or product advertised. Using different methods of advertising to create advertisements that are remembered for many years is difficult but not impossible. In this article we list techniques and examples of ads using these techniques that will help you understand how you can raise the bar in the field of advertising.

[2nd part]

Create Characters: One of the best methods in modern advertising that you can employ in order to have an effect on the consumer's mind is to create a character that will become synonymous with the brand that you are promoting. This is a great idea, but in order to ensure the

character brings about brand recall, you need to have the character as your brand mascot for a long time. It needs to register with your target audience. The Michelin Man, or Bibendum, which is its actual name, has been the company mascot for Michelin tires for more than a hundred years now, first introduced in 1894. Today, it is synonymous with the brand in more than 150 countries worldwide.

Celeb Power: One of the most overused and common advertising strategies that exists, signing on a celebrity to promote your product is sometimes seen as an easy way out due to the huge pull that celebs enjoy over their fans. In such a scenario it becomes important that the advertising agency in charge of the campaign manages to come up with an idea that uses a celebrity in a novel manner. One of the best examples of celebs used to promote a brand till date remains the Genworth Financial advertisement when it was launched as an offshoot of GE Financial.

Exaggeration: Exaggerating products and their uses is another good advertising technique and an example of the technique can explain how this works in the favor of the advertiser. Even the most exaggerated, ludicrous extremes sometimes can capture the attention of the audience and appeal to them. For this advertising technique to work, it is important that the viewer realizes that there are elements of exaggeration in the ad. M&M somehow manages to use elements of exaggeration very well in their ads including the recent one, where a man tossing candies into his mouth is being watched by a large M&M candy. **Shocking the Viewer:** An effective method of advertising, shocking viewers gets them more interested in the product because it causes a shift in their comfort zone. Vehicles being maneuvered around difficult terrain and pretty models pouting their lips in cosmetic ads is sooner or later going to bore the viewer. Benetton has been praised for effectively using this type of advertising technique and instances of their advertising are often used to teach advertising students. While their advertisements are often criticized for their shock value, they have also been praised for increasing awareness of many issues.

Emotional Appeal: One of the best examples to learn from are those ads that use emotions to tug at the heart strings of viewers. Many organizations that work with social causes use this technique effectively to spread the message about the issue at hand. RSPCA uses this technique very effectively. Their print ad, which has animals like horses and dogs shedding their battered skin for a healthy coat with a tag line that says, "Help neglected animals leave their old lives behind," works very well on almost everyone who is slightly emotional by nature.

<http://www.buzzle.com/articles/advertising-techniques-and-examples.html> (abridged and adapted), accessed in December 2013

Module 3 – Test 2

Tracks 26-27

Reasons I Love Coffee

[1st part]

– It's Communicative:

Coffee brings people together. I've met some of the closest people in my life through coffee, and I hang out with them by drinking coffee. I love working and hanging out in cafés. I can't stand the silence of my room (music helps in this case). I love the hustle and bustle of a café; the music, the conversations, the sounds of coffee being made. And the smells, oh the smells of coffee. I love having conversations with people from the community and getting a feel for any community by visiting a popular local coffee shop when I first arrive.

– It's Family Tradition:

While my family is not from the Scandinavia region of Europe, which is where they drink the most coffee in the world because they have long nights and cold winters, we are still from coffee-loving Europe. For as long as I can remember, my parents have hung out with their friends and shared coffee. This is a daily ritual. There's breakfast,

there's lunch, there's dinner, and then there's "coffee time". I have grown up with coffee and have adopted my family's and my culture's love for it. To me, coffee represents family and my heritage.

– It Tastes Good:

I love the taste of coffee. I love that there are countless varieties of flavors and ways to make it – there's always adventure involved in tasting a new flavor. The fact that coffee beans come from natural plants guarantees that coffee made from different geographical regions will have different flavors. I also love the smell.

[2nd Part]

– It's Relaxing:

I don't drink coffee primarily because I want to be more awake or aware. Of course, those are positive side effects of the drink. However, I enjoy it more for the ritual and the taste. I drink coffee like some people may drink wine. I love sitting down, grabbing a book, and brewing up a cup of coffee. To me coffee has always been more about relaxing than it has about waking up and getting more energy. I enjoy it slowly. Sometimes so slowly that I have to throw a cup back into the microwave because it gets cold.

