



# LiNK UP TO YOU!

# TEACHER'S RESOURCE BOOK

Inglês **12º ANO** NÍVEL DE CONTINUAÇÃO

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Revisão linguística: Diana England

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# PLANNING

- Long term plan
- Lesson plans

SAMPLE



## FIRST TERM PLAN

| Skills/Aims                                                                                                                                                                                                                                                                                                                                                                                                                                              | Contents                                                                      |                                                                                                                                                             | Language Function                                                                                                                                                                                                                                                                                                                                                               | Strategies/Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Resources                                                                                                                                                                                                                                                                                                                             | Assessment                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Topic Area                                                                    | Grammar                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>To identify the 7 wonders of the world</li> <li>To locate places on a map</li> <li>To recognise places</li> <li>To describe different types of holidays</li> <li>To describe images</li> </ul>                                                                                                                                                                                                                    | <b>0. Get Linked</b>                                                          | <ul style="list-style-type: none"> <li>Revising grammar structures</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Interpreting texts</li> <li>Discussing the wonders of the world</li> <li>Describing different types of holidays</li> </ul>                                                                                                                                                                                                               | <b>Listening:</b><br>texts / statements / songs / an interview / other students' opinions / the teacher<br><br><b>Reading:</b><br>aloud / silently in order to look for specific or general information<br><br><b>Speaking:</b><br>giving opinions / role play / debate / 5-minute presentation<br><br><b>Viewing:</b><br>a trailer / a video / a film<br><br><b>Writing:</b><br>– a description<br>– a historical recount<br>– an explanation<br>– a review<br>– brainstorming<br>– asking/answering<br>– matching / multiple choice / finding evidence<br>– completing a text<br>– finding synonyms / antonyms<br>– filling in the gaps<br>– explaining expressions | <ul style="list-style-type: none"> <li>Student's book</li> <li>Workbook</li> <li>Teacher's Resource Book</li> <li>PC</li> <li>Handouts</li> <li>PowerPoint presentations</li> <li>Board</li> <li>Workbook</li> <li>Magazines</li> <li>Audio visual material</li> <li>Maps</li> <li>Dictionary</li> <li>Prezi presentations</li> </ul> | <ul style="list-style-type: none"> <li><b>Direct observation:</b> <ul style="list-style-type: none"> <li>Punctuality</li> <li>Behaviour</li> <li>Level of concentration</li> <li>Participation</li> </ul> </li> <li><b>Written and oral tests</b></li> <li><b>Formative worksheets</b></li> <li><b>Pair/group work</b></li> </ul> |
| <ul style="list-style-type: none"> <li>To understand the history of the English language</li> <li>To recognise languages</li> <li>To discuss the origin of languages</li> <li>To learn about the different ages of the language</li> <li>To distinguish different sounds for the same spelling</li> <li>To acknowledge the importance of the English language</li> <li>To recognise loans and Anglicisms</li> <li>To question language spread</li> </ul> | <b>1. English Worldwide</b><br><br><b>1.1</b> Developing a Worldwide Language | <ul style="list-style-type: none"> <li>Verb tenses in the past</li> <li>The genitive</li> <li>The double genitive</li> <li>The double possessive</li> </ul> | <ul style="list-style-type: none"> <li>Discussing the origin of languages</li> <li>Analysing the different language branches</li> <li>Learning about the British invasions</li> <li>Replacing words by synonyms</li> <li>Learning about different sounds in English</li> <li>Speculating about the past</li> <li>Explaining changes</li> <li>Interpreting quotations</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>To discuss the importance of pop music</li> <li>To discuss the existence of different varieties of the English language</li> <li>To question about the future of English</li> <li>To learn the differences between British English and American English</li> <li>To acknowledge the existence of endangered languages</li> <li>To do a project work</li> </ul>                                                    | <b>1.2</b> Englishes around the World                                         | <ul style="list-style-type: none"> <li>The passive</li> <li>Impersonal passive structures</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Discussing the existence of stereotypes</li> <li>Learning about British English and American English</li> </ul>                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   |

## SECOND TERM PLAN

| Skills/Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Contents                                                                                                                             |                                                                                                                                                                                                                                                                                                                          | Language Function                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Strategies/Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resources                                                                                                                                                                                                                                                                                                                             | Assessment                                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Topic Area                                                                                                                           | Grammar                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>To learn about human rights</li> <li>To talk about violations of human rights</li> <li>To read newspaper headlines</li> <li>To learn about 'celebrities' humanitarian actions</li> <li>To discuss common violations</li> <li>To learn about Human Rights Watch</li> <li>To learn about freedom fighters</li> <li>To develop cultural awareness</li> <li>To interpret a graph</li> <li>To learn about population movements</li> <li>To recognise different types of migrations</li> <li>To read a poem</li> <li>To identify different areas of successful immigrants</li> <li>To discuss popular immigration countries</li> <li>To learn different immigration policies</li> </ul> | <p><b>2. Citizenship and multiculturalism</b></p> <p><b>2.1 Human rights</b></p>                                                     | <ul style="list-style-type: none"> <li>Phrasal verbs: set and bring</li> <li>The gerund</li> <li>The to-infinitive</li> <li>Inversion of the subject</li> <li>Word formation (suffixation)</li> <li>Conditional clauses</li> <li>Inversion in conditional clauses</li> </ul>                                             | <ul style="list-style-type: none"> <li>Describing images</li> <li>Discussing human rights</li> <li>Answering questions about a poem</li> <li>Interpreting a poem</li> <li>Relating a poem with an image</li> <li>Commenting on human rights violations</li> <li>Discussing reasons to migrate</li> <li>Learning different types of migrations</li> <li>Building new words with suffixes</li> <li>Expressing conditions</li> <li>Expressing opinions about immigration</li> </ul>      | <p><b>Reading:</b><br/>aloud/silently a text for specific or general information</p> <p><b>Listening:</b><br/>report on human rights / a song / statements / people's immigration experiences / a news report / a song</p> <p><b>Speaking:</b><br/>describing images / role play / class debate / for/against / 5-minute presentation</p> <p><b>Viewing:</b><br/>videos / films</p> <p><b>Writing:</b><br/>a news report / a biography / an exposition / an anecdote / an argumentative text</p> | <ul style="list-style-type: none"> <li>Student's book</li> <li>Workbook</li> <li>Teacher's Resource Book</li> <li>PC</li> <li>Handouts</li> <li>PowerPoint presentations</li> <li>Board</li> <li>Workbook</li> <li>Magazines</li> <li>Audio visual material</li> <li>Maps</li> <li>Dictionary</li> <li>Prezi presentations</li> </ul> | <ul style="list-style-type: none"> <li><b>Direct observation:</b> <ul style="list-style-type: none"> <li>Punctuality</li> <li>Behaviour</li> </ul> </li> <li>Level of concentration</li> <li>Participation</li> <li><b>Written and oral tests</b></li> <li><b>Formative worksheet</b></li> <li><b>Pair/group work</b></li> </ul> |
| <ul style="list-style-type: none"> <li>To discuss the meaning of globalisation</li> <li>To recognise the symbols of the EU</li> <li>To question the advantages of EU</li> <li>To use new vocabulary</li> <li>To learn about EU institutions</li> <li>To refer to EU institutions</li> <li>To recognise the European policy areas</li> <li>To analyse the advantages of Erasmus programs</li> <li>To discuss the impact of globalisation</li> <li>To refer to positive and negative effects</li> <li>To recognise suffixes and prefixes</li> <li>To learn about Pop Art</li> <li>To identify global symbols</li> <li>To use abbreviations and acronyms</li> </ul>                                                         | <p><b>3. Democracy and Globalisation</b></p> <p><b>3.1 Building a democratic Europe</b></p> <p><b>3.2 The world going global</b></p> | <ul style="list-style-type: none"> <li>Expressing the future</li> <li>Present simple</li> <li>Present continuous</li> <li>Future simple</li> <li>Be going to</li> <li>Be about to + infinitive</li> <li>The future perfect</li> <li>Reported Speech</li> <li>Polite questions</li> <li>Connectors of contrast</li> </ul> | <ul style="list-style-type: none"> <li>Identifying labels</li> <li>Discussing the meaning of EU symbols</li> <li>Commenting on the advantages of the EU</li> <li>Expressing the future</li> <li>Asking polite questions</li> <li>Reporting sentences</li> <li>Distinguishing Eurojargon vocabulary</li> <li>Comparing poems</li> <li>Describing images</li> <li>Expressing opinions</li> <li>Building new words</li> <li>Expressing contrast</li> <li>Describing paintings</li> </ul> | <ul style="list-style-type: none"> <li>Filling in a grid</li> <li>Answering questions</li> <li>Finding equivalents</li> <li>Filling in gaps</li> <li>Transforming sentences</li> <li>Matching parts of sentences</li> <li>Completing a text</li> <li>Ordering events</li> <li>Using negative adverbs</li> <li>Explaining expressions</li> <li>Rephrasing sentences</li> </ul>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |

## THIRD TERM PLAN

| Skills/Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Contents                                                                                                                                                                               |                                                                                                        | Language Function                                                                                                                                                                                                                                                                                                                          | Strategies/Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resources                                                                                                                                                                                                                                                                                                                             | Assessment                                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Topic Area                                                                                                                                                                             | Grammar                                                                                                |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>To identify important personalities of the 20<sup>th</sup> century</li> <li>To learn about inventions</li> <li>To speculate about life in different decades</li> <li>To refer to the Beat generation</li> <li>To recognise the characteristics of Modern Art</li> <li>To talk about Modern Art movements</li> <li>To discuss the role of women</li> <li>To understand the role of arts</li> <li>To discuss the meaning of historical events</li> <li>To identify native peoples</li> <li>To distinguish Maoris, Aborigines, Native Americans</li> <li>To discuss cultural identities</li> <li>To define Australian Aboriginal folklore</li> <li>To form compound words</li> </ul> | <p><b>4. 1950s – 1990s: culture, art and society</b></p> <p><b>4.1</b> Cultural 20<sup>th</sup> century revisited</p> <p><b>4.2</b> Different voices in English-speaking countries</p> | <ul style="list-style-type: none"> <li>Impersonal pronouns</li> <li>The present subjunctive</li> </ul> | <ul style="list-style-type: none"> <li>Interpreting songs</li> <li>Matching inventions to a decade</li> <li>Describing images</li> <li>Commenting on the meaning of a quotation</li> <li>Using “get” in different contexts</li> <li>Expressing plans, requests, urgency, intentions or suggestions</li> <li>Expressing opinions</li> </ul> | <p><b>Reading:</b><br/>aloud/silently a text for specific or general information</p> <p><b>Listening:</b><br/>excerpts; statements / a report / songs / Top 10 trends / Native peoples</p> <p><b>Speaking:</b><br/>5-minute presentation<br/>10-minute presentation</p> <p><b>Viewing:</b><br/>videos / a film</p> <p><b>Writing:</b><br/>an explanation, a narrative</p> <ul style="list-style-type: none"> <li>Explaining expressions</li> <li>Picking sentences</li> <li>Explaining expressions</li> <li>Rephrasing sentences</li> <li>Completing a table</li> <li>Finding synonyms</li> </ul> | <ul style="list-style-type: none"> <li>Student’s book</li> <li>Workbook</li> <li>Teacher’s Resource Book</li> <li>PC</li> <li>Handouts</li> <li>PowerPoint presentations</li> <li>Board</li> <li>Workbook</li> <li>Magazines</li> <li>Audio visual material</li> <li>Maps</li> <li>Dictionary</li> <li>Prezi presentations</li> </ul> | <ul style="list-style-type: none"> <li><b>Direct observation:</b> <ul style="list-style-type: none"> <li>Punctuality</li> <li>Behaviour</li> <li>Level of concentration</li> <li>Participation</li> </ul> </li> <li><b>Written and oral tests</b></li> <li><b>Formative worksheet</b></li> <li><b>Pair/group work</b></li> </ul> |

# Lesson Plan 1

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 0: Get Linked

**Contents:** monuments; travelling; holidays

|                                |                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"><li>• Talking about the Seven Wonders of the World</li><li>• Reading a text about the Taj Mahal</li><li>• Doing Comprehension exercises</li></ul>                                                                                                                                                                                                              |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"><li>• To match monuments to their countries</li><li>• To identify the Seven Wonders of the World</li><li>• To answer questions</li><li>• To learn and use vocabulary related to the topic</li></ul>                                                                                                                                                            |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"><li>• To describe the images and locate them on the map <b>(p. 12)</b></li><li>• To read the texts and do the activity <b>(p. 13)</b></li><li>• To read the article <b>(pp. 14-15)</b></li><li>• To complete the text with the sentences previously removed</li><li>• To find information in the text by picking a sentence</li></ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"><li>• Student's book <b>(pp. 12-15)</b></li><li>• <b>20 AULA DIGITAL</b></li></ul>                                                                                                                                                                                                                                                                             |
| <b>Homework</b>                |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Assessment</b>              | <ul style="list-style-type: none"><li>• Direct observation, punctuality, behaviour, level of concentration, participation</li></ul>                                                                                                                                                                                                                                                              |

# Lesson Plans 2 and 3

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 0: Get linked

**Contents:** monuments; travelling; holidays

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Doing listening activities</li> <li>• Talking about different types of holidays</li> <li>• Revising grammar structures</li> <li>• Writing a description</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To elicit different types of holidays</li> <li>• To revise grammar structures (reported speech, connectors, prepositions...)</li> <li>• To write a description following a model</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To listen to the people talking and identify their problems (p. 16)</li> <li>• To listen to the interview and complete the sentences (p. 16)</li> <li>• To work in groups and describe the images (p. 17)</li> <li>• To work in pairs and guess the holiday someone is planning to have (p. 17)</li> <li>• To complete the biographies with a suitable word (p. 18)</li> <li>• To rephrase the sentences following the example (p. 19)</li> <li>• To read the description (p. 20)</li> <li>• To write a description following the model (p. 20)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (pp. 16-20)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Homework</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

# Lesson Plan 4

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 0: Get Linked

**Contents:** monuments; travelling; holidays

|                                |                                                                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Handing back the descriptions from the previous lesson.</li> <li>• Correcting frequent mistakes</li> </ul>                                                   |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To correct the mistakes in students' descriptions</li> <li>• To develop spelling and cohesion awareness</li> </ul>                                           |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To correct the mistakes in their compositions</li> <li>• To rewrite the descriptions including the teacher's suggestions</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Students' descriptions</li> <li>• PC and LCD projector</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                          |
| <b>Homework</b>                |                                                                                                                                                                                                       |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                 |

# Lesson Plans 5 and 6

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.1 Developing a worldwide language

### CONTENTS: A worldwide language

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>Introducing subunit <b>1.1 – Developing a worldwide language</b> by comparing vocabulary from different countries</li> <li>Discussing the origin of languages by analysing a graph</li> <li>Doing a listening activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>To brainstorm names of countries and capital cities</li> <li>To find similarities in different languages</li> <li>To study different branches of the Proto-Indo-European</li> <li>To analyse the evolution of the language in a common text</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>To relate the images to the corresponding country and capital city <b>(p. 24)</b></li> <li>To listen to some pieces of music and identify the language <b>(p. 24)</b></li> <li>To complete the tables <b>(p. 24)</b></li> <li>To answer the questions <b>(p. 24)</b></li> <li>To fill in the gaps with a suitable word <b>(p. 25)</b></li> <li>To answer questions on the graph <b>(p. 25)</b></li> <li>To listen to the text and complete the timeline <b>(p. 26)</b></li> <li>To listen to the different versions of a text and recognise it <b>(p. 26)</b></li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>Student's book <b>(pp. 24-26)</b></li> <li><b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>Workbook – Quiz <b>(p. 3)</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

# Lesson Plan 7

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.1 Developing a worldwide language

### CONTENTS: The origins of the English language

|                                |                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Reading the text <i>The origins of the English language</i></li> <li>• Doing comprehension exercises</li> </ul>                                                                                                                                                  |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To develop cultural awareness</li> <li>• To learn about the different periods of the English language</li> <li>• To understand the influence of the Norman conquest on the English language</li> </ul>                                                                                              |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To read the text silently and choose the correct options (<b>pp. 28-29</b>)</li> <li>• To explain the expressions (<b>p. 29</b>)</li> <li>• To say if the sentences are true or false (<b>p. 30</b>)</li> <li>• To say what the figures refer to (<b>p. 30</b>)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (<b>pp. 28-30</b>)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                                                      |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Workbook – The Language Centre (<b>p. 17</b>)</li> </ul>                                                                                                                                                                                                                                            |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                        |



# Lesson Plans 8 and 9

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.1 Developing a worldwide language

**CONTENTS:** past tenses revision / synonyms of speak

|                                |                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Revising past tenses</li> <li>• Learning synonyms of “speak”</li> <li>• Writing a historical recount</li> </ul>                                                                                                                                                                                                       |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To revise the use and form of the past tenses</li> <li>• To use different synonyms of the verb “speak”</li> <li>• To learn the structure of a historical recount</li> </ul>                                                                                                                                                                              |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To do the grammar activities (<b>pp. 31-32</b>)</li> <li>• To match the words with their definitions (<b>p. 33</b>)</li> <li>• To complete the sentences using a suitable word (<b>p. 33</b>)</li> <li>• To read the description (<b>p. 34</b>)</li> <li>• To write a description following the model (<b>p. 34</b>)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student’s book (<b>pp. 31-34</b>)</li> <li>• Appendix – writing genres (historical recount)</li> <li>• Appendix – Spelling</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                  |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Student's Book (<b>p. 35</b>)</li> <li>• Workbook – Past tenses (<b>p. 10</b>)</li> </ul>                                                                                                                                                                                                                                                                |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                                                                             |

# Lesson Plan 10

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.1 Developing a worldwide language

### CONTENTS: Is English an easy language to learn?

|                                |                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Doing exercises in the Workbook</li> <li>• Listening activity: Is English an easy language to learn?</li> <li>• Doing a class debate</li> </ul>                                                                                                                 |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To revise the past tenses</li> <li>• To group words according to their spelling and sound</li> <li>• To listen to different statements to complete a table</li> <li>• To express opinions</li> </ul>                                                                                               |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To do the exercises in the Workbook (spelling and sound; past tenses; synonyms of speak)</li> <li>• To listen to the statements and complete the table <b>(p. 37)</b></li> <li>• To debate the question “Is English an easy language to learn?” <b>(p. 37)</b></li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student’s book <b>(pp. 35-37)</b></li> <li>• Workbook <b>(pp. 5-7)</b></li> <li>• Appendix – Speaking cues</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                            |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Student's Book <b>(p. 38)</b></li> </ul>                                                                                                                                                                                                                                                           |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                       |

# Lesson Plans 11 and 12

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.1 Developing a worldwide language

### CONTENTS: English as a global language

|                                |                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Reading the text “What makes a global language?”</li> <li>• Completing paragraphs</li> <li>• Discussing the importance of a global language</li> <li>• Revising the genitive</li> </ul>                                       |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To read about the existence of a global language</li> <li>• To interpret a text</li> <li>• To contribute for a discussion</li> <li>• To revise the genitive</li> </ul>                                                                                           |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To correct the homework orally</li> <li>• To read the text and complete it (<b>pp. 40-41</b>)</li> <li>• To discuss the importance of a global language (<b>p. 42</b>)</li> <li>• To do the grammar exercises (<b>p. 44</b>)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student’s book (<b>pp. 40-44</b>)</li> <li>• Teacher’s Resource Book (genitive)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                     |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Workbook – Genitive (<b>pp. 4, 11</b>)</li> </ul>                                                                                                                                                                                                                |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                     |

# Lesson Plan 13

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.1 Developing a worldwide language

### CONTENTS: Will English be the global language?

|                                |                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Doing a listening activity</li> <li>• Role-playing an imaginary situation</li> </ul>                                                                                                                                                                           |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To learn about professor David Crystal</li> <li>• To complete sentences</li> <li>• To role-play a situation</li> </ul>                                                                                                                                                                            |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To correct the homework orally</li> <li>• To listen to the interview (p. 45)</li> <li>• To complete the sentences (p. 45)</li> <li>• To prepare the role play (p. 45)</li> <li>• To role-play someone telling about the most suitable global language (p. 45)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (p. 45)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                                                               |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Student's book (p. 46)</li> <li>• Workbook – 10 reasons to learn English (p. 6)</li> </ul>                                                                                                                                                                                                        |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                      |

# Lesson Plans 14 and 15

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.1 Developing a worldwide language

### CONTENTS: Will English be the global language?

|                                |                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the two pieces of homework</li> <li>• Writing an explanation</li> <li>• Doing a formative test</li> </ul>                                                                                                                    |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To learn the structure of an explanation</li> <li>• To write an explanation</li> <li>• To assess one's progress</li> </ul>                                                                                                              |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To correct the homework orally</li> <li>• To work in groups and do activity 3 (p. 46)</li> <li>• To write the explanation (p. 46)</li> <li>• To do the "Link up to what you've learned" (pp. 47-48)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (pp. 46-48)</li> <li>• Appendix – Writing genres: Explanation</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                               |
| <b>Homework</b>                |                                                                                                                                                                                                                                                                                  |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                            |

# Lesson Plan 16

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: Englishes around the world

|                                |                                                                                                                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the formative test</li> <li>• Introducing subunit 1.2 by identifying different varieties of the English language</li> <li>• Watching the video “World’s English mania”</li> <li>• Reading the text <i>New Englishes</i></li> </ul>                     |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To learn about different varieties of the English language</li> <li>• To discuss the importance of learning English</li> <li>• To complete a text with the missing expressions</li> </ul>                                                                         |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To check their answers</li> <li>• To watch the video (p. 50)</li> <li>• To answer the questions (p. 50)</li> <li>• To read the text and complete it (pp. 50-51)</li> <li>• To explain the meaning of some expressions (p. 51)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student’s book (pp. 50-51)</li> <li>• 20 AULA DIGITAL</li> </ul>                                                                                                                                                                                                  |
| <b>Homework</b>                |                                                                                                                                                                                                                                                                                                            |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                      |

# Lesson Plans 17 and 18

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: the passive / the impersonal passive

|                                |                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Using a PowerPoint presentation to revise the passive voice</li> <li>• Learning the impersonal passive voice</li> </ul>                                                                                 |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To revise the uses of the passive</li> <li>• To elicit the formal changes in passive structures</li> <li>• To learn the impersonal passive</li> <li>• to transform sentences in the passive</li> </ul>  |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To do the exercises (p. 52)</li> <li>• To check the revision link (p. 185)</li> <li>• To complete the sentences in 3 (p. 53)</li> <li>• To do the exercises (p. 53)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (pp. 52-53; p. 185)</li> <li>• PowerPoint (the impersonal passive)</li> <li>• 20 AULA DIGITAL</li> </ul>                                                                                 |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Workbook – The passive (p. 12)</li> <li>• Teacher's Resource Book – Grammar worksheet</li> </ul>                                                                                                        |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                            |

# Lesson Plan 19

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: The future of English

|                                |                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Doing a Listening activity</li> <li>• Doing a 5-minute presentation</li> </ul>                                                                                                                                                                 |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To write sentences in the passive</li> <li>• To learn about the future of English</li> <li>• To express opinions</li> </ul>                                                                                                                                                       |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To check the homework</li> <li>• To listen to the 5 speakers (p. 54)</li> <li>• To complete the table (p. 54)</li> <li>• To predict the future of English (p. 54)</li> <li>• To express opinions (p. 54)</li> <li>• To list arguments (p. 54)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (p. 54)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                                               |
| <b>Homework</b>                |                                                                                                                                                                                                                                                                                                                            |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                      |



# Lesson Plans 20 and 21

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: A review

|                                |                                                                                                                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Reading the text <i>The Hundred-Foot Journey</i></li> <li>• Writing a review</li> </ul>                                                                                                                                                                           |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To read a text</li> <li>• To do comprehension exercises</li> <li>• To learn the structure of a review</li> <li>• To write a review</li> </ul>                                                                                                                     |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To read the text silently (p. 55)</li> <li>• To order the paragraphs (p. 55)</li> <li>• To choose the correct option (p. 55)</li> <li>• To do the activities (p. 56)</li> <li>• To present their reviews to the class (p. 56)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (pp. 55-56)</li> <li>• Appendix – Writing genres: Review (p. 196)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                     |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Teacher's Resource Book – A review</li> </ul>                                                                                                                                                                                                                     |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                      |

# Lesson Plan 22

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: British English vs American English

|                                |                                                                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Watching a video</li> <li>• Learning about British and American English through a Prezi presentation</li> </ul>                                          |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To write words using the right spelling</li> <li>• To identify British and American spellings</li> <li>• To recognise different accents</li> </ul>       |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To watch the video (p. 57)</li> <li>• To complete the tables (p. 57)</li> <li>• To do the activities in the Workbook</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (p. 57)</li> <li>• Prezi</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                     |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Workbook – British and American English (pp. 8-9)</li> </ul>                                                                                             |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                             |

# Lesson Plans 23 and 24

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: Literature and Art

|                                |                                                                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Reading a text about <i>The Adventures of Huckleberry Finn</i></li> <li>• Learning about the different uses of “all”</li> </ul>                                                                                  |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To learn about Mark Twain</li> <li>• To get information about the American South</li> <li>• To identify different varieties of the English language</li> <li>• To rewrite a text</li> <li>• To use the word all with different meanings</li> </ul>  |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To read the text (p. 59)</li> <li>• To find differences comparing it to standard English (p. 59)</li> <li>• To match the rules with the suitable example (p. 59)</li> <li>• To do the exercises in the Workbook</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (p. 59)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                 |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Teacher's Resource Book – Reading activity</li> </ul>                                                                                                                                                                                               |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                        |

# Lesson Plan 25

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: Endangered Languages

|                                |                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Learning about endangered languages</li> <li>• Completing a text</li> <li>• Making predictions about the future of languages</li> </ul>                                                             |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To learn about endangered languages</li> <li>• To make predictions</li> <li>• To analyse data</li> </ul>                                                                                            |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To read the data on the right (p. 60)</li> <li>• To answer the questions (p. 60)</li> <li>• To complete the text (p. 60)</li> <li>• To make predictions (p. 60)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (p. 60)</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                 |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Teacher's Resource Book – Vocabulary activity</li> </ul>                                                                                                                                            |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                        |

# Lesson Plans 26 and 27

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: Formative Test

|                                |                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Doing a formative test and correcting it</li> <li>• Planning a project</li> </ul>                                                                                                                                                                                                                                       |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To assess student's own progress</li> <li>• To look for specific information</li> <li>• To organise information</li> <li>• To do project work</li> </ul>                                                                                                                                                                |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To complete the activities in the Link up to what you have learned (<b>pp. 61-62</b>)</li> <li>• To compare their answers with the key on the LCD projector</li> <li>• To gather information on the chosen project (<b>p. 63</b>)</li> <li>• To organise the information coherently</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (p. 63)</li> <li>• Internet</li> <li>• Computers</li> <li>• LCD projector</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                   |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Student's Book – Link up to the classics (<b>p. 65</b>)</li> </ul>                                                                                                                                                                                                                                                      |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                                            |

# Lesson Plan 28

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: oral presentations / speaking activity

|                                |                                                                                                                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• The students present their project work</li> <li>• Developing speaking skills through the description of images</li> </ul>                                                                                                                                        |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To do an oral presentation</li> <li>• To learn about English in the world / the changing English</li> <li>• To describe/speculate about images</li> </ul>                                                                                                         |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To present their projects to the class <b>(p. 63)</b></li> <li>• To assess their peers</li> <li>• To speculate about images in pairs</li> <li>• To answer questions</li> <li>• To find differences and similarities in images</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Teacher's Resource Book – Speaking activities</li> <li>• Computers</li> <li>• LCD projector</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                          |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Student's Book – Link up to a film <b>(p. 64)</b></li> </ul>                                                                                                                                                                                                      |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                      |

# Lesson Plans 29 and 30

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min. 45 min.

## UNIT 1: English worldwide

## 1.2 Englishes around the world

### CONTENTS: Link Up to a Film

|                                |                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summary</b>                 | <ul style="list-style-type: none"> <li>• Correcting the homework</li> <li>• Viewing the film <i>Forrest Gump</i></li> <li>• Doing while-viewing and post- viewing activities</li> </ul>                                                                                                                                                                                         |
| <b>Teaching aims</b>           | <ul style="list-style-type: none"> <li>• To find specific information</li> <li>• To identify scenes, characters and circumstances</li> <li>• To relate quotations to the film</li> <li>• To discuss the message in the film</li> </ul>                                                                                                                                          |
| <b>Activities / strategies</b> | <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• To correct the homework (p. 64)</li> <li>• To complete the table (p. 64)</li> <li>• To view the film (p. 64)</li> <li>• To identify the social and cultural issues (p. 64)</li> <li>• To recognise historical and political aspects (p. 64)</li> <li>• Relate the quotations with the film (p. 64)</li> </ul> |
| <b>Resources / Materials</b>   | <ul style="list-style-type: none"> <li>• Student's book (p. 64)</li> <li>• Computer</li> <li>• LCD projector</li> <li>• <b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                                                       |
| <b>Homework</b>                | <ul style="list-style-type: none"> <li>• Workbook – Formative test (pp. 17-20)</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Direct observation, punctuality, behaviour, level of concentration, participation</li> </ul>                                                                                                                                                                                                                                           |

# **READING**

# **WRITING**



# Reading 1

## Unit 1 English Worldwide

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. You are going to read a text about English as a global language. Before you start reading, what do you predict the future of English in Asia will be?

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2. Read the text and complete it with the six sentences that have been removed from it. There is an extra sentence.

- A. "They tend to act as their bridges."
- B. But to say that Mandarin will rival English is a "bit of a stretch,"
- C. By the early 1980s, most students were learning in the national language of Malay
- D. Chinese traditions must be conveyed to the coming generations
- E. Even Mandarin language enthusiasts say that English will remain popular so long as Hollywood exists
- F. then it first has to conquer its own backyard, South East Asia
- G. but his mother, Shirley Chua, thinks it's worth it

### Will English be the language of the future?

English has been the dominant global language for a century, but is it the language of the future? If Mandarin Chinese is to challenge English globally,

a. \_\_\_\_\_. In Malaysia's southernmost  
5 city of Johor Bahru, the desire to speak good English has driven some children to make a remarkable two-hour journey to school every day.

Nine-year-old Aw Yee Han hops on a yellow minivan at 04:30.

His passport is tucked inside a small pouch hung around his neck. This makes it easier for him to  
10 show it to immigration officials when he reaches the Malaysian border. His school is located on the other side, in Singapore, where, unlike in Malaysia, English is the main language. It's not your typical school run, b. \_\_\_\_\_. "Science and maths are all written in English so it's essential for my son to be fluent in the language," she says.

An estimated 15,000 students from southern Johor state make the same bus journey across the  
15 border every day. It may seem like a drastic measure, but some parents don't trust the education system in Malaysia – they worry that the value of English is declining in the country. Since independence from the British in 1957, the country has phased out schools that teach in English.

c. \_\_\_\_\_. Those who believe that English is important for their children's future either send their kids to expensive private schools or to Singapore, where the  
20 government has been credited as being far-sighted for adopting the language of its former colonial master.



Nearly three-quarters of the population in Singapore are ethnic Chinese but English is one of the national languages and very widely-spoken. Indeed, China's clout is growing in South East Asia, becoming the region's top trading partner. **d.** \_\_\_\_\_

25 says Manoj Vohra, Asia director at the Economist Intelligence Unit.

Even companies in China, who prefer to operate in Chinese, are looking for managers who speak both Mandarin and English if they want to expand abroad. He says, **e.** \_\_\_\_\_

30 So the future of English is not a question of whether it will be overtaken by Mandarin, but whether it will co-exist with Chinese, says Vohra. He believes bilingualism will triumph in South East Asia.

It is debatable whether English or Mandarin will dominate in South East Asia in the future. There are arguments for both on the economic front. But culturally there is no dispute. **f.** \_\_\_\_\_

35 The success of movies such as *Kung Fu Panda*, an American production about a Chinese animal, has caused a lot of anxiety in China. There have been many cartoons in China about pandas before, but none had reached commercial success, says Mr Lee. "The moment *Kung Fu Panda* hit the cinemas everybody watched it. They bought the merchandise and they learned English."

www.bbc.co.uk  
accessed in January 2015

### 3. Say what the following figures refer to in the text.

- a. 2 h \_\_\_\_\_
- b. 9 \_\_\_\_\_
- c. 04:30 \_\_\_\_\_
- d. 15,000 \_\_\_\_\_
- e. 1957 \_\_\_\_\_
- f.  $\frac{3}{4}$  \_\_\_\_\_

### 4. Find synonyms for the following words in the text.

- a. prevailing (1<sup>st</sup> paragraph) \_\_\_\_\_
- b. slipped (2<sup>nd</sup> paragraph) \_\_\_\_\_
- c. visionary (3<sup>rd</sup> paragraph) \_\_\_\_\_
- d. influence (4<sup>th</sup> paragraph) \_\_\_\_\_
- e. work (5<sup>th</sup> paragraph) \_\_\_\_\_
- f. points of view (7<sup>th</sup> paragraph) \_\_\_\_\_

**5. Explain the expressions as they are being used in the text.**

a. "It's not your typical school run (...)" (ll. 11-12)

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b. "(...) the country has phased out schools that teach in English." (l. 17)

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c. "They bought the merchandise and they learned English." (l. 38)

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**6. Answer the following questions about the text.**

**6.1.** What is the reason why some Malaysian children have to make a two-hour journey to school every day?

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**6.2.** Why does Aw Yee Han study in Singapore?

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**6.3.** What do people think about the government in Singapore? Explain.

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**6.4.** Even though they operate in Chinese, why do some companies hire managers who speak English?

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Do you think Portuguese parents would allow their children to make a daily two-hour journey to school? Explain.

# Reading 2

## Unit 2 Citizenship and Multiculturalism

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Before you read the text, say what you know about:

- a. Charlie Hebdo; \_\_\_\_\_
- b. Human Rights Watch; \_\_\_\_\_
- c. French Muslims; \_\_\_\_\_
- d. Prophet Muhammad; \_\_\_\_\_
- e. Counterterrorism. \_\_\_\_\_

### France: an attack on free expression



“French authorities should bring to justice those responsible for the horrific attack on the office of *Charlie Hebdo* on January 7, 2015,” Human Rights Watch said today. “The authorities should guard against backlash against French Muslims and ensure that **their** broader response protects human rights.”

The attack in Paris during an editorial meeting of the satirical magazine left 12 people dead, including two police officers. A dozen people were injured, four of **them** in very critical condition. It was the most deadly attack in France since 1961.

“This appalling crime is an effort to limit freedom of expression and an attack on those who celebrate free speech,” said Izza Leghtas, Western Europe researcher at Human Rights Watch. “The response should be to bring those responsible to justice by way of a fair trial, and to protect media workers from violence and Muslims from reprisal.”

*Charlie Hebdo* is famous for its controversial depictions of the Prophet Muhammad and for reprinting derogatory cartoons about the prophet that had been published by the Danish newspaper *Jyllands-Posten* in 2006. The *Charlie Hebdo* offices were firebombed in 2011, and staff have received multiple threats. A police officer had been assigned to the chief editor, Stephane Charbonnier, for his protection. **Both** were killed in the January 7 attack.

“Nothing can justify the horrific attack against Charlie Hebdo and the police officers,” Human Rights Watch said. “A core element of the right to freedom of expression under human rights law is the right to express opinions that offend, shock, or disturb. The French authorities should continue to uphold and promote **this** freedom, as should other governments around the world, including by  
20 providing security so that journalists can carry out their work.”

Prime Minister Manuel Valls has rightly warned against hatred, intolerance, and confections that could be made following the attack. The French authorities should ensure that Muslims and others are not targeted for reprisals, and investigate any such incidents. The authorities should assess the security risks around mosques, Muslim prayer rooms, and other places that are vulnerable to such  
25 attacks across France, and provide reinforced security as necessary.

While the French authorities should continue their search for those responsible for the attacks and hold them accountable for their acts, the authorities should not use this attack to adopt any new measures in the name of counterterrorism that would undermine human rights.

France already has very broad powers in **this** area. In November 2014 parliament passed a new  
30 counterterrorism law that expands those powers even further, without sufficient safeguards against abuses. The new law allows the authorities to ban French nationals from leaving the country if they are suspected of travelling abroad to participate in terrorist activities, or of posing a threat to public safety after they return from a place where terrorist groups operate. **It** also created a new offence of an “individual terrorist undertaking,” a vaguely worded offence that could lead to people facing such  
35 criminal charges for conduct that is not clearly described in the law as unlawful.

“At this time of shock and mourning, France should set an example of tolerance and uphold the freedoms it promotes,” Leghtas said. “Freedom of expression should not be weakened by this attack, nor should any other human rights.”

<http://www.hrw.org>  
accessed in January 2015

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

- a. their (l. 3) \_\_\_\_\_
- b. them (l. 5) \_\_\_\_\_
- c. Both (l. 15) \_\_\_\_\_
- d. this (l. 19) \_\_\_\_\_
- e. this (l. 29) \_\_\_\_\_
- f. It (l. 33) \_\_\_\_\_



A cartoonist's reaction to the attack

**3. Read the text and choose the answer which you think fits best according to it.**

**3.1** According to Human Rights Watch

- a. the attack to *Charlie Hebdo* was the worst ever.
- b. French Muslims should be given freedom of speech.
- c. the French government should condemn those responsible for human rights violations.
- d. dozens of people were injured in the attack on the French satirical magazine.

**3.2** The fight against the attempts to freedom of speech

- a. should involve more than a judge's decision.
- b. has to do with the cultural heritage of French Muslims.
- c. must punish those responsible for them.
- d. above all has to protect journalists and other media professionals.

**3.3** The French satirical magazine, *Charlie Hebdo*, was initially known

- a. for reprinting insulting images of the Prophet Muhammad.
- b. for depicting insulting cartoons about the Prophet Muhammad.
- c. for the Jihadist attack on 7<sup>th</sup> January.
- d. for the deaths during an editorial meeting.

**3.4** The right to express opinions freely means

- a. that French authorities can punish those responsible for the attack on *Charlie Hebdo*.
- b. that governments must protect mosques and prayer rooms.
- c. no religion should suffer retaliation based on its beliefs or others.
- d. that journalists can publish their own opinions and convictions, no matter how shocking they are.

**3.5** By punishing the terrorists responsible for the attack

- a. the French will expand their counterterrorist laws.
- b. the respect for human rights is unlikely to be endangered.
- c. stricter laws against terrorists might be issued in France.
- d. the government has the right to prevent French citizens from leaving the country.

**3.6** No matter what crimes they are accused of, the alleged terrorists

- a. were all promised a fair trial.
- b. will only be charged for attacks against human rights.
- c. will reverberate France's intolerance against Muslims.
- d. must retain their rights.

# Reading 3

## Unit 3 Democracy and Globalisation

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Before you read the texts, say what you think globalisation has brought to developing countries.

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2. Read the opinions of four Indian citizens about globalisation in their country.

### Is globalisation really necessary in India?

#### A. Kunal Prabhune

Globalisation is the way of having good connections between two countries. It ensures the peace in the world by building a great network among these countries. Globalisation gives the chance to improve any nation's GDP by simply increasing the competition in its market. It also  
5 allows the customers to get desired products according to their needs by facilitating several choices for the same product. India is also taking advantage by introducing globalisation in its various sectors: mining, manufacture, private sectors, etc. The developing countries are also learning with the experience of developed nations.



- 10 In countries which are ram-shackled or facing the bad GDP, bankruptcy threat can raise their standard with the help of introducing foreign investments or items in their markets. It also allows better liquidity in their markets.

Due to this, the poor countries are getting a chance of levelling their shoulders with some great countries. The developed nations are also benefiting from globalisation because now their products  
15 are being sold in other nations which brings back more capital to their home.

#### B. Vedanand Singh

Globalisation refers to the integration of economic, technological and socio-political factors with the world. And with globalisation, with the mutual cooperation and assistance – particularly with reference to the law of comparative advantage – it is going to be beneficial.  
5 Globalisation also helps reducing the poverty level in the country – there are plenty of evidence and record to support it. Developing countries specially require globalisation because Indians are very rich in resources of skilled manpower.



- 10 So other countries are interested to invest in India. We don't have that much funds/money to make very huge industries or developments. There is no shame in inviting other countries to invest in India as it will create employment, infrastructure development, tourism, foreign exchange, etc. Even America would be nowhere if globalisation was an imaginary concept never put forward.

Half the world's countries would be reeling in depression right now if it wasn't for globalisation.

Many people may think that globalisation is making poor countries poorer. However the evidence  
15 is very convincing that developing countries that globalise grow and reduce poverty level faster than those that do not.

### **C. Aviral Shukla**

Globalisation is the process of bringing world economies closer to one another. It encourages healthy competition for mutual benefit and promotes trade. This economic cooperation translates into social and cultural understanding and peaceful co-existence.

5 However, globalisation has been criticised and condemned by those who are more concerned about the disadvantages.

The most visible disadvantage is the great gap between the rich and the poor. Globalisation leads to greater disparity between developed and developing countries.

Also, multinational companies enjoy many advantages. For example, they are able to get cheap labour,  
10 which is readily available in developing countries, and make enormous profits.

Competition between foreign industries and indigenous industries is often so unequal that many indigenous industries are forced to shut down. The toy industry in India, for example, is facing such stiff competition from the Chinese toy industry that the market for Indian toys is fast disappearing.

There is also the fear that multinational companies will cause further damage to the environment  
15 in the developing countries.

The fears may be real but the fact is that globalisation is here to stay. It has brought the world closer together and with understanding, cooperation and healthy competition, the vision of this one world may be realised someday.

### **D. Ellanti Kishore said,**

Yes, I do think that globalisation is a must for developing as well as developed countries. We cannot deny the fact that it is globalisation which brings the various countries of the world on a single stage that is "international market". It helps us to combat the problem of  
5 unemployment which is the biggest challenge that we all are facing today. Moreover, it gives us a chance to globalise our products, to compete in the international market, to exchange our ideas globally, improves the quality of education, improves the standard of living. It is just because of globalisation that India has achieved so much in the fields of technology, education, etc.

10 Despite of advantages, it has some disadvantages too, like "brain drain".



www.indiabix.com (adapted)  
accessed in January 2015



**3. Find words/expressions that match the following definitions.**

- a. \_\_\_\_\_: The monetary value of all the finished goods and services produced within a country's borders in a specific time period.
- b. \_\_\_\_\_: So poorly constructed or kept up that disintegration is likely.
- c. \_\_\_\_\_: The number of people working or available for work or service.
- d. \_\_\_\_\_: Losing one's balance and stagger or lurch violently.
- e. \_\_\_\_\_: Originating or occurring naturally in a particular place; native.
- f. \_\_\_\_\_: The emigration of highly trained or qualified people from a particular country.

**4. For questions 1 – 15, choose from the opinions A – D. The opinions may be chosen more than once.**

**WHICH CITIZEN says that...**

|                                                                                 |  |
|---------------------------------------------------------------------------------|--|
| 1. globalisation is positive both for developing and developed countries?       |  |
| 2. different areas are involved in the scope of globalisation?                  |  |
| 3. globalisation is one of the reasons for world peace?                         |  |
| 4. unemployment can be reduced with globalisation?                              |  |
| 5. developed countries look for India's workforce?                              |  |
| 6. globalisation makes nations get closer?                                      |  |
| 7. India's development is due to globalisation?                                 |  |
| 8. there is more variety of products available?                                 |  |
| 9. globalisation increases social differences?                                  |  |
| 10. globalisation contributes to the wealth of a country?                       |  |
| 11. foreign industries can destroy local ones?                                  |  |
| 12. the emigration of qualified workers from India was caused by globalisation? |  |
| 13. the investment of other countries can improve levels of production?         |  |
| 14. the environment might be affected by globalisation?                         |  |
| 15. the investment of other countries in India will be positive?                |  |

# Reading 4

## Unit 4 1950s-1990s: Culture, Art and Society

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. From what your parents tell you and what you've learned through Media, what do you know about the 80s?

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2. Complete the text with the missing prepositions.

### The 1980s: Popular Culture

a. \_\_\_\_\_ some respects, the popular culture of the 1980s reflected the era's political conservatism.

b. \_\_\_\_\_ many people, the symbol of the decade was the "yuppie": a baby boomer with a college education, a well-paying job and expensive taste. Many people derided yuppies for being self-centered and materialistic, and surveys of young urban professionals across the country showed that they were, indeed, more concerned c. \_\_\_\_\_ making money and buying consumer goods than their parents and grandparents had been.