<http://www.igoristic.com/2012/09/19/five-reasons-i-love-coffee>
(abridged and adapted), accessed in December 2013

Module 3 – Test 3

Tracks 28-29

An Interview with Small Business Owner Joe Fugere of Tutta Bella Pizzeria

[1st part]

In honor of small business month this May, we're sitting down with small business owners across the country to document their experience running a business in America, how they're growing under the current economic climate, and how they're planning to be successful in the future. This week, I got the chance to interview Joe Fugere, owner of Tutta Bella, the first (and best) Neapolitan pizza chain in the Pacific Northwest.

Why did you start Tutta Bella as opposed to transforming an existing pizza chain?

There was an abandoned building available in a neighborhood close to where I grew up. In the 50s and 60s, there were large Italian and Irish immigrant populations that lived within a 5 mile radius. I longed for a return of authentic Italian cuisine to this community. My grandmother, Carolina Costanza, had lamented often about how Seattle didn't really have REAL Italian pizza (she was from Calabria, near Naples, the birthplace of pizza).

(...)

What is the biggest challenge in running your businesses?

Building and maintaining a cohesive team while respecting individual styles. We are a business dedicated to promoting personal and professional growth while maintaining a business known for world class food and service. At times, it can be a difficult challenge.

What motivates you to go to work at Tutta Bella every morning?

Our stated purpose is "To nourish lives by sharing traditions, authentic food and love." Seeing my employees live this motivates me on a daily basis. I can hardly wait to get to work every day. Besides, we have some of the best Italian espresso pulled from a Victoria Arduino lever machine, so there is an additional reason to get out of bed!

Did you offer insurance to your employees before Obamacare mandated that you do so? If yes, how has providing insurance positively impacted your business?

Tutta Bella has provided health insurance to salaried managers since 2004, when I opened the business. We began offering these benefits to hourly employees (Medical, dental, vision) in 2008, before Obama entered office.

My only regret is that I didn't do this sooner, because the unexpected consequences have been unbelievably positive. I learned that nothing trumps employee health and happiness. Our turnover is way below industry average, and it's so great to see employees getting regular check-ups and displaying big bright smiles. General physical health also leads to more job satisfaction and a positive outlook that extends to the customer in a meaningful way. By the way, we already exceed the requirements of the ACA, so I would advocate for even better coverage!

What do you think the biggest threat to the success of small businesses in America today is?

The failure of our elected officials to understand that small businesses are the backbone of the American economy. It is estimated that small businesses create at least 80% of jobs in the US. It only makes sense that legislators be focused on supporting the needs of the foundation of this country's economic force.

[2nd Part]

How do you compete with larger restaurant chains to get customers in the doors of your restaurants?

Honestly, even though we track the industry we do not worry about what the large chains are doing. Instead we listen to what our customers are telling us from data we gather through an annual survey and comments made to us via social media channels. Even though we operate in 4 locations, we do not think of ourselves as a chain. Rather, we are a family of neighborhood restaurants postured to receive feedback directly from our guests and react immediately to please them.

<http://radius.com/2013/05/07/an-interview-with-small-business-owner-joe-fugere-of-tutta-bella-pizzeria/>
(abridged and adapted), accessed December 2013

Module 4 – Test 1

Tracks 30-31

Why are seed banks necessary?

[1st part]

Although you might think the concept is rooted in the contemporary "green" movement, seed banking is not a new phenomenon. Scientists believe agriculture began as far back as 8000 B.C., in the mountains of Mesopotamia, now present day Iraq. Even then, farmers realized their seeds needed protection in order to ensure the next year's harvest. As a result, seed harvesting was one of the most important rituals in ancient farming communities. In Iraq, scientists have discovered evidence of seed banks from as far back as 6750 B.C.

Back then, seed banks protected seeds from animals and extreme weather. Today, we store seeds for different reasons. The most essential reason is crop diversity. Just as humans have specific genetic traits, so do plants. And just as humans have evolved and adapted to specific conditions over time, so have plants. Different varieties of plants are suited for different things. A good example is corn. Corn is grown in different parts of the world and in different climates, which creates many varieties of corn.

This sort of diversity must be preserved – not because we need 50 varieties of popcorn, but because we don't want to lose any plants that may prove valuable in the future. For example, in the 1970s a widespread fungus cut United States corn yields in half. The blight was alleviated by use of genetic materials from a wild corn relative that was fungus-resistant.

[2nd Part]

Aside from crop diversity, there are many other reasons we need to store and preserve seeds:

Climate change – Scientists are concerned that climate change will

cause extreme weather conditions and bring new pests into some environments. These events could cause certain species of plants to go extinct.

Natural disasters – can wreak havoc on a region's ecosystem. After the 2004 tsunami destroyed rice paddies in Malaysia and Sri Lanka, international seed banks provided local farmers with varieties of rice to begin growing their crops again.

Disease – quickly and easily wipes out crops. For example, a recent strain of disease called stem rust may have the capability to infect up to 25 per cent of the world's wheat supply.

Man-made disaster – Man-made disasters can be as devastating to plant life as natural disasters. An obvious example would be war. In fact, one of Iraq's vital seed banks was looted during fighting.

<http://science.howstuffworks.com/environmental/green-science/seed-bank1.html> (abridged and adapted), accessed December 2013

Module 4 – Test 2

Track 32-33

Dan Price's lifestyle: happier with less

[1st part]

More than two decades ago, then 33-year-old Dan Price had a wife, two small children, a high-interest mortgage, and a stressful job as a photojournalist in Kentucky. He worried daily about money and the workaday grind.

"I told myself, buck up and pay the bills," said Price. "This is just the way normal life is."

Then he learned about what he calls "The simple life." Price read *Payne Hollow*, a 1974 book about author Harlan Hubbard's rejection of modernity and his primitive home on the shore of the Ohio River. Price's marriage dissolved soon after, and he moved to Oregon, where he had grown up. Price opted to move alone into a tiny cabin in the woods, then a flophouse, then a teepee, and finally into an underground "Hobbit hole" on a horse pasture near a river, where he still lives. During the winter, he decamps to Hawaii to surf and avoid the harsh weather.

Price's version of the simple life costs \$5,000 a year, which he earns from publishing a wilderness zine and doing odd jobs around Joseph, a nearby Oregon town. "I like being able to do what I want to do," said Price, who pays \$100 a year for his land. "I don't believe in houses or mortgages. Who in their right mind would spend their lifetime paying for a building they never get to spend time in because they are always working?"

Price is part of a long tradition of avoiding the American dream of a house with a white-picket fence, from 1920s hobos to 1960s hippies. Nowadays, groups going back-to-basics are just as diverse, such as live-off-the-land types like Price, punky street kids, and twenty some things living in modest group homes known as intentional communities. But they all have something in common: They've chosen poverty.

[2nd Part]

Some, like Price, have lived this way for decades. For others, it's a decision spurred by the recession and its exposure to economic precarity. Either way, it's often a political choice, one that questions a consumerist, deeply stratified society. The intentional poor are "looking for something real that goes beyond commodity," said Karen Halnon, a sociology professor at Pennsylvania State University and author of *Consumption of Inequality*.

Dan Kerr, now an assistant professor at American University, lived as a squatter 20 years ago in Manhattan's Lower East Side and says the lifestyle was a way to challenge the notion that "the one-family home with a 9-to-5 job" was "the only way to provide meaning to our lives."

<http://www.cnn.com/id/101109785> (abridged and adapted), accessed in January 2014

Module 4 – Test 3

Tracks 34-35-36

Who are the real "hooligans" in the Arctic?

[1st part]

Posted on December 2, 2013, by Anna

Anna is a 17 year old A-Level student studying Geography, Environmental Studies and Sociology in South England.

On the 18th September 2013, 28 Greenpeace activists and 2 journalists embarked on a protest against drilling for oil in the Arctic. Representing 18 nationalities, the Arctic 30 travelled to the Barents Sea to scale Russian oil giant Gazprom's most recent drilling platform – a risky addition to their oil-thirsty industry.