However, in some ways yuppiedom was less shallow and superficial than it appeared. Popular television shows like *Thirtysomething* and movies like *The Big Chill* and *Bright Lights, Big City* depicted a generation d. \_\_\_\_\_ young men and women who were plagued with anxiety and self-doubt. They were successful, but they weren't sure they were happy.

e. \_\_\_\_\_ the movie theater, the 1980s was the age of the blockbuster. Movies like *E.T. The Extra-Terrestrial*, *Return of the Jedi*, *Raiders of the Lost Ark* and *Beverly Hills Cop* appealed to moviegoers of all ages and made hundreds of millions of dollars at the box office. The 1980s was also the heyday of the teen movie. Films like *The Breakfast Club*, *Some Kind of Wonderful* and *Pretty in Pink* are still popular today.

At home, people watched family sitcoms like *The Cosby Show*, *Family Ties*, *Roseanne* and *Married... with Children*. They also rented movies to watch f. \_\_\_\_\_ their new VCRs. By the end of the 1980s, 60 percent of American television owners got cable service – and the most revolutionary cable network of all was MTV, which made its debut on August 1, 1981. The music videos the network played made stars out of bands like Duran Duran and Culture Club and made megastars out of artists like Michael Jackson, whose elaborate "Thriller" video helped sell 600,000 albums g. \_\_\_\_\_ the five days after its first broadcast. MTV also influenced fashion: People h. \_\_\_\_\_ the country (and around the world) did their best to copy the hairstyles and fashions they saw in music videos. In this way, artists like Madonna (1958) became (and remain) fashion icons.



As the decade wore on, MTV also became a forum **i.** \_\_\_\_\_ those who went against the grain or were left out of the yuppie ideal. Rap artists such as Public Enemy channeled the frustration of urban African Americans into their powerful album *It Takes a Nation of Millions to Hold Us Back*. Heavy metal acts such as Metallica and Guns’N’Roses also captured the sense of malaise **j.** \_\_\_\_\_ young people, particularly young men. Even as Reagan maintained his popularity, popular culture continued to be an arena for dissatisfaction and debate throughout the 1980s.

www.history.com  
accessed in January 2015

### 3. Complete the sentences with words taken from the text.

- a. The 80s was a time of \_\_\_\_\_ opposed to the liberalism of our times.
- b. Most people led a \_\_\_\_\_ life where making money was the most important thing.
- c. Most people were anxious about their careers and this \_\_\_\_\_ reflected a decade of workaholics.
- d. People were worried about having \_\_\_\_\_ careers and didn’t think about their psychological well-being.
- e. In short, the 80s was a decade of \_\_\_\_\_. No one felt satisfied with their lives and this was transmitted by music.

### 4. Find in the text examples of:

- a. a popular TV programme; \_\_\_\_\_
- b. a blockbuster; \_\_\_\_\_
- c. a sitcom; \_\_\_\_\_
- d. a famous band; \_\_\_\_\_
- e. a famous pop singer; \_\_\_\_\_
- f. a fashion icon; \_\_\_\_\_
- g. a politician. \_\_\_\_\_

### 5. Explain the following expressions as they are used in the text.

- a. “The 1980s was also the heyday of the teen movie.” (ll. 18-19)  
\_\_\_\_\_
- b. “The music videos the network played made stars out of bands (...)” (ll. 24-25)  
\_\_\_\_\_
- c. “(...) those who went against the grain (...)” (ll. 31-32)  
\_\_\_\_\_
- d. “(...) popular culture continued to be an arena for dissatisfaction (...)” (l. 36)  
\_\_\_\_\_

**6. Answer the questions about the text.**

**6.1.** Why were yuppies looked down on by other people?

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**6.2.** How did the different media contradict this idea?

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**6.3.** In what way did fashion reflect the pop culture of the 80s?

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Which do you think will be the symbols of your generation?  
Complete the table with your choices.

|                   |  |  |
|-------------------|--|--|
| <b>a. Films</b>   |  |  |
| <b>b. Bands</b>   |  |  |
| <b>c. Actors</b>  |  |  |
| <b>d. Brands</b>  |  |  |
| <b>e. Drinks</b>  |  |  |
| <b>f. Food</b>    |  |  |
| <b>g. Gadgets</b> |  |  |
| <b>h. Events</b>  |  |  |

# Writing 1

## Unit 1 English Worldwide

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Following the Norman Conquest, the Anglo-Saxon nobility were either exiled or joined the ranks of the peasantry. Do some more research to collect data to write a **HISTORICAL RECOUNT** of this period from the point of view of the Anglo-Saxons.

### Title

#### Background:

- Set the scene for the reader, by describing the relevant background or context.
- 1<sup>st</sup> paragraph: provide general historical background.
- 2<sup>nd</sup> paragraph: provide details and some initial description.

#### Stages:

- Describe the series of events in chronological order.
- Separate the events into paragraphs beginning with a topic sentence or a main point.
- Give dates.
- Use past tense form of verbs.
- Use connectors to show the order of events and the link between them.

## Unit 2 Citizenship and Multiculturalism

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Thousands of young unemployed professionals are escaping Portugal's crippling economic crisis by finding jobs in other Portuguese-speaking countries, such as Brazil and Angola.**

**Write a NEWS REPORT about a 28-year-old engineer who is about to join the growing brain drain after a string of short-term contracts on the minimum wage of around €500 per month.**

[illegible]

## Unit 3 Democracy and Globalisation

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Imagine you are going on an Erasmus Exchange programme to Cambridge. On the first day, in a warm-up activity, you are asked to talk about your favourite memories from childhood. Write your ANECDOTE using the structure below.

| Title                                                                                                                      | Title |
|----------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Orientation:</b><br>– Set the context for the reader, by describing the relevant background or context.                 |       |
| <b>Complication:</b><br>– Describe the most remarkable events and share the feelings experienced while going through them. |       |
| – Separate the text into paragraphs beginning with a topic sentence or a main point.                                       |       |
| <b>Evaluation:</b><br>– Evaluate what has happened.                                                                        |       |
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## Unit 4 1950s-1990s: Culture, art and society

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Choose one of the following topics and write a NARRATIVE.**

**A.** Ending as following: ... and we promised never again to go to a music festival without our parents' permission.

**B. Beginning as following:**

When I woke up that morning I never thought the music festival would change my life forever...

| TITLE |                                                                                                                                                                                                                                                                          |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <b>Orientation:</b> <ul style="list-style-type: none"><li>– Set the context and the participants in the story, describing people, events, place and time.</li></ul>                                                                                                      |
|       | <b>Complication:</b> <ul style="list-style-type: none"><li>– Tell the events as they happened, in the expected sequence.</li><li>– Include an expected surprising event that creates tension.</li></ul>                                                                  |
|       | <b>Resolution:</b> <ul style="list-style-type: none"><li>– Show how the characters solve the unexpected events.</li><li>– Include the characters' actions, reactions and feelings about the events.</li><li>– Add your own comments on the story, if you like.</li></ul> |



## Reading

### 1. English worldwide (p. 28)

1. It will co-exist with Mandarin in Asia.
2. **a.** F **b.** G **c.** C **d.** B **e.** A **f.** E.
3.
  - a.** The time some children take to go to school every day.
  - b.** Aw Yee Han's age.
  - c.** The time he goes to school.
  - d.** The estimated number of students from Johor Bahru who go to Singapore to study.
  - e.** The year Malaysia got independence from the British.
  - f.** The percentage of the population in Singapore who are ethnic Chinese.
4. **a.** dominant (l. 1) **b.** tucked (l. 9) **c.** far-sighted (l. 20) **d.** clout (l. 23) **e.** operate (l. 26) **f.** arguments (l. 33).
5.
  - a.** It's not the journey students usually have to make to go to school.
  - b.** They have gradually reduced the number of schools that teach English.
  - c.** The film has made people watch it at the cinema, buy merchandise with the cartoon and learn the language of the film.
6.
  - 6.1** They want to learn good English.
  - 6.2** He studies in Singapore because his mother believes it's worth the effort as he learns science and maths in English and she thinks he must be fluent.
  - 6.3** They think the government must have good vision of the importance of the English language in the future because they keep teaching English in their schools.
  - 6.4** They know English is important if they want to do business abroad.

### 2. Citizenship and Multiculturalism (p. 31)

1.
  - a.** A French satirical magazine.
  - b.** An international non-governmental organisation that conducts research and advocacy on human rights.
  - c.** They are often accused of making trouble.
  - d.** The God of Muslims.
  - e.** It's the combat of terrorism.
2. **a.** the authorities' **b.** a dozen people **c.** the police officer and the chief editor **d.** the right to express opinions that offend, shock, or disturb **e.** the adoption of measures in the name of counterterrorism **f.** the new law
- 3.1 c.
- 3.2 a.
- 3.3 b.
- 3.4 d.
- 3.5 b.
- 3.6 d.

### 3. Democracy and Globalisation (p. 34)

1. **Suggestion:** Globalisation may have brought negative consequences such as the bankruptcy of local industries, but it has also brought the chance of these countries being closer to others and to develop their economy as never before.
3. **a.** GDP (Tx. 1, l. 4); **b.** ram-shackled (Tx. 1, l. 10); **c.** manpower (Tx. 2, l. 8); **d.** reeling (Tx. 2, l. 13); **e.** indigenous (Tx. 3, l. 11); **f.** brain drain (Tx. 4, l. 10).
4. 1. A; 2. B 3. A; C 4. D 5. B 6. C 7. D 8. A 9. C 10. B 11. C 12. D 13. A 14. C 15. B

### 4. 1950s-1990s: Culture, Art and Society (p. 37)

1. Probable answer: It was a decade of great music bands that are still heard and appreciated by the generations that followed.
2. **a.** In **b.** For **c.** with **d.** of **e.** At **f.** on **g.** in **h.** across **i.** for **j.** among.
3. **a.** conservatism **b.** materialistic **c.** anxiety **d.** successful **e.** dissatisfaction.
4. **a.** *The Big Chill* **b.** *Return of the Jedi* **c.** *Family ties* **d.** Duran Duran **e.** Michael Jackson **f.** Madonna **g.** Ronald Reagan
5.
  - a.** The 80s was a period of great popularity of movies for teenagers.
  - b.** The fact of them being shown on TV made some singers become stars as famous as those at the cinema.
  - c.** Those who didn't follow the mainstream.
  - d.** Popular culture expressed the unhappiness of a generation.
6.
  - 6.1** They were looked down on because they were materialistic people who worked to have material possessions.
  - 6.2** The most popular TV programmes, which were watched by families, and pop music expressed the anguishes of this generation.
  - 6.3** Everyone wanted to have the same clothes and hairstyles of the pop stars they watched on TV.

# LISTENING

[Correction tables available in Excel format]

# SPEAKING

# Listening 1

## Unit 1 English Worldwide

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Listen to the first part of the text and complete it with the missing words or expressions.

#### What's the language of the future?

No language has spread as **a.** \_\_\_\_\_ as English, and it continues to spread. Internationally, the desire to learn it is **b.** \_\_\_\_\_. In the 21<sup>st</sup> century the world is becoming more **c.** \_\_\_\_\_ and more middle class, and the adoption of English is a symptom of this, for increasingly English serves as the **d.** \_\_\_\_\_ of business and popular culture. It is dominant or at least very prominent in other areas such as shipping, **e.** \_\_\_\_\_, computing, medicine and **f.** \_\_\_\_\_.

English has spread because of British **g.** \_\_\_\_\_, the technological advances of the Industrial Revolution, American economic and **h.** \_\_\_\_\_ ascendancy, and further technological developments in the second half of the 20<sup>th</sup> century. Its **i.** \_\_\_\_\_ has been assisted by the massive exportation of English as a **j.** \_\_\_\_\_, as well as by the growth of an English-language mass media.

Henry Hitchings, *The language wars*, London, John Murray, 2011 (abridged and adapted)



### 2. Now listen to the second part of the text to complete the following sentences.

- a. Military rule is said not to outlive \_\_\_\_\_.
- b. The language of the settlers not only dominated the existing languages in the colonies, but also \_\_\_\_\_.
- c. The metaphor used to refer to the colonists' language is \_\_\_\_\_.
- d. In India, English is much used in the areas of \_\_\_\_\_.
- e. In his novel *The World Set Free*, H. G. Wells imagined what would become the term \_\_\_\_\_.
- f. This term only became commonly used in \_\_\_\_\_.
- g. In 1888, Alexander Melville Bell presented a scheme of revised spellings in order to \_\_\_\_\_.
- h. John Adams predicted that English would become not only the most spoken and read language but also \_\_\_\_\_.

**3. Listen to the third part of the text and choose the correct option to complete the sentences.**

**3.1** The term World English is disputed by critics because

- a. it is very catchy. ☐
- b. it is associated with supremacy. ☐
- c. it is very striking. ☐

**3.2** Globish was conceived as a form of English which

- a. was supposed to be very popular. ☐
- b. was meant to be pragmatic. ☐
- c. allowed mutual understanding worldwide. ☐

**3.3** A neutral form of English is supposed to

- a. be strongly associated with Anglo culture. ☐
- b. have no territorial limits. ☐
- c. be invisible for people who use English. ☐

**3.4** The support of English as a global neutral language is said to be done

- a. secretly. ☐
- b. overtly. ☐
- c. visibly. ☐

**3.5** The presence of English alongside local languages

- a. changes people's goals and hopes. ☐
- b. replaces the latter instantly. ☐
- c. turns them into second languages. ☐

**3.6** Because of English dominance, linguists are starting to identify themselves with

- a. scholars. ☐
- b. colonisers. ☐
- c. activists. ☐

**3.7** The main challenges to the position of English as the dominant world language are Spanish and Mandarin Chinese because

- a. they don't use English as a *lingua franca*. ☐
- b. they have a greater number of first-language speakers. ☐
- c. the majority of speakers live in one country. ☐

**4. You will hear four different people talking about the importance and role of the English language in the world for both native and non-native speakers. Choose from the list (A – H) two opinions expressed by each of the speakers.**

- A. Native speakers of English don't usually learn other languages, which is a disadvantage.
- B. The English language no longer belongs to native speakers only.
- C. The number of people from Asia who are learning English is increasing.
- D. Mandarin Chinese will not replace English as a global language.
- E. People are not learning English in order to be able to speak with native speakers.
- F. When people from different nationalities meet, English is the common language they use to communicate.
- G. Mastering the English language is strongly connected with a successful future.
- H. The English language is developing more and more different varieties.

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**5. Listen to five reasons why you should learn English as a second language and match the sentences below to each of them.**

- A. Learn English to be able to communicate with millions of people around the world!
- B. There are so many popular countries around the world where you can learn English!
- C. You can get ahead in your career when you learn English!
- D. You can enjoy the latest movies, books, and TV when you learn English!
- E. There are many excellent foreign language schools to choose from to learn English in!

|        |                      |
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# Listening 2

## Unit 2 Citizenship and Multiculturalism

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Listen to the following text and find 10 wrong words.

#### Human rights' violations

Human rights exist, as stated in the Universal Declaration of Human Rights and the entire body of international human rights rule. They are recognized – at least in principle – by many nations and form the heart of many national constitutions. Yet the actual situation in the world is too distant from the ideals envisioned in the Declaration.

To some, the full realisation of human rights is a remote and impossible goal. Even international human rights laws are difficult to enforce and pursuing a complaint can take years and a great deal of effort.

These international laws serve as a restraining function but are enough to provide adequate human rights protection, as evidenced by the stark reality of abuses perpetrated weekly.

Discrimination is rampant throughout the world. Hundreds are in prison for speaking their minds. Torture and politically motivated detention, often without trial, are commonplace, condoned and practised – even in some democratic countries.



www.humanrights.com  
accessed in January 2015

### 2. Match the headlines below to each of the four pieces of news about human rights' violations you are going to listen to. There is an extra headline you do not need to use.

- A. Syria conflict: Sisters “scarred for life” by war
- B. Ukraine crisis: US blames Russia for violence
- C. Two sieges in France brought to bloody end
- D. BBC finds Russians fighting in eastern Ukraine
- E. Syrian refugees in Lebanon face freezing winter tents

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**3. Listen to the piece of news about some schoolgirls who were abducted in Nigeria and decide if the sentences are True (T) or False (F). Then correct the wrong information on the false ones.**

a. 230 Nigerian girls remain missing after being abducted last week.

\_\_\_\_\_

b. Around 40 have already escaped their kidnappers.

\_\_\_\_\_

c. The Islamist group Boko Haram has already assumed that they were responsible for the abductions.

\_\_\_\_\_

d. Boko Haram's main targets are schools.

\_\_\_\_\_

e. State officials' figures on the number of missing girls are lower than the initial reports.

\_\_\_\_\_

f. The girls who were able to escape were helped by the military.

\_\_\_\_\_

g. The girls were taken to a town near the Cambodian border.

\_\_\_\_\_

h. The girls' parents have given up the search.

**4. You are going to listen to six examples of human rights' violations. Choose from the list (A – G) the human rights being violated on each of them. There is an extra article you do not need to use.**

A. Article 3 — The right to live free

B. Article 4 — No slavery

C. Article 5 — No torture

D. Article 13 — Freedom to move

E. Article 18 — Freedom of thought

F. Article 19 — Freedom of expression

G. Article 21 — The right to democracy

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| TEXT 3 |  |
| TEXT 4 |  |
| TEXT 5 |  |
| TEXT 6 |  |



**5. Listen to the text about a Human Rights organisation, Human Rights Watch, and choose the correct option to complete the sentences.**

**5.1** Human Rights Watch staff members come from

- a. similar professional backgrounds. ☐
- b. many different countries. ☐
- c. governmental agencies. ☐

**5.2** Helsinki Watch contributed to the dramatic democratic transformations of the late 1980s because

- a. they helped policy makers. ☐
- b. they publicly exposed abuses. ☐
- c. they were ashamed of the way human rights were being violated in the Soviet Union. ☐

**5.3** In the 1990s Human Rights Watch was the first organisation to

- a. formally accuse abusive leaders. ☐
- b. create laws of war. ☐
- c. report violations on the laws of war. ☐

**5.4** Human Rights Watch brought to public eye previously ignored issues such as

- a. international arms trade. ☐
- b. war crimes. ☐
- c. the rights of gays and lesbians. ☐

**5.5** The new challenges for human rights in the 21<sup>st</sup> century were brought about by

- a. 9/11. ☐
- b. oil supplies. ☐
- c. the meatpacking industries. ☐

**5.6** The terrorist attacks emphasised the need to check if

- a. terrorist groups had supporters. ☐
- b. counterterrorist policies and practices respected human rights. ☐
- c. counterterrorist laws put pressure on terrorist groups. ☐

**5.7** One of the main areas the Human Rights Watch is concerned about is

- a. education. ☐
- b. culture. ☐
- c. economy. ☐



# Listening 3

## Unit 3 Democracy and Globalisation

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Listen to the first part of a report about brands and food justice and correct the 10 wrong words.

### Behind the Brands

Over the last century, powerful food and beverage companies have enjoyed unparalleled commercial success. But these companies have flourished while the millions who supply the land, labour and water necessary for their products face increased hardship. Now, a fast changing environment, affected communities and an increasingly savvy consumer base are forcing the industry  
5 to rethink “business as usual”. In its report, Oxfam evaluates the social and environmental policies of the world’s ten biggest food and beverage companies and calls on them to take the critical next steps to create a fair food system.

www.oxfam.org  
accessed in March 2015

2. Listen to the second part of the report and complete it with the missing sentences.

Today, a third of the world’s population relies on small-scale farming for their livelihoods. And while a. \_\_\_\_\_ to feed everyone on earth, a third  
10 of it is wasted; more than 1.4 billion people are overweight, and almost 900 million b. \_\_\_\_\_.

The vast majority of the hungry are the small-scale farmers and workers who supply nutritious food to 2-3 billion people worldwide, with up to 60 per cent of farm laborers c. \_\_\_\_\_.

15 Adding to the vulnerability of poor farmers and farm workers, food prices continue to fluctuate wildly, and demand for soy, corn, and sugar to feed affluent diets is on the rise. And to top it off, the very building blocks of the global food system – d. \_\_\_\_\_ – are growing scarce.

These facts are not secrets; companies also realise that agriculture has grown risky and are taking  
20 steps to guarantee future commodity supplies and to reduce social and environmental risks along their supply chains.

Today, e. \_\_\_\_\_, build schools for communities and cut back on water usage in company operations. New corporate social responsibility programmes are proliferating and declarations of sustainability are now ubiquitous. The CEO of PepsiCo, Indra  
25 Nooyi, in fact noted in 2011, “It is not enough to make things that taste good. f. \_\_\_\_\_ . It must aspire to higher values than the day-to-day business of making and selling soft drinks and snacks.”

www.oxfam.org  
accessed in March 2015

**3. Listen to the third part of the report and choose the correct option to complete the sentences.**

**3.1** Oxfam's *Behind the Brands* Campaign aims to

- a. check whether companies have the same policies. ☐
- b. evaluate the profits of each company. ☐
- c. help companies improve their environmental concerns. ☐

**3.2** Companies like Coca-Cola, Nestlé and PepsiCo

- a. haven't been included in Oxfam's study. ☐
- b. are among the 10 most powerful food and beverage companies. ☐
- c. are proving to be transparent and accountable companies. ☐

**3.3** According to the performance of the companies

- a. Nestlé and Unilever show concerns about the impact of their actions on populations and on the environment. ☐
- b. Kellogg's and ABF have more social and environmental concerns. ☐
- c. none of the companies proved to be concerned about sustainable agricultural production. ☐

**3.4** Unfortunately, *Behind the Brands* makes it clear that

- a. some companies have used their power to create a just market. ☐
- b. most companies have helped poor populations with jobs and food. ☐
- c. companies don't use their power to help the poorer populations. ☐

**3.5** Some of the negative points included

- a. the fact that only some companies pay a fair price to workers. ☐
- b. that big corporations are causing damage to the environment. ☐
- c. the fair exploitation of land, water and labour. ☐



**4. Listen to an excerpt of a documentary about sweets produced in developing countries. Complete the sentences accordingly.**

- a. With the growing popularity of brands such as Cadbury, Lipton, Mars, and Nestlé, it was necessary to find land to \_\_\_\_\_
- b. The tea drunk by the British was grown in \_\_\_\_\_
- c. \_\_\_\_\_ from raw materials of West African oil palm plantations.
- d. Even after the independence of colonised countries, \_\_\_\_\_ ownership continued.
- e. At the moment, there is a shortage of \_\_\_\_\_ as well as \_\_\_\_\_ .
- f. A great percentage \_\_\_\_\_ irrigation.

**5. You are going to listen to five people talking about critical areas, which have been neglected by food and beverage industry as far as sustainable agriculture is concerned. Choose from the list of critical areas (A – G) the one each speaker mentions. Two do not apply.**

A. climate change

B. farm workers

C. land

D. small-scale farmers

E. transparency

F. water

G. women

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

|  |
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# Listening 4

## Unit 4 1950s-1990s: Culture, art and society

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Listen to the text and complete it with the missing words.

#### The Sixties Revolution

When people think of the 1960s, they often have a romanticised idea of a **a.** \_\_\_\_\_ of great music, liberal idealism and Flower Power. It was the time when the post war **b.** \_\_\_\_\_ were in their adolescence, embracing **c.** \_\_\_\_\_ ideals, expanding their minds through all kinds of drugs, and truly living life to the fullest. The Flower Power movement **d.** \_\_\_\_\_ held in upstate New York in 1969 when an estimated 500,000 people lived in peace and **e.** \_\_\_\_\_ for three unforgettable days.

Nothing would ever be the same again. The 1960s were the period of time which changed everything. The sixties decade was the most **f.** \_\_\_\_\_ exciting, influential, inventive and vibrant period for **g.** \_\_\_\_\_ in the 20<sup>th</sup> century. The 3,653 days belonging to the sixties are **h.** \_\_\_\_\_ kept getting shorter, **i.** \_\_\_\_\_ kept getting longer and the youth of the day were liberated from the **j.** \_\_\_\_\_ hardship and the prim attitudes of the fifties. There was an awakening renaissance for the **k.** \_\_\_\_\_ where painting, dance, sculpture, fashion and especially music changed all the **l.** \_\_\_\_\_.

www.sixtiesmusic.org  
accessed in January 2015

### 2. You will hear four different people talking about the way they lived in the 1960s. Choose from the list A – H two memories stated by each of the speakers.

- A. I saw the waterway in the surroundings of my house replaced by a motorway.
- B. I started working when I was a teenager and shared the money with my mother.
- C. I remember moving from an old house to a new one equipped with modern facilities.
- D. At the age of 6 I witnessed the heaviest snow storm ever, which destroyed my school's roof.
- E. I had to use a public toilet outside the house.
- F. Back in the 1960s people felt safe and neighbours were helpful and cared for each other.
- G. My mother had to work several jobs to provide for the family.
- H. I have fond memories of the family gatherings on special festivities.

|           |                      |
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| Speaker 4 | <input type="text"/> |

**3. Listen to the text about the evolution of women's fashion in the second half of the 20<sup>th</sup> century and choose the correct option to complete the sentences.**

**3.1** Which of the following were not part of the 60s style?

- a. tight jeans and mini skirts. ☐
- b. leather texture and shiny look. ☐
- c. formal suits and feminine look. ☐

**3.2** In the 1970s, women chose their clothes according to

- a. their own taste. ☐
- b. what fashion dictated. ☐
- c. their body shape. ☐

**3.3** Which of the following were not fashionable clothing in the 70s?

- a. bell bottoms and loose-legged trousers. ☐
- b. ethnic patterns and peasant-like clothes. ☐
- c. long tight skirts and dresses. ☐

**3.4** From 1975 onwards trouser shapes became

- a. short and loose. ☐
- b. tighter and narrower. ☐
- c. bright and printed with slogans. ☐

**3.5** In the 1980s women wore jackets with shoulders pads in order to

- a. be more masculine. ☐
- b. show how powerful they were. ☐
- c. copy stars of TV series *Dynasty* and *Dallas*. ☐

**3.6** In the 1990s women's dressing style became more

- a. powerful. ☐
- b. excessive. ☐
- c. casual. ☐

**3.7** Nowadays fashion is said to be all about

- a. options. ☐
- b. trends. ☐
- c. luxury. ☐

**3.8** Finding your own style today means

- a. wearing longer dresses and skirts. ☐
- b. discovering what suits you. ☐
- c. finding the colours of time. ☐



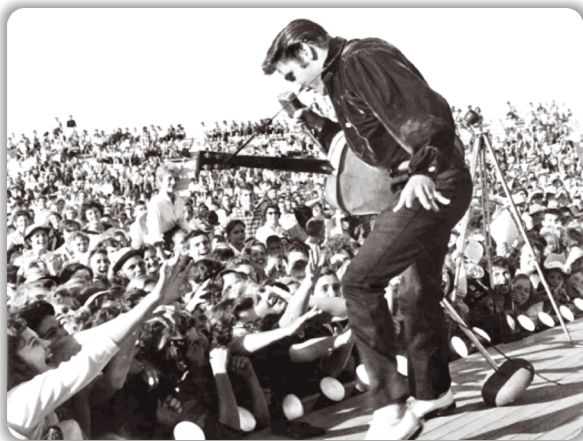
4. You will hear six statements referring to an event that took place in a decade of the 20<sup>th</sup> century.

4.1 Identify the event.

Text 1. \_\_\_\_\_ Text 4. \_\_\_\_\_

Text 2. \_\_\_\_\_ Text 5. \_\_\_\_\_

Text 3. \_\_\_\_\_ Text 6. \_\_\_\_\_



4.2 Choose from the texts 1 – 6 the decade each event took place in.

1940s \_\_\_\_\_

1950s \_\_\_\_\_

1960s \_\_\_\_\_

1970s \_\_\_\_\_

1980s \_\_\_\_\_

1990s \_\_\_\_\_

# Speaking 1

## Unit 1 English Worldwide

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Part I

Look at the following images and answer the questions below.

1. Describe the images.
2. What might these people be doing?
3. What language are they probably speaking?
4. How important is this language for the people involved?
5. Would all of them be able to communicate with people from other countries using their mother tongue? Why/Why not?



### Part II

In four minutes, discuss the following with your partner:

- reasons for English to be the most spoken language by non-native speakers;
- the future of English as a global language;
- the different methods of learning English;
- the most effective method;
- how you have boosted your language skills;
- in what ways you hope to use English in the future.

# Speaking 2

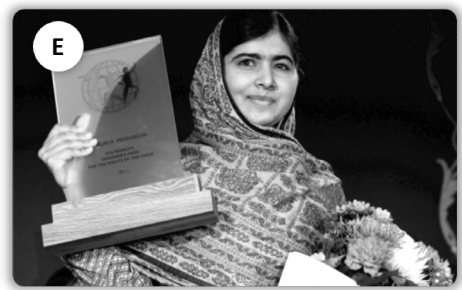
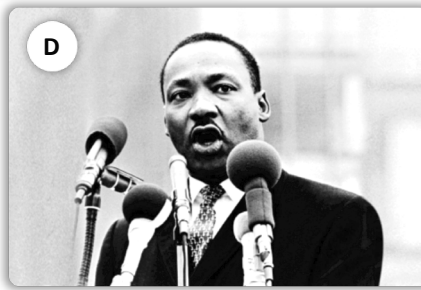
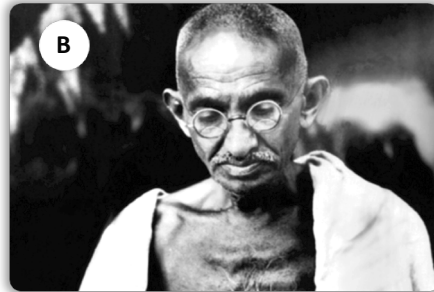
## Unit 2 Citizenship and Multiculturalism

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Part I

Look at the following images and answer the questions below.

1. Identify the people in the images.
2. What might they have in common?
3. What have these people done to change the world?
4. Whose actions do you think had the greatest influence on people's lives?
5. How have their actions been recognised?



### Part II

In four minutes, discuss the following with your partner:

- What violations of the human rights are depicted below?
- Do they still exist nowadays? Where and why?
- How can they be tackled?
- What is our responsibility as individuals?





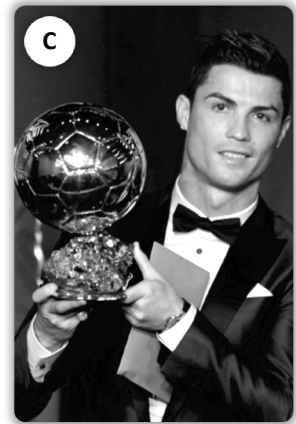
# Speaking 3

## Unit 3 Democracy and Globalisation

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Part I

Globalisation means that we have unprecedented access in real time to key events happening around the world, such as those illustrated below. Look at the images and answer the questions.



1. What's happening in each of these photos?
2. How might the people be feeling?
3. Did these moments have personal or worldwide consequences?
4. How might this day have changed these peoples' lives?
5. Would we have had the same access to this information without globalisation? Why/Why not?

### Part II

In four minutes, discuss the following with your partner:

- Who are the people in the images?
- What significance might being away from home have for these people?
- How might they be feeling?



# Speaking 4

## Unit 4 1950s-1990s: Culture, art and society

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Part I

The internet was certainly one of the greatest inventions of the 90s. Look at the images and answer the questions below.

1. Describe the images.
2. What significance might the internet have for these people?
3. How has it changed the way they work or socialise?
4. Does it have any negative consequences for these people?
5. Which gadgets give you access to the internet nowadays? Where?



### Part II

In four minutes, discuss the following with your partner:

As you have learnt in this unit, flowers were one of the symbols of the hippie movement and were very important for those wearing them at the time.

Do you think flowers are important for the people in the images below?  
Why are they holding them?



# Answer key

## Listening 1 (p. 46)

1.

a. widely b. insatiable c. urban d. lingua franca e. diplomacy  
f. education g. colonialism h. political i. rise j. second language.

2.

a. cultural might b. marginalised them / drove them to extinction  
c. cannibalism d. the media, administration, education and business  
e. World English f. the 1960s g. help learners acquire the language  
h. the most respectable.

3.1 b 3.2 c 3.3 b 3.4 a 3.5 a 3.6 c 3.7 b

4.

Speaker 1: C; G

Speaker 2: B; E

Speaker 3: A; H

Speaker 4: D; F

5.

TEXT 1: C

TEXT 2: E

TEXT 3: A

TEXT 4: B

TEXT 5: D

## Listening 2 (p. 49)

1.

1. stated (l. 1) – embodied; rule (l. 3) – law; many (l. 4) – most;  
too (l. 6) – far; impossible (l. 9) – unattainable; effort (l. 12) –  
money; enough (l. 12) – insufficient; weekly (l. 13) – daily;  
hundreds (l. 14) – thousands; detention (l. 15) – imprisonment.

2.

TEXT 1: C

TEXT 2: E

TEXT 3: A

TEXT 4: D

3.

a. False – 190 girls (40 were able to escape).

b. True.

c. False – They haven't issued any statement.

d. True.

e. True.

f. False – They did it on their own.

g. False – They were taken to a forest near the Cameroonian  
border.

h. False – They are helping search for the girls.

4. TEXT 1: D

TEXT 2: F

TEXT 3: A

TEXT 4: E

TEXT 5: B

TEXT 6: C

5.1 b 5.2 b 5.3 c 5.4 c 5.5 a 5.6 b 5.7 a

## Listening 3 (p. 52)

1. last (l. 1) – past; unparalleled (l. 1) – unprecedented;  
flourished (l. 2) – grown prosperous; necessary (l. 3) – needed;  
fast (l. 3) – rapidly; forcing (l. 4) – pushing; its (l. 5) – this;  
evaluates (l. 5) – assesses; biggest (l. 6) – largest; fair (l. 7) –  
just.

2. a. agriculture today produces more than enough food  
b. people go to bed hungry each night c. living in poverty  
d. fertile land, clean water, and reliable weather e. food and  
beverage companies speak out against biofuels f. PepsiCo  
must also be 'the good company'.

3.1 a 3.2 b 3.3 a 3.4 c 3.5 b

4.

a. (...) cultivate the raw materials required to produce them.

b. (...) India and Sri Lanka.

c. Margarine was produced (...)

d. (...) the struggle for fertile land (...)

e. land; water

f. (...) of fresh water is used for (...)

5.

Speaker 1: D

Speaker 2: B

Speaker 3: A

Speaker 4: C

Speaker 5: F

## Listening 4 (p. 55)

1. a. decade b. baby boomers c. counter-culture d. Woodstock  
festival e. harmony f. incredibly g. popular music h. skirts  
i. hair j. wartime k. arts l. rules.

2.

SPEAKER 1: e; g

SPEAKER 2: a; c

SPEAKER 3: d; h

SPEAKER 4: b; f

3.1 c 3.2 a 3.3 c 3.4 b 3.5 b 3.6 c 3.7 a 3.8 b

4.1

TEXT 1: The birth of rock 'n' roll

TEXT 2: The Munich massacre

TEXT 3: The Gulf War

TEXT 4: The Fall of the Berlin Wall

TEXT 5: World War II

TEXT 6: The March on Washington

4.2

1940s: Text 5

1950s: Text 1

1960s: Text 6

1970s: Text 2

1980s: Text 4

1990s: Text 3

# GRAMMAR

# Past tenses

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. Read the text below and decide which answer (1, 2, 3 or 4) best fits each gap.

### How a. \_\_\_\_\_ the world's most widely spoken language?

Five hundred years ago, between five and seven million people b. \_\_\_\_\_ English, almost all of them living in the British Isles. Now, anywhere around the world up to 1.8 billion people speak English.

English c. \_\_\_\_\_ around the world by the sailors, soldiers, pilgrims, traders and missionaries  
5 of the British Empire. Before the existence of a language policy, the English language d. \_\_\_\_\_ all corners of the globe.

In most of the British Empire, the main goal was trade, so fewer Britons actually settled. This explains why English e. \_\_\_\_\_ to dominate colonies in Asia and Africa, where it was the language of business, administration and education, but it f. \_\_\_\_\_ the language of the people. (...)

10 While Europe g. \_\_\_\_\_ in the years after 1945, the USA boomed. American businesses picked up where the British East India Company h. \_\_\_\_\_ centuries before, taking English around the world as a language of trade. The influence of American business, combined with the tradition of English i. \_\_\_\_\_ around the world by the British Empire, have made English the number one language of international trade in the 21<sup>st</sup> century. All of the world's top business  
15 schools now teach in English.

But the cultural legacy of the post-war decades is also very important to the growth of English as a world language.

By that time, American music j. \_\_\_\_\_ English into the world's discotheques and homes. British bands including the Beatles, the Rolling Stones, Queen, Pink Floyd, the Police or  
20 Led Zeppelin ensured it. Music festivals including Woodstock k. \_\_\_\_\_ iconic for a whole generation, whether they l. \_\_\_\_\_ English speakers or not.

<http://blog.esl-languages.com> (adapted)  
accessed in January 2015

- |                            |                    |                      |                        |
|----------------------------|--------------------|----------------------|------------------------|
| a. 1. has English become   | 2. English become  | 3. English became    | 4. had English become  |
| b. 1. spoke                | 2. had spoken      | 3. were speaking     | 4. had been speaking   |
| c. 1. was taken            | 2. took            | 3. had been taken    | 4. wasn't taken        |
| d. 1. reached              | 2. was reaching    | 3. had been reached  | 4. had already reached |
| e. 1. hadn't come          | 2. had come        | 3. didn't come       | 4. came                |
| f. 1. wasn't               | 2. was             | 3. hadn't been       | 4. had been            |
| g. 1. had rebuilt          | 2. rebuilt         | 3. wasn't rebuilding | 4. was rebuilding      |
| h. 1. had been leaving off | 2. was leaving off | 3. had left off      | 4. left off            |
| i. 1. left                 | 2. was leaving     | 3. had left          | 4. had been leaving    |
| j. 1. brought              | 2. was bringing    | 3. had brought       | 4. had been brought    |
| k. 1. turned               | 2. was turning     | 3. had turned        | 4. had been turned     |
| l. 1. hadn't been          | 2. were being      | 3. had been          | 4. were                |

## Means of expressing possession

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



**1. In most of the following sentences there is a mistake. Correct them and mark the correct sentences with a tick.**

- a. 73 million viewers – more than a third of the US – saw the Beatles’s performance on the Ed Sullivan Show in New York. \_\_\_\_\_
- b. Brian Epstein’s work as manager of the band was well-known. \_\_\_\_\_
- c. Tonight programme is going to present a biography of John Lennon. \_\_\_\_\_
- d. Teenage fans screams waited for them at the Charles de Gaulle airport. \_\_\_\_\_
- e. At the start of 1964, the Beatles albums were at the top of the charts in the UK and *Please Please Me* was one of them albums. \_\_\_\_\_
- f. I’ve never been very keen on their music but that’s my problem.  
Never having been very keen on their music is a problem of mine. \_\_\_\_\_
- g. John Lennon set off on a series of tours in 1964. The USA was a destination of him. \_\_\_\_\_
- h. What did you mean when you mentioned going to a 60s party?  
What was that plan of you of going to a 60s party? \_\_\_\_\_
- i. Your father still has Beatle-like side burns.  
Why does that father of yours still have them? \_\_\_\_\_
- j. The 60s wasn’t my father’s favourite decade.  
The 60s was no favourite decade of my father. \_\_\_\_\_

# The passive

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**1. For sentences a – h, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between two and five words, including the word given.**

**a.** Have you heard? David Graddol has given a speech at the British Council. **(been)**

Have you heard? A \_\_\_\_\_ by David Graddol at the British Council.

**b.** Grammarians have been studying the English language for a long time. **(studied)**

The English language \_\_\_\_\_ for a long time.

**c.** Why don't more British people learn foreign languages? **(are)**

Why \_\_\_\_\_ by more British people?

**d.** You must speak English to be a citizen of the world. **(those)**

English must \_\_\_\_\_ want to be citizens of the world.

**e.** Someone has already researched the world's dead languages. **(have)**

The world's dead languages \_\_\_\_\_.

**f.** They have said that English will always be the most widely spoken language. **(has)**

It \_\_\_\_\_ will always be the most widely spoken language.

**g.** Some people think that English is the easiest foreign language to speak. **(considered)**

English is \_\_\_\_\_ foreign language to speak.

**h.** Crystal's book was a landmark in linguistics. **(that)**

It is \_\_\_\_\_ a landmark in **linguistics**.

**2. Rewrite the sentences starting them as suggested.**

**a.** Facebook founder Mark Zuckerberg recently surprised Chinese students when he spoke to them in Chinese.

Chinese students \_\_\_\_\_.

**b.** The head of the US-China Institute thinks more American CEOs should learn foreign languages.

The head of the US-China Institute thinks foreign languages \_\_\_\_\_.

**c.** In 2009, about 60,000 American college students were studying Chinese.

In 2009, Chinese \_\_\_\_\_.

**d.** A growing number of American parents are sending their children to bilingual Chinese immersion schools. The children of \_\_\_\_\_.

**e.** Ms Clements thinks knowing Chinese could give her children a competitive advantage.

Ms Clements thinks her children \_\_\_\_\_.

# The gerund and the *to*-infinitive

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. For sentences a – h, complete the second sentence so that it has a similar meaning to the first one.

- a. The audience easily understood the message in Martin Luther King's speech.  
For the audience, \_\_\_\_\_ was easy.
- b. Writing about civil rights was one of Martin Luther King's passions.  
Martin Luther King enjoyed \_\_\_\_\_ rights.
- c. Freedom fighters may be challenged at any time.  
Freedom fighters risk \_\_\_\_\_.
- d. Police forces no longer wanted to counter King's peaceful mass demonstrations.  
Police forces gave up \_\_\_\_\_.
- e. I don't believe that they say they don't care about civil rights.  
I don't believe them \_\_\_\_\_.
- f. My parents agree with my wish to help those in need.  
My parents support my \_\_\_\_\_.
- g. Malala wanted a difference made in the world.  
Malala wanted \_\_\_\_\_ in the world.
- h. Freedom fighters can often be very persuasive to help minorities.  
Freedom fighters want \_\_\_\_\_.

## 2. Use the gerund or the *to*-infinitive to complete the sentences.

- a. Malala is a Pakistani activist who is known for human rights advocacy for education and for women in Pakistan, where the local Taliban had at times banned girls from \_\_\_\_\_  
(attend) school.
- b. Nelson Mandela was South Africa's first black chief executive, and the first elected in a fully representative democratic election. His government focused on \_\_\_\_\_ (end) the legacy of apartheid.
- c. Gandhi was the leader of the Indian independence movement in British-ruled India.  
Employing nonviolent civil disobedience, Gandhi struggled \_\_\_\_\_  
(fight) for freedom across the world.
- d. Martin Luther King helped \_\_\_\_\_  
(organise) the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech.





# Subject-verb inversion

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. Rephrase the sentences starting them as suggested.

- a. Obama is the first black president in the history of the United States.

Never before \_\_\_\_\_

- b. One mustn't judge a president's strategies based on the media.

Under no circumstances \_\_\_\_\_

- c. We don't know much about the Americans' opinion about their president.

Little \_\_\_\_\_

- d. It's not very common to see a president with such an open-minded family.

Seldom \_\_\_\_\_

- e. Obama has visited the UK only once since he became president.

Rarely \_\_\_\_\_

- f. I didn't know much about the White House before watching the documentary on CNN.

Only after \_\_\_\_\_

- g. The President of the USA is elected by an Electoral College. Voters do not participate directly.

Never \_\_\_\_\_

- h. The constitution states that suffrage cannot be denied on grounds of race or colour, sex or age for citizens eighteen years or older.

Not for a moment \_\_\_\_\_

- i. Some people don't know much about the influence of some political parties.

Little \_\_\_\_\_



# Conditional clauses

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. Rephrase the sentences as suggested.

- a. Immigrants choose the USA because they still believe in the American dream.  
If people didn't \_\_\_\_\_ .
- b. Many EU countries are experiencing high levels of immigration because of the unemployment crisis.  
If it weren't \_\_\_\_\_ .
- c. I have never thought about working abroad because I have a career here.  
I would think about \_\_\_\_\_ .
- d. With the Schengen agreement European citizens can travel freely.  
European citizens wouldn't \_\_\_\_\_ .
- e. Immigration policies are not always fair and this makes talented citizens feel frustrated.  
If immigration policies were \_\_\_\_\_ .
- f. My application to immigrate to Australia was accepted because I'm trilingual.  
My application to immigrate to Australia wouldn't have been \_\_\_\_\_ .