[2nd part]

This isn't the first time Greenpeace has actively protested against drilling in the Arctic. In August 2012, Greenpeace climbed the same platform. In this instance, 6 activists climbed the rig where they hung from portable ledges and claimed to have interrupted operations, though this particular act didn't seem to draw too much attention. Unfortunately, the September protest led to Russia taking offence to the action, initially charging the crew with piracy but then dropping the charges to hooliganism, which carries a maximum sentence of seven years, within private waters. Greenpeace argues that they were in international waters. But it isn't only about the wellbeing of those that oppose exploration for oil. The Arctic itself is an extremely fragile environment that is already feeling the effects of a warming planet. Global climate change is happening and the number one cause is our fossil-fuel consumption. This exploitation of our planet's resources has led to further emissions of carbon dioxide more than our planet is able to cope with. We are suffocating the systems that maintain the conditions millions of species depend on for survival.

[3rd part]

From an environmentalist's perspective, perhaps it is Gazprom (and other potential Arctic exploiters) that should be charged with hooliganism rather than the 30 activists, now locked up in St Petersburg awaiting trial. Surely it is worth the future of our planet to give up drilling and harming a planet already headed for irreversible change, and begin looking for alternative energy sources before it's too late.

<http://awarmerplanet.com/2013/12/who-are-the-real-hooligans-in-the-arctic/> (abridged and adapted), accessed in January 2014

INTERMEDIATE TEST

Tracks 37-38-39-40

[1st part]

Molly Engles

Employer: Mystic Valley Elder Services, Malden

Job: Case worker

I work with the elderly in Reading, North Reading, and Malden, and never fail to be amazed by the depth of their personal history, creativity, wisdom, and friendship. I'm there to make sure they receive whatever they need, whether it's a home-delivered meal or a visit to the doctor. I think seniors should be able to live independently in their own homes and communities as long as they can. It enhances their dignity and well-being.

Fun fact: I've been boxing for about a year – I love it. I don't know if I could actually spar with anyone, but I do like hitting the heavy bag – it's a good stress release.

[2nd part]

Matt Explosion

Employer: Paytronix Systems, Newton

Job: Software engineer

I'm the chief architect for the messaging platform, taking care of software requirements and problem solving when things don't work properly. I'm constantly under the hood, so to speak, tinkering with interfaces and functionality. I master the patches, software fixes that update computer programs or its supporting data. Drilling down and looking at the architecture and code to find errors or bugs is very satisfying.

I look forward to the Paytronix Olympics in the summer. When else do you get a chance to compete in a typing contest or Bananagrams competition?

Fun fact: I have a lime green Kawasaki Super sport motorcycle. I ride to work on it every day. It goes fast, and that's all it's made for.

[3rd part]

Bernice Ameyedowo

Employer: L. Knife & Son, Kingston

Job: Office manager

My role is to help this top beer wholesaler continue its topnotch distribution of specialty beers and domestic brands. I oversee the accounts for Rhode Island, Maine, Vermont, and Connecticut, preparing monthly financial statements and preparing sales and inventory figures. I have a degree in both accounting and human resources, so being able to use both my analytical and people skills is very rewarding.

The highlight of my week is casual Fridays, when I can wear jeans and an afterwork gathering takes place in the corporate kitchen. The refrigerator there is filled with an assortment of beers, which allows me to actually taste the beers we are selling. My favorites are Michelob Ultra and La Fin Du Monde.

Fun fact: I like to play volleyball at the beach. It helps me stay active without the drudgery of exercising. I'd do it sunup to sundown if I could.

[4th part]

Veda Eswarappa

Employer: Parthenon Group, Boston

Job: Associate consultant

I split my time between the education and health care practice areas. These are industries where I really feel I can make a difference in people's lives. One of my favourite projects was looking at how low-income students can achieve stronger career pathways by boosting their educational achievement.

When I was first looking for a full-time job, I was advised to look for companies where my colleagues would be smart, nice, and driven. Smart and driven were easy to find, but "nice" was a little more nebulous. I work with a team that is truly nice.

Fun fact: I wrote a book on biomaterial applications. It's based on my college thesis and talks about innovations to address the many health problems in the developing world.

<http://www.boston.com/jobs/news/2013/11/17/why-love-job/EjSwyFKjGGrSJ1rGXjcHCK/story.html?pg=7>
(abridged and adapted), accessed in January 2014

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