## 2. Complete the sentences with your own ideas.

- a. If my parents had emigrated when I was a child, \_\_\_\_\_
- b. If there were more immigrants in our country, \_\_\_\_\_
- c. I will never leave this country unless \_\_\_\_\_
- d. My parents would support me if \_\_\_\_\_

## 3. Match the beginnings (a – f) to the endings (1 – 6).

- |                                                                          |                                                                 |
|--------------------------------------------------------------------------|-----------------------------------------------------------------|
| a. Governments will have to take action                                  | 1. if they intend to reduce criminality.                        |
| b. David Cameron said that he would prevent immigrants to come to the UK | 2. I would have moved to Australia.                             |
| c. If countries accepted all the immigrants,                             | 3. if the company relocates.                                    |
| d. If they don't have a permanent visa,                                  | 4. if the EU didn't support him.                                |
| e. Workers will be unemployed                                            | 5. there wouldn't be enough housing or employment for everyone. |
| f. If I had known about the job,                                         | 6. they will be caught.                                         |

## 4. Now rewrite the conditional clauses without using *if*.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

# Ways of expressing the future

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Read the text below and decide which answer (1, 2, 3 or 4) best fits each gap.

## Welcome to Portugal

Martha Field is a Finnish twenty-year old student. She  
**a.** \_\_\_\_\_ in Aveiro, Portugal and experience a foreign  
 culture, meet new people, and learn a foreign language. She  
**b.** \_\_\_\_\_ in an Erasmus programme for the next twelve  
 5 months. She has already decided that she **c.** \_\_\_\_\_  
 languages.

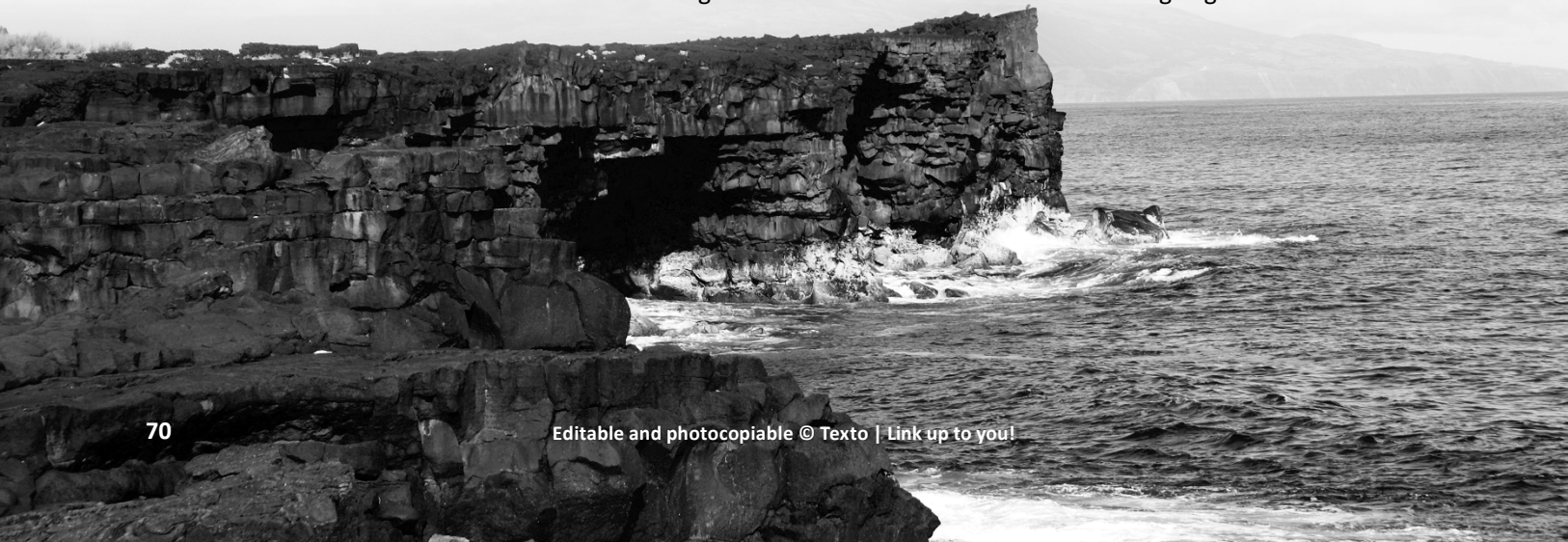
I'm not sure, but I think she **d.** \_\_\_\_\_ a grant which  
 partly covers the costs of the stay abroad. I believe she  
**e.** \_\_\_\_\_ any university fees.

10 By the end of that time she **f.** \_\_\_\_\_ the best days of her life, she **g.** \_\_\_\_\_ a new  
 language and a new culture and **h.** \_\_\_\_\_ a powerful tool in the world of work.

She **i.** \_\_\_\_\_ on Monday morning. Her parents **j.** \_\_\_\_\_ her to the airport early in the  
 morning because her flight **k.** \_\_\_\_\_ at 8 pm. Her classes **l.** \_\_\_\_\_ one week later.



- |                                    |                        |                        |                           |
|------------------------------------|------------------------|------------------------|---------------------------|
| <b>a.</b> 1. is going to live      | 2. will live           | 3. will have lived     | 4. is living              |
| <b>b.</b> 1. is studying           | 2. will have studied   | 3. is going to study   | 4. will study             |
| <b>c.</b> 1. will have studied     | 2. is going to study   | 3. will study          | 4. studies                |
| <b>d.</b> 1. will receive          | 2. is receiving        | 3. receives            | 4. will have received     |
| <b>e.</b> 1. isn't going to pay    | 2. isn't paying        | 3. doesn't pay         | 4. won't pay              |
| <b>f.</b> 1. will have experienced | 2. is experiencing     | 3. will experience     | 4. is going to experience |
| <b>g.</b> 1. is learning           | 2. will have learned   | 3. is going to learn   | 4. learns                 |
| <b>h.</b> 1. is conquering         | 2. is going to conquer | 3. will have conquered | 4. will conquer           |
| <b>i.</b> 1. is leaving            | 2. leaves              | 3. will leave          | 4. is going to leave      |
| <b>j.</b> 1. are going to take     | 2. will take           | 3. take                | 4. are taking             |
| <b>k.</b> 1. will have left        | 2. will leave          | 3. is leaving          | 4. leaves                 |
| <b>l.</b> 1. start                 | 2. are starting        | 3. will start          | 4. are going to start     |



# Reported speech

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. Report the statement of this student doing Erasmus in Austria.

### Don't lose this opportunity



I'm Jasmine, an ERASMUS exchange student from Finland and currently studying at the University of Vienna for one semester. I've been living in Vienna for almost three months now and I got to say that I love it here!

- 5 I definitely recommend doing an exchange in Vienna. First of all, you'll learn German. I always try to use German when I get the chance and I feel like I've really improved my skills. Second, the University of Vienna is amazing. When I first saw the main university building, I was "like woah". You should check it out, it's pretty
- 10 impressive with its majestic hallways, painted ceilings and everything. I've also been very happy with my classes (you can find courses in English, too). Third, and maybe most importantly, the city of Vienna is simply great. Vienna is definitely a lovely place to live. Come visit and see it for yourself! Don't lose this opportunity of being a student
- 15 abroad.

<http://theviennesegirl.com>  
accessed in January 2015

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# Asking polite questions/ Reported speech

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. What polite questions would Jasmine ask in the following situations?

- a. Where to find a comfortable place for just a few months.  
Can you tell me \_\_\_\_\_ ?
- b. The language used to teach her course.  
Do you happen to know \_\_\_\_\_ ?
- c. The students' chance to go home now and then.  
Would you be as kind as to tell me \_\_\_\_\_ ?
- d. The type of payment accepted in restaurants (cash or credit card).  
Do you happen to know \_\_\_\_\_ ?
- e. How to get round Budapest, Prague and Bratislava without spending too much.  
I wonder \_\_\_\_\_ ?

## 2. Rephrase the sentences as suggested.

- a. "Jasmine was a very committed student during the whole semester."  
The Austrian teacher said \_\_\_\_\_ .
- b. "What I've missed the most were my parents."  
Jasmine confessed \_\_\_\_\_ .
- c. "Don't miss this once-in-a-lifetime opportunity."  
Jasmine advised me \_\_\_\_\_ .
- d. "Get ready for the experience of your lives!"  
The Counsellor told them \_\_\_\_\_ .
- e. "How long did you stay in Austria, Jasmine?"  
Her friends wanted to know \_\_\_\_\_ .
- f. "Will you return to Vienna?"  
The teachers at school asked Jasmine \_\_\_\_\_ .



# Connectors of contrast

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. For sentences a-h, complete the second sentence so that it has a similar meaning to the first one, using the connector given. Do not change the connector given and use between two and five words, including the connector given.

- a. Globalisation has brought benefits and opportunities for people in many parts of the world but some have been excluded.

**IN SPITE OF**

Globalisation has brought benefits and opportunities for people in many parts of the world \_\_\_\_\_ some of them.

- b. Coca Cola is a successful brand but many countries have banned its products.

**DESPITE**

Coca-Cola's products have been banned by \_\_\_\_\_ success.

- c. Coca-Cola's marketing strategies were the foundation for its globalisation. The advertising slogans and catchy jingles played an important role, too.

**HOWEVER**

The marketing strategies of Coca-Cola were the foundation for its globalisation. \_\_\_\_\_ catchy jingles were also very important.

- d. In spite of having brought lots of improvements, globalisation has caused the bankruptcy of local markets.

**EVEN THOUGH**

Globalisation has brought lots of improvements, \_\_\_\_\_ the bankruptcy of local markets.

- e. Local markets have been integrated through the network trade but they have lost their cultural identity.

**STILL**

Local markets have been integrated through the network trade; \_\_\_\_\_ their cultural identity.

- f. Although McDonald's doesn't have its American menus in other countries, it will always be a vehicle of the American culture.

**IN SPITE OF**

McDonald's will always be a vehicle of the American culture \_\_\_\_\_ its American menus in other countries.

- g. Although you can buy anything anywhere in the world, it is always nicer to shop at local markets.

**HOWEVER**

You can buy anything anywhere in the world. \_\_\_\_\_ to shop at local markets.

- h. In spite of living apart, Tom and his wife Skype each other every day.

**ALTHOUGH**

Tom and his wife see each other every day \_\_\_\_\_.

# Impersonal pronouns / Present subjunctive

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. Complete the sentences with: *it, they, you, one*.

- a. \_\_\_\_\_ was during the 50s that mass culture began to dominate in the United States.
- b. \_\_\_\_\_ say that TV networks in particular wanted to cater to the largest audience possible.
- c. Mass culture meant diversity. There was always something for \_\_\_\_\_ to see on TV.
- d. \_\_\_\_\_ was the beginning of mass culture, the 50s.
- e. \_\_\_\_\_ might think that this sidelined other forms of culture, but it didn't.

## 2. Complete the sentences with the following expressions.

suffice it to say    come what may    far be it from me    heaven forbid    so be it

- a. If you feel you should call the police, \_\_\_\_\_.
- b. I won't give you any details. \_\_\_\_\_ your sister has got dark bruises on her face.
- c. \_\_\_\_\_ my daughter should marry someone so aggressive!
- d. \_\_\_\_\_, I will call the police the next time my neighbour has an argument with her husband.
- e. \_\_\_\_\_ to tell you what to do but I would never marry him.

## 3. After going to the police to complain about her husband's aggressive behaviour, a woman was given the following advice by the inspector. Complete the sentences with the verbs given.

tell    be    not fear    call    bring

- a. "I insist that you \_\_\_\_\_ careful every time your husband drinks too much."
- b. "I suggest that you \_\_\_\_\_ a friend if you feel threatened."
- c. "I request that you \_\_\_\_\_ for your children's financial security."
- d. "I order that you \_\_\_\_\_ me the truth if I visit your place."
- e. "I propose that you always \_\_\_\_\_ your mobile phone with you."

## 4. Report the advice of the Police Inspector. Follow the example.

- a. *The police inspector insists that she be careful every time her husband drank too much.*
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

# Overall Grammar

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Read the text below and think of the word which best fits each gap. Use only one word in each gap.

## Indians or Native Americans?

Native American inhabitants **a.** \_\_\_\_\_ incorrectly called Indians by early European explorers who mistakenly believed that they **b.** \_\_\_\_\_ reached India. Unfortunately, the mistake persists to this day, and many people still refer to all Native Americans **c.** \_\_\_\_\_ Indians. Even some Native Americans call **d.** \_\_\_\_\_ Indians, but most of them prefer using their legitimate tribal  
5 names. **e.** \_\_\_\_\_ avoid offending, you should ask a Native American **f.** \_\_\_\_\_ he or she minds being called Indian.

The terms Native American and Indian are **g.** \_\_\_\_\_ misleading, as they suggest a homogeneous population. The original inhabitants of the United States at the **h.** \_\_\_\_\_ of the European invasion **i.** \_\_\_\_\_ composed of hundreds of different tribes. Many of the tribes  
10 **j.** \_\_\_\_\_ not share a common language or similar culture. In fact, some of the tribes were constantly at war **k.** \_\_\_\_\_ each other. Perhaps that is **l.** \_\_\_\_\_ many Native Americans today do not call themselves Indians or Native Americans, **m.** \_\_\_\_\_ prefer to say, for example, "We are the Lakota people. Some call us the Sioux."

**n.** \_\_\_\_\_ the first European explorers arrived in this land, Native American tribes populated  
15 every part of the continent. **o.** \_\_\_\_\_ the nineteenth century, the European invaders began to migrate westward and to push the Native American tribes **p.** \_\_\_\_\_ of their traditional homelands. This was the period of shameful western Indian wars  
**q.** \_\_\_\_\_ the Apache, Sioux, Comanches and others. Superior numbers and advanced technology soon  
20 prevailed, and the **r.** \_\_\_\_\_ surviving natives were forcibly restricted to small areas known as Indian reservations.

Today, there are hundreds of Indian reservations across the USA, and many descendants of the Native Americans  
25 **s.** \_\_\_\_\_ live on them. Some tribes **t.** \_\_\_\_\_ managed to profit from the natural resources **u.** \_\_\_\_\_ their lands and the inhabitants have **v.** \_\_\_\_\_ rather wealthy. On other reservations, the residents exploit thriving tourist businesses. **w.** \_\_\_\_\_, many tribes own few resources  
30 and the inhabitants of **x.** \_\_\_\_\_ reservations live in poverty.

<http://www.hrw.org/>  
accessed in January 2015





# Answer key

## Past tenses (p. 64)

1. a. 1 b. 1 c. 1 d. 4 e. 4 f. 1 g. 4 h. 3 i. 1 j. 2 k. 1 l. 4.

## Means of expressing possession (p. 65)

1. a. Beatles' b. v c. Tonight's d. fans' e. their f. v g. of his h. plan of yours i. v j. of my father's.

## The passive (p. 66)

1. a. speech has been given b. has been studied c. aren't foreign languages learnt d. be spoken by those who e. have already been researched f. has been said that English g. considered to be the easiest h. said that Crystal's book was  
2. a. (...) were recently surprised by Facebook founder Mark Zuckerberg when he spoke to them in Chinese. b. (...) should be learnt by more American CEOs. c. (...) was being studied by about 60,000 American college students. d. (...) a growing number of American parents are being sent to bilingual Chinese immersion schools. e. (...) could be given a competitive advantage because of knowing Chinese.

## The gerund and the to-infinitive (p. 67)

1. a. (...) had understanding the message in Martin Luther King's speech (...) b. (...) writing about civil (...) c. (...) being challenged at any time d. (...) countering King's peaceful mass demonstrations e. (...) saying they don't care about civil rights. f. (...) wish of helping those in need g. (...) to make a difference (...) h. (...) to persuade people to help minorities.  
2. a. attending b. ending c. to fight d. to organise.

## Subject-verb inversion (p. 68)

1. a. (...) have the United States had a black president b. (...) must one judge a president's strategies based on the media c. (...) do we know about the Americans' opinion about their President d. (...) do we see a president with such an open-minded family e. (...) has Obama visited the UK since he became president f. (...) watching the documentary on CNN did I know a little about the White House g. (...) do voters participate directly on the election of the President h. (...) can suffrage be denied on grounds of race or colour, sex or age for citizens eighteen years or older i. (...) do some people know about the influence of some political parties.

## Conditional clauses (p. 69)

1. a. (...) believe in the American dream, they wouldn't choose the USA as an immigration destination b. (...) for the unemployment crisis, EU countries wouldn't be experiencing high levels of immigration c. working abroad if I didn't have a career here d. (...) be able to travel freely if there wasn't the Schengen agreement e. (...) fair, talented citizens wouldn't feel frustrated f. (...) accepted if I weren't trilingual.  
2. Suggestions: a. (...) I would have lived in a different culture all my life b. (...) we would live in a more multicultural society c. (...) I don't have any other options left d. (...) I decided to move to another country.  
3 and 4. a. 1 – Should Governments intend to reduce criminality, they will have to take action b. 4 – David Cameron said that, were the EU not to support him, he would prevent immigrants to come to the UK c. 5 – Were countries to accept all the immigrants, there wouldn't be enough housing or employment for everyone d. 6 – Should they not have a permanent visa, they will be caught e. 3 – Should the company relocate, workers will be unemployed f. 2 – Had I known about the job, I would have moved to Australia.

## Ways of expressing the future (p. 70)

1. a. 1 b. 3 c. 2 d. 1 e. 4 f. 1 g. 2 h. 3 i. 1 j. 2 k. 4 l. 1.

## Reported speech (p. 71)

1. She said her name was Jasmine and that she was an ERASMUS exchange student from Finland and that she was currently studying at the University of Vienna for one semester. She added that she had been living in Vienna for almost three months then and she said she had loved it there!

She definitely recommended doing an exchange in Vienna. First of all, because one would learn German. She always tried to use German when she got the chance and she felt like she had really improved her skills. Second, the University of Vienna was amazing. When she first saw the main university building, she had been "like woah". One should check it out, it was pretty impressive with its majestic hallways, painted ceilings and everything. She had also been very happy with her classes (one can find courses in English, too). Third, and maybe most importantly, she said that the city of Vienna was simply great. She said that Vienna was definitely a lovely place to live. She advised us to visit and see it for ourselves! She also advised us not to lose that opportunity of being a student abroad.

## Asking polite questions / Reported speech (p. 72)

1. a. (...) where I can find a comfortable place for just a few months? b. (...) what language is used to teach my course? c. (...) if students have the chance to go home now and then? d. (...) what type of payment is accepted in restaurants? e. (...) how I can get round Budapest, Prague and Bratislava without spending too much.  
2. a. (...) that Jasmine had been a very committed student during the whole semestre. b. (...) that what she had missed the most had been her parents. c. (...) not to miss that once-in-a-lifetime opportunity. d. (...) to get ready for the experience of their lives. e. (...) how long Jasmine had stayed in Austria. f. (...) if she would return to Vienna.

## Connectors of contrast (p. 73)

1. a. in spite of having excluded b. many countries despite its c. However, advertising slogans and d. even though it has caused e. still, they have lost f. in spite of not having g. However, it is nicer h. although they live apart

## Impersonal pronouns / Present subjunctive (p. 74)

1. a. It b. They c. you d. It e. One.  
2. a. so be it b. Suffice it to say c. Heaven forbid d. Come what may e. Far be it from me.  
3. a. be b. call c. not fear d. tell e. bring.  
4. b. He suggests that she call a friend if she feels threatened c. He requests that she not fear for her children's financial security d. He orders that she tell him the truth if he visits her place e. He proposes that she always bring her mobile phone with her.

## Overall Grammar (p. 75)

a. were b. had c. as d. themselves e. To f. if g. both h. time i. were j. did k. with l. why m. but n. When o. By p. off q. against r. few s. still t. have u. on v. become w. Unfortunately x. these.

# **VOCABULARY**

# Collocations

## Unit 1 English worldwide

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Use the words below to find the one from the box which can go with the other four in the grid.

card   language   field   loan   speakers  
band   question   ring   paper

|                                        |                                         |                                     |
|----------------------------------------|-----------------------------------------|-------------------------------------|
| wall<br>exam<br>toilet<br>photo        | battle<br>corn<br>political<br>research | car<br>native<br>public<br>portable |
| a. _____                               | d. _____                                | g. _____                            |
| endangered<br>dead<br>body<br>informal | French<br>student<br>cash<br>bank       | jazz<br>famous<br>boy<br>hair       |
| b. _____                               | e. _____                                | h. _____                            |
| birthday<br>credit<br>identity<br>gift | engagement<br>key<br>ear<br>onion       | tough<br>direct<br>mark<br>open     |
| c. _____                               | f. _____                                | i. _____                            |

# Word formation

## Unit 2 Citizenship and Multiculturalism

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Read the text below and use the words given in brackets to form a word that fits in the space.

### David Cameron urges EU support for migration plans

David Cameron has urged other EU leaders to support his a. \_\_\_\_\_ (reason) proposals on welfare benefits for migrants.

Britain's prime minister said lower EU migration would be a priority in future negotiations over the UK's b. \_\_\_\_\_ (member) and he would "rule nothing out" if he did not get the changes he  
5 wanted.

Under his plans, migrants would have to wait four years for certain benefits.

Brussels said the ideas were "part of the debate" to "be c. \_\_\_\_\_ (calm) considered".

Mr Cameron said he was d. \_\_\_\_\_ (confide) he could change the basis of EU migration into the UK. But he warned that if the UK's demands fell on "deaf ears" he would "rule nothing out" –  
10 the strongest hint to date he could countenance the UK leaving the EU. (...)

The main proposals in the speech – which are dependent on Mr Cameron remaining in power after May's general election – are:

- stopping EU migrants from claiming in-work benefits, such as tax credits, and getting access to social e. \_\_\_\_\_ (house) for four years;
- 15 • removing migrants from the UK after six months if they are f. \_\_\_\_\_ (employ);
- speeding up g. \_\_\_\_\_ (deport) of convicted criminals (...).

Mr Cameron ruled out a temporary cap on migrant numbers or an "emergency brake" on EU h. \_\_\_\_\_ (free) of movement rules, ideas both mooted in recent months, saying this would be less "effective" than reducing the incentives for people to come to the UK.

20 And he said it was i. \_\_\_\_\_ (doubt) that his proposals would request changes to the treaties governing the European Union. However, there is an important j. \_\_\_\_\_ (require): the support of all EU members.

www.bbc.com (adapted)  
accessed in December 2014

2. Complete the sentences with a word formed from the words in the box.

- a. The members of parliament support the \_\_\_\_\_ of a different migration policy.
- b. Many British people feel that Cameron gained an \_\_\_\_\_ following, not just in the UK but \_\_\_\_\_.
- c. They even say that pressure from an increasing number of voters led to an \_\_\_\_\_ session in the House of Commons.
- d. After I heard his speech I went out and caught \_\_\_\_\_ of some demonstrators on the streets campaigning against him.
- e. I am not sure whether he will get the \_\_\_\_\_ of all his usual supporters.
- f. There are cultural \_\_\_\_\_ between this country and others in Europe.
- g. We must admit that this speech shows his \_\_\_\_\_ in politics.

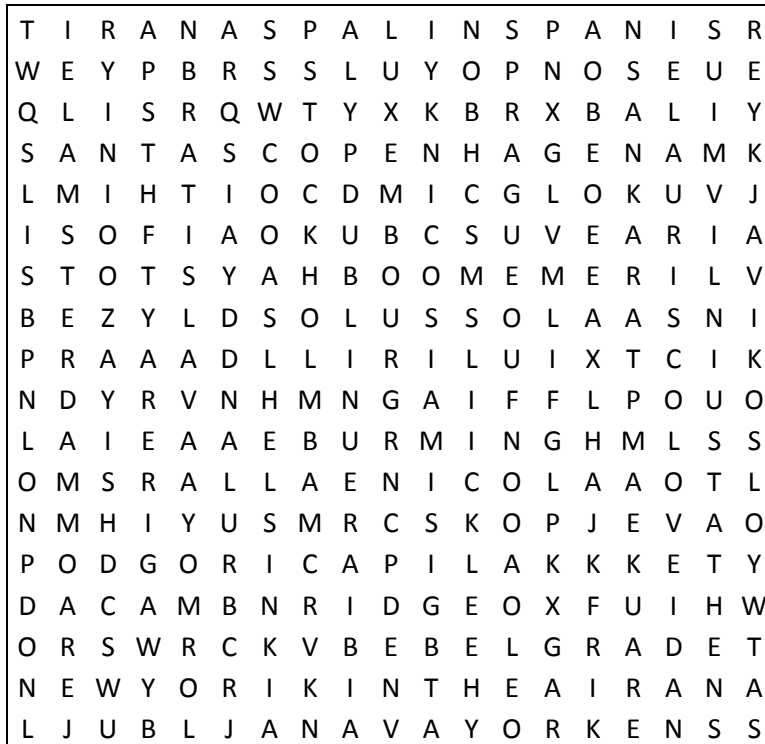
similar  
emerge  
world  
see  
impress  
approve  
develop  
expert

# EU Countries

## Unit 4 1950s-1990s: Culture, Art and Society

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Find the capital cities of some of the present countries of the EU and some candidates.



DENMARK • FINLAND • LUXEMBOURG  
 SWEDEN • NETHERLANDS • GREECE •  
 BULGARIA • SERBIA • CYPRUS • CZECH  
 REPUBLIC • SLOVENIA • SLOVAKIA •  
 ALBANIA • TURKEY • MACEDONIA •  
 ICELAND • MONTENEGRO • LITHUANIA

2. Use the information from above to complete the table.

| Country        | Nationality | Capital  |
|----------------|-------------|----------|
| a. Denmark     |             | C_____   |
| b. Finland     |             | _____ki  |
| c. Luxembourg  |             | L_____   |
| d. Sweden      |             | _____lm  |
| e. Netherlands |             | Am_____  |
| f. Bulgaria    |             | _____ia  |
| g. Serbia      |             | B_____   |
| h. Cyprus      |             | _____sia |
| i. Lithuania   |             | V_____   |

| Country           | Nationality | Capital  |
|-------------------|-------------|----------|
| j. Czech Republic |             | _____e   |
| k. Slovenia       |             | Lj_____  |
| l. Slovakia       |             | _____va  |
| m. Greece         |             | _____s   |
| n. Albania        |             | T_____   |
| o. Turkey         |             | _____ra  |
| p. Macedonia      |             | Sk_____  |
| q. Iceland        |             | _____vik |
| r. Montenegro     |             | Pod_____ |

# False friends / Compound words

## Unit 4 1950s-1990s: Culture, art and society

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. In the following pairs, correct the mistake in one of the sentences.

- 1.1 a. Most artists don't get much of a **pension** when they retire.  
b. Many of the people who went to Woodstock stayed at a **pension** near the venue.
- 1.2 a. In the 90s the traffic had to be **diverted** every time there was a demonstration.  
b. We had a **diverted** weekend at the summer festival.
- 1.3 a. My parents were **discussing** very loud. They don't have the same literary tastes.  
b. We finished the lesson **discussing** the influence of Cubism in literature.
- 1.4 a. I loved the 80s! I had an excellent **mark** in history because of that.  
b. I don't like these boot cut jeans of yours, they look so 70s. What **mark** are they?
- 1.5 a. More than 400,000 young people **assisted** Woodstock on August 15, 1969.  
b. Princess Diana **assisted** the sick and the poor.
- 1.6 a. My mother went to a school **reunion** last night. She met all her old friends from school.  
b. I have a **reunion** at 3 pm, so I'll phone you when I finish.
- 1.7 a. **Actually**, I don't know if the 90s were a prosperous decade...  
b. I used to love rock 'n' roll but **actually** I'm more into pop.
- 1.8 a. I **complimented** Anna on her fantastic project on the Beat Generation.  
b. Have you seen Thomas? Yes, I **complimented** him moments ago.
- 1.9 a. The Beats weren't **supported** by some who criticised their lack of aesthetics.  
b. I've tried to read Ginsberg's *Howl*, but I just can't **support** his style.
- 1.10 a. My mother was very **impressed** to know about Lady Diana's accident in 1997.  
b. I was **impressed** with her dedication to humanitarian causes.

### 2. Use the words in each of the two boxes to form compound words.

air arm back birth book  
cow finger gentle green  
moon master news post  
sky straw tea week  
wheel cup

day piece man berry  
scraper port pot print  
man chair chair case  
house end ground  
paper boy cake light

# Answer key

## Collocations (p. 78)

1. a. paper b. language c. card d. field e. loan f. ring g. speakers h. band i. question.

## Word formation (p. 79)

1. a. reasonable b. membership c. calmly d. confident e. housing f. unemployed g. deportation h. freedom i. doubtless j. requirement.  
2. a. development b. impressive; worldwide c. emergency d. sight e. approval f. similarities g. expertise.

## EU Countries (p. 80)

1.

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

2.

| Country        | Nationality  | Capital    |
|----------------|--------------|------------|
| a. Denmark     | Danish       | Copenhagen |
| b. Finland     | Finnish      | Helsinki   |
| c. Luxembourg  | Luxembourger | Luxembourg |
| d. Sweden      | Swedish      | Stockholm  |
| e. Netherlands | Dutch        | Amsterdam  |
| f. Bulgaria    | Bulgarian    | Sofia      |
| g. Serbia      | Serbian      | Belgrade   |
| h. Cyprus      | Cypriot      | Nicosia    |
| i. Lithuania   | Lithuanian   | Vilnius    |

| Country           | Nationality | Capital    |
|-------------------|-------------|------------|
| j. Czech Republic | Czech       | Prague     |
| k. Slovenia       | Slovenian   | Ljubljana  |
| l. Slovakia       | Slovakian   | Bratislava |
| m. Greece         | Greek       | Athens     |
| n. Albania        | Albanian    | Tirana     |
| o. Turkey         | Turkish     | Ankara     |
| p. Macedonia      | Macedonian  | Skopje     |
| q. Iceland        | Icelandic   | Reykjavik  |
| r. Montenegro     | Montenegrin | Podgorica  |

## False friends/Compound words (p. 81)

1.1 b – guesthouse

1.2 b – an enjoyable

1.3 a – arguing

1.4 b – brand

1.5 a – attended

1.6 b – meeting

1.7 b – now

1.8 b – greeted

1.9 b – stand

1.10 a – moved

2. airport; armchair; background; birthday; bookcase; cowboy; fingerprint; gentleman; greenhouse; moonlight; masterpiece; newspaper; postman; skyscraper; strawberry; teapot; weekend; wheelchair; cupcake.

# **LISTENING TESTS**



# Listening Test

## Unit 1 – Test A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

- 1. Listen to a report about the languages the UK needs most and why and complete it with the missing expressions.**

### Languages for the Future

This report argues that, while millions of people around the world are learning English, the UK has fallen behind **a.** \_\_\_\_\_, resources and effort to language learning.

- The resulting language deficit, if not tackled, is a threat to our competitiveness, influence and standing  
5 in the world, as well as to our citizens' ability to play a meaningful role in the global economy and an increasingly networked and interconnected world. Our analysis has identified those languages  
**b.** \_\_\_\_\_ to the UK in the next 10-20 years, based on a range of criteria relating to both economic and non-economic factors. Unsurprisingly, there is not a complete coincidence between the languages needed for economic purposes and those required to build trust,  
10 deepen international influence and cultural relationships, and keep our country safe. This analysis has identified ten languages (Spanish, Arabic, French, Mandarin Chinese, German, Portuguese, Italian, Turkish, Russian and Japanese) which **c.** \_\_\_\_\_ most value to the UK's strategic interests.

- However, the survey commissioned by the British Council for this report shows that there is a low  
15 capacity in these key languages in the UK adult population. French, Spanish and German, the UK's first, second and third most widely taught languages respectively, all appear in the top ten list, as do a number of languages which have very little representation in UK education systems. The greatest gaps are  
**d.** \_\_\_\_\_ Chinese, which both appear in the top five. However, Portuguese and Turkish also present significant challenges for our education systems, and  
20 Italian, Russian and Japanese also require increased effort to achieve a critical mass of speakers.

www.britishcouncil.com  
accessed in March 2015

- 2. Listen to four people talking about the languages they have learned and say who:**

- |                                                                                |         |                          |
|--------------------------------------------------------------------------------|---------|--------------------------|
| <b>A.</b> says their life has been shaped because of learning a language;      | Speaker | <input type="checkbox"/> |
| <b>B.</b> planned to work for the United Nations;                              | Speaker | <input type="checkbox"/> |
| <b>C.</b> chose a language by chance;                                          | Speaker | <input type="checkbox"/> |
| <b>D.</b> studied a foreign language that has given them the chance to travel; | Speaker | <input type="checkbox"/> |
| <b>E.</b> considers that learning languages has enriched them culturally;      | Speaker | <input type="checkbox"/> |
| <b>F.</b> has studied a language since childhood;                              | Speaker | <input type="checkbox"/> |
| <b>G.</b> hopes to be rewarded for learning a language;                        | Speaker | <input type="checkbox"/> |
| <b>H.</b> worked as a volunteer abroad.                                        | Speaker | <input type="checkbox"/> |

# Listening Test

## Unit 1 – Test B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**1. You will hear about five different languages that are important for the UK's economy. Choose the correct option.**

**1.1** Portuguese is an important language for UK citizens because

- a. it is a tourist destination for British holiday makers.
- b. of the powerful Brazilian middle class.
- c. of the importance of Brazil as an economic power.

**1.2** Italians are not very proficient speakers of English, although

- a. they study the language from an early age.
- b. they are used to having British tourists visiting their country.
- c. there are Italian speakers in all parts of the UK.

**1.3** In spite of being a requested language in job advertisements,

- a. German is spoken by only 57% of the staff in most companies.
- b. German has been replaced by Spanish as the second most spoken language all over the UK.
- c. only a small percentage of workers are proficient enough to conduct business in German.

**1.4** Arabic is the fourth most spoken language in the world and

- a. some UK universities are already in the United Arab Emirates.
- b. its value to the UK's economy is higher than to any other country in Europe.
- c. the World Cup in 2022 will attract millions of Arabic speakers to the UK.

**1.5** Even though only one per cent of the UK's adult population speaks Mandarin Chinese well enough to hold a conversation,

- a. diplomatic careers are being created in the UK to represent the country in Asia.
- b. this will soon change.
- c. the number of Mandarin Chinese speakers has risen by 40%.

**2. Listen to someone talking about the importance of a language in his life. Say:**

- a. which language the speaker has learnt; \_\_\_\_\_
- b. his level of proficiency; \_\_\_\_\_
- c. what the language allows in terms of friendships; \_\_\_\_\_
- d. why this language is helpful in his daily life. \_\_\_\_\_



# Listening Test

## Unit 2 – Test A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Listen to the first part of a report on child marriage and correct 10 wrong words.

#### Child marriage

Every year, an estimated 15 thousand girls aged under 18 are married worldwide with little or no say in the matter. In the developed world, one in nine girls is married before her 15<sup>th</sup> birthday and some child brides are as young as eight or nine.

Neither physically nor emotionally ready to become wives and mothers, these girls are at far greater risk of experiencing hazardous complications in pregnancy and childbirth, becoming infected with HIV/AIDS and being victims of domestic violence. With little access to education and job opportunities, they and their families are more prone to live in poverty.

Education is one of the most effective tools to delay the age at which girls marry as school attendance helps change norms around child marriage.

Improving girls' access to quality schooling will increase girls' opportunities of gaining a secondary education and helps to delay marriage. When a girl in the developing world receives seven or more years of education, she marries on average four years after.

Empowering girls, by offering them opportunities to gain skills and education, providing support networks and creating "safe spaces" where girls can gather and meet outside the home, can help them to assert their right to choose when they marry.

www.girlsnobrides.org (adapted)  
accessed in March 2015

### 2. Listen to the second part of the report and complete the sentences.



- a. Child marriage can put an end to \_\_\_\_\_  
\_\_\_\_\_.
- b. Although boys and girls are affected by child marriage, \_\_\_\_\_  
\_\_\_\_\_.
- c. \_\_\_\_\_  
who got married in Mali in 2003 is 72:1.
- d. Child marriage is prohibited by \_\_\_\_\_  
\_\_\_\_\_.
- e. Child marriage infringes the \_\_\_\_\_  
\_\_\_\_\_ that governments are supposed to respect.

# Listening Test

## Unit 2 – Test B

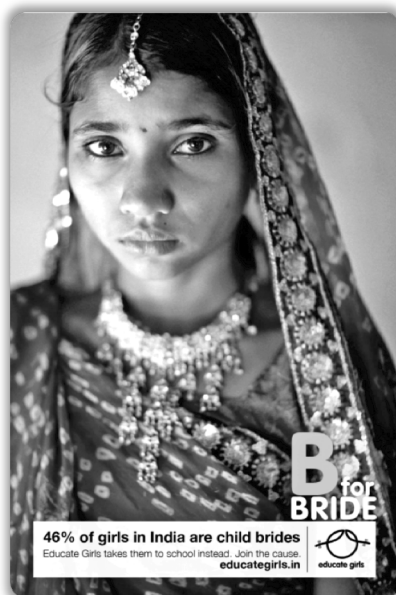
Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Listen to four girls talking about their marriage. Say which one of them...

- |                                                                    |         |                          |
|--------------------------------------------------------------------|---------|--------------------------|
| A. doesn't report her husband's abuse because of money;            | Speaker | <input type="checkbox"/> |
| B. belongs to a family where girls are to marry and have children; | Speaker | <input type="checkbox"/> |
| C. was married by her family as a means of protection;             | Speaker | <input type="checkbox"/> |
| D. worked very hard so that her family wouldn't marry her;         | Speaker | <input type="checkbox"/> |
| E. has reached independence because of sports;                     | Speaker | <input type="checkbox"/> |
| F. almost died giving birth.                                       | Speaker | <input type="checkbox"/> |

### 2. Listen to someone explaining the reasons for the existence of child marriage and complete the table.

| a. _____                                                                                            | Gender roles                                                                                                                              | c. _____                                                                                            | Security                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>It happens simply because it has always happened.</li> </ul> | <ul style="list-style-type: none"> <li>In some communities</li> </ul> <p>b. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> <li>For poor families marriage is a source of income.</li> </ul> | <ul style="list-style-type: none"> <li>Some families marry their daughters to</li> </ul> <p>d. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> |



# Listening Test

## Unit 3 – Test A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. You will listen to the first part of an article on globalisation. Write the missing expressions or sentences.

### Globalisation

Your shirt was made in Mexico and your shoes in China. Your CD player comes from Japan. You can travel to Moscow and eat a Big Mac there and you can watch an American film in Rome. Today goods are made and sold all over the world, **a.** \_\_\_\_\_.

- 5 Globalisation makes countries move closer to each other. People, companies and organisations in different countries can live and work together. We can **b.** \_\_\_\_\_, money and ideas faster and cheaper than ever before. Modern communication and technology, like the internet, cell phones or satellite TV, help us in our daily lives.

- c.** \_\_\_\_\_. A German company can produce cars in Argentina and then sell them in the United States. A businessman in Great Britain can buy a part of a  
10 company in Indonesia on one day and **d.** \_\_\_\_\_ in China the next, thanks to globalisation. Fast food companies open shops around the world almost every day.

Many experts say that we need a different kind of globalisation in our world today. There must be ways to make sure that all countries **e.** \_\_\_\_\_. We should help poorer countries by giving them better education and showing them how new technology works.

- 15 Every year, leaders of the world's biggest industrial countries get together to discuss economic problems. **f.** \_\_\_\_\_.

In the last few years, groups against globalisation have organised protest marches and demonstrations to point out that not everyone is happy with how the world's economy is developing.

www.english-online.com  
accessed in March 2015

2. Listen to the second part of the article and complete the table below in note form.

| Advantages                                                                                              | Disadvantages                                                                                           |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul> | <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul> |

# Listening Test

## Unit 3 – Test B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**1. You will listen to someone talking about globalisation in history. For questions 1.1 – 1.3, choose the correct answer a, b or c.**

**1.1** Why did globalisation start in ancient times?

- a. There was an exchange of ideas and goods. ☐
- b. There was an exchange of goods such as spices. ☐
- c. There was an exchange of goods from the East. ☐

**1.2** How did the Industrial Revolution contribute to a more globalised world?

- a. It enabled local trade to grow. ☐
- b. It required materials from other countries. ☐
- c. It developed communications. ☐

**1.3** Where did the cotton used in British factories come from?

- a. Lancashire ☐
- b. India ☐
- c. United States ☐

**2. Now listen to someone talking about globalisation today and say if the sentences are True (T) or False (F). Correct the false ones.**

- |                                                                                          | T                        | F                        |
|------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| a. Popular Culture has also become globalised.                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Fashion styles have kept their roots in different countries.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| c. You can eat international food anywhere you want.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| d. McDonald's adapts its menus to local tastes.                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Countries work together to fight criminality.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| f. There are problems such as global warming that have to be solved at a national level. | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Globalisation has impoverished many people.                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Some say local cultures have become stronger with globalisation.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Others say that it has brought poor working conditions.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Globalisation has brought benefits both for poor and for rich countries.              | <input type="checkbox"/> | <input type="checkbox"/> |

# Listening Test

## Unit 4 – Test A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Listen to the text about music in the 80s and write the missing words.

#### Music in the 80s

- Music in the 1980s was all about image and with the advent and popularity of MTV, the images that **a.** \_\_\_\_\_ artists became more important than ever. When it came to music during the decade, nothing was **b.** \_\_\_\_\_, not the sound, not the fashion, not even the charity. The 1980s reflected the beginning of a period of great income **c.** \_\_\_\_\_ and a focus on affluence was reflected in the music. There were also several new genres that **d.** \_\_\_\_\_ up, including hip hop, new wave and hair metal, all of which have influenced music today.
- e.** \_\_\_\_\_ the most important event to influence music during the 1980s was the creation of the cable network MTV (Music Television). MTV was the first network to exclusively showcase music videos, making its **f.** \_\_\_\_\_ on August 1<sup>st</sup>, 1981. The first music video to be played on the channel was, appropriately, the Buggles' "Video Killed the Radio Star", as music would forever change and the focus would shift from music and lyrics to fashion and **g.** \_\_\_\_\_, at least in the world of pop music. The original concept of the network was to play music videos twenty-four hours a day, every day. And, while this has obviously changed since then, its innovative concept created a whole new **h.** \_\_\_\_\_ of pop stars.

### 2. Listen to a text about pop superstars who emerged in the 80s and answer the questions in note form.

2.1 What factors contributed to a change in music in the 1980s?

\_\_\_\_\_

2.2 Who were the most famous superstars that emerged by this time?

\_\_\_\_\_

2.3 What are the reasons for them to continue being icons after 30 years?

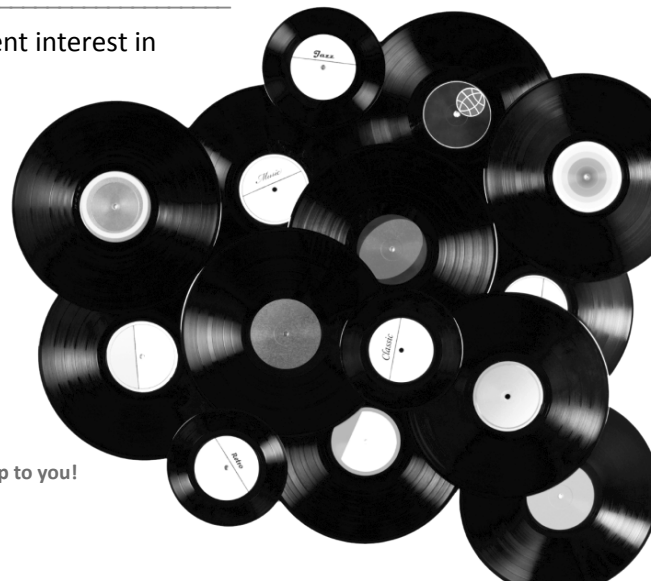
\_\_\_\_\_

2.4 How far did the economic situation account for a different interest in music?

\_\_\_\_\_

2.5 What changes in technology made music more available to audiences?

\_\_\_\_\_



# Listening Test

## Unit 4 – Test B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. Listen to the first part of an article about fashion in the 80s and complete the text with the missing expressions.

### Fashion in the 80s

There was a rapid widespread of fashion trends because of the **a.** \_\_\_\_\_.  
Celebrities' fashion was **b.** \_\_\_\_\_ because of technological changes giving way to an obsessive tendency to imitate their fashion.

- Contrarily to what had happened in previous decades, in the 80s there were varied and distinct  
5 group of trends **c.** \_\_\_\_\_ at one time.

Hairstyles included **d.** \_\_\_\_\_ for women and mullets or more clean-cut styles for men.

**e.** \_\_\_\_\_ baggy and oversized tops, leggings, high-waist jeans, shoulder pads, large bold prints, and colourful pastels and brights.

2. Listen to the second part and complete the table.

|                                                                 |  |
|-----------------------------------------------------------------|--|
| <b>a.</b> name of a group of wealthy middle class professionals |  |
| <b>b.</b> their way of showing their wealth                     |  |
| <b>c.</b> reasons for showing celebrities' daily routine        |  |
| <b>d.</b> economic situation in the 80s                         |  |
| <b>e.</b> reason why malls moved from cities                    |  |
| <b>f.</b> importance that malls acquired in the 80s             |  |
| <b>g.</b> successful designers in the 80s                       |  |





## Unit 1

### Test A

1. **a.** by not devoting sufficient time **b.** which are likely to be of greatest importance **c.** have the potential to add **d.** perhaps in Arabic and Mandarin.

2. **A.** Speaker 4 **B.** Speaker 1 **C.** Speaker 3 **D.** Speaker 2/4 **E.** Speaker 2 **F.** Speaker 4 **G.** Speaker 3 **H.** Speaker 1.

### Test B

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

2. **a.** Arabic **b.** not very fluent **c.** lasting friendships **d.** he can ask for directions.

## Unit 2

### Test A

1. thousand (l. 1) – million; developed (l. 2) – developing; hazardous (l. 5) – dangerous; job (l. 6) – economic; prone (l. 7) – likely; effective (l. 8) – powerful; change (l. 9) – shift; opportunities (l. 10) – chances; after (l. 12) – later; them (l. 15) – girls.

2. **a.** (...) global poverty. **b.** (...) girls are disproportionately affected. **c.** The proportion of girls and boys aged 15-19 (...) **d.** (...) the Convention on the Elimination of All Forms of Discrimination against Women. **e.** (...) Convention on the Rights of the Child (...)

### Test B

1. **A.** 4 **B.** 1 **C.** 2 **D.** 3 **E.** 1 **F.** 4.

2. **a.** Tradition **b.** boys and girls don't have the same value **c.** Poverty **d.** protect them from physical or sexual assault.

## Unit 3

### Test A

1. **a.** thanks to globalisation **b.** exchange goods **c.** Globalisation is growing quickly. **d.** sell parts of another business **e.** profit from the good sides of globalisation **f.** This meeting is called the G8 summit.

2.

**Advantages:** countries produce what they do best; employment; cheaper and more varied goods.

**Disadvantages:** unemployment in industrialised countries; environmental problems; poverty in developing countries; quicker spread of diseases.

### Test B

1.1 **a** 1.2 **b** 1.3 **b**.

2. **a.** T **b.** F – Now fashion is the same everywhere. **c.** T **d.** T **e.** T **f.** F – They are solved at an international level. **g.** F – It has improved their living conditions. **h.** F – They say it has destroyed them. **i.** T **j.** T.

## Unit 4

### Test A

1. **a.** accompanied **b.** understated **c.** disparity **d.** popped up **e.** Arguably **f.** debut **g.** theatrics **h.** breed.

2.1 MTV and a greater focus on image 2.2 Madonna, Michael Jackson, Whitney Houston and Prince 2.3 real talent, public interest in celebrities, fashion and obsession with pop culture

2.4 People's income was high, so they had more money to imitate pop stars' lifestyle. 2.5 MTV, CDs, Walkman.

### Test B

1. **a.** globalisation of the world and pop culture **b.** more accessible to fans and viewers **c.** all sharing the popularity **d.** big teased hair or spiral perms **e.** Fashion and clothing trends included

2. **a.** yuppies **b.** They spent money on clothes and preferred brand clothes. **c.** So that people could see their fashion on different occasions. **d.** There was a rising middle class who invested on consumerism. **e.** They moved to the suburbs where most people lived. **f.** They were the place where teens met, worked and spent their money. **g.** Ralph Lauren, Calvin Klein, Donna Karan, Moschino, Giorgio Armani, Dolce and Gabbana, Jean Paul Gaultier...

# **PROGRESS TESTS**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

1. You are going to read an article explaining how a language becomes a global language. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap a – g. There is one extra sentence which you do not need to use. (7 x 3p)

### What is a Global Language?

There is no official definition of “global” or “world” language, but it essentially refers to a language that is learned and spoken internationally and is characterised not only by the number of its native and second language speakers, **a.** \_\_\_\_\_ and in diplomatic relations. A global language acts as a *lingua franca*, a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis.

Historically, the essential factor for the establishment of a global language is **b.** \_\_\_\_\_. Latin was the *lingua franca* of its time, although it was only ever a minority language within the Roman Empire as a whole. Crucially, though, it was the language of the powerful leaders and administrators and of the Roman military – and, later, of the ecclesiastical power of the Roman Catholic Church – and this is what drove its rise to global language status. Thus, language can be said to have no independent existence of its own, and a particular language only dominates when its speakers dominate (and, by extension, fails when the people who speak it fail).

**c.** \_\_\_\_\_: the number of countries using it as their first language or mother tongue, the number of countries adopting it as their official language, and the number of countries teaching it as their foreign language of choice in schools. The intrinsic structural qualities of a language, the size of its vocabulary, the quality of its literature throughout history, and its association with great cultures or religions, are all important factors in the popularity of any language. But, at base, history shows us that a language becomes a global language **d.** \_\_\_\_\_ and the economic power with which it is able to maintain and expand its position.

English is the nearest thing there has ever been to a global language. Its worldwide reach is much greater than anything achieved historically by Latin or French, and there has never been a language as widely spoken as English. Many would reasonably claim that, in the fields of business, academics, science, computing, education, transportation, politics and entertainment, **e.** \_\_\_\_\_.

As we have seen, a global language arises mainly due to the political and economic power of its native speakers. It was British imperial and industrial power that sent English around the globe between the 17<sup>th</sup> and 20<sup>th</sup> century. The legacy of British imperialism has left many countries with the language thoroughly institutionalised in **f.** \_\_\_\_\_. In other countries, English provides a neutral means of communication between different ethnic groups.

But it has been largely American economic and cultural supremacy – in music, film and television; business and finance; computing, information technology and the internet that **g.** \_\_\_\_\_. American dominance and influence worldwide makes English crucially important for developing international markets, especially in the areas of tourism and advertising, and mastery of English also provides access to scientific, technological and academic resources which would otherwise be denied developing countries.

- A. English is already established as the *de facto lingua franca*
- B. and make it an appropriate choice as a global language
- C. but also by its geographical distribution and its use in international organisations
- D. their courts, parliament, civil service, schools and higher education establishments
- E. The influence of any language is a combination of three main things
- F. has consolidated the position of the English language and continues to maintain it today
- G. that it is spoken by those who wield power
- H. mainly due to the political power of its native speakers

**2. Explain the following sentences. (2 x 6p)**

- a. "(...) to communicate on a more or less equitable basis." (l. 5)
- b. "language can be said to have no independent existence of its own" (ll. 10-11)

**3. Find synonyms for the following words in the second part of the text (ll. 20-34). (6 x 3p)**

- |                        |                      |
|------------------------|----------------------|
| a. range _____         | d. heritage _____    |
| b. realistically _____ | e. established _____ |
| c. essentially _____   | f. hegemony _____    |

**4. Answer the following questions about the text. (6 x 4p)**

- 4.1 How is a "global" or "world" language characterised?
- 4.2 What historical events drove Latin to rise to global language status?
- 4.3 List the important factors in the popularity of a language referred to in the text.
- 4.4 Which factors do you consider the most relevant? Explain.
- 4.5 Explain how British Imperialism was the primary responsible for the spread of English in the world.
- 4.6 Why is the USA such an important country when it comes to consolidate and maintain the position of English in the world?

## USE OF ENGLISH

**1. For questions a – j, read the text below and decide which answer – 1, 2, 3 or 4 – best fits each gap. (10 x 2p)**

### Is a Global Language necessarily "a good thing"?

While its advantages are self-evident, there are some legitimate **a.** \_\_\_\_\_ that a dominant global language could also have some built-in drawbacks.

- There is a risk that the increased adoption of a global language **b.** \_\_\_\_\_ to the weakening and eventually the **c.** \_\_\_\_\_ of some minority languages. It is estimated that **d.** \_\_\_\_\_ to 80% of the world's 6,000 or so living languages may die out **e.** \_\_\_\_\_ the next century, and some commentators believe that an excessively dominant global language may be a **f.** \_\_\_\_\_ contributing factor in this trend. However, it seems **g.** \_\_\_\_\_ that this is really only a direct threat in areas where the global language is the natural **h.** \_\_\_\_\_ language (e.g. North America, Australia, Celtic parts of Britain, etc.). Conversely, there is also some evidence that the very threat of subjugation **i.** \_\_\_\_\_ a dominant language can actually galvanise and strengthen movements to support and protect **j.** \_\_\_\_\_ languages (e.g. Welsh in Wales, French in Canada).

- |                |                  |                |                 |
|----------------|------------------|----------------|-----------------|
| a. 1. speeches | 2. concerns      | 3. proof       | 4. news         |
| b. 1. may lead | 2. must lead     | 3. should lead | 4. will lead    |
| c. 1. lost     | 2. disappearance | 3. departure   | 4. retreat      |
| d. 1. about    | 2. around        | 3. almost      | 4. up           |
| e. 1. during   | 2. on            | 3. for         | 4. within       |
| f. 1. minor    | 2. major         | 3. slight      | 4. considerable |
| g. 1. like     | 2. as            | 3. likely      | 4. if           |
| h. 1. first    | 2. second        | 3. minority    | 4. foreign      |
| i. 1. by       | 2. for           | 3. to          | 4. towards      |
| j. 1. native   | 2. major         | 3. minority    | 4. foreign      |

**2. Complete the following text with the verbs given in the past simple or past perfect simple (active or passive). (11 x 2p)**

Old English (450-1100 AD): During the 5<sup>th</sup> Century AD three Germanic tribes (Saxons, Angles, and Jutes) **a.** \_\_\_\_\_ (**come**) to the British Isles from various parts of northwest Germany. Before that, the language spoken in what is now England was a mixture of Latin and various Celtic languages which **b.** \_\_\_\_\_ (**speak**) before the Romans came to Britain (54-55 BC). Latin

**c.** \_\_\_\_\_ (**bring**) by the Romans to Britain, which was part of the Roman Empire for over 400 years.

Middle English (1100-1500 AD): After William the Conqueror, the Duke of Normandy, **d.** \_\_\_\_\_ (**invade**) and **e.** \_\_\_\_\_ (**conquer**) England in 1066 AD, the Old French **f.** \_\_\_\_\_ (**take**) over as the language of the court, administration and culture. The English

language, as the language of the now lower class, **g.** \_\_\_\_\_ (**consider**) a vulgar tongue. By 1200, England and France **h.** \_\_\_\_\_ (**split**). English **i.** \_\_\_\_\_ (**change**) a lot, because it **j.** \_\_\_\_\_ (**speak**) instead of written for about 300 years. The use of Old English **k.** \_\_\_\_\_ (**come**) back with many French words. This language is called Middle English.

**3. For sentences a – f, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between four and five words, including the word given. (4 x 5p)**

- a. People say that Old English is very difficult to understand. (**to**)  
Old English \_\_\_\_\_ very difficult to understand.
- b. The existence of a global language is threatening the survival of 6,000 living languages. (**threatened**)  
The survival of 6,000 living languages \_\_\_\_\_ the existence of a global language.
- c. Robert de Beaumont was one of the proven companions of William the Conqueror. (**of**)  
Robert de Beaumont was \_\_\_\_\_.
- d. Claire's favourite language is English. (**a**)  
English is \_\_\_\_\_.

## WRITING

Bearing the two texts in mind, write a text stating your opinion about the existence of a dominant global language (120-180 words). (63p)

| Link up to you! |      | Correction Table – Test 1               |     |     |     |                |      |     |         |       |
|-----------------|------|-----------------------------------------|-----|-----|-----|----------------|------|-----|---------|-------|
|                 |      | Year 12 Class _____ Date ____/____/____ |     |     |     |                |      |     |         |       |
|                 |      | Reading                                 |     |     |     | Use of English |      |     | Writing |       |
| No.             | Name | 1.                                      | 2.  | 3.  | 4.  | 1.             | 2.   | 3.  | 1.      | Total |
|                 |      | 7X3                                     | 2X6 | 6x3 | 6x4 | 10x2           | 11x2 | 4X5 | 63      |       |
|                 |      | 21                                      | 12  | 18  | 24  | 20             | 22   | 20  | 63      | 200   |
| 1               |      |                                         |     |     |     |                |      |     |         |       |
| 2               |      |                                         |     |     |     |                |      |     |         |       |
| 3               |      |                                         |     |     |     |                |      |     |         |       |
| 4               |      |                                         |     |     |     |                |      |     |         |       |
| 5               |      |                                         |     |     |     |                |      |     |         |       |
| 6               |      |                                         |     |     |     |                |      |     |         |       |
| 7               |      |                                         |     |     |     |                |      |     |         |       |
| 8               |      |                                         |     |     |     |                |      |     |         |       |
| 9               |      |                                         |     |     |     |                |      |     |         |       |
| 10              |      |                                         |     |     |     |                |      |     |         |       |
| 11              |      |                                         |     |     |     |                |      |     |         |       |
| 12              |      |                                         |     |     |     |                |      |     |         |       |
| 13              |      |                                         |     |     |     |                |      |     |         |       |
| 14              |      |                                         |     |     |     |                |      |     |         |       |
| 15              |      |                                         |     |     |     |                |      |     |         |       |
| 16              |      |                                         |     |     |     |                |      |     |         |       |
| 17              |      |                                         |     |     |     |                |      |     |         |       |
| 18              |      |                                         |     |     |     |                |      |     |         |       |
| 19              |      |                                         |     |     |     |                |      |     |         |       |
| 20              |      |                                         |     |     |     |                |      |     |         |       |
| 21              |      |                                         |     |     |     |                |      |     |         |       |
| 22              |      |                                         |     |     |     |                |      |     |         |       |
| 23              |      |                                         |     |     |     |                |      |     |         |       |
| 24              |      |                                         |     |     |     |                |      |     |         |       |
| 25              |      |                                         |     |     |     |                |      |     |         |       |
| 26              |      |                                         |     |     |     |                |      |     |         |       |
| 27              |      |                                         |     |     |     |                |      |     |         |       |
| 28              |      |                                         |     |     |     |                |      |     |         |       |
| 29              |      |                                         |     |     |     |                |      |     |         |       |
| 30              |      |                                         |     |     |     |                |      |     |         |       |

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

Read the following text.

#### What About The Future?

Although English currently appears to be in an unassailable position in the modern world, its future as a global language is not necessarily assured. In the Middle Ages, Latin seemed forever set as the language of education and culture, as did French in the 18<sup>th</sup> century. But circumstances change, and there are several factors which might precipitate such a change once again.

- 5 There are two competing drives to take into account: the pressure for international intelligibility, and the pressure to preserve national identity. It is possible that a natural balance may be achieved between the two, but it should also be recognised that the historical loyalties of British ex-colonies have been largely replaced by pragmatic utilitarian reasoning.

- 10 The very dominance of an outside language or culture can lead to a backlash against it. People do not take kindly to having a language imposed on them, whatever advantage and value that language may bring to them. As long ago as 1908, Mahatma Gandhi said, in the context of colonial India: "To give millions a knowledge of English is to enslave them". Although most former British colonies retained English as an official language after independence, some (e.g. Tanzania, Kenya, Malaysia) later deliberately rejected the old colonial language as a legacy of oppression and subjugation,
- 15 disestablishing English as even a joint official language. Even today, there is a certain amount of resentment in some countries towards the cultural dominance of English, and particularly of the USA.

- As has been discussed, there is a close link between language and power. The USA, with its huge dominance in economic, technical and cultural terms, is the driving force behind English in the world today. However, if the USA were to lose its position of economic and technical dominance, then the
- 20 "language loyalties" of other countries may well shift to the new dominant power. Currently, perhaps the only possible candidate for such a replacement would be China, but it is not that difficult to imagine circumstances in which it could happen.

- A change in population (and population growth) trends may prove to be an influential factor. The increasing Hispanic population of the USA has, in the opinion of some commentators, already begun
- 25 a dilution of the "Englishness" of the country, which may in turn have repercussions for the status of the English language abroad. Hispanic and Latino Americans have accounted for almost half of America's population growth in recent years, and their share of the population is expected to increase from about 16% today to around 30% by 2050.

- A report by the British Council suggests that the number of people learning English is likely to
- 30 continue to increase over the next 10-15 years, peaking at around 2 billion, after which a decline is predicted. Having said that, though, there may now be a critical mass of English speakers throughout the world which may make its continued growth impossible to stop or even slow. There are no comparable historical precedents on which to base predictions, but it well may be that the emergence of English as a global language is a unique, even an irreversible, event.

**1. Choose the correct option to complete the sentences about the text. (6 x 5p)**

**1.1** In the Middle Ages, the status of Latin as a global language

- a. was replaced by French. ☐
- b. appeared to be unquestionable. ☐
- c. was threatened by education and culture. ☐

**1.2** The existence of a global language is welcome so that

- a. people from different nationalities can understand each other. ☐
- b. nations can preserve their identity. ☐
- c. historical loyalties may be acknowledged. ☐

**1.3** Making an outside language the dominant language of a country is often seen as

- a. a valuable asset. ☐
- b. a sign of oppression. ☐
- c. a respected legacy. ☐

**1.4** As long as the USA remains the most powerful nation,

- a. the future of the English language will be endangered. ☐
- b. Chinese can be seen as an alternative global language. ☐
- c. countries won't think of shifting to a language other than English. ☐

**1.5** The significance of the Spanish language is growing in the USA due to

- a. the status of the English language abroad. ☐
- b. the steadily increasing number of Spanish speakers. ☐
- c. the dilution of the "Englishness" of the country. ☐

**1.6** It is impossible to stop the English language from growing, although

- a. a decline of the number of people learning English is predicted. ☐
- b. comparable historical precedents show it may not be so. ☐
- c. the emergence of English is an irreversible event. ☐

**2. Find a word in the first three paragraphs that can be explained by the following definitions. (7 x 3p)**

- a. something that cannot be destroyed, defeated or questioned \_\_\_\_\_
- b. to make something certain to happen \_\_\_\_\_
- c. strong efforts to achieve something \_\_\_\_\_
- d. easy understanding \_\_\_\_\_
- e. realistic and practical \_\_\_\_\_
- f. a strong negative reaction \_\_\_\_\_
- g. a feeling of anger about something that you think is unfair \_\_\_\_\_

**3. Explain the meaning of the following sentences as they occur in the text. (3 x 7p)**

- a. "To give millions a knowledge of English is to enslave them." (ll. 11-12)
- b. "(...) the 'language loyalties' of other countries may well shift (...)" (ll. 19-20)
- c. "(...) a dilution of the 'Englishness' of the country" (l. 25)



## USE OF ENGLISH

1. For questions a – h, read the text below and think of the word which best fits each gap. Use only one word in each gap. (8 x 4p)

American English is the variety of the English language spoken a. \_\_\_\_\_ the United States. Although all Americans do not speak the same way, b. \_\_\_\_\_ speech has enough in common that American English can be recognised c. \_\_\_\_\_ a variety of English distinct from British English, Australian English, and other national varieties. American English has grown up  
5 d. \_\_\_\_\_ the country. It began to diverge e. \_\_\_\_\_ British English during its colonial beginnings and acquired regional differences and ethnic flavour during the settlement of the continent. Today it influences f. \_\_\_\_\_ languages and other varieties of English g. \_\_\_\_\_ it is the medium by which the attractions of American culture – h. \_\_\_\_\_ literature, motion pictures, and television programmes – are transmitted to the world.

<http://autocww2.colorado.edu> (adapted)  
accessed in January 2015

2. Choose from the box the three words that have the same vowel sound as the one given. (4 x 3p)

fly jail die pretty sad women break minor leopard busy pale leisure

- a. bin \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
b. make \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
c. buy \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
d. pleasure \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. For sentences a – d, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between four and five words, including the word given. (4 x 5p)

- a. Alan went to London to study English. He met his girlfriend Sonya. **(was)**  
While Alan \_\_\_\_\_, he met his girlfriend Sonya.  
b. Hans was refused a job in an interview. Only then did he start to study English. **(been)**  
Hans only started to study English after he \_\_\_\_\_ in an interview.  
c. English has lots of varieties like American English. **(one)**  
English has lots of varieties; American English \_\_\_\_\_.  
d. The Hispanic population is expected to reach around 30% by 2050. **(that)**  
Authorities expect \_\_\_\_\_ around 30% by 2050.

## WRITING

Write a text explaining why the author of the text states that "(...) the emergence of English as a global language is a unique, even an irreversible, event." (120-180 words)

(64p)



| Link up to you! |      | Correction Table – Test 2               |     |     |                |     |     |         |       |
|-----------------|------|-----------------------------------------|-----|-----|----------------|-----|-----|---------|-------|
|                 |      | Year 12 Class _____ Date ____/____/____ |     |     |                |     |     |         |       |
|                 |      | Reading                                 |     |     | Use of English |     |     | Writing | Total |
|                 |      | 1.                                      | 2.  | 3.  | 1.             | 2.  | 3.  | 1.      |       |
| No.             | Name | 6X5                                     | 7X3 | 3X7 | 8x4            | 4X2 | 4X5 | 64      |       |
|                 |      | 30                                      | 21  | 21  | 32             | 12  | 20  | 64      | 200   |
| 1               |      |                                         |     |     |                |     |     |         |       |
| 2               |      |                                         |     |     |                |     |     |         |       |
| 3               |      |                                         |     |     |                |     |     |         |       |
| 4               |      |                                         |     |     |                |     |     |         |       |
| 5               |      |                                         |     |     |                |     |     |         |       |
| 6               |      |                                         |     |     |                |     |     |         |       |
| 7               |      |                                         |     |     |                |     |     |         |       |
| 8               |      |                                         |     |     |                |     |     |         |       |
| 9               |      |                                         |     |     |                |     |     |         |       |
| 10              |      |                                         |     |     |                |     |     |         |       |
| 11              |      |                                         |     |     |                |     |     |         |       |
| 12              |      |                                         |     |     |                |     |     |         |       |
| 13              |      |                                         |     |     |                |     |     |         |       |
| 14              |      |                                         |     |     |                |     |     |         |       |
| 15              |      |                                         |     |     |                |     |     |         |       |
| 16              |      |                                         |     |     |                |     |     |         |       |
| 17              |      |                                         |     |     |                |     |     |         |       |
| 18              |      |                                         |     |     |                |     |     |         |       |
| 19              |      |                                         |     |     |                |     |     |         |       |
| 20              |      |                                         |     |     |                |     |     |         |       |
| 21              |      |                                         |     |     |                |     |     |         |       |
| 22              |      |                                         |     |     |                |     |     |         |       |
| 23              |      |                                         |     |     |                |     |     |         |       |
| 24              |      |                                         |     |     |                |     |     |         |       |
| 25              |      |                                         |     |     |                |     |     |         |       |
| 26              |      |                                         |     |     |                |     |     |         |       |
| 27              |      |                                         |     |     |                |     |     |         |       |
| 28              |      |                                         |     |     |                |     |     |         |       |
| 29              |      |                                         |     |     |                |     |     |         |       |
| 30              |      |                                         |     |     |                |     |     |         |       |

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

1. You are going to read an article about Nelson Mandela. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap a – g. There is one extra sentence which you do not need to use. (7 x 3p)

#### South Africa mourns greatest Freedom Fighter

South Africa lost its most beloved freedom fighter on Thursday when Nelson Mandela passed away at the age of 95.

Mandela – often affectionately referred to by the tribal name Madiba – succumbed after years of frail health. **a.** \_\_\_\_\_ is mourned by admirers in his home country and all around the world.

- 5 In South Africa, Mandela's legacy is unmatched. His ascendancy marked the end of decades of apartheid, an institutionalised form of racial segregation that made black South Africans third-class citizens while the white minority held firmly onto power.

- b.** \_\_\_\_\_ the first black president. But Madiba's fight for equality began decades before that. It was just after 1948 – when apartheid was first legislatively implemented – that the future  
10 leader first became seriously involved in national politics. He joined the African National Congress (ANC), a political bloc outlawed by the apartheid government, **c.** \_\_\_\_\_.

- But his philosophy changed over the next several years, as Mandela increasingly found himself the target of government authorities. He began to see violence as a necessary evil on the path to a more equal society, and founded a military arm of the ANC called Umkhonto we Sizwe (Spear of the  
15 Nation), which began launching attacks against government institutions in the early 1960s.

In 1962, Mandela was caught by the authorities and sent to prison. **d.** \_\_\_\_\_

By the time he was finally released in 1990, Madiba was a figure of world renown. Apartheid officially ended that same year, but the transition to majority rule was not fully realised until the ANC won national elections in 1994 and Mandela ascended to the country's top post.

- 20 And thus began the five years that would cement Mandela's place in history as one of the world's most beloved political figures.

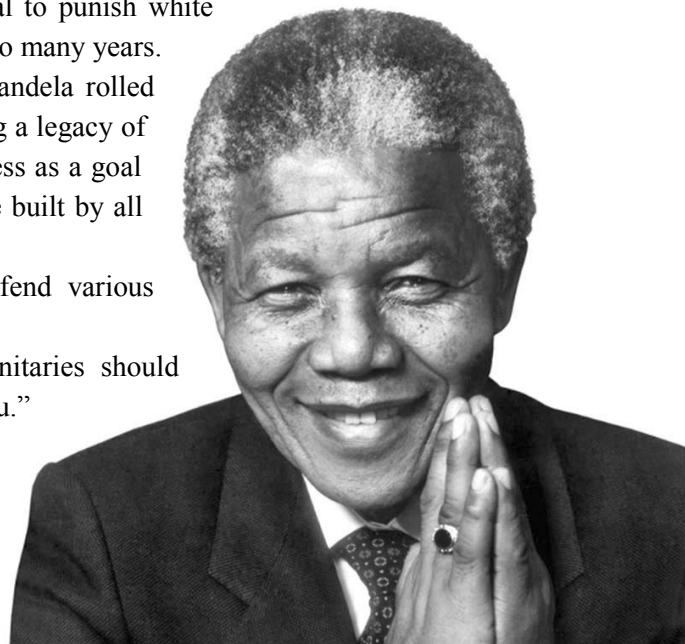
Most exceptional about Mandela's tenure was his refusal to punish white South Africans for the power they had unjustly wielded for so many years.

- e.** \_\_\_\_\_ For long-disenfranchised black citizens, Mandela rolled  
25 out a series of social welfare programmes aimed at reversing a legacy of white supremacy. But he also took care not to frame progress as a goal for black citizens only – the future, he knew, could only be built by all South Africans working together.

- f.** \_\_\_\_\_, Mandela used his global stature to defend various  
30 independence movements in Africa and around the world.

**g.** \_\_\_\_\_ He famously declared that foreign dignitaries should leave him in peace with the quip: "Don't call me; I'll call you."

www.ibtimes.com (adapted)  
accessed in January 2015



- A. A lifelong defender of sovereignty for oppressed peoples and marginalised nations
- B. For him, reconciliation trumped revenge.
- C. He would remain behind bars for the next 27 years.
- D. in 1944, and began working to promote nonviolent resistance.
- E. That era ended in 1994, when the first free elections saw Mandela become
- F. The former president of South Africa and Nobel Peace Prize laureate
- G. Mandela retired from public life altogether in 2004.
- H. He was never seen in public for 27 years

**2. Skim the text to find synonyms for the following words. (6 x 2.5p)**

- |                         |                      |
|-------------------------|----------------------|
| a. died _____           | d. personality _____ |
| b. discrimination _____ | e. fortify _____     |
| c. goal _____           | f. incumbency _____  |

**3. Scan the text and find the expressions the journalist uses to tell us that: (4 x 3p)**

- |                                              |                            |
|----------------------------------------------|----------------------------|
| a. Mandela belonged to an ethnic group;      | c. he became President;    |
| b. black citizens were more than white ones; | d. he was known worldwide. |

**4. Ask questions for the following answers. (4 x 6p)**

- a. \_\_\_\_\_ ?  
He was 95 years old.
- b. \_\_\_\_\_ ?  
He fought for the end of Apartheid in South Africa.
- c. \_\_\_\_\_ ?  
Because he began attacking governmental institutions.
- d. \_\_\_\_\_ ?  
He didn't punish the whites who had been persecuting the Black South Africans.

## USE OF ENGLISH

**1. Read the text below and think of the word which best fits each gap. Use only one word in each gap. (8 x 4p)**

While Mandela was in prison **a.** \_\_\_\_\_ didn't surrender. He received a degree from the University of London by correspondence and he began laying a framework **b.** \_\_\_\_\_ negotiations with the white government **c.** \_\_\_\_\_ ANC comrades on the outside rallied world support for South Africa's majority black population.

- 5 Mandela decided **d.** \_\_\_\_\_ to seek a second term as president, stepping down in 1999 **e.** \_\_\_\_\_ continuing to work as a civilian activist and public speaker to ameliorate still-endemic problems like HIV/AIDS, poverty and vast gaps in wealth and income.

- f.** \_\_\_\_\_ defending independence movements he was made an ally of controversial figures like former Cuban President Fidel Castro, the late Libyan dictator Moammar Gadhafi and the late  
10 Palestinian leader Yasser Arafat. At times, Mandela has **g.** \_\_\_\_\_ been a severe critic of the USA and the UK, accusing them **h.** \_\_\_\_\_ of interfering in the affairs of other countries.

www.ibtimes.com (adapted)  
accessed in January 2015

**2. Replace the words in bold by a suitable phrasal verb. (4 x 2p)**

- a. Nelson Mandela was born and **raised** in Johannesburg, South Africa.
- b. Mandela **presented** the reasons for starting a new journey in his life to the journalists.
- c. Mandela's death **caused** great suffering to South Africans.
- d. Fighting discrimination was a difficult task, but he **succeeded to accomplish it**.

**3. For sentences a – d, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between three and four words, including the word given. (4 x 2p)**

- a. Freedom fighters like Mandela hope to see their dreams fulfilled. **(forward)**  
Freedom fighters look \_\_\_\_\_ their dreams fulfilled.
- b. Minorities insist on having their rights respected. **(want)**  
Minorities \_\_\_\_\_ their rights respected.
- c. Struggling for the freedom of black South Africans was Mandela's greatest cause. **(to)**  
Mandela's greatest cause was \_\_\_\_\_ freedom of black South Africans.
- d. In spite of all the hardships, Mandela still wanted to fight for his dream. **(kept)**  
In spite of all the hardships, Mandela \_\_\_\_\_ dream.

**4. Rephrase the sentences starting them as suggested. (4 x 5p)**

- a. The reporter didn't want to criticise Mandela's action in South Africa.  
Not for a moment \_\_\_\_\_.
- b. Mandela didn't seek revenge.  
At no time \_\_\_\_\_.
- c. He was the only president to get married at the age of 80.  
Never before \_\_\_\_\_.
- d. Not many politicians have the courage to dedicate their entire lives to a single cause.  
Seldom \_\_\_\_\_.

**WRITING**

Bearing in mind the information you have about Nelson Mandela, write a news report about his life and death. (60p)



| Link up to you! |      | Correction Table – Test 3               |       |     |     |                |     |     |     |         |       |
|-----------------|------|-----------------------------------------|-------|-----|-----|----------------|-----|-----|-----|---------|-------|
|                 |      | Year 12 Class _____ Date ____/____/____ |       |     |     |                |     |     |     |         |       |
|                 |      | Reading                                 |       |     |     | Use of English |     |     |     | Writing |       |
|                 |      | 1.                                      | 2.    | 3.  | 4.  | 1.             | 2.  | 3.  | 4.  | 1.      | Total |
| No.             | Name | 7x3                                     | 6x2.5 | 4x3 | 4x6 | 8x4            | 4x2 | 4x2 | 4x5 | 60      |       |
|                 |      | 21                                      | 15    | 12  | 24  | 32             | 8   | 8   | 20  | 60      | 200   |
| 1               |      |                                         |       |     |     |                |     |     |     |         |       |
| 2               |      |                                         |       |     |     |                |     |     |     |         |       |
| 3               |      |                                         |       |     |     |                |     |     |     |         |       |
| 4               |      |                                         |       |     |     |                |     |     |     |         |       |
| 5               |      |                                         |       |     |     |                |     |     |     |         |       |
| 6               |      |                                         |       |     |     |                |     |     |     |         |       |
| 7               |      |                                         |       |     |     |                |     |     |     |         |       |
| 8               |      |                                         |       |     |     |                |     |     |     |         |       |
| 9               |      |                                         |       |     |     |                |     |     |     |         |       |
| 10              |      |                                         |       |     |     |                |     |     |     |         |       |
| 11              |      |                                         |       |     |     |                |     |     |     |         |       |
| 12              |      |                                         |       |     |     |                |     |     |     |         |       |
| 13              |      |                                         |       |     |     |                |     |     |     |         |       |
| 14              |      |                                         |       |     |     |                |     |     |     |         |       |
| 15              |      |                                         |       |     |     |                |     |     |     |         |       |
| 16              |      |                                         |       |     |     |                |     |     |     |         |       |
| 17              |      |                                         |       |     |     |                |     |     |     |         |       |
| 18              |      |                                         |       |     |     |                |     |     |     |         |       |
| 19              |      |                                         |       |     |     |                |     |     |     |         |       |
| 20              |      |                                         |       |     |     |                |     |     |     |         |       |
| 21              |      |                                         |       |     |     |                |     |     |     |         |       |
| 22              |      |                                         |       |     |     |                |     |     |     |         |       |
| 23              |      |                                         |       |     |     |                |     |     |     |         |       |
| 24              |      |                                         |       |     |     |                |     |     |     |         |       |
| 25              |      |                                         |       |     |     |                |     |     |     |         |       |
| 26              |      |                                         |       |     |     |                |     |     |     |         |       |
| 27              |      |                                         |       |     |     |                |     |     |     |         |       |
| 28              |      |                                         |       |     |     |                |     |     |     |         |       |
| 29              |      |                                         |       |     |     |                |     |     |     |         |       |
| 30              |      |                                         |       |     |     |                |     |     |     |         |       |

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

#### 1. Read the text and say why brain drain has been a problem for India. (1 x 11p)

##### **Brain drain: Advantage for developed countries, but misery for India**

Brain drain has become a major concern of developing countries, especially India. The term, which emerged in 1960s when the skilled workforce started emigrating from the poor countries to the rich countries in search of better job opportunities and living conditions, became a hot topic of discussion over the years. India has been losing its major skilled workforce that includes doctors, engineers, scientists and technicians.

##### **Higher education scenario in India**

In the recent years, the cut-offs for admissions became close to 100% in the best Indian universities. While the institutes are in the race of getting the best students in the country, the ambitious youth who fail to meet the “irrational” demands had to compromise on their dream of occupying a seat in any of the prestigious Indian universities. This leads them to explore the scope of higher education abroad. Most of the students who try their luck in higher studies abroad get into good universities as they have an edge over the students from other countries in terms of skills and knowledge.

##### **Better opportunities abroad**

Most of the students prefer staying back in the host country due to better work opportunities and heavy pay packages. After getting good global exposure and getting introduced to the high quality life and facilities, the students become reluctant to go back to their home country.

These days, most of the developed countries act like organisations. When they fail to find good, talented and skilled workers in their country, they attract the highly skilled and qualified people from other countries. It's very obvious that the skilled Indians prefer US Green Cards and EU Blue Cards over the not-so-attractive pay checks and average living conditions of a developing country like India.

##### **Wake up call for India**

The increasing trend of brain drain of the skilled workers finally persuaded the government to take action. After witnessing a huge brain drain of doctors (among the 3,000 medical students went abroad in last three years, none returned), the health ministry has suspended issuing “no obligation to return certificates” to the medical students going abroad for higher studies.

Further, this year onwards, the medical students going to the US for higher studies will have to sign a bond with the government, promising to return to India after completing their studies. If a student doesn't fulfil the bond obligation, the ministry can write to the US and the permission for the student to practice in the country will be denied.

While India is putting the best foot forward to curb brain drain, there are signs of reverse brain drain where a few best brains are returning to India. With better economic policies and the human capital to execute them, there is still hope for India.

www.studyabroad.careers360.com  
accessed in January 2015

**2. Read the text again and find words that fit in the following definitions. (7 x 2p)**

- a. the emigration of highly trained or qualified people from a particular country \_\_\_\_\_
- b. an act of stopping or interrupting the supply of something \_\_\_\_\_
- c. the extent of the area that something deals with or to which it is relevant \_\_\_\_\_
- d. those who receive or entertain other people as guests \_\_\_\_\_
- e. be unsuccessful in achieving one's goal \_\_\_\_\_
- f. a legal written argument \_\_\_\_\_
- g. restrain or keep in check \_\_\_\_\_

**3. Explain the following sentences as they occur in the text. (3 x 5p)**

- a. "(...) they have an edge over the students from other countries (...)" (l. 12)
- b. "(...) no obligation to return certificates (...)" (ll. 25-26)
- c. "While India is putting the best foot forward (...)" (l. 31)

**4. Choose the correct option to complete the sentences. (4 x 8p)**

- 4.1** Over the last 50 years, one of the major concerns of developing countries
  - a. has been the brain drain from rich countries.
  - b. has been the immigration of doctors, engineers, scientists and technicians.
  - c. has been the emigration of skilled workforce.
- 4.2** The reduction in the number of Indian university applicants can be explained by
  - a. their search for higher education abroad.
  - b. the lack of interesting courses.
  - c. the emigration of families to foreign countries.
- 4.3** The reason why students remain in the host countries after they finish their studies
  - a. can be explained by the lack of opportunities in their country.
  - b. is that they get used to a life they won't have in India.
  - c. is due to the foreign demand of unskilled workforce.
- 4.4** The government had to take stricter actions on this issue because
  - a. students wanted to return after they finished their courses.
  - b. immigrants are returning at a low pace.
  - c. immigration was turning out to be permanent.

## USE OF ENGLISH

**1. Complete the sentences with a suitable preposition. (5 x 2p)**

- a. The debate over immigration brings \_\_\_\_\_ the topic of working conditions.
- b. Being an immigrant means being set \_\_\_\_\_ from their roots.
- c. We should set \_\_\_\_\_ the debate on brain drain. We won't have time to finish it today.
- d. Families shouldn't set \_\_\_\_\_ each other just because they live in a different culture.
- e. Immigrants' children will be brought \_\_\_\_\_ according to the host country's culture.



**2. Use the word given in brackets to form a suitable word to complete the text. (7 x 2p)**

**Time for a reality check in India?**

Over the years, India has become a major supplier of **a.** \_\_\_\_\_ (**skill**) and talented young people to the **b.** \_\_\_\_\_ (**west**) countries, particularly European Union. The major **c.** \_\_\_\_\_ (**destine**) for Indians in the EU in the beginning of the century were limited to UK, Germany, Italy, Austria and Spain. But now more and more Indians are immigrating to countries like Poland, France, Ireland and Sweden. A good number of these immigrants reach the host countries as students.

While 5,615 permits issued by the UK for Indians were for **d.** \_\_\_\_\_ (**high**) skilled workers, Italy issued 3,479 permits for Indian **e.** \_\_\_\_\_ (**season**) workers. These highly skilled migrant workers become permanent **f.** \_\_\_\_\_ (**residence**) of the host countries as the long term socio-economic **g.** \_\_\_\_\_ (**vantage**) lure them.

**3. Complete the sentences with a verb in the gerund or in the to-infinitive. (6 x 4p)**

- a.** Immigrants leave their countries because they want \_\_\_\_\_ for better job opportunities abroad.
- b.** \_\_\_\_\_ an immigrant means that you will always feel apart from social norms as they have not always been yours.
- c.** If we want \_\_\_\_\_ brain drain, we will have to change policies.
- d.** We can't but help \_\_\_\_\_ sorry for those who are forced to leave their countries.
- e.** The concerns over the immigration of skilled professionals won't stop without governments \_\_\_\_\_ job opportunities for everyone.
- f.** All that recent graduates want is \_\_\_\_\_ a well-paid job.

**4. For sentences a – e, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between two and five words, including the word given. (5 x 4p)**

- a.** It's the first time that immigration levels have been so high. (**before**)  
Never \_\_\_\_\_ so high.
- b.** If the McKenzies could get a job in Scotland, they wouldn't emigrate. (**had**)  
Had the McKenzies \_\_\_\_\_ Scotland, they wouldn't have emigrated.
- c.** We don't know how much pain they suffer abroad. (**do**)  
Little \_\_\_\_\_ life abroad.
- d.** Some immigrants leave never to return from the host country. (**moment**)  
Not \_\_\_\_\_ immigrants think of leaving the host country.
- e.** Those students didn't often hear the expression "brain drain". (**hear**)  
Seldom \_\_\_\_\_ the expression "brain drain".

**WRITING**

**Write an exposition saying if you agree or disagree with the quotation below. (60p)**

**"Immigration is one of the leading contributors to population growth."**

**Paul Watson**

| Link up to you! |      | Correction Table– Test 4          |     |     |     |                |     |     |     |         |       |
|-----------------|------|-----------------------------------|-----|-----|-----|----------------|-----|-----|-----|---------|-------|
|                 |      | Year 12 Class _____ Date __/__/__ |     |     |     |                |     |     |     |         |       |
|                 |      | Reading                           |     |     |     | Use of English |     |     |     | Writing |       |
|                 |      | 1.                                | 2.  | 3.  | 4.  | 1.             | 2.  | 3.  | 4.  | 1.      | Total |
| No.             | Name | 1X11                              | 7X2 | 3X5 | 4X8 | 5X2            | 7X2 | 6X4 | 5X4 | 60      |       |
|                 |      | 11                                | 14  | 15  | 32  | 10             | 14  | 24  | 20  | 60      | 200   |
| 1               |      |                                   |     |     |     |                |     |     |     |         |       |
| 2               |      |                                   |     |     |     |                |     |     |     |         |       |
| 3               |      |                                   |     |     |     |                |     |     |     |         |       |
| 4               |      |                                   |     |     |     |                |     |     |     |         |       |
| 5               |      |                                   |     |     |     |                |     |     |     |         |       |
| 6               |      |                                   |     |     |     |                |     |     |     |         |       |
| 7               |      |                                   |     |     |     |                |     |     |     |         |       |
| 8               |      |                                   |     |     |     |                |     |     |     |         |       |
| 9               |      |                                   |     |     |     |                |     |     |     |         |       |
| 10              |      |                                   |     |     |     |                |     |     |     |         |       |
| 11              |      |                                   |     |     |     |                |     |     |     |         |       |
| 12              |      |                                   |     |     |     |                |     |     |     |         |       |
| 13              |      |                                   |     |     |     |                |     |     |     |         |       |
| 14              |      |                                   |     |     |     |                |     |     |     |         |       |
| 15              |      |                                   |     |     |     |                |     |     |     |         |       |
| 16              |      |                                   |     |     |     |                |     |     |     |         |       |
| 17              |      |                                   |     |     |     |                |     |     |     |         |       |
| 18              |      |                                   |     |     |     |                |     |     |     |         |       |
| 19              |      |                                   |     |     |     |                |     |     |     |         |       |
| 20              |      |                                   |     |     |     |                |     |     |     |         |       |
| 21              |      |                                   |     |     |     |                |     |     |     |         |       |
| 22              |      |                                   |     |     |     |                |     |     |     |         |       |
| 23              |      |                                   |     |     |     |                |     |     |     |         |       |
| 24              |      |                                   |     |     |     |                |     |     |     |         |       |
| 25              |      |                                   |     |     |     |                |     |     |     |         |       |
| 26              |      |                                   |     |     |     |                |     |     |     |         |       |
| 27              |      |                                   |     |     |     |                |     |     |     |         |       |
| 28              |      |                                   |     |     |     |                |     |     |     |         |       |
| 29              |      |                                   |     |     |     |                |     |     |     |         |       |
| 30              |      |                                   |     |     |     |                |     |     |     |         |       |

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

1. You are going to read a statement of a former Erasmus student. For questions a – d read the text and put the headings A – E in the right paragraphs. There is one you won't need to use. (4 x 3p)

#### Erasmus experiences: how Erasmus changed your personal and professional life

Erasmus and similar study-abroad opportunities have changed the lives of people who have experienced them. Professional and personal lives are influenced, and everyone who experiences it keeps not only unforgettable memories and friends, but also relationships, skills and personal improvement, which will influence their professional career in the future.

5 Denislav Atanasov, from Sofia, experienced Erasmus in Prague studying Civil Engineering. This is his story.

a. \_\_\_\_\_

I still remember the rumours in my faculty about having problems with the recognition of projects and exams, thus repeating an academic year because of Erasmus. When I started thinking seriously  
10 of doing an exchange, all of my classmates were trying to dissuade me and just a few other friends were convincing me to do it. Well, if you are reading this you could easily understand which choice I made. Considering the recognition of exams, I would say that every problem has its solution, and without getting into details I'm just telling you that all of my projects, exams and credits were recognised successfully. I didn't have to repeat a year, therefore I proved all the rumours  
15 I had heard to be nothing but preconceptions. If you want me to elaborate more on the solution of how one can avoid the problem with recognition I would be happy to explain you personally.

b. \_\_\_\_\_

An ordinary day. I wake up and my Italian roommate is preparing breakfast. Going to the university by the public transport mixed-up with the locals. I am listening to the lectures of a Czech  
20 professor among Lithuanian, Spanish, French, Finnish and Turkish classmates. I am spending the afternoon playing football with my English mates. My Portuguese friends prepared a dinner and I've been invited – why not? Oops assignment for tomorrow! I stay home, working with my German classmate on the project till it is time for the last public bus to the city centre. Then... the night is still young!

25 c. \_\_\_\_\_

When I counted how many people I had connected in the social media during Erasmus I was amazed by the result – more than three hundred people from all over Europe in just one semester! With some of them I've already started collaboration on different ideas, projects and start-ups. Of course all of them are a synonym of a new country for cheap visits anytime I want.

30 d. \_\_\_\_\_

I managed to overcome the hurdles of living abroad during my exchange programme. On the one hand, I opened my mind and raised a sense of cultural consciousness, and on the other, I improved my teamwork skills and learned how to manage being part of an international team. I think out of the box most of the time, compared to my friends who have never been abroad.

www.garagerasmus.org (adapted)  
accessed in January 2015

- A. A life-changing experience
- B. Friends I used to have fun with are my future professional network
- C. How I changed myself
- D. Breaking the stereotype in my faculty
- E. What happened during Erasmus

**2. Say who or what the following words refer to in the text. (4 x 2p)**

- a. your (title) \_\_\_\_\_
- b. it (l. 3) \_\_\_\_\_
- c. which (l. 4) \_\_\_\_\_
- d. their (l. 4) \_\_\_\_\_

**3. Find synonyms for the following words in the text. (4 x 2p)**

- a. prejudices \_\_\_\_\_
- b. lessons \_\_\_\_\_
- c. obstacles \_\_\_\_\_
- d. awareness \_\_\_\_\_

**4. Explain the meaning of the following expressions. (2 x 4p)**

- a. "(...) all of them are a synonym of a new country for cheap visits anytime I want." (l. 29)
- b. "I think out of the box most of the time (...)" (ll. 33-34)

**5. Answer the questions using your own words as far as possible. (4 x 8p)**

- 5.1 Why wasn't studying in Prague an easy decision for Denislav?
- 5.2 Did he have a long-lasting multicultural experience?
- 5.3 What will be the advantages of meeting so many people?
- 5.4 Will this exchange be an asset for his future professional life? Explain.

## USE OF ENGLISH

**1. Read the text below and think of the word which best fits each gap. Use only one word in each gap. (8 x 3p)**

### Studying abroad

- Best of all, the skills you gain from your experience are transferable. Being good
- a. \_\_\_\_\_ studying in a b. \_\_\_\_\_ language or having to fight through the
- reams of bureaucracy to register in the country you've decided to call home for a year
- sets you apart c. \_\_\_\_\_ a lot of other candidates. Even often overlooked
- 5 aspects, d. \_\_\_\_\_ as finding yourself outside your comfort e. \_\_\_\_\_
- (though you might doubt it at the time!), can be invaluable when it comes to giving
- a presentation to future employers f. \_\_\_\_\_ a graduate assessment day or
- during a particularly tough interview.
- On top of this, doing a placement abroad shows you are able to adapt
- 10 g. \_\_\_\_\_ your surroundings and with the ever-increasing globalisation
- of business and large companies with offices in a plethora of countries, you
- may h. \_\_\_\_\_ find that you have the upper hand for roles that involve
- travelling or working in foreign climes.

www.thirdyearabroad.com (adapted)  
accessed in January 2015



**2. Complete the sentences according to Denislav's agenda for this week. (5 x 3p)**

| Monday                            | Tuesday                                      | Wednesday                                                         | Thursday                                                          | Friday                       |
|-----------------------------------|----------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------|
| <b>10 am</b><br>Trigonometry exam | <b>8 am</b><br>Finish an engineering project | <b>Afternoon</b><br>Meet Italian friend to prepare a presentation | <b>Morning</b><br>Field trip to a national engineering laboratory | <b>Lunchtime</b><br>write CV |

- By Monday afternoon he \_\_\_\_\_ his trigonometry exam.
- On Tuesday afternoon he \_\_\_\_\_ his engineering project.
- By Wednesday evening he \_\_\_\_\_ a presentation with his Italian friend.
- By Thursday afternoon the class \_\_\_\_\_ from the field trip.
- By Friday afternoon he \_\_\_\_\_ his CV.

**3. Fill in the gaps with the verbs in the future simple or *be going to*. (5 x 2p)**

- I think that António Guterres \_\_\_\_\_ (**leave**) the UN Refugee Agency.
- Denislav has always been a good student. He \_\_\_\_\_ (**be**) a competent engineer.
- His parents \_\_\_\_\_ (**meet**) him at the airport when he returns from Prague.
- One day he \_\_\_\_\_ (**visit**) his Italian friends in Florence.
- Next summer he \_\_\_\_\_ (**send**) his CV to all Bulgarian engineering firms and try his luck.

**4. For sentences a – f, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between five and seven words, including the word given. (5 x 3p)**

- Are Erasmus students better qualified than ordinary students? (**wonder**)  
I \_\_\_\_\_ better qualified than ordinary students.
- My mother said, "Write your CV and attach it to your application form." (**advised**)  
My mother \_\_\_\_\_ CV and attach it to my application form.
- The teacher said, "Don't forget to read about the university you want to apply for." (**told**)  
The teacher \_\_\_\_\_ about the university I wanted to apply for.
- Which countries have Erasmus programmes? (**happen**)  
Do you \_\_\_\_\_ have Erasmus programmes?
- "The students didn't know which exchange programme to apply for," the teacher said. (**none**)  
The teacher said that \_\_\_\_\_ which exchange programme to apply for.

## WRITING

**Write an anecdote. Think of an event you have been through in your student life and describe it, sharing the feelings and impressions you've experienced. (60p)**

| Link up to you! |      | Correction Table – Test 5         |     |     |     |     |                |     |     |     |         |       |
|-----------------|------|-----------------------------------|-----|-----|-----|-----|----------------|-----|-----|-----|---------|-------|
|                 |      | Year 12 Class _____ Date __/__/__ |     |     |     |     |                |     |     |     |         |       |
|                 |      | Reading                           |     |     |     |     | Use of English |     |     |     | Writing |       |
|                 |      | 1.                                | 2.  | 3.  | 4.  | 5.  | 1.             | 2.  | 3.  | 4.  | 1.      | Total |
| No.             | Name | 4x3                               | 4x2 | 4x2 | 2x4 | 4x8 | 8x3            | 5x3 | 5x2 | 5x3 | 60      |       |
|                 |      | 12                                | 8   | 8   | 8   | 40  | 24             | 15  | 10  | 15  | 60      |       |
| 1               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 2               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 3               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 4               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 5               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 6               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 7               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 8               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 9               |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 10              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 11              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 12              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 13              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 14              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 15              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 16              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 17              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 18              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 19              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 20              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 21              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 22              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 23              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 24              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 25              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 26              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 27              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 28              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 29              |      |                                   |     |     |     |     |                |     |     |     |         |       |
| 30              |      |                                   |     |     |     |     |                |     |     |     |         |       |

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

1. The words below have been removed from the text. Read it and for questions a – k put the words in the box in the right places. (1 x 11p)

company equal falls growth labour paid productivity rosy services shift wage

### Why globalisation may not reduce inequality in poor countries

Globalisation has made the planet more **a.** \_\_\_\_\_. As communication gets cheaper and transport gets faster, developing countries have closed the gap with their rich-world counterparts. But within many developing economies, the story is less **b.** \_\_\_\_\_. Inequality has worsened.

Basic theory predicts that inequality **c.** \_\_\_\_\_ when developing countries enter global  
5 markets. The theory of comparative advantage is found in every introductory textbook. It says that poor countries produce goods requiring large amounts of unskilled **d.** \_\_\_\_\_. Rich countries focus on things requiring skilled workers. Thailand is a big rice exporter, for example, while America is the world's largest exporter of financial **e.** \_\_\_\_\_. As global trade increases, the theory says, unskilled workers in poor countries are high in demand; skilled workers in those same  
10 countries are less coveted. With more employers clamouring for their services, unskilled workers in developing countries get **f.** \_\_\_\_\_ boosts, whereas their skilled counterparts don't. The result is that inequality falls.

But the high inequality seen today in poor countries is prompting new theories. One emphasises outsourcing – when rich countries **g.** \_\_\_\_\_ parts of the production process to poor countries.  
15 Contrary to popular belief, multinationals in poor countries often employ skilled workers and pay high wages. A report from the OECD found that average wages **h.** \_\_\_\_\_ by foreign multinationals are 40% higher than wages paid by local firms. What is more, those skilled workers often get to work with managers from rich countries, or might have to meet the deadlines of an efficient rich-world **i.** \_\_\_\_\_. That may boost their productivity. Higher productivity means  
20 they can demand even higher wages. By contrast, unskilled workers, or poor ones in rural areas, tend not to have such opportunities. Their **j.** \_\_\_\_\_ does not rise. For these reasons globalisation can boost the wages of skilled workers, while crimping those of the unskilled. The result is that inequality rises.

Other economic theories try to explain why inequality in developing countries has reached such  
25 heights. A Nobel laureate, Simon Kuznets, argued that growing inequality was inevitable in the early stages of development, that those who had a little bit of money to begin with could see big gains from investment, and could benefit from growth, whereas those with nothing would stay rooted in poverty. Only with economic development and demands for redistribution would inequality fall. Recent evidence suggests that the **k.** \_\_\_\_\_ in developing-country inequality may now have  
30 slowed, which will prompt new questions for economists. But as things stand, globalisation may struggle to promote equality within the world's poorest countries.

**2. Find in the text words that fit in the following definitions. (7 x 2p)**

- a. large difference \_\_\_\_\_
- b. things that are produced in order to be sold \_\_\_\_\_
- c. having or showing the knowledge, the ability \_\_\_\_\_
- d. wanted, wished for (when belonging to someone else) \_\_\_\_\_
- e. obtaining goods or a service by contract from an outside supplier \_\_\_\_\_
- f. compressing (something) into small folds or ridges \_\_\_\_\_
- g. a person who is honoured with an award for  
outstanding creative or intellectual achievement \_\_\_\_\_

**3. Explain the following expressions as they occur in the text. (2 x 6p)**

- a. "(...) developing countries have closed the gap with their rich-world counterparts (...)" (I. 2)
- b. "(...) multinationals in poor countries often employ skilled workers and pay high wages."  
(II. 15-16)

**4. Answer the following questions. (4 x 8p)**

- 4.1** Has globalisation had the same impact in developing countries?
- 4.2** What's the difference in working force between developed and developing countries?
- 4.3** How can outsourcing cause inequality among workers in developing countries?
- 4.4** Give a brief answer to the question in the title.

## USE OF ENGLISH

**1. Read the text below and think of the word which best fits each gap. Use only one word in each gap. (9 x 3p)**

### The promise of a globalised world

- a. \_\_\_\_\_ has always been trade between countries and societies, but never on a scale close  
b. \_\_\_\_\_ today's. A combination of reduced trade barriers, financial liberalisation and a  
technological revolution have completely changed c. \_\_\_\_\_ nature of business in virtually all  
the industrialised countries. More trade, more markets, more business, more information, more jobs,  
5 more opportunities. d. \_\_\_\_\_ is the promise of a globalised world. The tide of globalisation  
has already brought considerable wealth e. \_\_\_\_\_ areas of the world long accustomed to only  
poverty, and even more wealth to areas that were doing quite well f. \_\_\_\_\_.  
This whirlwind of economic activity g. \_\_\_\_\_ brought many benefits, and wealth, to many  
people. There has been faster economic growth, higher living standards, accelerated innovation, and  
10 new opportunities for h. \_\_\_\_\_ individuals and countries. Accompanied by a revolution in  
information and technology, the world is very much a smaller and more integrated planet than ever  
i. \_\_\_\_\_.

www.un.org  
accessed in January 2015



2. Use the word given in capitals at the end of the lines to form a word that fits in the gap in the same line. (6 x 3p)

- a. More and more people are \_\_\_\_\_ to live without one or more credit cards. **(able)**
- b. Globalisation has \_\_\_\_\_ the economy of both developing and developed countries. **(strength)**
- c. There is a great demand for \_\_\_\_\_ workers in developing countries. **(skill)**
- d. The \_\_\_\_\_ situation of developing countries is studied by Nobel laureates. **(economy)**
- e. It's difficult to prove the \_\_\_\_\_ of outsourcing for poor countries. **(effective)**
- f. Some say it is \_\_\_\_\_ instead of globalisation. **(America)**

3. For sentences a – c, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between two and five words, including the word given. (3 x 5p)

- a. Some people argue against the impact of globalisation on poor countries, but these countries have benefited from it. **(however)**  
Some people argue against the impact of globalisation \_\_\_\_\_ countries have benefited from it.
- b. In spite of living in developed countries, some engineers wouldn't mind relocating to developing countries because the perks are attractive. **(although)**  
Some engineers live in developed countries \_\_\_\_\_ relocating to developing countries because the perks are attractive.
- c. Although working conditions can be very hard in developing countries, they offer interesting perks. **(in spite of)**  
Working conditions can be very hard in developing countries \_\_\_\_\_ perks.

## WRITING

Write an argumentative text/a discussion presenting the advantages and disadvantages that corporations like Pepsi or McDonald's have brought to developing and developed countries considering the type of workers they employ. (60p)



| Link up to you! |      | Correction Table – Test 6         |     |     |     |                |     |     |         |       |
|-----------------|------|-----------------------------------|-----|-----|-----|----------------|-----|-----|---------|-------|
|                 |      | Year 12 Class _____ Date __/__/__ |     |     |     |                |     |     |         |       |
|                 |      | Reading                           |     |     |     | Use of English |     |     | Writing |       |
|                 |      | 1.                                | 2.  | 3.  | 4.  | 1.             | 2.  | 3.  | 1.      | Total |
| No.             | Name | 11X1                              | 7X2 | 2X6 | 4X8 | 9X3            | 6X3 | 3X5 | 60      |       |
|                 |      | 22                                | 14  | 12  | 32  | 27             | 18  | 15  | 60      | 200   |
| 1               |      |                                   |     |     |     |                |     |     |         |       |
| 2               |      |                                   |     |     |     |                |     |     |         |       |
| 3               |      |                                   |     |     |     |                |     |     |         |       |
| 4               |      |                                   |     |     |     |                |     |     |         |       |
| 5               |      |                                   |     |     |     |                |     |     |         |       |
| 6               |      |                                   |     |     |     |                |     |     |         |       |
| 7               |      |                                   |     |     |     |                |     |     |         |       |
| 8               |      |                                   |     |     |     |                |     |     |         |       |
| 9               |      |                                   |     |     |     |                |     |     |         |       |
| 10              |      |                                   |     |     |     |                |     |     |         |       |
| 11              |      |                                   |     |     |     |                |     |     |         |       |
| 12              |      |                                   |     |     |     |                |     |     |         |       |
| 13              |      |                                   |     |     |     |                |     |     |         |       |
| 14              |      |                                   |     |     |     |                |     |     |         |       |
| 15              |      |                                   |     |     |     |                |     |     |         |       |
| 16              |      |                                   |     |     |     |                |     |     |         |       |
| 17              |      |                                   |     |     |     |                |     |     |         |       |
| 18              |      |                                   |     |     |     |                |     |     |         |       |
| 19              |      |                                   |     |     |     |                |     |     |         |       |
| 20              |      |                                   |     |     |     |                |     |     |         |       |
| 21              |      |                                   |     |     |     |                |     |     |         |       |
| 22              |      |                                   |     |     |     |                |     |     |         |       |
| 23              |      |                                   |     |     |     |                |     |     |         |       |
| 24              |      |                                   |     |     |     |                |     |     |         |       |
| 25              |      |                                   |     |     |     |                |     |     |         |       |
| 26              |      |                                   |     |     |     |                |     |     |         |       |
| 27              |      |                                   |     |     |     |                |     |     |         |       |
| 28              |      |                                   |     |     |     |                |     |     |         |       |
| 29              |      |                                   |     |     |     |                |     |     |         |       |
| 30              |      |                                   |     |     |     |                |     |     |         |       |

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

1. You are going to read an article about the similarities between the counterculture of the 1960s and today's internet predominance. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap a – g. There is one extra sentence which you do not need to use. (7 x 2p)

#### Wired to the counterculture

It's hard not to be struck by the similarities between the cult of the internet and the vast counterculture movement that developed as a mass phenomenon in the United States in the 1960s and, in a variety of forms, in other Western countries. The counterculture was in fact a very broad movement encompassing the "Beat Generation", a. \_\_\_\_\_, the hippie movement and a host of alternative movements.

The practices of this counterculture world involved "dropping out" from the world of ordinary people, communal living, a deep desire for equality and a touch of libertarianism. There was a Gandhian attachment to the culture of non-violence, closeness to nature and b. \_\_\_\_\_. Society was to be a peaceful community based on love and altruism.

This idea of a new world has many similarities with the present movement developing around the internet, which is also mobilising hundreds of thousands of young people – many of them looking for a society which is more fraternal, more "communicative", more peaceful.

The continuity is striking: c. \_\_\_\_\_ – a space in which you can leave the "ordinary world" behind you. People who spend their time on the Net are in a sense the "drop-outs" of today. In the 1960s you "hit the road" to get a different, more spiritual sense of what life was about. Today you surf the "information highways" of the Net.

This picture of the internet culture would not be complete without mentioning an important, if secondary characteristic: d. \_\_\_\_\_ – of and for young people. It is a sort of permanent revolution in which young people decide the direction that it will take.

The development of the internet is strongly dependent on the younger generations. Microsoft is currently trying to negotiate its way into closer contact with the world of the Net, and it has no hesitation e. \_\_\_\_\_. The company believes that young people will be more or less permanently connected to the Web, and it has therefore hired two teenagers to explain to its middle-aged executives their new philosophy of work and leisure.

It is within this youth culture that the glorification of speed has become a new creed: f. \_\_\_\_\_. Speed is what frees us from our bodies and gives us a possibility of 24-hour access to others.

Reading some of the articles and statements that have been appearing, you could be forgiven for wondering what kind of space this "new world" will leave for old people – i.e. those over the age of 35. A study actually shows that there is a real issue about g. \_\_\_\_\_ due to the prevailing "youthism" of that world.

<http://mondediplo.com>  
accessed in January 2015

- A. in recruiting very young people to help guide its strategy
- B. the world of the internet is, in its own way, today's counterculture
- C. the values which it embraced gained social currency and influenced life styles
- D. the exclusion of older people from the new world of information technologies
- E. fast is good, and brings you closer to the world of the mind
- F. the youth protest movement which later led to the big student revolts
- G. the Internet cult is a cult of youth
- H. a mysticism coloured by Eastern influences, particularly Buddhism

**2. Explain the meaning of the following concepts. (4 x 5p)**

- a. counterculture (l. 2) \_\_\_\_\_
- b. libertarianism (l. 7) \_\_\_\_\_
- c. altruism (l. 9) \_\_\_\_\_
- d. youthism (l. 31) \_\_\_\_\_

**3. Answer the following questions about the text. (4 x 9p)**

- 3.1 List the principles behind the counterculture movements of the 1960s.
- 3.2 Explain the comparison established by the author between the counterculture movements and the role of the internet in the world today.
- 3.3 Identify and describe the link between the internet and young people today.
- 3.4 What's the issue raised by the "youthism" of the internet? Do you agree that is a matter we should be concerned about? Give reasons.

## USE OF ENGLISH

**1. For questions a – j, read the text below and decide which answer – 1, 2, 3 or 4 – best fits each gap. (10 x 2p)**

### Hippies and the counterculture

The counterculture that developed during the 1960s was an alternative lifestyle chosen by individuals who would eventually become **a.** \_\_\_\_\_ as hippies, freaks or long hairs. Hippies were generally dissatisfied with the consensus culture that had developed **b.** \_\_\_\_\_ the Second World War and wanted to distance themselves **c.** \_\_\_\_\_ American society (hence the term counterculture). **d.** \_\_\_\_\_, members of the counterculture attempted to establish their own towns, economy, political institutions and societal values.

Long hair, vibrant colours and **e.** \_\_\_\_\_ signs are typically the most associated characteristics of the hippies and counterculture. **f.** \_\_\_\_\_, the lifestyle was dramatically more interesting. Hippies tended to **g.** \_\_\_\_\_ living quarters or communes within bigger cities. **h.** \_\_\_\_\_ areas were called hippie villages or districts. All of these locations witnessed the construction of gardens, head shops, restaurants and music venues that **i.** \_\_\_\_\_ cheap and alternative ways of living.

Members of the counterculture also believed in the notion of "free love" and the sexual **j.** \_\_\_\_\_. Hippies promoted the ability to be with whomever you wish, whenever you wish. Love was a way to combat the societal ills of gender inequality, racial discrimination and war.

<http://education-portal.com>  
accessed in January 2015

- |                 |                |               |             |
|-----------------|----------------|---------------|-------------|
| a. 1. named     | 2. recognised  | 3. known      | 4. famous   |
| b. 1. on        | 2. during      | 3. before     | 4. after    |
| c. 1. to        | 2. by          | 3. for        | 4. from     |
| d. 1. Besides   | 2. As a result | 3. However    | 4. Also     |
| e. 1. traffic   | 2. light       | 3. good       | 4. peace    |
| f. 1. However   | 2. Although    | 3. Despite    | 4. Besides  |
| g. 1. set in    | 2. set up      | 3. set about  | 4. set off  |
| h. 1. These     | 2. This        | 3. There      | 4. That     |
| i. 1. give      | 2. prevented   | 3. lived      | 4. provided |
| j. 1. evolution | 2. development | 3. revolution | 4. upheaval |

**2. Use impersonal pronouns to complete the text in a meaningful way. (5 x 2p)**

Community living areas were the places where a. \_\_\_\_\_ could sense what b. \_\_\_\_\_ really meant to be a hippie. c. \_\_\_\_\_ would be welcome by everyone. d. \_\_\_\_\_ called these places hippie villages or districts. There, e. \_\_\_\_\_ could expand on the hippie principles of freedom and love.

**3. Write sentences in the present subjunctive preceded by a *that* sentence clause. (3 x 8p)**

- a. Society's expectations: People should accept the dominant culture.  
Society expects that \_\_\_\_\_
- b. Hippies' recommendation: Love should be free.  
Hippies \_\_\_\_\_
- c. Studies suggestion: counterculture movements should be studied.  
Studies \_\_\_\_\_

**4. Read the sentences and choose what phrase people would use as a reaction to the sentences given. (3 x 5p)**

|                                                                                                   |                                     |
|---------------------------------------------------------------------------------------------------|-------------------------------------|
| a. You tell your conservative father, "Dad, I've decided to become a hippie."                     | 1. "Sure. Come what may!"           |
| b. You ask your long-time friend, "Will you stand by me if I decide to live in a hippie commune?" | 2. "Suffice it to say, be careful." |
| c. You tell your best friend, "I'm going on a blind date with my online friend today."            | 3. "What? Heaven forbid!"           |

## WRITING

**Write an exposition text saying if you agree or disagree with the sentence below and accounting for your opinion. (61p)**

*The vast counterculture movement that developed as a mass phenomenon in the United States in the 1960s has many similarities with the present movement developing around the Internet.*

| Link up to you! |      | Correction Table – Test 7               |     |     |                |     |     |     |         |       |
|-----------------|------|-----------------------------------------|-----|-----|----------------|-----|-----|-----|---------|-------|
|                 |      | Year 12 Class _____ Date ____/____/____ |     |     |                |     |     |     |         |       |
|                 |      | Reading                                 |     |     | Use of English |     |     |     | Writing |       |
|                 |      | 1.                                      | 2.  | 3.  | 1.             | 2.  | 3.  | 4.  | 1.      | Total |
| No.             | Name | 7x2                                     | 4x5 | 4x9 | 10x2           | 5x2 | 3x8 | 3x5 | 61      |       |
|                 |      | 14                                      | 20  | 36  | 20             | 10  | 24  | 15  | 61      | 200   |
| 1               |      |                                         |     |     |                |     |     |     |         |       |
| 2               |      |                                         |     |     |                |     |     |     |         |       |
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| 14              |      |                                         |     |     |                |     |     |     |         |       |
| 15              |      |                                         |     |     |                |     |     |     |         |       |
| 16              |      |                                         |     |     |                |     |     |     |         |       |
| 17              |      |                                         |     |     |                |     |     |     |         |       |
| 18              |      |                                         |     |     |                |     |     |     |         |       |
| 19              |      |                                         |     |     |                |     |     |     |         |       |
| 20              |      |                                         |     |     |                |     |     |     |         |       |
| 21              |      |                                         |     |     |                |     |     |     |         |       |
| 22              |      |                                         |     |     |                |     |     |     |         |       |
| 23              |      |                                         |     |     |                |     |     |     |         |       |
| 24              |      |                                         |     |     |                |     |     |     |         |       |
| 25              |      |                                         |     |     |                |     |     |     |         |       |
| 26              |      |                                         |     |     |                |     |     |     |         |       |
| 27              |      |                                         |     |     |                |     |     |     |         |       |
| 28              |      |                                         |     |     |                |     |     |     |         |       |
| 29              |      |                                         |     |     |                |     |     |     |         |       |
| 30              |      |                                         |     |     |                |     |     |     |         |       |

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

Read the following text.

#### Flower Power – An American 1960s Movement

When people think of America in the 1960s, they often have a romanticised idea of a decade of great music, liberal idealism and Flower Power. Let's look at some of the unique characteristics of those times.

The artists developed on the styles of the fifties but there was a more contemporary feel to their work. Pop art, minimalism, abstract art, assemblage art, and environmental art gained popularity during this period. The art displays the positive attitude of the artists, reflecting the affluence and technology of the period. A lot of futuristic design was introduced in architecture. With the modernist trend, tall buildings dotted the skyline and designs tended towards streamlined contemporary. There was a predominant use of light and space.

Initially, fashion was conservative, following along the lines of the fifties. Soon, the huge number of teenagers dominated and created their own fashion. Men had crew cuts and women sported bouffant hair styles. Women wore knee length dresses, though by the mid-sixties hot pants and miniskirts had become the rage. Women had short hair and men started growing their hair and moustaches. From casual plaid shirts, men started wearing bright colours, turtlenecks, wide ties, double breasted jackets, and pants suits in polyester. Bell bottoms, batik prints, fancy t-shirts, and love beads were worn by both sexes.

Civil rights was one of the major issues being championed in the sixties. The feminist movement gathered momentum, fighting for equal rights. An eco-drive was started to reduce pollution and preserve nature. The Peace Corps were formed to improve living standards in third world countries, promoting peace and anti-war messages to all countries. Social movements were on an increase during the sixties. There was constant competition between the Russians and the Americans with regard to outer space research throughout the decade. The computer was also invented in the sixties. The start of the sixties saw the return of Elvis Presley along with a few other popular singers. The Beatles from England also became very popular in the United States. It was really the golden age of rock music as artists like Jimi Hendrix, Janis Joplin, Bob Dylan, or the Rolling Stones, produced music which defined the era.

The sixties were the era of musicals with many hit musicals like *Hello Dolly*, *Hair*, *Funny Girl*, *Camelot*, and others. The more popular of the musicals were made into movies like *My Fair Lady* and *The Sound of Music*. Movies moved towards the unconventional and James Bond movies were in great demand. Radio was the main source of music and there was an introduction of the FM frequency in addition to AM. Television series were becoming popular with *I Dream of Jeannie*, *The Flintstones*, *The Beverly Hillbillies*, *Bewitched* and *The Lucy Show*.

www.proflowers.com (adapted)  
accessed in January 2015

**1. Give a title to each paragraph according to the ideas expressed. You should use between four to six words. (4 x 2p)**

Paragraph 1 \_\_\_\_\_

Paragraph 3 \_\_\_\_\_

Paragraph 2 \_\_\_\_\_

Paragraph 4 \_\_\_\_\_

**2. Choose the correct option to complete the sentences. (5 x 4p)**

**2.1** The 1960s' artists developed a style that

- a. was not as contemporary as that of the 1950s.
- b. was influenced by the previous decade
- c. was not very well accepted.

**2.2** The architecture in the 1960s developed

- a. around modern concepts of art.
- b. towards a conventional design.
- c. advanced technological living devices.

**2.3** As far as 1960s fashion is concerned,

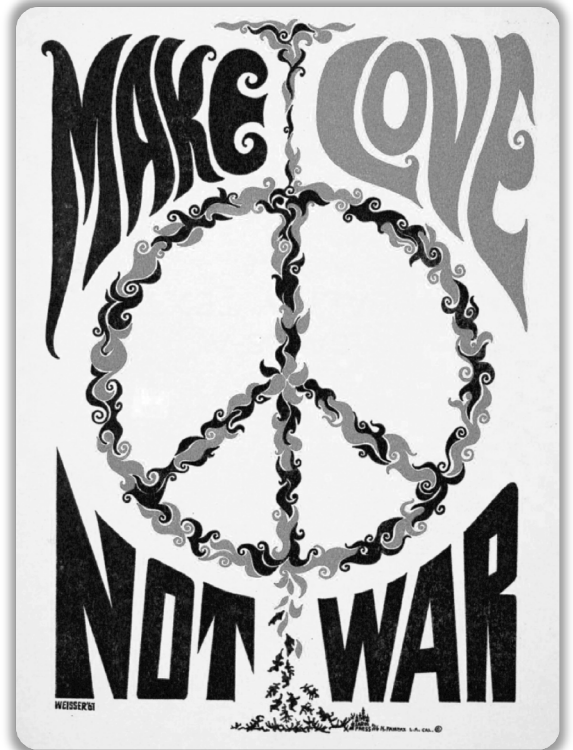
- a. it didn't break many traditions.
- b. skirts became shorter by the end of the decade.
- c. both men and women started growing their hair.

**2.4** The music of the 1960s is still seen as

- a. the demise of rock 'n' roll.
- b. the definition of a whole generation.
- c. the Beatles' popularity in Europe.

**2.5** As regards cinema at the time, we can say that

- a. a lot of movies were adapted from popular musicals.
- b. James Bond movies were too conventional.
- c. movies were the major source of music.



**3. Explain the meaning of the sentences as they appear in the text. (4 x 10p)**

- a. "(...) had become the rage." (ll. 12-13)
- b. "(...) one of the major issues being championed (...) " (l. 16)
- c. "The feminist movement gathered momentum (...) " (ll. 16-17)
- d. "It was really the golden age of rock music (...) " (ll. 23-24)

## USE OF ENGLISH

**1. Match the words on the left to the words on the right to build compound words. (8 x 2p)**

sun    moon    home    along  
sea    river    week    fort

shore    end    light    bank  
flower    night    made    side



**2. Read the text below and think of the word which best fits each gap.**

**Use only one word in each gap. (8 x 4p)**

**The Beats**

So, how **a.** \_\_\_\_\_ the counterculture begin? Unlike the New Left, the origins of the counterculture had deeper roots in American society. The movement **b.** \_\_\_\_\_ was recognised in **c.** \_\_\_\_\_ 1960s as the counterculture was known a decade earlier as the Beat Generation or Beats. Dissatisfied **d.** \_\_\_\_\_ American society, the Beats alienated themselves  
5 into a small underground movement. These individuals rejected American standards, introduced new concepts of societal norms, shunned materialism and spawned a new drug culture. Prominent leaders **e.** \_\_\_\_\_ Jack Kerouac, Allen Ginsberg and Lucien Carr. The Beats generally maintained a low-profile and attempted to stay **f.** \_\_\_\_\_ from the burgeoning political issues of the decade. Yet, the Beat Generation would ultimately transform into the counterculture. The Beats struggled to  
10 maintain their inconspicuousness, especially **g.** \_\_\_\_\_ more and more members of the Beat Generation began to tackle political issues. By 1960, the transformation was complete. In the place of the Beat Generation arose a counterculture that held the **h.** \_\_\_\_\_ ideals but promoted vibrant coloured clothing, long hair, folk music and the participation in politics – all while being known as hippies.

<http://education-portal.com>  
accessed in January 2015

**3. For sentences a – e, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given and use between three and four words, including the word given. (5 x 5p)**

- a.** How about watching the film *Selma* tonight? (**like**)  
Would \_\_\_\_\_ the film *Selma* tonight?
- b.** Elvis Presley died of an overdose of prescription drugs. (**caused**)  
Elvis Presley's \_\_\_\_\_ an overdose of prescription drugs.
- c.** Joe Cocker was a much better singer than most of today's artists. (**sang**)  
Joe Cocker \_\_\_\_\_ most of today's artists.
- d.** Both the Civil Rights and the Feminist movements are impossible to ignore. (**possibly**)  
We \_\_\_\_\_ both the Civil Rights and the Feminist movements.
- e.** The Beats used poetry to show their dissatisfaction with society. (**for**)  
Poetry \_\_\_\_\_ the Beats' dissatisfaction with society.

**WRITING**

**Imagine that you were living in 1969. You and a group of hippie friends decided to head to the Woodstock Festival. Every road was crowded and after lots of setbacks you were able to arrive at the venue the day after. Write a narrative text (include complicating events and resolutions). (59p)**

| Link up to you! |      | Correction Table – Test 8         |     |      |                |     |     |         |       |
|-----------------|------|-----------------------------------|-----|------|----------------|-----|-----|---------|-------|
|                 |      | Year 12 Class _____ Date __/__/__ |     |      |                |     |     |         |       |
|                 |      | Reading                           |     |      | Use of English |     |     | Writing |       |
|                 |      | 1.                                | 2.  | 3.   | 1.             | 2.  | 3.  | 1.      | Total |
| No.             | Name | 4X2                               | 5X4 | 4x10 | 8X2            | 8X4 | 5X5 | 59      |       |
|                 |      | 8                                 | 20  | 40   | 16             | 32  | 25  | 59      | 200   |
| 1               |      |                                   |     |      |                |     |     |         |       |
| 2               |      |                                   |     |      |                |     |     |         |       |
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| 22              |      |                                   |     |      |                |     |     |         |       |
| 23              |      |                                   |     |      |                |     |     |         |       |
| 24              |      |                                   |     |      |                |     |     |         |       |
| 25              |      |                                   |     |      |                |     |     |         |       |
| 26              |      |                                   |     |      |                |     |     |         |       |
| 27              |      |                                   |     |      |                |     |     |         |       |
| 28              |      |                                   |     |      |                |     |     |         |       |
| 29              |      |                                   |     |      |                |     |     |         |       |
| 30              |      |                                   |     |      |                |     |     |         |       |

## UNIT 1

### Test 1

#### Reading

1. **a. C b. G c. E d. H e. A f. D g. F.**  
2. **a.** to have the same tools or resources so that they have the same opportunities to communicate among themselves **b.** a language cannot exist unrelated to the people that speak it.  
3. **a.** reach (l. 20) **b.** reasonably (l. 22) **c.** mainly (l. 24) **d.** legacy (l. 26) **e.** institutionalised (l. 27) **f.** supremacy (l. 29).  
4.1 By the number of its native and second language speakers, its geographical distribution, and its use in international organisations and diplomatic relations.  
4.2 The powerful leadership of the Roman military and the ecclesiastical power of the Roman Catholic Church.  
4.3 The intrinsic structural qualities of a language, the size of its vocabulary, the quality of its literature throughout history and its association with great cultures or religions.  
4.4 Personal answer.  
4.5 The British empire was spread throughout the world. They were politically and economically powerful and their language became the language of institutions in their colonies, and although they have left, the language has remained until today.  
4.6 The USA is the dominant country culturally (through music, films and television), economically, commercially and technologically. Only by speaking their language do people in the world get access to all the areas that are crucial today in order to succeed (markets, businesses, scientific resources, tourism, etc.).

#### Use of English

1. **a. 2 b. 1 c. 2 d. 4 e. 4 f. 2 g. 3 h. 1 i. 1 j. 3.**  
2. **a.** came **b.** were spoken **c.** was brought **d.** invaded **e.** conquered **f.** took **g.** was considered **h.** had split **i.** had changed **j.** had been spoken **k.** came.  
3. **a.** is said to be **b.** is being threatened by **c.** a proven companion of his **d.** a favourite language of Claire's/hers.

#### Writing

Personal answer.

### Test 2

#### Reading

- 1.1 **b 1.2 a 1.3 b 1.4 c 1.5 b 1.6 a.**  
2. **a.** unassailable (l. 1) **b.** assured (l. 2) **c.** drives (l. 5) **d.** intelligibility (l. 5) **e.** pragmatic (l. 8) **f.** backlash (l. 9) **g.** resentment (l. 16).  
3.  
**a.** Using the English language, which was the language of the people who subjugated them, would be as if they continued to be dominated by the British Empire.  
**b.** the fact that most countries choose the English language as a language of communication may change, and they may turn to other languages for that purpose  
**c.** the country would see the use of the English language become less and less usual

#### Use of English

1. **a.** in **b.** their **c.** as **d.** with **e.** from **f.** other **g.** because **h.** its.  
2. **a.** pretty, women, busy **b.** break, jail, pale **c.** fly, die, minor **d.** sad, leopard, leisure.  
3. **a.** was studying English in London **b.** had been refused a job **c.** is one of them **d.** that the Hispanic population reaches.

#### Writing

Personal answer.

## UNIT 2

### Test 3

#### Reading

1. **a. F b. E c. D d. C e. B f. A g. G.**  
2. **a.** passed away (ll. 1-2) **b.** segregation (l. 6) **c.** target (l. 13) **d.** figure (l. 17) **e.** cement (l. 20) **f.** tenure (l. 22).  
3. **a.** tribal name **b.** white minority **c.** ascended to the country's top post **d.** global stature.  
4.  
**a.** How old was Mandela when he died?  
**b.** What did he achieve in South Africa?  
**c.** Why was he sent to prison?  
**d.** What put his name in the History of humankind?

#### Use of English

1. **a.** he **b.** for **c.** while **d.** not **e.** but **f.** By **g.** also **h.** both.  
2. **a.** brought up **b.** set out **c.** brought about **d.** brought it off.  
3. **a.** forward to seeing **b.** want to have **c.** to struggle for **d.** kept fighting for his.  
4.  
**a.** (...) did the reporter want to criticise Mandela's action in South Africa.  
**b.** (...) did Mandela seek revenge.  
**c.** (...) did a President get married at the age of 80.  
**d.** (...) do politicians have the courage to dedicate their entire lives to a single cause.

#### Writing

Personal answer.

### Test 4

#### Reading

1. Because qualified professionals are emigrating and do not return.  
2. **a.** brain drain (title) **b.** cut-offs (l. 7) **c.** scope (l. 10) **d.** host (l. 15) **e.** fail (l. 18) **f.** bond (l. 28) **g.** curb (l. 31).  
3. **a.** (...) they are looking for the good students from other countries. **b.** (...) documents which certify that they have no obligation to return. **c.** (...) they are doing their best.  
4. **1 c 4.2. a 4.3 b 4.4 c.**

#### Use of English

1. **a.** back **b.** apart **c.** back **d.** against **e.** up.  
2. **a.** skilled **b.** Western **c.** destinations **d.** highly **e.** seasonal **f.** residents **g.** advantages.

3. **a.** to look **b.** Being **c.** to stop **d.** feeling **e.** creating **f.** to have.  
 4. **a.** before have immigration levels been **b.** got a job in **c.** do we know about their **d.** for a moment do some **e.** did those students hear.

#### Writing

Personal answer.

## UNIT 3

### Test 5

#### Reading

1. **a.** D **b.** E **c.** B **d.** C.  
 2. **a.** the reader's **b.** Erasmus **c.** relations, skills and personality improvement **d.** everyone's.  
 3. **a.** preconceptions (l. 15) **b.** lectures (l. 19) **c.** hurdles (l. 31) **d.** consciousness (l. 32)  
 4. **a.** They live in different countries which he can visit any time he wants. **b.** An unconventional or different way with regard to business practices.

#### 5. Suggestions:

- 5.1 Because some people told him that he would have problems with the recognition of his exams.  
 5.2 Yes, he met people from different countries with whom he still maintains contact.  
 5.3 Besides having a broader perspective of the world through other cultures, he may visit them in the future.  
 5.4 Yes. He has started collaborative work with some people which might be useful in his future career.

#### Use of English

1. **a.** at **b.** foreign **c.** from **d.** such **e.** zone **f.** at **g.** to **h.** well.  
 2. **a.** will have done **b.** will have finished **c.** will have concluded **d.** will have returned **e.** will have written.  
 3. **a.** will leave **b.** is going to be **c.** are going to meet **d.** will visit **e.** is going to send.  
 4. **a.** wonder if Erasmus students are **b.** advised me to write my **c.** told me not to forget to read **d.** happen to know which countries **e.** none of the students knew.

#### Writing

Personal answer.

### Test 6

#### Reading

1. **a.** equal **b.** rosy **c.** falls **d.** labour **e.** services **f.** wage **g.** shift **h.** paid **i.** company **j.** productivity **k.** growth.  
 2. **a.** gap (l. 2) **b.** goods (l. 6) **c.** skilled (l. 7) **d.** coveted (l. 10) **e.** outsourcing (l. 14) **f.** crimping (l. 22) **g.** laureate (l. 25).  
 3.  
**a.** With globalisation, poor countries came closer to the rich ones, having the same opportunities to develop their economy.  
**b.** Usually people think that big multinationals shift their production to poor countries because they look for unskilled workers to pay them low salaries.

#### 4. Suggestions:

- 4.1 No, in some it has been an advantage whereas in others it hasn't. In some developing countries it has made them closer to others but it has created situations of inequality in others.  
 4.2 In developed countries there is a demand for skilled workers and in developing countries there is a demand for unskilled workers.  
 4.3 Outsourcing may raise the salaries of skilled workers because their higher productivity allows them to ask for higher wages. On the other hand, unskilled workers don't have these opportunities and remain in poverty.  
 4.4 Personal answer.

#### Use of English

1. **a.** There **b.** to **c.** the **d.** This **e.** to **f.** already **g.** has **h.** both **i.** before.  
 2. **a.** unable **b.** strengthened **c.** skilled **d.** economic **e.** effectiveness **f.** Americanisation.  
 3. **a.** on poor countries. However, these **b.** although they wouldn't mind **c.** in spite of including interesting

#### Writing

Personal answer.

## UNIT 4

### Test 7

#### Reading

1. **a.** F **b.** H **c.** B **d.** G **e.** A **f.** E **g.** D.  
 2.  
**a.** A way of life and set of ideas that are opposed to those accepted by most of society.  
**b.** A movement that strongly believes that people should have the freedom to do and think as they like.  
**c.** The ability to care about the needs and happiness of other people more than your own.  
**d.** Young people considered as a group.  
 3.1 Unattachment to the ordinary world, communal living, equality, libertarianism, non-violence, closeness to nature, mysticism, love and altruism.  
 3.2 Both movements mobilise hundreds of thousands of young people, who look for a more fraternal, "communicative" and peaceful society by living in a world of their own, "out" of society. In the 1950s, people "hit the road" to find out the meaning of life. Today people surf the "information highways" for the same purpose. The internet culture is also similar to the counterculture because it is a movement of and for young people.  
 3.3 There is a relation of dependence. The internet is said to develop the way young people push it to go.  
 3.4 The issue is the place of older people in this internet society ruled by young people.

#### Use of English

1. **a.** 3 **b.** 4 **c.** 4 **d.** 2 **e.** 4 **f.** 1 **g.** 2 **h.** 1 **i.** 4 **j.** 3.  
 2. **a.** one **b.** it **c.** You **d.** They **e.** you.  
 3. **a.** (...) people accept the dominant culture. **b.** (...) recommend that love be free. **c.** (...) suggest that counterculture movements be studied.  
 4. **a.** 3 **b.** 1 **c.** 2.

#### Writing

Personal answer.

## Test 8

### Reading

**1. Suggestions:** **1.** Contemporary art and architecture **2.** From conservative to bold **3.** Social movements on the rise **4.** The popularity of the big screen.

**2.1** b **2.2** a **2.3** b **2.4** b **2.5** a.

**3. a.** It was the most fashionable thing. **b.** It was one of the problems people most fought for/defended. **c.** The movement defending the rights of women was set in full motion. **d.** Rock music saw its most successful time.

### Use of English

**1.** sunflower; moonlight; homemade; alongside; seashore; riverbank; weekend; fortnight.

**2. a.** did **b.** that **c.** the **d.** with **e.** included **f.** away **g.** when **h.** same.

**3. a.** you like to see **b.** death was caused by **c.** sang better than **d.** can't possibly ignore **e.** was used for showing

### Writing

Personal answer

# **SPEAKING TESTS**

# Speaking Test

## Unit 1

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

The following people are talking in English in their jobs. Choose two of the pictures and:

- a. describe these people's jobs;
- b. say why they need the English language;
- c. explain how they might be feeling;
- d. imagine the kind of people they talk to;
- e. think about the kind of vocabulary and grammatical structures they may typically use;
- f. decide which job requires a greater level of English proficiency.



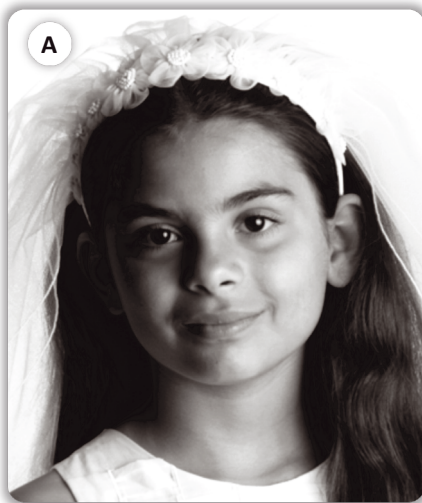
# Speaking Test

## Unit 2

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

The following women are all wearing a veil for completely different reasons. Answer the questions below.

1. Why are they wearing a veil?
2. Do they always wear the veil on such an occasion?
3. What is its significance?
4. How might they feel wearing it?
5. Would there be any consequences if they didn't wear a veil on this occasion?





# Speaking test

## Unit 3

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 1. Read the quotation below and:

- say if you agree or disagree with it;
- relate it to the importance of money in a globalised world.

*When I was young I thought that money was the most important thing in life;  
now that I am old I know that it is.*

Oscar Wilde (1854-1900)

### 2. The following images depict people using money in different situations. Answer the questions.

- 2.1 What do they do?
- 2.2 What kind of life do these people have?
- 2.3 How important is money for them?



# Speaking Test

## Unit 4

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**1. Here are two photographs. They show two music festivals: the Woodstock festival, held in the town of Bethel in New York in 1969, and NOS Alive, the Portuguese festival which takes place in Lisbon every year.**

**1.1** Compare the photographs and point out the similarities and the differences between both festivals.

**1.2** Talk about a music festival you have been to or would like to go to.



**2. Imagine you are going to a music festival this summer.**

**2.1** Describe the objects/places in the images.

**2.2** Say why they are important in a music festival.

**2.3** Explain which two would be the most important if you were to go to a festival.

**2.4** Explain which two you would be able to do without.



# **GLOBAL TEST**

# Global test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## USE OF ENGLISH

### Part 1: Multiple Choice Cloze

Read the text below and decide which answer – 1, 2, 3 or 4 – best fits each space.

#### I want to give asylum seekers in Britain the chance to tell their own story

Asylum seekers are rarely presented **a.** \_\_\_\_\_ individuals – they are simply criticised as we become increasingly insular and suspicious.

I've been doing outreach work with asylum seekers and refugees since 2012. In their humour and nuance, the testimonies I hear are a far cry from the **b.** \_\_\_\_\_ that are usually peddled in the media: that of unnamed, voiceless people dying in boats, criminal gangs, victims **c.** \_\_\_\_\_ sexually abused in UK detention centres. It is as though the asylum narrative only begins when they arrive, and **d.** \_\_\_\_\_ is a strange and inhumane absence of interest in what they survived before.

I wanted to hear from those very people who are most talked about, either with pity or with loathing, but **e.** \_\_\_\_\_ are given the least opportunity to speak themselves. These people have survived war, violence, political **f.** \_\_\_\_\_, exile and extreme poverty but are treated as invisible here, as **g.** \_\_\_\_\_ than human.

Asylum seekers are vilified or held up as a cause to be saved, but **h.** \_\_\_\_\_ presented as distinct individuals with names, lives, skills, histories. They have no recourse to public **i.** \_\_\_\_\_, no right to work or housing, or any state assistance. They live on the kindness of strangers or with charities' help, yet extreme cuts to public and social services have put them at serious **j.** \_\_\_\_\_ of destitution and exploitation.

For me this is not about economics or policy but basic human decency. The woman on the bus, the man queueing first thing in the morning, the family walking on the street, have **k.** \_\_\_\_\_ the most extraordinary lives and experienced the world in ways our privileged, well-fed, expensively dressed politicians could never imagine.

www.theguardian.com  
accessed in January 2015

- |               |                |                |                 |
|---------------|----------------|----------------|-----------------|
| a. 1. as      | 2. like        | 3. to          | 4. for          |
| b. 1. reasons | 2. stereotypes | 3. dichotomies | 4. distinctions |
| c. 1. be      | 2. been        | 3. being       | 4. to be        |
| d. 1. they're | 2. their       | 3. that        | 4. there        |
| e. 1. which   | 2. who         | 3. where       | 4. whose        |
| f. 1. pursuit | 2. persecution | 3. arrest      | 4. chase        |
| g. 1. more    | 2. most        | 3. less        | 4. least        |
| h. 1. rarely  | 2. often       | 3. sometimes   | 4. always       |
| i. 1. funds   | 2. budgets     | 3. money       | 4. resources    |
| j. 1. harm    | 2. threat      | 3. safety      | 4. risk         |
| k. 1. lead    | 2. led         | 3. leaded      | 4. deal         |



## Part 2: Open Cloze

Read the text below. For questions a – h, think of the word which best fits each space. Use only one word in each space.

The process of globalisation is **a.**\_\_\_\_\_ controversial. Many people say globalisation will help people communicate. Aid agencies can respond more quickly to a natural disaster. Advanced medicines are more easily and widely **b.**\_\_\_\_\_ to people who may not have been able to afford them. Jobs available through globalisation have lifted many people out of poverty. Globalisation has  
5 increased the number of students studying **c.**\_\_\_\_\_.

Not everyone says that globalisation is good, however. Some people worry that Western culture will destroy local cultures **d.**\_\_\_\_\_ the world. They fear that everyone will end up eating hamburgers and watching Hollywood movies. Others point out that people tend to **e.**\_\_\_\_\_ some aspects of other cultures without giving up their own. Ironically, modern technology is often  
10 used to preserve and spread traditional beliefs and customs.

Opponents to globalisation blame free trade **f.**\_\_\_\_\_ unfair working conditions. They also say that outsourcing has caused wealthy countries to **g.**\_\_\_\_\_ too many jobs. Supporters of globalisation say that factory workers in poor countries are making much better wages than they would at other jobs available to **h.**\_\_\_\_\_. They also argue that free trade has lowered prices in  
15 wealthier countries and improved the economy of poorer countries.

<http://education.nationalgeographic.com>  
accessed in January 2015

## Part 3: Word Formation

Read the text below. For questions a – h use the word given in CAPITALS at the end of each line to form a word that fits in the space in the same line.

Example: **a.** INTERNATIONAL

Globalisation, the **a.** *international* exchange of goods, services, cultures and ideas, has brought increased **b.**\_\_\_\_\_ for many and transformed forever the way humans interact. Advances in communication and transportation have created a rich, **c.**\_\_\_\_\_ mixing of cultures throughout the world. But there is a drawback. As international travel, economic migration, and the global spread of music, films, and literature bring more people than ever into intimate contact, human **d.**\_\_\_\_\_ is vanishing.

A shared language is perhaps the most profound expression of group identity and a critical tool for passing cultural knowledge from one generation to the next. But globalisation is about **e.**\_\_\_\_\_. Whether by choice, by circumstance, or under duress, thousands of cultural and linguistic traditions are disappearing as their new generations adopt dominant national and global languages.

Workers, from wealthy consultants to **f.**\_\_\_\_\_ labourers, are also on the move as never before. Some migrants are **g.**\_\_\_\_\_ by host countries or regional **h.**\_\_\_\_\_; others avoid official avenues and often live a **i.**\_\_\_\_\_, parallel existence once they arrive. Immigration is high, but it is economic migrants – seeking work more than a new homeland – who define our age.

**NATION**

**RICH**

**PRECEDENT**

**DIVERSE**

**INTEGRATE**

**SKILL**

**COURAGE**

**AGREE**

**SHADOW**

[www.nationalgeographic.com](http://www.nationalgeographic.com)  
accessed in January 2015

## Part 4: "Key" Word Transformation

For questions a – e, complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- a. I couldn't help that Chinese man because we didn't have a common language. **(prevented)**  
The lack of understanding \_\_\_\_\_ that Chinese man.
- b. His job in an outsourcing company has made it possible for him to work from home. **(able)**  
Since he got a job in an outsourcing company \_\_\_\_\_ work from home.
- c. My parents don't like me to stay up late at night surfing the internet. **(disapprove)**  
My parents \_\_\_\_\_ up late at night surfing the internet.
- d. The job interview starts at 2 pm. Don't be late. **(will)**  
Don't come later than 2 pm because the job interview \_\_\_\_\_ by then.
- e. If no one accepts the job, they will search for someone on LinkedIn. **(unless)**  
They will search for someone on LinkedIn \_\_\_\_\_ the job.

## READING

### Part 1: Multiple Choice

You are going to read a magazine article about globalisation. For questions 1 – 6, choose the correct answer a, b, c or d.

Globalisation is the term used to refer to the integration of goods, services, and culture among the nations of the world. Globalisation is not necessarily a new phenomenon; in many ways, we have been experiencing globalisation since the days of European colonisation. Further advances in telecommunication and transportation technologies accelerated globalisation. The advent of the  
5 worldwide internet has made all nations next-door neighbours.

The internet has wired the world. Today it is just as simple to communicate with someone on the other side of the world as it is to talk to someone next door.

In 2005, Thomas Friedman's seminal book, *The World Is Flat*, was published. In this book, Friedman unpacks the impacts that the personal computer, the internet, and communication software  
10 have had on business, specifically the impact they have had on globalisation. He begins the book by defining the three eras of globalisation:

- "Globalisation 1" occurred from 1492 until about 1800. In this era, globalisation was centered around countries. It was about how much horsepower, wind power, and steam power a country had and how creatively it was deployed. The world shrank from size "large" to size "medium."  
15
- "Globalisation 2" occurred from about 1800 until 2000, interrupted only by the two World Wars. In this era, the dynamic force driving change was multinational companies. The world shrank from size "medium" to size "small."
- "Globalisation 3" is our current era, beginning in the year 2000. The convergence of the personal computer, fibre-optic internet connections, and software has created a "flat-world platform" that allows small groups and even individuals to go global. The world has shrunk  
20 from size "small" to size "tiny."

According to Friedman, this third era of globalisation was brought about, in many respects, by information technology.

25 The new era of globalisation allows any business to become international. By accessing this new platform of technologies, the vision of working as a unit in real time on a planetary scale can be a reality. Some of the advantages of this include the following:

- The ability to locate expertise and labour around the world. Instead of drawing employees from their local area, organisations can now hire people from the global labour pool. This also allows organisations to pay a lower labour cost for the same work based on the prevailing wage in 30 different countries.
- The ability to operate 24 hours a day. With employees in different time zones all around the world, an organisation can literally operate around the clock, handing off work on projects from one part of the world to another. Businesses can also keep their digital storefront (their website) open all the time.
- 35 • A larger market for their products. Once a product is being sold online, it is available for purchase from a worldwide consumer base. Even if a company's products do not appeal beyond its own country's borders, being online has also made the product more visible to consumers within that country.

<http://bus206.pressbooks.com>  
accessed in January 2015

**1. According to the author, globalisation**

- a. is not a 21<sup>st</sup> century phenomenon.
- b. accelerated transportation technologies.
- c. created the internet.
- d. is an example of European colonisation.

**2. "The Internet has wired the world" (l. 6) means**

- a. the internet makes people feel further apart from their next-door neighbours.
- b. global communication is now easier and everything is just a "click" away.
- c. the world is tied up in wires.
- d. the internet prevents people from communicating freely.

**3. In Thomas Friedman's book *The World is Flat* we won't read about**

- a. the relationship between businesses and globalisation.
- b. the role of information technology in the process of globalisation.
- c. the advantages and disadvantages of globalisation.
- d. the different stages towards the development of a global world.

**4. Which of these was not a driving force to globalisation?**

- a. Multinational companies.
- b. The possession of energy sources.
- c. The two world wars.
- d. Information technology.

**5. According to Friedman, the world has been steadily shrinking because**

- a. countries possess less and less territory.
- b. the sea level is rising and taking over the land.
- c. some countries can't be reached because they are getting smaller and smaller.
- d. distance is now an easily surmountable obstacle.



## Part 2: Text completion

You are going to read a magazine article about the challenges of globalisation to businesses and companies. Six sentences have been removed from the article. Choose the most suitable sentence from the list A – G for each gap a – f of the article. There is one extra sentence which you do not need to use.

In order to fully take advantage of the possibility of becoming international, businesses and companies need to understand that there are also challenges in dealing with employees and customers from different cultures. Some of these challenges include:

- 5     • **Infrastructure differences:** Each country has its own infrastructure, many of which are not of the same quality as the US infrastructure (average 4.60 MBps). For every South Korea (16 MBps average speed) there is an Egypt (0.83 MBps) or an India (0.82 MBps). **a.** \_\_\_\_\_ having the same internet speeds.
- **Labour laws and regulations:** Different countries have different laws and regulations. **b.** \_\_\_\_\_ must understand the different regulations and concerns.
- 10    • **Legal restrictions.** Many countries have restrictions on what can be sold or how a product can be advertised. **c.** \_\_\_\_\_. For example, in Germany, it is illegal to sell anything Nazi related; in China, it is illegal to put anything sexually suggestive online.
- **Language, customs, and preferences.** Every country has its own unique culture, which a business must consider when trying to market a product there. **d.** \_\_\_\_\_.  
15    For example, in some parts of the world people prefer to eat their French fries with mayonnaise instead of ketchup. In other parts of the world, specific hand gestures (such as the thumbs-up) are offensive.
- **International shipping.** Shipping products between countries in a timely manner can be challenging. **e.** \_\_\_\_\_ are all factors that must be considered when trying to  
20    deliver products internationally.

Because of these challenges, many businesses choose not to expand globally, either for labour or for customers. **f.** \_\_\_\_\_, the question of whether or not to globalise must be carefully considered.

<http://bus206.pressbooks.com>  
accessed in January 2015

- A. Whether a business has its own website or relies on a third-party, such as Amazon or eBay
- B. It is important for a business to understand what is allowed
- C. A business cannot depend on every country it deals with
- D. Many people say globalisation will help people communicate
- E. Inconsistent address formats, dishonest customs agents and prohibitive shipping costs
- F. Additionally, different countries have different preferences
- G. A company that wants to hire employees from other countries

### Part 3: Multiple Matching

**You are going to read five people talking about different aspects of globalisation. For questions 1 – 8, choose from the people A – D. The people may be chosen more than once.**

**A.** Today, news and information zips instantly around the world on the internet.

People can read information about foreign countries as easily as they read about their local news. In seconds, people are able to respond to natural disasters that happen thousands of miles away. Also, about 60 per cent of the people in the world now use cell phones. A farmer in Nigeria can easily talk to his cousin who moved to New York. And CNN, for example, has also contributed to globalisation. People all over the world can see the same news 24 hours a day.

**B.** Each year, millions of people move from one country to another in search of work.

People do not travel just for work, of course. Millions of people take vacations to foreign countries and are exposed to new ideas, for example, about food, which may change what they buy at the store at home. People in England eat Indian curry, while people in Peru enjoy Japanese sushi. Meanwhile, American fast food chains have become common throughout the world.

**C.** People in the United States enjoy listening to South African music and reading Japanese comic books. American soap operas are popular in Israel. India, for instance, has a thriving film industry, nicknamed “Bollywood”. Bollywood movies are popular both in India and with the huge population of Indians living abroad. In fact, some Bollywood movies do much better in the United States or the United Kingdom than they do in India.

Clothing styles have also become more uniform as a result of globalisation. National and regional costumes have become rarer as globalisation has increased. In most parts of the world, professionals such as bankers wear suits, and jeans and T-shirts are common for young people.

**D.** The international economy has also become more globalised in recent decades. International trade is vital to the economies of most countries around the world. To increase trade, many countries have created free trade agreements with other countries. For example, they may stop charging tariffs, or taxes, on imports.

**E.** Economic globalisation has allowed many corporations based in the West to move factories and jobs to less economically developed countries, a process called outsourcing. The corporation can pay lower wages, because the standard of living in less developed countries is much lower. Laws protecting the environment and workers’ safety are less widespread in developing countries, which also lowers costs for the corporation. Often, this results in lower costs for consumers, too.

1. Modern communication has played a large role in cultural globalisation.
2. Popular culture has also become more globalised.
3. Globalisation influences trade, taste, and culture.
4. Professional and traditional outfitting was replaced by a more uniform style.
5. The success of global news networks is also crucial in the globalisation process.
6. Outsourcing can be an effective cost-saving strategy.
7. Travel and tourism have made people more familiar with other cultures.
8. Countries agree to remove trade barriers.

## LISTENING

### Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (a, b or c).

1. Listen to these two women. Where are they?
  - a. at the airport
  - b. at the travel agency
  - c. at the hotel
2. Listen to this man. What is he doing?
  - a. giving a lecture
  - b. giving advice
  - c. giving directions
3. You overhear this woman talking on the phone. What is she complaining about?
  - a. a delayed flight
  - b. an awful meal
  - c. a tiring journey
4. You hear a young man talking about a trip he is planning to do. How are they *not* planning to travel?
  - a. on foot
  - b. by bike
  - c. by plane
5. You hear a teenager talking about his interrail experience. How does he feel about it?
  - a. It was a fulfilling experience.
  - b. It made him feel lonely.
  - c. It was uncomfortable.
6. You'll hear someone describing a sport. What sport is he talking about?
  - a. baseball
  - b. cricket
  - c. tennis
7. You'll hear a doctor being interviewed. Why did he decide to become a doctor?
  - a. to follow family traditions
  - b. to be useful to people in need
  - c. to work in Honduras
8. You'll hear a woman describing her job. What does she do?
  - a. She's a personal trainer.
  - b. She's a nutritionist.
  - c. She's a physiotherapist.



## Part 2

You will hear a historian talking about the hippie movement's origins, characteristics and legacy. For questions 1 – 10, complete the sentences.

1. The word hippie refers to people who \_\_\_\_\_.
2. Being a hippie is a philosophy of life which defends \_\_\_\_\_.
3. By 1965, the hippie movement was already \_\_\_\_\_ in the USA.
4. They stood up for \_\_\_\_\_.
5. People who found the hippie movement appealing were between the ages of \_\_\_\_\_.
6. Hippie people wanted to step outside \_\_\_\_\_.
7. In today's society we can still see \_\_\_\_\_.
8. We can see the marks of the hippie movement in the healthcare area in the use of \_\_\_\_\_.
9. The neo-hippie movement in existence today is mainly focused on \_\_\_\_\_.
10. The hippie core ideals that still remain the same today are \_\_\_\_\_.

## Part 3

You will hear the description of five different jobs. For jobs 1 – 5, choose from the list of requirements A – F which one matches each job. You can use each letter more than once. There is one extra number which you do not need to use.

- A. willingness to work irregular schedules
- B. excellent communication skills
- C. ability to work with other professionals
- D. a two-year apprenticeship
- E. a bachelor's degree
- F. mechanical knowledge

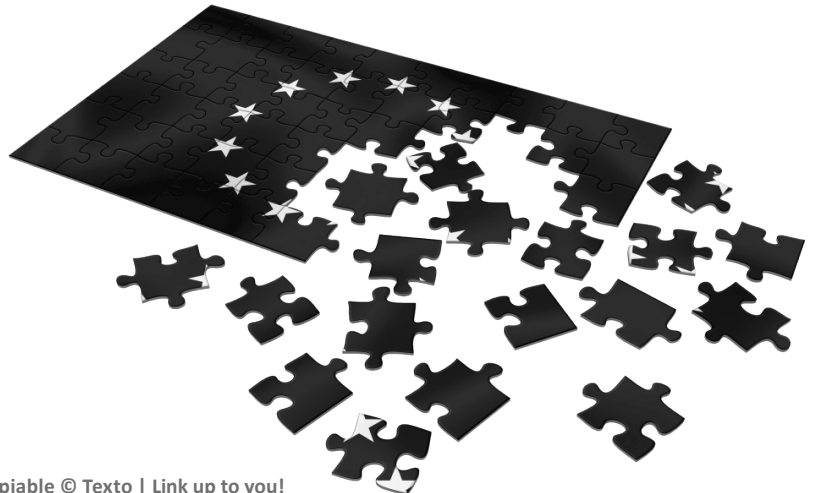
|       |  |
|-------|--|
| JOB 1 |  |
| JOB 2 |  |
| JOB 3 |  |
| JOB 4 |  |
| JOB 5 |  |



## Part 4

You will hear an information advert about the advantages of choosing a career in the European Union. For questions 1 – 7, choose the best answer a, b or c.

1. The European Union has existed for more than
  - a. 100 years.
  - b. 50 years.
  - c. 25 years.
2. The EU needs the brightest and the best people in order to
  - a. challenge the member states.
  - b. build a different kind of Europe.
  - c. improve the life of European citizens.
3. The field of responsibility you may be working in depends on
  - a. the projects you can manage.
  - b. the legal advice you can provide.
  - c. your skills and experience.
4. Most of the EU institutions are located in
  - a. two different European countries.
  - b. a single country.
  - c. the EU headquarters.
5. Learning languages is an important part of your career development because
  - a. you will be working in an international environment on a daily basis.
  - b. you will need to speak a second language to be promoted.
  - c. you will be offered different levels of language courses.
6. The cities where the EU institutions are located
  - a. are far from the main European capitals.
  - b. offer outstanding educational facilities.
  - c. aren't family-friendly.
7. The EU institutions provide support and assistance in relocation but no
  - a. high salary.
  - b. pension benefits.
  - c. accommodation.



## WRITING

### Part 1

You must answer this question. Write your answer in 120 – 150 words in an appropriate style.

You have received an email from your English-speaking friend, Christine, who is planning to buy a house in Portugal. Read Christine's email and the notes you have made. Then write an email, using all your notes.

|                                                                                           |        |           |
|-------------------------------------------------------------------------------------------|--------|-----------|
| <br>Send | From ▾ | Christine |
|                                                                                           | To...  |           |
|                                                                                           | Cc...  |           |
|                                                                                           | Bcc... |           |
| Subject                                                                                   |        | House     |

Hi!

Do you remember that I told you that my parents and I wanted to spend some time in Portugal? Well, we've decided to buy a house there!

We want to be immersed in the Portuguese culture and live among Portuguese people. We are planning to travel to your country soon to start looking for a house. When is the best time to come for you to be able to help us?

We want to visit different cities and are considering different areas. What are the best places for us to start looking?

We'd also like to know something about the types of house we can find, the prices, the appliances they come with... Can you tell us something about that?

Meanwhile, wouldn't you like to come to London for your summer holidays? We'd love for you to come!

Reply soon.

Christine

Say when and why

Suggest

No, because...

Yes, give details

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

## Part 2

Write an answer to ONE of the questions 1 – 4 in this part. Write your answer in 120 – 180 words in an appropriate style. Identify the question number.

---

---

1. You have seen this announcement in an international magazine.

### MY FAVOURITE ENGLISH-SPEAKING COUNTRY

Tell us about your favourite English-speaking country describing what you know about it.  
We will publish the most interesting articles next month.

Write a DESCRIPTIVE REPORT.

2. You recently saw this notice in an English-language magazine called *Blockbusters*.

### REVIEWS NEEDED!

Have you been to the cinema recently? Write us a review of the film you saw. Include information on the characters, costumes and plot and say whether you would recommend the film to other people. The best reviews will be published next month.

Write a REVIEW.

3. Your teacher has asked you to recount a recent holiday trip or travel for the school magazine. You should write about when and where you went, who you went with, what happened, what you did, what you saw, etc...

Write a RECOUNT.

4. Read the following quotation and make a comment on it explaining what it means and why you agree or disagree with it.

*Freedom is a timeless value. The Universal Declaration of Human Rights mentions freedom more than twenty times. All countries have committed to protecting individual freedoms on paper - but in practice, too many break their pledge.*

Ban Ki-moon

Write an EXPOSITION.

# Answer key

## Use of English

### Part 1

a. 1 b. 2 c. 3 d. 4 e. 2 f. 2 g. 3 h. 1 i. 1 j. 4 k. 2.

### Part 2

a. very b. available c. abroad d. around e. adopt f. for g. lose h. them.

### Part 3

a. international b. richness c. unprecedented d. diversity e. integration f. unskilled g. encouraged h. agreements i. shadowy.

### Part 4

1. prevented me from helping 2. he has been able to 3. disapprove of me/my staying 4. will have started 5. unless someone accepts.

## Reading

### Part 1

1. a 2. b 3. c 4. c 5. d.

### Part 2

a. C b. G c. B d. F e. E f. A.

### Part 3

1. A 2. C 3. B 4. C 5. A 6. E 7. B 8. D.

## Listening

### Part 1

1. b 2. b 3. a 4. c 5. a 6. c 7. b 8. a.

### Part 2

1. used drugs, long hair and loved music 2. freedom, peace and love and respect for others and the earth 3. an established social group 4. their beliefs, mind exploration, sexual revolution 5. 15 and 25 6. societal norms 7. the legacies of the hippie movement 8. natural foods, herbal remedies, nutritional supplements 9. environmental activism 10. peace and love.

### Part 3

Job 1: A, B

Job 2: E, F

Job 3: A, E

Job 4: C, E

Job 5: B

### Part 4

1. b 2. c 3. c 4. a 5. a 6. b 7. c.



| Link up to you! |      | Correction Table – Global test          |        |        |        |         |        |        |           |        |        |        |         |        |       |
|-----------------|------|-----------------------------------------|--------|--------|--------|---------|--------|--------|-----------|--------|--------|--------|---------|--------|-------|
|                 |      | Year 12 Class _____ Date ____/____/____ |        |        |        |         |        |        |           |        |        |        |         |        |       |
|                 |      | USE OF ENGLISH                          |        |        |        | READING |        |        | LISTENING |        |        |        | WRITING |        |       |
| No.             | Name | Part 1                                  | Part 2 | Part 3 | Part 4 | Part 1  | Part 2 | Part 3 | Part 1    | Part 2 | Part 3 | Part 4 | Part 1  | Part 2 | Total |
|                 |      | 11x1                                    | 8x2    | 9x2    | 5x2    | 5x2     | 6x2    | 8x2    | 8x1       | 10x1   | 5x2    | 7x2    | 30      | 35     |       |
|                 |      | 11                                      | 16     | 18     | 10     | 10      | 12     | 16     | 8         | 10     | 10     | 14     | 30      | 35     | 200   |
| 1               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        |       |
| 2               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        |       |
| 3               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 4               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 5               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 6               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 7               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 8               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 9               |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 10              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 11              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 12              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 13              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 14              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 15              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 16              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 17              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 18              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 19              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 20              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 21              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 22              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 23              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 24              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 25              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 26              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 27              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 28              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 29              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |
| 30              |      |                                         |        |        |        |         |        |        |           |        |        |        |         |        | 0     |

# **ASSESSMENT GRIDS**

## For written texts

| Text outline (50)                                                                                                                                                    | Suitability (60)                                                                                                                                                                                                                                                           | Correction (75)                                                                                                                               | Word limit (15)                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>a.</b> Purpose (1-25)<br><b>b.</b> Organisation of stages (1-25)                                                                                                  | <b>c.</b> Content (1-2)<br><b>d.</b> Vocabulary (1-2)<br><b>e.</b> Grammar (1-2)                                                                                                                                                                                           | <b>f.</b> Spelling (1-25)<br><b>g.</b> Verb tense (1-25)<br><b>h.</b> Word order (1-25)                                                       | <b>i.</b> Word limit management (1-15)                                   |
| <b>a.</b> Is the text serving the purpose of the genre (describing, telling, explaining...)?<br><b>b.</b> Is the text organised in the stages defined for the genre? | <b>c.</b> Is the information given suitable to each of the stages?<br><b>d.</b> Is the vocabulary used suitable to the topic?<br><b>e.</b> Are the grammar structures adequate for the genre (use of adjectives, use of the passive, verb tenses, suitable connectors...)? | <b>f.</b> Are there many spelling mistakes?<br><b>g.</b> Are the verb tenses correctly built?<br><b>h.</b> Are the sentences correctly built? | <b>i.</b> Are the students able to write the text within the word limit? |

## Evaluation grid for Individual oral tests

[illegible]

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

# Evaluation grid for Role-play

Topic \_\_\_\_\_ Date \_\_\_\_\_

Students: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

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

# Evaluation grid for Oral group presentation

Topic: \_\_\_\_\_ Date \_\_\_\_\_

Students: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

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



# **DIGITAL RESOURCE GUIDE**



# Digital Resource Guide

O **20 AULA DIGITAL** é uma ferramenta inovadora que possibilita, em sala de aula, a fácil exploração do projeto Link Up 12 através das novas tecnologias. Permite o acesso a um vasto conjunto de conteúdos multimédia associados ao manual:

| Pág.                                                      | Descrição do recurso                                                                                                                                                                                                            | Objetivos                                                                                                                                      | Sugestões de exploração                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ao longo do manual                                        | <br><b>Atividades interativas:</b> exercícios de resposta fechada do manual em formato interativo.                                           | Desenvolver a compreensão escrita; consolidar, sistematizar e aprofundar conhecimentos sobre a estrutura da língua inglesa.                    | <ul style="list-style-type: none"> <li>As atividades constituem uma alternativa à resolução tradicional, em papel, de exercícios de resposta fechada de grande parte das rubricas do manual.</li> <li>O professor poderá optar por corrigir estas atividades de uma forma dinâmica, projetando cada uma delas em sala de aula. Este formato permitirá-lhe validar cada resposta automaticamente.</li> <li>Caso o professor o entenda, poderá apenas projetar a solução dos exercícios clicando no botão "Correction", opção que se encontra sempre disponível.</li> </ul>                                                                                                                                                                                                                                                                                             |
| 20, 34, 46, 56, 77, 84, 98, 122, 132, 158, 172            | <br><b>Writing genres:</b> Ferramenta com a explicação e exemplificação dos vários géneros textuais.                                         | Sistematizar os diferentes tipos de textos e respetivas características; reforçar a aquisição de vocabulário; estimular a compreensão escrita. | <ul style="list-style-type: none"> <li>Pedir aos alunos que iniciem a exploração da ferramenta dando instruções precisas do que devem fazer e orientando-os na realização desses procedimentos.</li> <li>Verificar se os alunos compreenderam todos os aspectos focados e esclarecer eventuais dúvidas de vocabulário;</li> <li>Solicitar aos alunos que apontem as principais características dos diversos tipos de texto apresentados.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Ao longo do manual                                        | <br><b>Videos:</b> trailers, entrevistas, videoclipes...                                                                                     | Promover e explorar a compreensão e produção oral; utilizar vocabulário e estruturas comunicativas da unidade.                                 | <ul style="list-style-type: none"> <li>Realizar as tarefas propostas no manual;</li> <li>Promover o diálogo, pedindo aos alunos que respondam às questões colocadas nas tarefas associadas ou através de role-play, criando situações-problema relacionadas com o conteúdo do vídeo.</li> <li>Como propostas de trabalho de casa, os alunos poderão redigir o guião de visualização do vídeo com as questões-chave de compreensão ou elaborar o resumo do vídeo analisado na aula.</li> <li>O vídeo poderá servir de estímulo para a pesquisa de conteúdos e a respetiva apresentação em sala de aula. Esta tarefa poderá ser realizada como trabalho de casa.</li> <li>Fomentar o debate na sala de aula que poderá decorrer da apresentação de diferentes pontos de vista.</li> </ul>                                                                               |
| 57, 69, 79, 107, 133, 145                                 | <br>Apresentações em <b>Prezi</b> e respetiva versão em PowerPoint.                                                                          | Rever e sistematizar conteúdos vocabulares e socioculturais abordados; utilizar vocabulário e estruturas comunicativas da unidade.             | <ul style="list-style-type: none"> <li>Projetar os conteúdos de forma interativa acompanhados de questões-chave que os alunos, de forma heurística, deverão responder, inferindo conceitos.</li> <li>Promover trabalhos de pesquisa em casa, individualmente ou em grupo, sobre os temas abordados;</li> <li>Explorar imagens e conceitos faseadamente, promovendo a interação oral.</li> <li>Fomentar o debate na sala de aula através da exposição de conteúdos, criando, por exemplo, um role-play com situações-problema.</li> <li>Incentivar o uso de novas tecnologias, solicitando aos alunos a realização de apresentações em Prezi. A tarefa pode ser realizada em pares ou em equipas, como forma de promover a apresentação de conteúdos de forma interativa.</li> </ul>                                                                                   |
| 8, 10, 11, 22, 37, 41, 49, 67, 83, 97, 115, 119, 125, 153 | <br>Apresentações em <b>PowerPoint</b> que poderão ser usadas para consolidar e testar conteúdos de vocabulário, culturais ou gramaticais. | Rever e sistematizar conteúdos vocabulares e gramaticais abordados;                                                                            | <ul style="list-style-type: none"> <li>Explicar os principais conteúdos abordados no manual de forma dinâmica.</li> <li>Projetar os diapositivos um a um. A medida que se vão lendo as pistas, os alunos deverão tentar inferir conteúdos;</li> <li>Pedir aos alunos que elaborem os exercícios em pares ou em grupos.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 62, 100, 138, 174                                         | <br><b>Testes</b> em formato interativo que poderão ser usados para verificação e avaliação da aquisição dos conhecimentos.                | Rever e sistematizar conteúdos vocabulares e gramaticais abordados;                                                                            | <ul style="list-style-type: none"> <li>Pode ser utilizado numa aula de sistematização e/ou de revisão dos conteúdos de cada unidade.</li> <li>Os testes podem ser realizados em formato interativo ou em papel. O professor pode elaborar testes usando as questões disponíveis no banco de questões. Se optar por usar os testes em formato de papel pode, ainda, alterar as questões.</li> <li>Distribuir os testes aos alunos, no caso de se optar pela versão em papel, indicando-lhes o tempo disponível para os resolverem. Após esse tempo, recolher os testes. A correção pode ser feita através da projeção das respostas.</li> <li>Ao realizar os testes em formato interativo, os alunos têm acesso imediato ao seu resultado e correção. Os relatórios de avaliação identificam as áreas a melhorar e permitem definir a orientação do estudo.</li> </ul> |

# **AUDIO SCRIPTS**

## **ANSWER KEYS**

# Audio Scripts / Answer Keys

## AUDIO SCRIPTS

### Student's Book

#### CD 1

#### UNIT 0 – Get linked

##### Track 1 (p. 14)

See text on page 14.

##### Track 2 (p. 16)

Flying to Honolulu, I checked in a see-through bag with my snorkelling gear. I wasn't warned that diving gear isn't covered, nor asked to sign a disclaimer. After Hawaiian Airlines lost my bag, it denied my claim. But I think they owe me the \$215 replacement cost.

##### Track 3 (p. 16)

My wife's jewels were stolen from our room safe at the Hotel Miramar in Biarritz. The room next door was also robbed, and the police filed a report. The hotel said its insurance company would cover our \$5,600 loss, but the insurer wants original appraisals for the pieces – some of which were antiques – and will only reimburse half the value without the appraisals. We think it should cover our entire loss.

##### Track 4 (p. 16)

I rented a car from Avis in Madrid, and all went well until the clutch failed en route to the airport. By the time Avis sent a replacement vehicle, I had missed my flight and had to pay \$300 to rebook. Worse, Avis billed me \$850 for the new transmission. This was a mechanical problem, so I am not responsible for the repairs.

##### Track 5 (p. 16)

My husband and I had a terrible lodging experience in Paris. We prepaid \$1,700 for a Left Bank apartment for one week through Paris Apartment Tours. After seeing a photo of the rooms on the company's website, we thought it was perfect. When we entered the apartment, we were shocked: The futon and kitchen faucet were broken, the shower was mouldy, the furnishings were worn, there was no storage space, the air conditioner wasn't working... I could go on. We asked the owner of Paris Apartment Tours for a refund of 20 percent, or \$340. The most he offered was 10 percent off a future stay. That's not enough.

##### Track 6 (p. 16)

I called Expedia and booked an \$800 flight-and-hotel package to Tampa. The agent said I would receive an e-mail confirmation, and a member ID and password for my new account within 24 hours. I received the member ID and password, but no confirmation. I called Expedia back and was told that the trip had not yet been booked. Although I was concerned about being charged twice, the agent assured me not to worry, so I placed the order again. I should have trusted my instincts, Expedia charged me twice. After repeated complaints, it refunded me the \$500 hotel charge, and gave me \$100 in future credits, but won't reimburse the \$300 airfare. It should.

##### Track 7 (p. 16)

**Interviewer:** I love to travel. This must be the perfect job for me, right?

**Caroline:** You'll certainly be travelling, but your job is to be there for your guests. You may be visiting the same places week after week, but even when you do go somewhere new it's unlikely you'll have much time to yourself.

**Interviewer:** Do I need any qualifications?

**Caroline:** Some cities require you to be a licensed guide to lead tours. While a relevant degree like Travel and Tourism, Art, History,

Geography, Languages – can be of benefit, very few guides have any kind of formal qualifications.

**Interviewer:** What skills do I need?

**Caroline:** I would choose some basic skills:

First of all, being good with people. You'll be spending practically every hour of every day with your guests and not all of them will be nice.

Secondly, being able to keep calm under pressure. Anything could happen on a tour, and everyone will look to you when things go wrong.

Then you have to be a good public speaker. Speaking to your group is more than half the job. You want to make sure they understand you.

And last but not least, you need to be energetic. You'll be working almost every waking hour, often for weeks at a time. You need to be in top form at all times.

**Interviewer:** Is there any job security?

**Caroline:** Not really. Most guides work on a tour by tour basis. While you'll be over-worked during the peak seasons (usually summer), off-season you'll probably be looking in the Help Wanted ads...

**Interviewer:** Could I be a guide in a country that I've never even visited?

**Caroline:** Absolutely. Most companies find it difficult to recruit guides in certain countries and many guides are sent to new regions. While this may sound great, imagine trying to guide 50 people around a city you've never even been to.

**Interviewer:** Are all my expenses paid?

**Caroline:** This depends very much on the company; however, most professional companies pay your expenses while you're working – typically food, accommodation, and any work-related travel.

#### UNIT 1 – English worldwide

##### Track 8 (p. 24)

**Handen Omhoog** – Jan Smit ft. Kraantje Pappie

##### Track 9 (p. 24)

**Liebe ist** – Nena

##### Track 10 (p. 24)

**Più bella cosa** – Eros Ramazzotti

##### Track 11 (p. 24)

**Prayer in C** – Lilly Wood & The Prick and Robin Schulz

##### Track 12 (p. 24)

**Carminho and Pablo Alborán** – Perdoname

##### Track 13 (p. 24)

**Amor Electro** – A máquina

##### Track 14 (p. 26)

##### Pre-English period

At the time of the Roman invasion c. 55 BC, the indigenous languages of Britain were Celtic, of which there were two main branches, corresponding to the modern Gaelic and Welsh. The Romans made Latin an 'official' language of culture and government, probably resulting in many communities in Britain becoming bilingual Celtic-Latin.

##### Early Old English

The English language developed after the Anglo-Saxon invasion c. 449 B.C, when the Romans left Britain and new settlers brought Germanic dialects from mainland Europe. Latin was still an important written language because of the Church, and many Latin words were introduced into Old English during this early period, but the language developed a new form: the first English literary texts appeared.

### Later Old English

This was a time of invasion and settlement from Scandinavia – the Vikings – and a time of language change. In the North of England dialects of English were extensively influenced by Scandinavian languages. In the South, King Alfred, concerned about falling educational standards, arranged for many Latin texts to be translated into English.

### Middle English

The Norman Conquest and rule in 1066 brought about many linguistic changes. French, now the official language in England, affected English vocabulary and spelling. The grammar of English was also radically transformed. Educated people probably needed to be trilingual in French, Latin and English. It was a flourishing period for English literature.

### Track 15 (p. 26)

#### Early Modern English

The period spans the Renaissance, the Elizabethan era and Shakespeare. The role of the Church and Latin declined. Britain grew commercially and acquired overseas colonies. English was taken to the Americas and India. Teaching English as a foreign language began in the 16<sup>th</sup> century, first in Holland and France.

#### Modern English

The Industrial Revolution triggered off a global restructuring of work and leisure which made English the international language of advertising and consumerism. As Britain consolidated imperial power, English-medium education was published from Britain in 1938 and the world's first TV commercial was broadcast in the US in 1941.

#### Late Modern English

Locally and partially standardised varieties of English have emerged in newly independent countries. In the aftermath of World War II, the US became a global economic and cultural presence, making American English the dominant world variety.

### Tracks 16-18 (p. 26)

See texts on page 26.

### Track 19 (p. 35)

/ɪ/ busy, build, pretty, women

/e/ treasure, friend, leopard, leisure

/ɔ:/ fall, door, bought, caught, law

/ei/ pale, fail, day, break

/ai/ night, eye, fly, buy, height

/əʊ/ goat, doe, know, sew

/u:/ mute, few, beautiful

/ʃ/ machine, sugar, nation, ancient, mission

### Track 20 (p. 36)

See text on page 36.

### Track 21 (p. 37)

#### Speaker 1

I have to say yes. I study German and English and English is definitely easier to learn. It seems to have less grammar than other languages. It doesn't have a lot of endings on its words, nor do we have to remember the difference between masculine, feminine, and neuter gender, you just follow the natural gender, so it is surely easier in terms of structure.

#### Speaker 2

I agree to a certain point that English is an easy language. My other foreign language is Spanish and from a lexical point of view English is quite easier because it has a sort of almost cosmopolitan character. English has borrowed thousands of new words from the languages it has been in contact with over the centuries, so much of the vocabulary is familiar and easy to grasp when you hear it for the first time.

### Speaker 3

The best thing about the English language, I think, is not how easy it is, but its 'democratic' feeling. It does not express a complicated system of class relationships. Have you noticed the absence in English grammar of a system of coding social class differences? 'You' is generally used to approach everyone whether you mean to be formal or informal. I don't know any other language that does it.

### Speaker 4

No! English is a most difficult language to learn, especially in terms of reading and writing. Its irregularities in the spelling system drive me crazy and the way the same written symbol may have 5 or 6 different ways of sounding makes reading an almost impossible task! Why do you read p-u-t, put, but c-u-t, cut? Or you may read the exact same word in a different way according to its meaning, like t-e-a-r, it can be tear (if you're crying) or tear (if you're destroying something). How crazy is that? What about accentuation? Another trick! You can say 'present or pre'sent, depending on the grammar class you're using the word for! No... English is definitely not an easy language to learn!

### Track 22 (p. 43)

**Blowin' in the wind** – Bob Dylan

### Track 23 (p. 43)

**Light my fire** – The Doors

### Track 24 (p. 43)

**I want to hold your hand** – The Beatles

### Track 25 (p. 43)

**Heartbreak Hotel** – Elvis Presley

### Track 26 (p. 49)

The time for the healing of the wounds has come. The moment to bridge the chasms that divides us has come. The time to build is upon us. We have at last achieved our political emancipation.

### Track 27 (p. 49)

The people couldn't wait for that plane to come down. It was as if their own power would pull the plane down and put it down on the ground for it to land. When the plane... before the plane landed it was raining still and seven doves, seven white doves, came out of the clouds before the plane landed.

### Track 28 (p. 49)

Yesterday Malaysian airlines flight MH17 took off from Amsterdam and was shot down over Ukraine, near the Russian border. Nearly 300 innocent lives were taken. Men, women, children, infants, who had nothing to do with the crisis in Ukraine. Their deaths are an outrage of unspeakable proportions.

### Track 29 (p. 49)

Your Excellencies, ladies and gentlemen, it's a great pleasure to be here tonight and it's incredibly encouraging to see such an unprecedented gathering of heads of government, ministers and experts from around the world. And I'd like to particularly thank Jackie Chan again for his unquivering help in this issue and for travelling the entire way over here tonight. Thank you, Jackie.

### Track 30 (p. 49)

Dear Ila, your husband sounds like a busy man. Life is very busy these days. There are too many people and everyone wants what the other has. Years ago you could find a place to sit in the train every now and then but these days it's different.

### Track 31 (p. 49)

Yet while our culture is drawn from many countries and customs, it is still one thing: made up of a set of core values which should be reflected in every living room right across the nation. These values are grounded in the rule of law, democracy, freedom of religion and equality of all people.

**Track 32 (p. 54)**

Well, the global culture speaks English, or better, American English. American English has become the world's primary transnational language in culture and the arts as well as science, technology, commerce, transportation and banking. So, I guess we will speak the English that we most often encounter in the world and that is, of course, American English. American English will ultimately dominate all other varieties.

**Track 33 (p. 54)**

British English, certainly. If English is a vehicle for international communication, it will require common standards, right? So that people can understand each other. And most territories where English is spoken as a 2<sup>nd</sup> or foreign language still have an orientation to British English. British publishers have a major share of global ELT market and there are signs that even US companies are using the Britain variety to gain greater acceptance in some world markets. Microsoft, for example, produces two versions of the Encarta Encyclopaedia: a domestic edition (in US English) and a 'World English edition' based on British English.

**Track 34 (p. 54)**

That's a difficult question... the English people use nowadays in every part of the world reflects their cultural identity. In India, for example, there must be at least 400 million people speaking English. Speaking Indian English, not British English or American English or anything like that. Quite distinctive English, too: in pronunciation, in vocabulary, even in grammar. The English of the future will be some sort of amalgam of all sorts of English from around the world, you know, bits of Indian English, bits of Australian English, bits of American English...

**Track 35 (p. 54)**

What is happening to English as it goes around the world, becomes global, makes it difficult to have an answer... The different countries that adopt it immediately start to make it their own, they start shaping it and pushing it in a direction it has never been in before. This adaptation takes place chiefly in the vocabulary. For example, did you know that in South Africa there are 10,000 words that are only used in South Africa? When I visited South Africa last year, driving along the road I saw a sign ahead and it said: 'Robot ahead' and I went 'What?!'. It turns out that a 'robot' is a 'traffic light' in South African English. So, when you're in South Africa you will hear people saying sentences like: 'Turn left at the robot' or 'You'll find the shop three robots ahead'. Now, think, 10,000 words like that! Every English speaker will be a foreigner in the country. There's no difference between native of foreign speakers of English when it comes to going to different parts of the world and encountering these new varieties of English. And everywhere, in every country in the world, there is a new variety of English growing which is culturally influenced! So could a *lingua franca* 'English' emerge and be considered the norm? I think probably that's the way it is going to be.

**Track 36 (p. 54)**

To have learned a language is immediately to have rights in it. You may add to it, modify it, play with it, create in it, ignore bits of it, as you will. And I think it is just as likely that the course of the English language is going to be influenced by those who speak it as a 2<sup>nd</sup> or foreign language, as by those who speak it as a mother tongue. The probable scenario, I think, will be a world where a number of standard Englishes compete among themselves to stand out.

**Track 37 (p. 58)**

See text on page 58.

## UNIT 2 – Citizenship and multiculturalism

**Track 38 (p. 71)****NORTH KOREA**

North Korean refugees living in exile – some of whom fled after Kim Jong-Un took power – told Human Rights Watch that people arrested in North Korea are routinely tortured by officials seeking confessions, bribes, and obedience. Common forms of torture include sleep deprivation, beatings with iron rods or sticks, kicking and slapping, and enforced sitting or standing for hours. Guards also sexually abuse female detainees.

North Korean refugees also confirm that persons accused of political offenses are usually sent to brutal forced labor camps, known as kwan-li-so, operated by North Korea's National Security Agency.

The government practices collective punishment, sending to forced labor camps not only the offender but also their parents, spouse, children, and even grandchildren. These camps are notorious for horrific living conditions and abuse, including induced starvation, little or no medical care, lack of proper housing and clothes, continuous mistreatment and torture by guards, and executions.

Korean officials now estimate that between 80,000 and 120,000 people may be imprisoned in them.

**Track 39 (p. 71)****TURKEY**

Once considered the most modernized and advanced Islamic nation after founding father President Ataturk created a secular state, a number of civil rights violations in 2013 have led to fears that Turkey's conservative government is heading toward Islamic fundamentalism. This summer, Turkish authorities were accused of using excessive police violence to put down an environmental sit-in over government plans to build a barracks in Gezi Park. During the demonstration, police used live ammunition, tear gas, water cannons and plastic bullets to suppress the masses. Authorities were also accused of sexually abusing female demonstrators and severely beating protestors, leaving more than 8000 people injured. The actions have outraged Turkey's secular population. Protestors viewed the move as another indicator of the authoritarian propensities of Turkish Prime Minister Recep Tayyip Erdogan and his Islamist party.

**Track 40 (p. 71)****QATAR**

This year, the International Trade Union Confederation found that as a result of the construction frenzy surrounding the 2022 World Cup, 12 laborers would die each week unless the Doha government made urgent labor reforms. Half a million extra workers from countries like Nepal, India and Sri Lanka are expected to arrive to work in an effort to complete infrastructure in time for the World Cup kickoff.

However, the ITUC said the annual death toll could rise to 600 people a year as construction workers are subjected to harsh and dangerous work conditions daily. A comparable study revealed that 44 migrant construction workers from Nepal died in the summer working in exploitive conditions, with workers describing forced labor conditions where they work in 122 degree heat and live in squalor.

**Track 41 (p. 71)****AUSTRALIA**

The involuntary sterilization of disabled people in Australia remains lawful after the Senate ruled that it would not ban the procedure in 2013. Disabled girls are sterilized to manage menstruation and the risks associated with sexual exploitation, which human rights groups argue is a form of violence against women. Australian families are able to apply for court orders to allow involuntary sterilization of their disabled children. A court previously ruled that it was in the best

interests of an 11-year-old girl who suffered a neurological disorder to have a hysterectomy, which caused a media storm. Human rights groups argued that fertility is a basic human right and that sterilization is not a substitute for proper education about family planning and support during menstruation.

**Track 42 (p. 71)**

**SAUDI ARABIA**

With more than 40,000 political prisoners in detention and democracy silenced by threats of intimidation and arrests, 2013 was one of the worst years for human rights in Saudi Arabia, according to activists. In addition, women faced major oppression. While women will now be allowed to vote in 2015, Saudi females are still not allowed to drive, despite the fact there is no express law making it illegal. In protest this October, women in Saudi Arabia defied the de facto ban on driving by getting behind the wheel in a brave display of civil disobedience, as part of their Women2Drive campaign. The move prompted threats of punishment by the government and resulted in the detention of 14 women.

**Track 43 (p. 78)**

See text on page 78.

**Track 44 (p. 78)**

Tawakkol Karman was born in 1979 in Yemen. She studied an undergraduate degree in Commerce from the University of Science and Technology in Sana'a before completing a graduate degree in Political Science.

A journalist by profession and human rights activist by nature, Tawakkol responded to the political instability and human rights abuses in Yemen by mobilizing others and reporting on injustices. Bold and outspoken, Tawakkol has been imprisoned on a number of occasions for her pro-democracy, pro-human rights protests.

Tawakkol Karman was awarded the Nobel Peace Prize in 2011 in recognition of her work in nonviolent struggle for the safety of women and for women's rights to full participation in Yemen. She became the first Arab woman and the second Muslim woman to win a Nobel Peace Prize.

**Track 45 (p. 78)**

Ellen Johnson Sirleaf was born on October 29, 1938, in Monrovia, Liberia. A graduate of the College of West Africa at Monrovia, she went on to receive her bachelor's degree in accounting from the Madison Business College in Madison, Wisconsin, a degree in economics from the University of Colorado at Boulder and a Master of Public Administration degree from Harvard University.

In 2005 Johnson Sirleaf took over as leader of the Unity Party. That year, promising economic development and an end to corruption and civil war, she was elected to the Liberian presidency. When she was inaugurated in 2006, Johnson Sirleaf became the world's first elected black female president. Five years later, she shared the 2011 Nobel Peace Prize with Leymah Gbowee and Tawakkol Karman, awarded for their nonviolent struggle for the safety of women and for women's rights to full participation in peace-building work.

**Track 46 (p. 78)**

Liu Xiabo was born on the 28<sup>th</sup> of December 1955 in China. As a young man he studied literature and philosophy, and worked as a literary critic and university lecturer in Beijing. He took a doctorate in 1988, after which he was a guest lecturer at universities in Europe and the USA.

Liu Xiabo took part in the student protests on Tiananmen Square in 1989. For that he was sentenced to two years in prison. Later he served three years in a labour camp for having criticised China's one-party system.

For over twenty years, Liu has fought for a more open and democratic China.

In 2008, Liu was a co-author of a manifesto which advocates the gradual shifting of China's political and legal system in the direction of democracy. He was arrested in December 2008, and sentenced a year later to eleven years' imprisonment for undermining the state authorities. On 8 October 2010, he won the Nobel Peace Prize, awarded for the first time to a Chinese citizen living in China and serving an 11-year jail sentence in Jinzhou prison.

**Track 47 (p. 78)**

On July 12, 1997, Malala Yousafzai was born in Mingora, Pakistan. Yousafzai attended a school that her father had founded. After the Taliban began attacking girls' schools in Swat, Malala gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How dare the Taliban take away my basic right to education?"

In early 2009, Yousafzai began blogging for the BBC about living under the Taliban's threats to deny her an education.

When she was 14, Malala and her family learned that the Taliban had issued a death threat against her. On October 9, 2012, on her way home from school, a man boarded the bus Malala was riding in and demanded to know which girl was Malala. When her friends looked toward Malala, her location was given away. The gunman fired at her, hitting Malala in the left side of her head. The shooting left Malala in critical condition, so she was flown to a military hospital in Peshawar. To receive further care, she was transferred to Birmingham, England.

Though she would require multiple surgeries she had suffered no major brain damage. In March 2013, she was able to begin attending school in Birmingham.

Despite the Taliban's threats, Yousafzai remains a devoted advocate for the power of education. On October 10, 2013, in acknowledgement of her work, the European Parliament awarded Yousafzai the Sakharov Prize for Freedom of Thought. That same year, she was nominated for a Nobel Peace Prize. She didn't win then, but she did in March 2014, becoming the youngest Nobel Peace laureate to date, at the age of 16.

**Track 48 (p. 88)**

Alicia Chiu left a difficult relationship in Taiwan eleven years ago and came to Aspen to find a better life for her son. But there were times when she almost gave up.

"When we got here we didn't speak any English. So every time we would try to do his homework ten minutes of homework for someone else would take us four or five hours. And we still didn't get it because many of the words weren't on my electronic translator. That was very difficult.

My son learned most of his English from cartoons on TV. He would learn the words and then he would teach me. That's how we started to learn. He was the one who helped me stay in this country.

In my country I was a successful designer, so this new life was a big change for me. So I started questioning myself, 'Is it really worth it to stay in this country and do easy work and work so hard?' I was working so many hours in two restaurants and I wasn't able to see my son that much. I almost quit."

**Track 49 (p. 88)**

Eva Shurman's parents witnessed Hitler's rise to power. When she finished school, Eva decided to immigrate to the United States with her boyfriend.

"I had learned everything about New York before I came. I knew where every street was and I knew what it looked like. And it was exactly the way I expected.

I boarded a ship with all my belongings. I had lots of luggage and other things I was able to bring along. I came to New York and went to my hotel and then I immediately went to Broadway to a drugstore where they used to serve breakfast. It was my first experience and it was very exciting because I was on my own and I just loved it. The whole thing was such an adventure. I did not miss my home. I did not miss Europe. I was just so enthusiastic to be here. And the people were so nice.



The next day I went to an employment agency for people who were multilingual. The woman who interviewed me said, 'Well, I do have a job for you, but the way you are dressed, you won't be able to work in an office'.

She said, 'Well, you know you are an American now. You always have to look your best!' I changed my style, got the job and got married!"

**Track 50 (p. 88)**

Andy Chen came to the United States six years ago from China. He was nineteen. Here he talks about work and family.

"Unfortunately the food here is very different. In China we don't have steak and burgers. Here, when people are having dinner in a restaurant they turn off their cell phones, but in China it is different. People there always talk on their phones very loud. There is a lot more noise in restaurants in China, people talking and eating. We all work together in ours.

When I was little I didn't work. I was just like any other student. I went to school and played games and had fun. I never worried about my family. My family always took care of me.

But now I am a man and I have to be more of a part of my family. I have to work and help them. I have responsibilities. I work every day and I save my tips for trips back to China to visit my family and friends."

**Track 51 (p. 88)**

May Zada was born in Saudi Arabia and grew up in Jordan. In 1998, she immigrated to the United States with her American-born husband. That first year was very hard, actually. I missed my family and my friends. And then I had to learn the American ways at the hotel. Even the way they make beds is different. I was so homesick that I think I was retreating into the negative. But then slowly but surely I began to love living here. I love how people can make a difference in so many little things. When I go home to Jordan I have so many things to tell them.

I miss the culture. I really do. I think for me that is the biggest thing. In the States, you work so hard that most people are exhausted at the end of the day. They can only afford to go out on the weekends. In Jordan, people go out every night. You can see family. There is not one week that goes by that you don't see family. You have more energy to interact, to live and enjoy the day, to work but also be living. And here, it is just the opposite. All your life is just about working. And people are hoping when they are old enough and retired they can begin enjoying life. I guess a mixture of the best from both cultures would be fabulous."

**Track 52 (p. 97)**

Do you think the lifestyle in Australia might suit you? If you're thinking of immigrating to Australia, here are some of the things you may need to know:

You can apply for different kinds of Visas, which are certificates issued by the immigration authorities of a country to indicate that the applicant has been granted permission to enter the country for a temporary stay within a specified period.

In Australia you may ask for 5 types of Visa:

– A visitor visa, which is for people who want to come to Australia for a holiday, to visit a family friend or for a business trip. It allows you to stay of up to 3, 6 or 12 months.

– You can also ask for a Working Holiday Visa. This is aimed at young travellers aged between 18 and 30 and it allows for a visit up to 12 months.

– If you want to live and work in Australia on a permanent basis you should ask for a Skilled Work Visa. But There are many factors to consider when determining the appropriate type of skilled work visa for your situation, such as: English language ability, work history, education history, previous studies in Australia, a points test, your age or your occupation.

– Then you have a partner visa, for people who are married, engaged, or in a *de facto* relationship with an Australian citizen and want to live with their partner in Australia.

– Finally, you may also apply for a Student's Visa if you want to study in Australia. You must start with selecting a registered course by an Australian Education Institution which must be full time. A Student Visa is temporary and is valid for the duration of your course. When you have completed your studies, you will be required to leave Australia by the date indicated on your visa.

**Track 53 (p. 97)**

Immigrating to the United States of America can be a very challenging process. Whether you're doing it for a better life, to stay with a family member, or just to start a new life, the following information should help you.

**First, there's Family-Based Immigration:**

Family unification is an important principle governing immigration policy. The family-based immigration category allows U.S. citizens to bring certain family members to the United States.

There is no numerical limit on visas available for immediate relatives, but petitioners must meet certain age and financial requirements. Immediate relatives are: spouses of U.S. citizens, unmarried minor children of U.S. citizens (under 21 years old), parents of U.S. citizens.

**Secondly, we have Employment-Based Immigration:**

The United States provides various ways for immigrants with valuable skills to come to the United States on either a permanent or a temporary basis. There are more than 20 types of visas for temporary non-immigrant workers. These include L visas for intracompany transfers, P visas for athletes, entertainers and skilled performers, R visas for religious workers, A visas for diplomatic employees, O visas for workers of extraordinary ability, and a variety of H visas for both highly-skilled and lesser-skilled employment. Many of the temporary worker categories are for highly skilled workers, and immigrants with a temporary work visa are normally sponsored by a specific employer for a specific job offer.

**Third, we find Refugees and Asylum seekers:**

There are several categories of legal admission available to people who are fleeing persecution or are unable to return to their homeland due to life-threatening or extraordinary conditions.

Refugees are admitted to the United States based upon an inability to return to their home countries because of a "well-founded fear of persecution" due to their race, membership in a social group, political opinion, religion, or national origin. Each year the President, in consultation with Congress, determines the numerical ceiling for refugee admissions. After September 11, 2001, the number of refugees admitted into the United States fell drastically, but annual admissions have steadily increased as more sophisticated means of conducting security checks have been put into place.

## UNIT 3 – Democracy and Globalisation

**Track 54 (p. 107)**

**The European Union — united in diversity**

As you have seen, the EU is made up of very different countries. The largest, Germany, has almost 82 million inhabitants, while the smallest, Malta, has just 400 000. If we look at the map we can see how diverse the EU is. People speak different languages and write in three different alphabets. There are different traditions, cultures, eating habits and festivals. Their historical experiences also differ. Many EU countries have previously fought wars against each other and seized each other's territory, and there is still a lot of prejudice. How is it that the 28 countries have come together all the same? This question can only be answered in the light of history. After the appalling Second World War, which started just 20 years after the end of the First World War, many people said that nothing like that should

ever be allowed to happen again. The idea was born in the former enemies Germany and France that they should no longer oppose each other but join together, but in a way that would also allow them to keep an eye on each other. Leading politicians who advocated this concept and made it a reality were the French Foreign Minister Robert Schuman (1886–1963) and the German Chancellor Konrad Adenauer (1876–1967). The first body from which today's EU emerged was the European Coal and Steel Community, which came into being in 1952 with the aim of managing the coal reserves collectively. Coal then played the role that oil and natural gas do today — it was the most important energy source. Many people were afraid that there could be further conflict over this raw material. The distribution of coal and the reconstruction of heavy industry were therefore placed under a common authority in which the members of the European Coal and Steel Community were represented. Along with Germany and France, these were Italy, Belgium, the Netherlands and Luxembourg. The principle was quite simple: each country had a say in the affairs of every other country, and was prepared to accept that its own actions might be subject to influence by them. None of them could then work or secretly arm against another, but they could rebuild Europe together.

A few years later, this principle was extended to the whole economy, through the European Economic Community. This was established in 1957 by the Treaty of Rome and came into effect in 1958.

Mutual enmity thus turned into cooperation — and this cooperation was extremely successful. The European Community made huge strides economically. No wonder more and more countries have joined over the years. In 1973 the United Kingdom, Ireland and Denmark came into today's EU, then Greece joined in 1981, followed in 1986 by Spain and Portugal. After the end of the East-West conflict, the way was clear for the neutral states of Austria, Sweden and Finland, which became members in 1995, and for the countries that previously belonged in the camp of the former Soviet Union. The year 2004 saw the eastern enlargement, taking in Estonia, Latvia, Lithuania, Poland, the Czech Republic, Slovakia, Hungary and Slovenia. Malta and Cyprus also joined. In 2007 this round of enlargement continued with the accession of Bulgaria and Romania, and on 1 July 2013, Croatia was welcomed as the 28<sup>th</sup> EU member. And there are more countries at the door, like Turkey and Iceland.

Although there may sometimes be disputes and major disagreements, the basic principles behind the EU have remained unchanged: maintaining peace among the Member States, cooperation for mutual benefit and increasingly common external action.

#### **Track 55 (p. 110)**

**Brian, UK**

To choose only a benefit, it has to be the free movement of labour and capital which have helped create a more flexible economy. For example, UK and Ireland have benefited from the immigration of Eastern European workers to fill labour market shortages in certain areas, such as plumbing, nursing and cleaning. Free movement of labour also enables British people to live and work in Europe. A disadvantage? Well, the problem of financial difficulties. Some member nations need to pull together tax payers money in their own states to fund bailout packages for the financially unstable states when those funds could have been used to develop their own countries.

#### **Track 56 (p. 110)**

**Sandra, Malta**

A benefit: EU has enabled people to travel freely across national boundaries, making trade and tourism easier and cheaper. For example, around 1.5 million young people have completed part of their studies in another member state with the help of the Erasmus programme. You can now use qualifications in different member

countries. This makes it easier to work abroad without having to retrain in different national qualifications.

The main disadvantage is the fact that EU institutions have too much power. They have taken away the right of individual countries to make their own decisions about economic and political matters.

#### **Track 57 (p. 110)**

**Gerd, Germany**

A benefit of the EU? Definitely the reduction in the price of making mobile phone calls abroad. In 2007 EU legislation set maximum charges for making and receiving calls. The EU also agreed with 14 mobile phone manufacturers to create standard designs for chargers from 2011 in order to make life easier for consumers and reduce wastage.

The main disadvantage I see is really the fact that I feel the EU is undemocratic, because decisions are taken a long way from the people; people who are affected by decisions have little chance to make their voices heard.

#### **Track 58 (p. 110)**

**Francine, France**

The contribution for a better environment is definitely a benefit. The EU has raised the quality of sea water and beaches, by implementing regulations on water standards. 92% of tourist locations now meet minimum water quality standards. Also, in 2006, the EU committed to reducing its global warming emissions by at least 20 percent of 1990 levels by 2020.

The disadvantage may be the loss of national sovereignty. When new members join the EU, they agree to obey all the regulations even if it is against their national rules and by signing or joining they put away some of their national sovereignty.

#### **Track 59 (p. 116)**

See text on page 116.

#### **Track 60 (p. 125)**

See text on page 125.

#### **Track 61 (p. 140)**

See text on page 140.

#### **Track 62 (p. 141)**

**(I've had) The time of my life** – Bill Medley & Jennifer Warnes

#### **Track 63 (p. 141)**

**I will always love you** – Whitney Houston

#### **Track 64 (p. 141)**

**My heart will go on** – Céline Dion

#### **Track 65 (p. 141)**

**What a feeling** – Irene Cara

#### **Track 66 (p. 141)**

**Pretty woman** – Roy Orbison

#### **Track 67 (p. 141)**

**Take my breath away** – Berlin

## **UNIT 4 – 1950s-1990s: Culture, art and society**

### **CD 2**

#### **Track 1 (p. 144)**

**Great balls of fire** – Jerry Lee Lewis

#### **Track 2 (p. 144)**

**Bohemian Rhapsody** – Queen



**Track 3 (p. 144)****One love** – U2**Track 4 (p. 144)****New York, New York** – Frank Sinatra**Track 5 (p. 144)****Billie Jean** – Michael Jackson**Track 6 (p. 144)****I can't get no satisfaction** – The Rolling Stones**Track 7 (p. 144)****No woman no cry** – Bob Marley**Track 8 (p. 144)****Like a virgin** – Madonna**Track 9 (p. 144)****Ironie** – Alanis Morissette**Track 10 (p. 144)****Surfin' USA** – The Beach Boys**Track 11 (p. 149)**

World War II altered our society and changed the course of our lives. As a result, lifestyle trends that were firmly established before the war took a dramatic turn when the war was over. The marriage rate, which had been relatively stable, suddenly spiked. The rising divorce rate and declining birth rate both reversed themselves. There were more people starting families than ever before. In 1951, this phenomenon was nicknamed the baby boom. 1957 was the peak year for births during this baby boom era. In the ideal family of the 1950s, dad brought home the paycheck, mum did the cooking and cleaning, and the kids were respectful and well-behaved. And families did sit down to eat together and after dinner the family would watch TV if they had one, which by the end of the decade was likely. The whole family watched the same show. Why? Because there was only one TV. In the whole house. Could the kids run to their bedrooms and talk on the phone? I don't think so. Why? Because there may have been only one phone. In the whole house.

**Track 12 (p. 149)**

Television made gigantic strides in the 1950s. The beginning of the decade saw old-fashioned units with mahogany cabinets and folding doors. By 1959, TV sets had adopted a design that would go more or less unchanged for the next 20 years. Although most people didn't own color sets, some TV stations had begun to broadcast a few shows in colour.

**Track 13 (p. 149)**

After the war, computers were gradually introduced to the business world. In 1951, the UNIVAC was unveiled. This was the first "mass produced" computer available to the civilian market. It was the size of a garage and used enough vacuum tubes to require its own cooling system. By the end of the decade, transistors began to replace vacuum tubes in most machines. Computers gradually became smaller and more efficient.

**Track 14 (p. 149)**

The African-American styles of jazz and blues originated in the 1890s. In the 1920s, they gained a small measure of popularity with the white community. By the 1950s, white people embraced the music wholeheartedly. During this decade, classic jazz evolved into progressive and cool jazz. Due to prejudices and segregation, Blues music was sanitized for white audiences and eventually became the basis for rock & roll. Rock & Roll's upbeat, sensual and rebellious nature made it wildly popular among young people. In 1954, it began to make an impact on the music charts. Elvis Presley, with his

swivelling hips and sensual sneer, was one of the most controversial rock performers of the era.

**Track 15 (p. 149)**

What you may well ask, did kids do for fun? We visited with one another. In those days you could walk home at night. If you were a little older, after school you went to a soda shop or diner and hung out. But no malls, no computers, no stereos, no videogames and gasp, no cell phones or texting.

**Track 16 (p. 152)**

The 1960s were a decade of revolution and change in politics, music and society around the world. It started in the United States and the United Kingdom, and spread to continental Europe and other parts of the globe. The 1960s were an era of protest. In the civil rights movement blacks and whites protested against the unfair treatment of races. Towards the end of the decade more and more Americans protested against the war in Vietnam. Female activists demanded more rights for women, whose role in society began to change. The birth control pill and other contraceptives were introduced, making it possible for women to plan their careers and have babies when they wanted them.

The 1960s shattered American politics with the assassination of famous leaders. John F. Kennedy, who became the first Catholic President in American history, was gunned down in Dallas in 1963. When his brother Robert ran for president in 1968, he too was killed by an assassin's bullet in California. A few months earlier, civil rights leader Martin Luther King, who had done more for African Americans than any other person before him, was killed in Memphis, Tennessee.

After World War II people all over the world started working hard and respecting the values they were brought up with. Especially in Europe, it was an era of recovery and rebuilding. In the 1960s many young people started doubting such values. They protested against society and everything that was mainstream by growing long hair and wearing unusual and strange clothes. Social change was also reflected in the music of the decade. In the 1950s America and the rest of the world danced and sang to rock and roll music. A decade later Bob Dylan, Joan Baez and other protest singers composed lyrics that showed what was wrong in society. The Beatles and the Rolling Stones started a new era of beat and pop music. Towards the end of the 1960s hundreds of thousands of young music fans gathered at Woodstock, New York to celebrate the largest pop festival ever held. All of the popular musicians of the time performed there: Jimmy Hendrix, Jefferson Airplane, Santana, Janis Joplin and others. Many of the young people there called themselves hippies. They took drugs, preferably marijuana and LSD, which allowed people to see a colourful, unreal world. They believed in sexual freedom and often changed partners at random. On the other side of the social scale, many people looked strangely at these protesters. They could not understand them and stuck to hard work and family values.

**Track 17 (p. 152)****Summertime blues** – The Who**Track 18 (p. 152)****Purple Haze** – Jimi Hendrix**Track 19 (p. 152)****Piece of my heart** – Janis Joplin**Track 20 (p. 152)****You can leave your hat on** – Joe Cocker**Track 21 (p. 159)**

The 80's are so special to me because I was a kid then, when you still had the imagination and the ability to think anything was possible. The 1980s have been dubbed the lost decade. Apparently the 80s was a time with no significant cultural or political contributions to the world.

I have to disagree with that claim. Have you noticed lately that more and more women and teen girls are wearing skinny leggings? Correct me if I am wrong but leggings were the fad in the 80s. Girls had oversized bright coloured sweatshirts with ridiculously large belts worn over the sweatshirt, leggings, and of course colour coordinated scrunchy socks to match the sweatshirt! Guys, do you remember that one pair of black or stone – washed blue jeans with the huge moth-holes in the knees? Yeah I do too and today in the 2010s we see the kids wearing the exact same type of jeans, only we made ours and they bought theirs.

#### **Track 22 (p. 159)**

There is just so much to mention about the 80s that literally made us who we are today!

Do you remember when Reagan and Gorbachev made peace between the USSR and the USA? Do you remember when the Berlin Wall came down? 1989! The fall of the Berlin Wall was a monumental end to a relic of post World War 2 Germany. That's history in the making for certain and it belongs to the 1980s.

Who remembers the Nuclear Reactor meltdown at Chernobyl? We weren't allowed to go outside for two days after school because people were afraid the radioactive contaminants in the air made it across the Atlantic. This was the worst nuclear disaster in World history.

#### **Track 23 (p. 159)**

We were the last generation to not be corrupted by technology so to speak. We played outside, we got dirty, we went on adventures on our bikes trying to purposely get lost to find our ways home. We didn't lock the front door and in the summer stayed out late not because we were delinquents but because we could because it was safe.

Cell phones, beepers, the Internet simply weren't there to make the world a smaller place and when you left the house and got 1 block away from your house you were on your own! We learned through real life trial-and-error and the occasional school of hard knocks, we had a freedom that just isn't there today; an innocent freedom to explore the world by getting out in it.

I watch kids today. They aren't outside playing, they are in the house on a computer or a video game. And when they are outside they're sitting on a rock or a curb on their cell phones! 12 year olds on cell phones... that's sick.

Kids need to be allowed to be kids. They grow up much faster nowadays.

We were the last generation to simply be kids and do the things kids did until we hit our teens and started changing into adults. We held on to being a kid for as long as we could, although some of us tried frantically to grow up, we still had that kid inside us that came out when adults were not around.

The 80s were amazing for me, the absolute best time of my life.

#### **Track 24 (p. 159)**

For me the 80s were all about the music! Pop stars and their music changed with the help of MTV and a greater focus on image. A new breed of mega-stars showed up and they were the ones to really define the decade. Stars like Madonna, Michael Jackson, Whitney Houston, Prince. They experienced a level of fame and success not seen since Elvis Presley and the Beatles. And they influenced fashion through their music videos, giving fans a first-hand glimpse into emerging trends. Their songs set the gold standard for what pop music should be, and through constant reinvention they were able to navigate the pop culture world and keep themselves relevant. Thirty years on, they are still the standard that today's pop stars get compared to. There are several reasons these pop mega-stars emerged: a greater public interest in celebrity gossip, fashion and increased obsession with pop culture, all things that have definitely come to stay.

#### **Track 25 (p. 166)**

The Maoris are the indigenous people of New Zealand and they occupied the land about 1000 years ago. Aotearoa is the Maori name for New Zealand and means 'land of the long white cloud'. Maori culture originated in China and travelled through several islands until it arrived in New Zealand. The Maori brought with them a Polynesian culture rich in song, dance, carving, and weaving, which was intertwined with strong oratory skills, as no written language was used. Carving represents indeed the ultimate art form of the Maori people of New Zealand. Not merely decorative, pieces pay deep respect to renowned ancestors and portray the entire range of human emotions. The dominant image is the human figure with a protruding tongue. Today, about 530,000 Maoris live in New Zealand. Because of the high numbers of mixed marriages between Maoris and white people (the "Pakeha"), there are very few Maori of pure Maori descent now. Nowadays, the Maoris are included in political, economic and social institutions, for example the New Zealand Maori Council, the Maori Women's Welfare League and the Maori Education Foundation.

#### **Track 26 (p. 166)**

Aborigines are Australia's indigenous people. Recent government statistics counted approximately 400,000 aboriginal people, or about 2% of Australia's total population. Australian Aborigines migrated from somewhere in Asia at least 30,000 years ago. Though they comprise 500-600 distinct groups, aboriginal people possess some unifying links. Among these are strong spiritual beliefs that tie them to the land; a tribal culture of storytelling and art; and, like other indigenous populations, a difficult colonial history. Aboriginal spirituality entails a close relationship between humans and the land. Unlike other religions, however, aboriginal belief does not place the human species apart from or on a higher level than nature. Aborigines believe some of the Ancestors metamorphosed into nature (as in rock formations or rivers), where they remain spiritually alive. Aboriginal music is often recognizable for its most famous instrument, the didgeridoo. A wind instrument typically made from bamboo, it extends about five feet and produces a low, vibrating hum. Aborigines use didgeridoos in formal ceremonies such as sunsets, circumcisions, and funerals.

#### **Track 27 (p. 166)**

Generally, the Native Americans lived in peace and prosperity until around the 15<sup>th</sup> century when Europeans first arrived on the shores of North America. At that time, horses were brought over, which began to spread disease among the natives. Since they had no immunity to these strange diseases, thousands began to die from things such as measles and chicken pox. Perhaps no other group of people has quite the rich and storied culture as those of the Native Americans. Many familiar symbols that we take for granted were originated by Native Americans. The totem pole, for example, a large, tall wooden carving of various animals, each representing a family member of a loved one who had passed away. Many people see dreamcatchers hanging from peoples' car rearview mirrors, but few know their significance. The dreamcatcher is based on a legend told by the Lakota tribe. It symbolizes holding on to good things in life, while the holes in the catcher are there to filter out bad thoughts and feelings. While at one point in time, Native Americans were a very populous group of people, today they only account for 1.4 percent of the United States population. Most of those who claim to be Native American live on designated Indian reservations but many Native Americans continue to take pride in their ancestral traditions, still practicing the music, art, and ceremonies that took place many years ago.

**Track 28 (p. 166)****Why the Owl has Big Eyes**

Raweno, the Everything-Maker, was busy creating various animals. He was working on Rabbit, and Rabbit was saying: "I want nice long legs and ears like a deer, and sharp fangs and claws like a panther."

"I do them up the way they want to be; I give them what they ask for," said Raweno. He was working on Rabbit's hind legs, making them long, the way Rabbit had ordered. Owl, still unformed, was sitting on a tree nearby waiting his turn. He was saying: "Whoo, whoo, I want a nice long neck like swans, and beautiful red feathers like cardinals, and a nice long beak like egrets, and a nice crown of plumes like herons. I want you to make me into the most beautiful, the fastest, the most wonderful of all the birds." Raweno said, "Be quiet. Turn around and look in the other direction. Even better, close your eyes. Don't you know that no one is allowed to watch me work?" Raweno was just then making Rabbit's ears very long, the way Rabbit wanted them. Owl refused to do what Raweno said. "Whoo, whoo," he replied, "nobody can forbid me to watch. Nobody can order me to close my eyes. I like watching you, and watch I will." Then Raweno became angry. He grabbed Owl, pulling him down from his branch, stuffing his head deep into his body, shaking him until his eyes grew big with fright, pulling at his ears until they were sticking up at both sides of his head. "There," said Raweno, "that'll teach you. Now you won't be able to crane your neck to watch things you shouldn't watch. Now you have big ears to listen when someone tells you what not to do. Now you have big eyes – not so big that you can watch me, because you'll be awake only at night, and I work by day. And your feathers won't be red like cardinals, but gray like this" – and Raweno rubbed Owl all over with mud – "as punishment for your disobedience." So Owl flew off, pouting: "Whoo, whoo, whoo." Then Raweno turned back to finish Rabbit, but Rabbit had been so terrified by Raweno's anger, even though it was not directed at him, that he ran off half done. As a consequence, only Rabbit's hind legs are long, and he has to hop about instead of walking and running. Also, because he took fright then, Rabbit would have been an altogether different animal. As for Owl, he remained as Raweno had shaped him with anger – with big eyes, a short neck, and ears sticking up on the sides of his head. On top of everything, he has to sleep during the day and come out only at night.

**Track 29 (p. 176)****Girl – The Beatles****Track 30 (p. 176)****Hold me tight – The Beatles****Track 31 (p. 176)****I want to hold your hand – The Beatles****Track 32 (p. 176)****With a little help from my friends – The Beatles****Track 33 (p. 176)****All my loving – The Beatles****Track 34 (p. 176)****It won't be long – The Beatles****Track 35 (p. 176)****I've just seen a face – The Beatles****Track 36 (p. 176)****If I fell – The Beatles****Track 37 (p. 176)****Helter Skelter – The Beatles****Track 38 (p. 176)****Hey Jude – The Beatles****Track 39 (p. 176)****All you need is love – The Beatles****Track 40 (p. 176)****Lucy in the sky with diamonds – The Beatles****Track 41 (p. 176)****Let it be – The Beatles****Track 42 (p. 176)****I want you (She's so heavy) – The Beatles****Track 43 (p. 176)****Revolution – The Beatles****Track 44 (p. 176)****While my guitar gently weeps – The Beatles****Track 45 (p. 176)**

See text on page 176.

## Teacher's Resource Book

### Listening 1 (p. 46)

#### 1. What's the language of the future? (part 1)

See text on page 46.

#### 2. What's the language of the future? (part 2)

Wherever English has been used, it has lasted. Cultural might outlives military rule. In the colonial period, the languages of settlers dominated the languages of the peoples whose land they seized. They marginalised them and in some cases eventually drove them to extinction. All the while they absorbed from them whatever local terms seemed useful. The colonists' languages practised a sort of cannibalism, and its legacy is still sharply felt. English is treated with suspicion in many places where it was once the language of the imperial overlords. It is far from being a force for unity, and its endurance is stressful. In India, while English is much used in the media, administration, education and business, there are calls to curb its influence. Yet even where English has been denigrated as an instrument of colonialism, it has held on – and in most cases grown, increasing its numbers of speakers and functions.

In the early decades of the twentieth century, H.G. Wells imagined what would become known as World English in his prophetic novel, *The World Set Free*. That term for the concept of English as an international language, a global second language, an intellectual and commercial lubricant, even an instrument of foreign policy on the part of the major English-speaking nations, grew common only in the 1960s. It has circulated since the 1920s, though, and the idea was touched upon earlier, not just by Wells, but also by Alexander Melville Bell, who had in 1888 presented *World-English*, a scheme of revised spellings intended to help learners acquire the language that, as he saw it, exceeded all others "in general fitness to become the tongue of the World." Robert Nares, writing in 1784, presented a vision of English extending prodigiously around the globe. Even before that, John Adams had prophesied that it would become the most widely spoken and read language – and "the most respectable".

#### 3. What's the language of the future? (part 3)

The term World English is still in use, but is contested by critics who believe it strikes too strong a note of dominance. Today World English is known by several names, perhaps the most catchy of which is Globish, a term popularised by Jean-Paul Nerrière in his book *Don't Speak English, Parlez Globish*. Globish, as conceived by Nerrière, is a pragmatic form of English consisting of 1,500 words, intended to make it possible for everyone in the world to understand everyone else.

Although these schemes may be intended to promote a neutral form of English rather than one freighted with “Anglo” values, they are part of a larger, often invisible project: to establish a community, without territorial boundaries, of people who use English; to make its use seem not just normal, but also prestigious; and to market it as a language of riches, opportunity, scholarship, democracy and moral right. This is supported economically, politically, in education and the media, and sometimes also by military force. Much of the endorsement happens covertly. And as English continues to spread, it seems like a steamroller, squashing whatever gets in its way. True, it is often used alongside local languages and does not instantly replace them. Yet its presence shifts the cultural emphases in the lives of those who adopt it, altering their aspirations and expectations. English seems, increasingly, to be a second first language. As English impinges on the spaces occupied by other languages, so linguists are increasingly finding that they need to behave like environmentalists: instead of being scholars they have to become activists.

There are challenges to the position of English as the dominant world language in the twenty-first century. The main ones seem likely to come from Spanish and Mandarin Chinese. Both have more first-language users than English. But at present neither is much used as a *lingua franca*. The majority of speakers of Mandarin Chinese live in one country, and, excepting Spain, most Spanish-speakers are in the Americas. There is an argument that the revitalisation of minority languages is good for English, because it weakens English’s large rivals and thus removes obstacles to the language’s spread. So, for instance, the resurgence of Catalan, Basque and Galician weakens Castilian Spanish, making it a less powerful rival to English. Apologists for English invert this argument, claiming that the advance of English is good for minority languages.

#### **4. The importance and role of the English language in the world for both native and non-native speakers.**

##### **Speaker 1**

I have to mention the role of English in India; English is important to its global ambitions. The language’s roots there are colonial, but English connects Indians less to the past than to the future. Already the language is used by more people in India than in any other country, the United States included. Meanwhile in China the number of students learning the language is increasing rapidly. The entrepreneur Li Yang has developed Crazy English, an unorthodox teaching method. It involves a lot of shouting. It certainly has a flamboyant quality; one of Li’s slogans is “Conquer English to Make China Strong.” A few dissenting voices suggest that he is encouraging racism, but the enthusiasm for his populist approach is in no doubt, and it is a symptom of China’s English Fever: the ardent conviction that learning English is the essential skill for surviving in the modern world.

##### **Speaker 2**

The English language is changing. Some of the changes are likely to prove disconcerting for its native speakers. The “English-ness” of English is being diluted. Its centre of gravity is moving; in fact, in the twenty-first century the language has many centres. As this continues, native English-speakers may find themselves at a disadvantage. Non-native speakers of English often comment that they find conversing with one another easier than sharing talk with native speakers. Already many people who learn English do so with little or no intention of conversing with its native users.

##### **Speaker 3**

Native speakers of English tend to assume that their ability in this potent language makes it unimportant to learn other languages. The reality is different. British companies often miss out on export opportunities because of a lack of relevant language skills. Moreover, there is a chance that a command of English will within twenty or thirty years be regarded as a basic skill for business, and native

speakers of the language will no longer enjoy any competitive advantage. When polled in 2005, more than 80 per cent of people in the Netherlands, Denmark and Sweden claimed to be able to speak English. The figure was around 60 per cent in Finland, 50 per cent in Germany, 30 per cent in France and Italy, and 20 per cent in Spain and Turkey. These figures can safely be assumed to have increased. The reality is that English is taking on more and more local colour in the different places where it is used. Accordingly, while the number of languages in the world is diminishing, the number of Englishes is increasing.

##### **Speaker 4**

A Russian, a Korean and a Mexican walk into a bar. How do they communicate? In English, if at all, even though it’s not the native language of any of them. You can swap out those nationalities for any other three hailing from different continents, and the answer will remain the same.

Mark Zuckerberg recently scored points during his own visit to Beijing when he made some remarks in Mandarin. The news sparked talk about whether China’s economic rise means Mandarin could someday rival English as a global language. Don’t count on it. Fluency in Mandarin will always be helpful for foreigners doing business within the important Chinese market, much like a mastery of Portuguese will give you a leg up in Brazil. But Mandarin poses no threat to English as the world’s bridge language, the second tongue people turn to when communicating and doing commerce across borders.

#### **5. Five reasons why you should learn English as a second language**

##### **Text 1**

If you want to work in a multinational company within your home country, or you want to work abroad, you should consider learning English. English has become the *lingua franca* in many parts of the world, and as well as being spoken as a first language by all those people, it is thought to be spoken as a second language by as many as 1.4 billion people!

##### **Text 2**

Because English is spoken in so many different countries there are thousands of schools around the world that offer. English as a second language courses. For language travel students this means there’s ample opportunity for you to learn English and finding an appropriate school and course to suit your needs should be very easy!

##### **Text 3**

English is spoken as a first language by between 309 and 400 million people around the world. Imagine all those people who you can successfully communicate with if you learn English yourself! In addition to being spoken in 53 of the world’s countries, English is also the official language of many of the world’s most important organisations, such as the United Nations, the European Union, the Commonwealth of Nations, and NATO.

##### **Text 4**

As English is the official language in 53 different countries you have so much choice when it comes to choosing the best language travel destination for you. England and the rest of the United Kingdom is very popular. Imagine studying abroad in London for example, but think of all those other great places where English is spoken too – the United States, Australia, New Zealand, Malta, Canada, South Africa, and more!

##### **Text 5**

All the best movies, TV programmes, and books seem to come out in English before they are translated into many other languages. Learn English and be the first to watch the next big blockbuster from Hollywood, or read the next bestseller!



## Listening 2 (p. 49)

### 1. Human Rights' violations

See text on page 49.

### 2. News items

#### Text 1

##### Two sieges in France brought to bloody end

Two brothers who killed 12 in an attack on *Charlie Hebdo* magazine on Wednesday were shot dead as they fled a warehouse north of Paris, firing at police.

Shortly afterwards in eastern Paris, anti-terrorist forces stormed a kosher supermarket where hostages were being held by a gunman with reported links to the brothers. The gunman and four hostages died.

#### Text 2

##### Syrian refugees in Lebanon face freezing winter tents

Thousands of Syrian refugees are spending their fourth winter in tents in Lebanon as heavy snow continues to fall in the area.

The UN refugee agency UNHCR has said it is currently providing emergency assistance to over 660,000 people in the camps.

#### Text 3

##### Syria conflict: Sisters "scarred for life" by war

Two years ago Qamar Qadour was badly burned when a bomb was dropped on her family home in Syria.

The four-year-old and her sister were brought to Jordan for medical treatment and the two girls are now slowly improving.

Caroline Hawley travelled to Amman to meet the sisters and see how they are coping with the physical and mental scars of war.

#### Text 4

##### BBC finds Russians fighting in eastern Ukraine

It is eight months since the start of the conflict in eastern Ukraine, and the fighting has claimed more than 4,000 lives.

Russia has consistently denied its forces are involved, but the BBC has spoken to Russian fighters in Ukraine who talk openly about taking on the Ukrainian army.

### 3. Chibok abductions in Nigeria: "More than 230 seized"

Some 190 Nigerian schoolgirls remain missing after being abducted last week, their head teacher has told the BBC – far more than the official figure.

Asabe Kwambura said the parents of 230 girls had reported them missing but 40 had managed to escape. Earlier, a local state governor said that about 77 of the teenagers had not been accounted for.

Islamist group Boko Haram is suspected to be behind the kidnapping but has not issued any statement. Some 1,500 people are believed to have been killed in attacks blamed on Boko Haram this year alone.

The group, whose name means "Western education is forbidden", is fighting to establish Islamic law in Nigeria. It often targets educational establishments.

According to the AP news agency, parents from the school in the town of Chibok told Borno State Governor Kashim Shettima when he visited on Monday that 234 girls had been abducted.

When news first emerged of the kidnap last Tuesday, initial reports said more than 200 students had been seized but state officials soon downgraded the numbers, saying the correct figure was about 130.

The students were about to sit their final year exam and so are aged 16-18.

Ms Kwambura told the BBC that about 43 had fled their captors.

"None of these girls were rescued by the military, they managed to escape on their own from their abductors," she said. Asked about the conflicting reports on the number of students kidnapped, she said: "Only reports that come from us are the truth and based on the register we have on paper."

Before visiting Chibok on Monday, the Borno state governor said that eight more girls had escaped over the weekend, meaning a total 52 had fled.

Mr Shettima did not give details of how the girls had escaped, for security reasons.

The confusion over the numbers comes after the military last week said that all but eight of the students had been rescued before withdrawing its claim a day later.

It is thought that the militants took the girls to the Sambisa forest near the Cameroonian border. Parents and vigilante groups have gone there to help search for the teenage girls.

### 4. Six examples of human rights violations

#### Text 1

In Kenya, authorities violated international refugee law when they closed the border to thousands of people fleeing armed conflict in Somalia. Asylum-seekers were illegally detained at the Kenyan border without charge or trial and forcibly returned to Somalia.

#### Text 2

Russia repressed political dissent, pressured or shut down independent media and harassed nongovernmental organisations. Peaceful public demonstrations were dispersed with force, and lawyers, human rights defenders and journalists were threatened and attacked. Since 2000, the murders of seventeen journalists, all critical of government policies and actions, remain unsolved.

#### Text 3

Vietnamese authorities forced at least 75,000 drug addicts and prostitutes into 71 overpopulated "rehab" camps, labelling the detainees at "high risk" of contracting HIV/AIDS but providing no treatment.

#### Text 4

In Myanmar, the military junta crushed peaceful demonstrations led by monks, raided and closed monasteries, confiscated and destroyed property, shot, beat and detained protesters, and harassed or held hostage the friends and family members of the protesters.

#### Text 5

In Guinea-Bissau, children as young as five are trafficked out of the country to work in cotton fields in southern Senegal or as beggars in the capital city. In Ghana, children five to fourteen are tricked with false promises of education and future into dangerous, unpaid jobs in the fishing industry.

#### Text 6

In the Democratic Republic of the Congo, acts of torture and ill treatment are routinely committed by government security services and armed groups, including sustained beatings, stabbings and rapes of those in custody. Detainees are held incommunicado, sometimes in secret detention sites.

### 5. Human Rights Watch

Human Rights Watch is a nonprofit, nongovernmental human rights organisation made up of roughly 400 staff members around the globe. Their staff consists of human rights professionals including country experts, lawyers, journalists, and academics of diverse backgrounds and nationalities.

Human Rights Watch began in 1978 with the creation of Helsinki Watch. Helsinki Watch adopted a methodology of publicly "naming and shaming" abusive governments through media coverage and through direct exchanges with policymakers. By shining the international spotlight on human rights violations in the Soviet Union and Eastern Europe, Helsinki Watch contributed to the dramatic democratic transformations of the late 1980s.

In 1988, the organisation formally adopted the all-inclusive name Human Rights Watch.

New human rights challenges in the 1990s led to important innovations in the work of Human Rights Watch. Its reporting on the 1991 Persian Gulf War for the first time addressed violations of the laws of war in bombing campaigns.

Human Rights Watch has supported and critiqued the international tribunals for the former Yugoslavia and Rwanda, sought prosecutions of abusive leaders including Augusto Pinochet of Chile and Hissene Habre of Chad, and played a prominent role in the drafting of the Rome Statute to create the International Criminal Court.

At the same time, Human Rights Watch broadened and strengthened its work on the rights of women, children, refugees, and migrant workers, bringing a human rights perspective to such issues as domestic violence, trafficking, rape as a war crime, and child soldiers. It helped spotlight previously ignored topics such as the rights of gays and lesbians. It examined the international arms trade and the role of business in human rights, producing ground-breaking studies, for instance, on rights abuses in the oil, gold, and meatpacking industries. The 21<sup>st</sup> century has brought new challenges. The September 11, 2001 attacks and their aftermath highlighted the need for new forms of pressure on terrorist groups and their supporters and close monitoring of counterterrorism laws, policies, and practices that infringe upon basic human rights.

Human Rights Watch is increasingly applying its research methodology to economic, social, and cultural rights, particularly in the areas of education and housing. Human Rights Watch has also begun using statistical research, satellite photography, and bomb-data analysis, among other new methodologies. Combining its traditional on-the-ground fact-finding with new technologies and innovative advocacy keeps Human Rights Watch on the cutting edge of promoting respect for human rights worldwide.

## Listening 3 (p. 52)

### 1. Behind the brands (part 1)

See text on page 52.

### 2. Behind the brands (part 2)

See text on page 52.

### 3. Behind the brands (part 3)

Oxfam's *Behind the Brands* campaign evaluates where companies stand on policy in comparison with their peers and challenges them to begin a race to the top to improve their social and environmental performance.

Oxfam's campaign focuses on 10 of the world's most powerful food and beverage companies – Associated British Foods (ABF), Coca-Cola, Danone, General Mills, Kellogg, Mars, Mondelez International (previously Kraft Foods), Nestlé, PepsiCo and Unilever – and aims to increase the transparency and accountability of the “Big Ten” throughout the food supply chain.

At its core, the campaign features the *Behind the Brands* scorecard. The scorecard examines company policies in seven areas critical to sustainable agricultural production, yet historically neglected by the food and beverage industry: women, small-scale farmers, farm workers, water, land, climate change, and transparency.

According to the scorecard rankings, Nestlé and Unilever are currently performing better than the other companies, having developed and published more policies aimed at tackling social and environmental risks within their supply chains. At the other end of the spectrum, ABF and Kellogg have few policies addressing the impact of their operations on producers and communities.

Yet the scorecard also clearly shows that all of the “Big Ten” – including those which score the highest – have neglected to use their enormous power to help create a more just food system. In fact, in some cases these companies undermine food security and economic

opportunity for the poorest people in the world, making hungry people even hungrier.

*Behind the Brands* reveals that the social responsibility and sustainability programmes which companies have implemented to date are typically tightly focused projects to reduce water use or to train women farmers, for example. But these programmes fail to address the root causes of hunger and poverty because companies lack adequate policies to guide their own supply chain operations.

#### Important policy gaps include:

- Companies are not taking sufficient steps to limit massive agricultural greenhouse gas emissions responsible for climate changes now affecting farmers;
- Most companies do not provide small-scale farmers with equal access to their supply chains and no company has made a commitment to ensure that small-scale producers are paid a fair price;
- Only a minority of the “Big Ten” are doing anything at all to address the exploitation of women small-scale farmers and workers in their supply chains.

Paying adequate wages to workers, a fair price to small-scale farmers, and assessing and eliminating the unfair exploitation of land, water and labour are all steps which clearly lie within the means of these hugely powerful companies.

### 4. From the lands of the poor came the sweets of the rich

Cadbury chocolates, Lipton tea, Mars, and Nestlé grew in Europe and the USA, so too did the need for tropical land to cultivate the raw materials required to produce them. Caribbean colonies and Cuban haciendas churned out sugar for sweets in Europe, while tea consumed throughout the British Empire was grown in India and Sri Lanka. West African oil palm plantations planted by private companies like Unilever brought new supplies of raw materials for products like margarine to markets across Europe. Land given over to these farms and plantations was hotly contested and the struggle for ownership of fertile land continued after colonised countries gained their independence.

Closely related to the race for land is the race for water, and like land, there will not be enough to go around. Water scarcity is already affecting almost one-fifth of the world's population, and water use has increased at more than twice the rate of population growth over the last century. Agriculture is the single largest use of the world's fresh water – with about 70 percent used for irrigation. Water contamination is also a major threat to human health; the food sector is responsible for 54 per cent of organic water pollutants.

### 5. Critical areas which have been neglected by food and beverage industry

#### Speaker 1

They contribute to rural development and create local jobs. They also take better care of the environment than large agribusiness when they rotate crops and use chemicals less intensively. Because they diversify crops, smaller farms are also potentially more nutritionally efficient than larger ones, often meaning better food security for poor regions.

#### Speaker 2

Agriculture is the second largest source of employment worldwide. Paying workers a living wage and guaranteeing safe and protected working conditions can therefore help billions of people escape from poverty and will ensure that millions of children will not be forced to work so that their families survive.

It's important to assess whether business policies enforce fair working conditions ensuring that agricultural workers earn enough to meet the basic needs of their families.

#### Speaker 3

The vulnerability of farmers is exacerbated by greenhouse gas emissions. Up to 29 per cent of all greenhouse gas emissions come

from food systems, and yet little is being done to assess and prevent such emissions.

It's necessary to find company policies which solve harmful gas emissions as well as implement long-term solutions to changes already in motion.

#### Speaker 4

From mid-2008 to 2009 alone agricultural land deals with foreign investors in developing countries increased by almost 200 per cent.

Companies have to put in place policies to ensure their supply chains are free from land grabs. This includes policies that promote free, prior and informed consent through the entire supply chain and insists on zero tolerance for those suppliers who obtain land through violations of land rights and land tenure.

#### Speaker 5

It is the lifeline of agricultural communities and a human right. Increasingly it is also a scarce resource, and today communities around the world are fighting for its local control as businesses also demand access.

We need to demonstrate a company's commitment to reducing its use and discharges throughout its operations, and to better managing its use in regions where there is any shortage.

## Listening 4 (p. 55)

### 1. The sixties revolution

See text on page 55.

### 2. Your 1960s: Life at home

#### Speaker 1

I was born in 1953, in the muddy suburbs of industrial Leeds, so I started the 60s as a child and finished as the new phenomenon – a teenager. Most of my memories of the 60s are of change; my father died in 1961 and my mother got a very low widow's pension, so she had to take on three jobs to keep us fed and housed. In the late 60s we moved to a new council house which had – joy of joys – a BATHROOM and hot water; in a previous house the loo was down the street and one had to take toilet paper along on a visit. Until 1969, a bath for me was either a tin bath in front of the fire or, for a treat, a real bath with hot water at the public swimming baths.

#### Speaker 2

In 1963, I was aged six. I remember moving home from a Glasgow apartment building to a post-war pre-fab. The apartment was an old, scrupulously clean, room and kitchen. There was a shared toilet on the half landing below the flat. I still remember bathing in a tin bath in front of the fire. The pre-fab was incredibly modern. It had two bedrooms, a living/dining room, a fitted "metal" kitchen with gas fridge and a bathroom with a hot-air linen cupboard. We also had a garden for the first time. I am the middle of three children and moving to a house at ground level gave us incredible freedom to roam and play in surrounding fields. We lived close to a canal and gradually watched this drained and turned into part of the M8 motorway! I lived in the pre-fab until 1969 and then moved to a semi-detached house.

#### Speaker 3

Born in 1957, I remember the 60s as my childhood years, living on a 50s built council estate in Swindon. The great winter of 63 where my flat roofed single story school disappeared under the biggest snow drift I have ever seen. The paraffin heaters trying to keep the house warm, the daily visits by the vans that sold everything from bread, meat, pop, etc and standing on the station as the steam engine pulled train came in. I think the main memory would be family Christmas. They had a standard format, church, visit the neighbours, Christmas lunch (with the children washing up), Queen's speech, relatives round for tea, games in the evening. Somehow things don't seem the same anymore, I liked the 60s.

#### Speaker 4

I was born in 1944. Left school on my 15<sup>th</sup> birthday so would have been working for about 5 months. As an apprentice my pay was £2.50 a week. I had to give my mother part of it (for my keep). In those days you did not pay income tax until you were 18. Living in a village you tended to know everybody and everybody helped everybody else. You could leave your doors unlocked and all that happened was that next door would put your milk in the pantry if you were out and the weather was hot. No thieving, no trouble, just community spirit. It wasn't called that in those days, just neighbourliness.

### 3. Fashion through the 20<sup>th</sup> century

The 1960s saw the Dolly Girl in her mini, considered the only correct day length dress, and the Chanel Suit. Styles of the sixties were informal designs, clothes less categorised were no longer aimed at specific occasions. Liberty prints, tight jeans and the unisex look were in fashion. So too the 'wet look' achieved by a new synthetic fabric, with shiny look and leather texture. Trouser suits, which in a few years would be worn on any occasion, were the alternative to the minis.

New fashion got off to a bad start in the 1970s, lacking any positive change. Women no longer accepted new designs unless they liked them and felt ready for change. Fashions had to be suggestions and not directives. Hot pants came in but for only those with the right shape. Flared trousers, wide and full around the hem, fitted tightly over the seat and thighs but widened below the knees into bell-bottomed fullness. Jeans and denim garments were the mass selling clothes of this age. Loose-legged trousers with front pleats worn in the 20s and 30s were back but fitting more closely over the seat. Longer-gathered or flared skirts and dresses were the new line, and ethnic clothes layered with strong peasant influences.

In the second half of the decade, trouser shapes altered to narrow-legged styles and slimmer, straighter lines. It was the time of the "punk-rockers" wearing printed T-shirts with slogans, messages, etc. and bondage trousers joined together at the back with loose dangling straps, lengths finished well above the ankle to show bright socks and high laced rubber or leather combat boots. Both sexes wore similar outfits but the girls sometimes wore miniskirts with brightly coloured footless tights and pointed toe, *stiletto* heeled court shoes or ankle boots.

The 1980s was all about dressing for power. Women asserted themselves by wearing very structured suits based on men's tailoring with *Dynasty/Dallas* shoulder pads as seen on television, even for formal wear. Evening dresses had a bit of the "costume" and playfulness was mixed with a great deal of fantasy. The 80s were times of exhilarating excesses.

The 1990s were much more relaxed as women did not need to dress to show how powerful they are, and for almost any occasion people dressed casually.

Every fashion designer has returned at one time or another to the 60s and 70s. But no longer is a designer bound to put a specified number of inches below the knee as fashion going into the new century is all about options. Designers are here merely to suggest trend. It is up to the individual to have longer dresses or skirts or very luxurious trousers. Fashion designers are no longer dictating. Once a woman has found her style and colours of the time, that woman has to see what really suits her or adapt what the designers are saying to suit her style.

### 4. Historical events of the 20<sup>th</sup> century

1. When jazz moved away from swing and big band in favour of bebop, it left a void. For ten years, young people did not have their own music. In 1956, a number of acts changed music, the culture, and the economy. Elvis Presley took the lead. He was younger, prettier, and the most talented of the bunch. This combination led Elvis from extreme poverty to superstardom. In his wake, music changed overnight, companies discovered teenage purchasing power, and young people finally had their own soundtrack for their lives.

2. Arab terrorists with ties to Yasser Arafat murdered the 1972 Israeli Olympic team in the Olympic Games in Munich, Germany. Although terrorists had struck before, they had never committed mass murder. This signalled the birth of the scourge of terrorism and became known as the Munich massacre.

3. Following the costly Iran-Iraq War, Saddam Hussein decided to annex Kuwait. The United Nations immediately established sanctions. American President George H.W. Bush built an international coalition to use in the event Iraq refused to leave. When Allied forces engaged the Iraqis, Saddam's forces surrendered *en masse* and Iraq was expelled from Kuwait. The so-called Gulf War lasted six months and ended in February 1991.

4. In 1987, Ronald Reagan challenged Soviet Premier Mikhail Gorbachev to tear down the Berlin Wall. By 1989, the Soviet Union could no longer keep their empire. Demonstrations broke out all over East Germany that September. People demanded freedom. The demonstrations grew. On November 9, people began tearing the wall down. East Germany officially began dismantling the wall the following June. Pieces of the wall can be purchased all over Berlin today. Large sections of the wall continue to stand as a reminder.

5. The Second World War was a global total war waged by most nations on Earth. The war witnessed the targeting of civilian population centres and the use of nuclear weapons. It remains the deadliest conflict in history. The war began on September 1, 1939 when Germany invaded Poland, and ended on September 2, 1945 when Japan surrendered following the atom bomb attacks on Hiroshima and Nagasaki.

6. The Civil Rights Movement culminated with the march on Washington in August, 1963. Dr Martin Luther King Jr gave his "I Have a Dream" speech to 250,000 people. Following the march, the Civil Rights Movement continued on and grew increasingly radical as its members tired of the violence.

## Listening tests

### Unit 1 – Test A (p. 84)

1. See text on page 84.

2.

#### Speaker 1

I did French and Spanish at university because I wanted to be a UN interpreter and these were two of the official languages. My career plans changed but Spanish has always opened doors for me. After the coup in Chile in 1973, I helped to set up the Chile Solidarity Campaign and was Mrs Allende's interpreter when she came to London. Much more recently, I managed to convert my Castellano into Peruvian Spanish and spent some time in Lima for Voluntary Service Overseas as a parliamentary volunteer, working with NGOs on violence against women, and with British companies in Peru on CSR.

**Speaker 2:** Deciding to learn Russian was probably the best decision I ever made. Not only did it unlock the door to a wonderful culture (reading Dostoevsky, Chekhov and Pushkin in the original Russian still gives me a buzz); it also meant I got the chance to study there for two years and see a side of Russian life which – because of the Cold War – was almost unknown to foreigners. Being able to speak Russian helped launch me into my first job at the BBC and later into a career as a foreign correspondent, reporting first hand on the collapse of the Soviet Union, covering Washington politics, and travelling the globe to report from war zones and diplomatic summits, refugee camps and presidential palaces.

#### Speaker 3

Some people learn languages for fun. The rest of us are looking for a decent return on our investment. Since only about ten million Brazilians have reasonable English, with Portuguese under your belt

you'll stand out. I did not choose Portuguese; it was thrust on me by the offer of a job in São Paulo. But when I think of my sons, now 12 and 7, one day being able to write "fluent Brazilian Portuguese" on their CVs, I feel a little smug.

#### Speaker 4

Learning Mandarin has been an incredibly exciting and rewarding experience and has had a profound effect on my life. Since beginning my Chinese studies at elementary school, I had the opportunity to take part in several Chinese language programmes organised by the British Council and travelled to China many times. As part of my degree, I spent a year in China studying Chinese at Beijing Normal University which was a fantastic experience. Having recently graduated with a degree in Chinese, I've just moved to Shanghai for a new job in a consultancy company. Learning Mandarin has changed the course my life.

### Unit 1 – Test B (p. 85)

1. **Portuguese** has some 180 million first language speakers, mostly in Brazil (over 90 per cent) and Portugal, making it the seventh most widely spoken language in the world.

Brazil is the seventh largest economy in the world, accounting for 55 per cent of South America's GDP and with significant regional importance in trade negotiations with the UK. As one of the world's emerging powers, Brazil is experiencing rapid growth with its economy forecast to grow by four to five per cent per year over the medium term. Although its growing middle classes are becoming increasingly important consumers of higher value goods and services, Brazil currently ranks 27<sup>th</sup> in terms of the UK's export market in goods, with Portugal 36<sup>th</sup>.

The Foreign and Commonwealth Office has stated its intention to increase the numbers of diplomats trained in Latin American Spanish and Portuguese by 20 per cent. Portugal was the sixth most popular holiday destination for outgoing tourists from the UK in 2011 with 1.9 million visits.

**Italian** has approximately 70 million first language speakers.

Italian is very important as a tourist language, both for incoming and outgoing visits. Italy is the fourth most popular destination for UK tourists. In 2012, there were around 2.6 million outgoing visits from the UK to Italy. In the same year, the 1.5 million visits from Italy to the UK accounted for about five per cent of visits to the UK. The English Proficiency Index rates Italy as a country with moderate levels of proficiency in English.

Italian is a popular language in adult education and there are sizeable communities of Italian speakers in all parts of the UK though their numbers may be under-reported because the communities are so well established and integrated.

**German** has over 110 million native speakers and is the tenth most widely spoken language in the world.

German is the second most sought after language in industry with 45 per cent of those businesses requiring languages citing German as the language they most needed. This is supported by many other sources of labour market intelligence which show German to be the most frequently-requested language in job advertisements. In spite of all the evidence for the importance of the German speaking markets for trade and the need expressed by employers in 2012, the British Chambers of Commerce, reporting in 2012, revealed that 57 per cent of exporting businesses had no one who spoke any German at all and only two per cent had any staff with enough German to conduct business deals.

The significance of German to business and research does perhaps explain the concerns expressed from time to time by policy makers and academics about the decline of German study in the UK. German used to be the second most widely taught language in the UK and still retains this status in some parts of the UK. However, overall Spanish now occupies second position.



**Arabic** has over 230 million native speakers and a further 100–200 million people across northern Africa and western Asia for whom it is their second language. Arabic ranks as the fourth most widely spoken language in the world. Six Arabic speaking countries appear among the UK's top 50 export market in goods, with a combined value to the economy of over £12 billion last year – more than the value of UK exports to Spain, China or Italy.

The World Cup will be hosted by Qatar in 2022 and will attract large numbers of visitors. In its international education strategy, the UK government identifies both Saudi Arabia and the Gulf as priorities for the development of educational partnerships in response to the region's economic growth and expanding political influence as well as its increasing interest and investment in education. A number of UK universities have established a campus presence in the region, specifically in the United Arab Emirates.

**Mandarin Chinese** is the language with official status in China, Taiwan, and Singapore, and is the most widely spoken in the world with 800 million speakers, mostly in China.

Mandarin Chinese is one of the priority languages for the Foreign and Commonwealth Office and additional diplomatic posts are being created in China reflecting its growing economic and strategic importance. The number of posts for Mandarin Chinese speakers is expected to rise by 40 per cent. Tourism will become increasingly important as the travel patterns of the rapidly increasing middle classes in China change and the UK Commission for Employment and Skills has stated that: ...understanding the desires and motivations of Chinese and Indian travellers will be fundamental to success in these markets. By 2020, China will be one of four countries accounting for over half of the world's population of 18-22 year olds making it a priority country for international education, not only because it has one of the largest education systems in the world but also because it is expected to send the most students abroad.

Mandarin Chinese is available at degree level in around 30 universities in England, Scotland and Wales but only one per cent of the adult population in the UK speak Mandarin Chinese.

2. In my work, Arabic has enabled me to relate to contacts in the Middle East and North Africa on their own terms. People respect the fact that I have invested time and effort in their language and culture. Knowledge of Arabic – I am far from being fluent, but that's not the point – helps understanding what is going on around me. At the personal level, Arabic allows me to feel at home in Beirut and Baghdad, Damascus and Tripoli, and now in Jerusalem. It means I can make lasting friendships. Since I have no sense of direction, when I get lost while driving – a frequent occurrence – I can ask passers-by for directions and, on a good day, understand what they say!

*Vincent Fean, British Consul General, Jerusalem*

## Unit 2 – Test A (p. 86)

### 1. Report on child marriage (part 1)

Every year, an estimated 15 million girls aged under 18 are married worldwide with little or no say in the matter. In the developing world, one in nine girls is married before her 15<sup>th</sup> birthday and some child brides are as young as eight or nine.

Neither physically nor emotionally ready to become wives and mothers, these girls are at far greater risk of experiencing dangerous complications in pregnancy and childbirth, becoming infected with HIV/AIDS and being victims of domestic violence. With little access to education and economic opportunities, they and their families are more likely to live in poverty.

Education is one of the most powerful tools to delay the age at which girls marry as school attendance helps shift norms around child marriage.

Improving girls' access to quality schooling will increase girls' chances of gaining a secondary education and helps to delay marriage. When a

girl in the developing world receives seven or more years of education, she marries on average four years later.

Empowering girls, by offering them opportunities to gain skills and education, providing support networks and creating 'safe spaces' where girls can gather and meet outside the home, can help girls to assert their right to choose when they marry.

## 2. Report on child marriage (part 2)

### Child marriage and the Millennium Development Goals

Child marriage directly hinders the achievement of 6 of the 8 Millennium Development Goals. Simply put, the international community will not fulfil its commitments to reduce global poverty unless it tackles child marriage.

### Girls are disproportionately affected by child marriage

While boys are sometimes subjected to early marriage, girls are disproportionately affected and form the vast majority of the victims of child marriage. A comparison of the proportion of young women aged 15-19 who were married in 2003 to young men aged 15-19 who were married in the same year found the ratio to be 72 to 1 in Mali, 8 to 1 in the US, and 6 to 1 in El Salvador.

### Child marriage: What does international law say?

The right to 'free and full' consent to a marriage is recognised in the Universal Declaration of Human Rights, and the Convention on the Elimination of All Forms of Discrimination against Women prohibits child marriage.

Under the Convention on the Rights of the Child, governments have committed to ensure the overall protection of children and young people aged under 18, however, child marriage and the range of rights implications it has, substantially infringe these protections.

## Unit 2 – Test B (p. 87)

### 1. Four girls talk about their marriage

#### Speaker 1

In the beginning, I didn't have any support to follow my dream to become an athlete. In my community, after you turn 12 you get married. Girls are for making children and housework only. Neither my family nor my community supported me, because I am a girl. But I wanted to play netball. I joined GOAL, a programme run by The Naz Foundation Trust India, to become a coach and a referee. Sports has changed my life. I am more confident, determined, fearless, and self-dependent.

#### Speaker 2

I was top of my class and wanted to become an architect. They were attacking women. My family could not protect me, so they had to marry me off. I was innocent and very pretty. I knew that men were hurting women – old women, single women, everyone. I did not want to get married, I wanted to study. This is happening a lot in Syria, many women I know are marrying their daughters off – even younger than 16 – to protect them.

#### Speaker 3

I was only 15 when my parents announced they would marry me off. Marriage would mean the end of my freedom, my education, and my passion: football.

My dream? Joining SALT academy's football team to take part in the Football for Hope festival at the 2010 World Cup in South Africa.

I made a deal with my parents to let me apply. If I were selected, I would be able to continue my studies and turn down the marriage proposal. If I weren't, I would go ahead with the marriage.

I practiced day in and day out. And so, on the day of the competition, my coach said the words I had been waiting to hear: "You won!"

#### Speaker 4

Two years ago, when I was 12 years old, I married a 17-year-old boy. I had started a sexual relationship with him when I was 10 because he gave me money and small gifts, while at home my parents could not

afford to buy my clothes or provide enough food. I became pregnant shortly after, and our families forced us to marry.

It was my only solution from poverty, and I was pregnant. I've never experienced happiness in my marriage. I've never seen the benefit of being married. He beats me and I almost died when I was giving birth. I have not reported my husband to the police for the violence because I fear my husband will be arrested and I don't want to go back to my parents. So I would rather live with him even if he beats me.

## 2. Reasons for the existence of child marriage

**Tradition** – Child marriage is a traditional practice that in many places happens simply because it has happened for generations – and straying from tradition could mean exclusion from the community. But as Graça Machel, widow of Nelson Mandela, says, traditions are made by people – we can change them.

**Gender Roles** – In many communities where child marriage is practised, girls are not valued as much as boys – they are seen as a burden. The challenge will be to change parents' attitudes and emphasise that girls who avoid early marriage and stay in school will likely be able to make a greater contribution to their family and their community in the long term.

**Poverty** – In communities where a dowry or 'bride price' is paid, it is often welcome income for poor families; in those where the bride's family pay the groom a dowry, they often have to pay less money if the bride is young and uneducated.

**Security** – Many parents marry off their daughters young because they feel it is in her best interest, often to ensure her safety in areas where girls are at high risk of physical or sexual assault.

## Unit 3 – Test A (p. 89)

### 1. Globalisation (part 1)

See text on page 89.

### 2. Globalisation (part 2)

There is a growing debate over globalisation. Governments are in favour of globalisation because the economy can grow. Other people are not so sure that there are only advantages. Here are some arguments from both sides:

#### Advantages

- Globalisation lets countries produce what they can do best. If, for example, you buy cheap steel from another country, you don't have to make your own steel. You can focus on computers or other things.
- Globalisation gives you access to a larger market. You can sell more goods and make more money. You can create more jobs.
- Products become cheaper and more varied.

#### Disadvantages

- Globalisation causes unemployment in industrialised countries because firms move their factories to places where they can get cheaper workers.
- Globalisation may lead to more environmental problems. A company may want to build factories in other countries because environmental laws are not as strict as they are at home.
- Developing countries may get even poorer. Their population is not as educated as in developed countries and they don't have the new technology that we do.
- Human, animal and plant diseases can spread more quickly through globalisation.

## Unit 3 – Test B (p. 89)

### 1. Globalisation in History

Globalisation has a long history. Ancient Greek culture, for instance, spread across much of southwestern Asia, northern Africa, and southern Europe.

The Silk Road, a trade route between China and the Mediterranean Sea, promoted the exchange of ideas and knowledge, along with trade goods and foods such as silk, spices, porcelain, and other treasures from the East.

When Europeans began establishing colonies overseas, globalisation grew. Many early European explorers were eager to bring the Christian religion to the regions they visited. The globalisation of Christianity spread from Europe to Latin America through Christian missionaries working with the local populations.

Globalisation was accelerated in the nineteenth century with the Industrial Revolution, as mechanical mills and factories became more common. Many companies used raw materials from distant lands. They also sold their goods in other countries.

Britain's colony in India, for instance, supplied cotton to British merchants and traders. Madras, a light cotton cloth, was made in the city of Madras (now called Chennai), a major port in India. Eventually, madras cloth was no longer manufactured in Madras at all – the Indian labor force supplied the raw material, cotton. Factories in the county of Lancashire, England, created madras cloth. British factories made fabric and other goods from the cotton. British manufacturers could then sell their finished goods, such as clothing and blankets, to buyers all over the world – the United States, Brazil, Australia, even India.

Globalisation sped up dramatically in the twentieth century with the proliferation of air travel, the expansion of free trade, and the dawn of the Information Age. Miles of fiber-optic cable now connect the continents, allowing people around the world to communicate instantly through the borderless World Wide Web.

### 2. Globalisation today

People in the United States enjoy listening to South African music and reading Japanese comic books. American soap operas are popular in Israel. India, for instance, has a thriving film industry, nicknamed "Bollywood." Bollywood movies are popular both in India and with the huge population of Indians living abroad. In fact, some Bollywood movies do much better in the United States or the United Kingdom than they do in India. Clothing styles have also become more uniform as a result of globalisation. National and regional costumes have become rarer as globalisation has increased. In most parts of the world, professionals such as bankers wear suits, and jeans and T-shirts are common for young people. There has also been an increasing exchange of foods across the globe. People in England eat Indian curry, while people in Peru enjoy Japanese sushi. Meanwhile, American fast food chains have become common throughout the world. McDonald's has more than 31,000 restaurants in 118 countries. And people all across the world are eating more meat and sugary foods, like those sold in fast food restaurants. The worldwide expansion of McDonald's has become a symbol of globalisation. Some menu items, such as the Big Mac, are the same all over the world. Other menu items are specific to that region. McDonalds in Japan features a green-tea flavored milkshake. At McDonald's in Uruguay, a "McHuevo" is a burger topped with a fried egg. Globalisation has brought McDonald's to billions of consumers worldwide. Because people, money, and computerised information move so easily around the globe, countries are increasingly working together to fight crime. The idea of maintaining international law has also grown. In 2002, the International Criminal Court was established. This court, which handles cases such as war crimes, has a global reach, although not all countries have accepted it. Many problems facing the world today cross national borders, so countries must work together to solve them. Efforts to confront problems such as global climate change must involve many different countries. In 2009, representatives from 170 countries gathered at a conference in Copenhagen, Denmark, to discuss climate change. Other international issues include terrorism, drug trafficking, and immigration. The process of globalisation is very controversial. Many people say globalisation

will help people communicate. Aid agencies can respond more quickly to a natural disaster. Advanced medicines are more easily and widely available to people who may not have been able to afford them. Jobs available through globalisation have lifted many people out of poverty. Globalisation has increased the number of students studying abroad. Not everyone says that globalisation is good, however. Some people worry that Western culture will destroy local cultures around the world. They fear that everyone will end up eating hamburgers and watching Hollywood movies. Others point out that people tend to adopt some aspects of other cultures without giving up their own. Ironically, modern technology is often used to preserve and spread traditional beliefs and customs.

Opponents to globalisation blame free trade for unfair working conditions. They also say that outsourcing has caused wealthy countries to lose too many jobs. Supporters of globalisation say that factory workers in poor countries are making much better wages than they would at other jobs available to them. They also argue that free trade has lowered prices in wealthier countries and improved the economy of poorer countries.

## Unit 4 – Test A (p. 90)

### 1. Music in the 80s

Music in the 1980s was all about image and with the advent and popularity of MTV, the images that accompanied artists became more important than ever. When it came to music during the decade, nothing was understated, not the sound, not the fashion, not even the charity. The 1980s reflected the beginning of a period of great income disparity and a focus on affluence was reflected in the music. There were also several new genres that popped up including, Hip Hop, NewWave and Hair Metal, all of which have influenced music today.

Arguably the most important event to influence music during the 1980s was the creation of the cable network MTV (Music Television). MTV was the first network to exclusively showcase music videos, making its debut on August 1<sup>st</sup>, 1981. The first music video to be played on the channel was, appropriately, the Buggles' "Video Killed the Radio Star," as music would forever change and the focus would shift from music and lyrics to fashion and theatrics, at least in the world of pop music. The original concept of the network was to play music videos twenty-four hours a day, every day. And, while this has obviously changed since then, the innovative concept created a whole new breed of pop stars.

### 2. New Pop Superstars

Pop stars and their music changed in the 1980s with the help of MTV and a greater focus on image. A new breed of mega-stars emerged, becoming iconic mascots for the genre and defining the decade through fashion, talent and persona. Some of the superstars to emerge were Madonna, Michael Jackson, Whitney Houston and Prince. They experienced a level of fame and success not seen since Elvis Presley and the Beatles. These stars influenced fashion through their music videos, giving fans a first-hand glimpse into emerging trends. Their songs set the gold standard for what pop music should be, and through constant reinvention they were able to navigate the pop culture world and keep themselves relevant. Thirty years on, they are still the standard that today's pop stars get compared to. There are several reasons why these pop mega-stars emerged, the main one being they were genuinely talented artists. Other reasons include a greater public interest in celebrity gossip, fashion and increased obsession with pop culture. It also was related to the public having an increased disposable income and a want to imitate celebrity affluence. Changes in technology also contributed to the availability of music (MTV), better ways to listen (CDs and cassettes), and portability of music (the Walkman).

## Unit 4 – Test B (p. 91)

### 1. Fashion in the 80s (part 1)

See text on page 91.

### 2. Fashion in the 80s (part 2)

One major change in society during the 1980s was the expansion of the middle class and the creation of a large group of rising mobile young professionals known as "Yuppies". This group of society suddenly had more disposable income than ever and was known for their focus on wealth and consumption. Fashion was a way for these young business people to display their wealth and therefore became a very important part of their lives. Another trend related to this was the increase of women in the workforce and the effect it had on women's fashion and workplace clothing. Yuppies were known to be focused on the brand of the clothing more so than any other detail.

They were also largely influenced by TV shows, MTV, and movies much like the rest of the population. The media influence on fashion of the time was immeasurable. Music videos showcased fashion in a way that had not been seen before and the media started to focus on a new batch of young and interesting celebrities, making the gossip more interesting than ever. As news began to report on celebrity gossip, more and more of the wealthy young stars' daily fashion was featured and personal styles became more and more defined. Young people could then easily head over to the nearest mall and find stylish new clothes to imitate the trends they saw their favourite artists and movie stars wearing in their latest music video, movie, or public appearance. This was also one of the first times that fashion models became celebrities and celebrities became fashion models. Popular stars like Michael J. Fox became brand spokespeople for designers like Calvin Klein. Fashion started to become an integral part of the definition of celebrity and it has become an even more important factor since then.

Yuppies weren't the only people with disposable income during the eighties. The middle class expanded and the population, in general, was feeling wealthier. More disposable income and more personal time meant that people were becoming more obsessed with consumerism and shopping. Shopping centres (malls) moved into the suburbs from the cities along with a lot of the population and a lot of the money. Shops would also employ teenagers who would then spend their income, that they earned working for the mall, at the mall. Malls became an important part of youth culture and as their families moved out of cities and into suburbs they lost things like museums and parks. Malls became somewhere to go and something to do with friends, making it the new social hub of the 1980s. Teens and young adults could model their looks after celebrities and could find all that they needed, fashion-wise.

This new set of consumers started to become brand loyal more so than any other generation and wearing certain popular brands became a way to make a statement about the type of person they were. Popular brands during the decade included: Ralph Lauren, Calvin Klein, Nike, ADIDAS, Banana Republic, The Gap, Izod, Lacoste, Members Only, and Gloria Vanderbilt Jeans. Another thing to impact fashion at the time was the fact that a lot of high-end designers decided to move down-market and became their own brands, bringing high fashion to the masses. Some of the high-fashion designers that were successful during the 1980s include: Ralph Lauren, Calvin Klein, Donna Karan, Azzedine Alaia, John Galliano, Moschino, Giorgio Armani, Dolce and Gabbana, Vivienne Westwood and Jean Paul Gaultier.

## Global Test

### Part 1 (p. 142)

1.

– Is that a 3 or a 4 star hotel?

– 4-star.

– Can you book us the hotel and the flight?

– Sure. And you'll also be met on arrival by an assistant.

2. When in London, be sure you save a whole day to visit the Science Museum and the Natural History Museum, which are not far away from each other. There's so much to see that you'll need to set aside a whole day for them!

3. Can you imagine having to wait for five hours in the lounge, with no explanation whatsoever? The children were starving and tired and we had no idea how much longer we'd have to wait because the airline staff wouldn't answer our questions! What a nightmare!

4. My friends and I are travelling around Europe. We haven't got much money, so we won't be flying anywhere; we're just taking our backpacks and we'll either cycle or hike. We haven't even decided how long we will be away... I guess it depends on how long the money lasts!

5. I went on my first interrail trip last summer! On my own! I never felt lonely, though, because there were so many people my age on the train! Some people find it uncomfortable to sleep on the train and always being on the move, but for me it was great because it showed me how independent and confident I can be.

6. A match is composed of points, games, and sets. It is won when a player or a doubles team wins the majority of prescribed sets. Traditionally, matches are either a best of three sets or best of five sets format. Scoring rests on the premise that serving is advantageous over receiving, hence it is only possible to win a set or match by breaking the opponent's service game at least once, before a tiebreak is required.

7. During my science degree I did volunteer work in Honduras and had the opportunity to visit a hospital. I come from a family of teachers, but I knew I wanted to do something that would help the people I met in that hospital. It is now 25 years later (5 kids, a PhD and medical training later...) I practise Internal medicine and Endocrinology in my home town. Next year I will be going back to Honduras, hopefully to help. It's a great career we have!

8. I meet with clients before I begin working with them to gain a better understanding of the client's goal, like losing weight or gaining muscle mass. I also give them a tour of the facility and show them some of the workouts they may do. At this initial meeting, I may also go over the charges for the services and discuss payment plans. I then devise customised exercise plans for my clients based on their goal and also give diet and lifestyle suggestions.

### Part 2 (p. 143)

#### Hippies: origins, characteristics and legacy

Hippies. We throw around this word in reference to the drug using, long-haired, music loving people of the 1960s or even of today's day and age. But what does being a hippie really mean? Although a light-hearted and generally carefree people, the true definition of being a hippie lies much deeper.

Being a hippie is a matter of accepting a universal belief system that transcends the social, political, and moral norms of any established structure, be it a class, church, or government. It is a philosophical approach to life that emphasises freedom, peace, love and respect for others and the earth.

The hippie movement in the United States originally began as a youth movement in the early 1960s and rapidly grew to an established social group by 1965. This was a time of standing up for your beliefs, mind exploration and sexual revolution. During this time, young adults between the ages of 15 and 25 found these ideals appealing. It was a

step outside societal norms; it was something new, which led to the rapid subculture growth.

Some would say that the hippie movement like that of the 1960s has fizzled out, but it is still alive and well today. Not only are the legacies of this movement still apparent in many aspects of today's society, but there is also a modern hippie movement occurring.

Some things that the hippie movement left its mark on includes religious and cultural diversity, a wide range of appearances and clothing styles, frankness regarding sexual matters, interest in natural foods, herbal remedies and nutritional supplements.

Although less apparent, there is still a hippie movement occurring today, what some call the modern hippie movement or the neo-hippie movement. This movement doesn't differ much from that of the 60s, except general political activism has turned largely towards environmental activism. Over recent years, an increasing amount of people have noticed the fragility of our environment and how we are on the brink of destroying it forever. In response, we have seen an increase in environmental activism comparable to the activism of the original hippie movement. Aside from environmentalism, many of the core ideals like peace and love remain the same.

### Part 3 (p. 143)

#### JOB 1: Criminal defense lawyer

Criminal defence lawyers represent clients or organisations who have been accused of criminal misconduct. A criminal defence lawyer researches, prepares and argues a case on behalf of a client in order to defend them from the criminal charges.

Seven years of education is required to be a criminal defense lawyer. Four years are spent at the undergraduate level. Maintaining good grades and acquiring research, investigative, analysis and communication skills is recommended. Criminal defense lawyers typically work at least 40 hours a week, but longer hours are common. Additionally, work hours may be irregular because evenings and weekends may be required by clients or law firms.

#### JOB 2: Aerospace engineers

Aerospace engineers can develop control systems for jet fighters, analyse new materials for spacecraft construction and research propulsion methods for missiles. These experts in mechanics, thermodynamics, robotics and aerodynamics are involved in creating and producing helicopters, military and commercial aircraft, rockets and space exploration craft. It's most common for them to possess an aerospace engineering bachelor's degree, although a master's degree is usually needed for careers in engineering education and research.

#### JOB 3: FBI Agent

An FBI agent can be called upon to perform many functions, ranging from field duty to research. FBI agents need previous law enforcement experience, a bachelor's degree and specialised job training. The job can be dangerous and may require travel and unusual work hours. FBI agents are authorised to carry firearms and are often called in to perform official busts or capture high profile criminals. FBI agents need to possess a college degree, and many choose to get a bachelor's degree in criminal justice or a related major. In addition to the educational requirements, an FBI agent must be physically fit and active.

#### JOB 4: Architectural engineer

An architectural engineer helps create efficient buildings and building systems. Architectural engineers often work on projects with other professionals, including construction workers and architects. Possible employers include the government and private corporations. Architectural engineers must be comfortable in different work environments; they often divide their time between offices and construction sites. Architectural engineers must complete a bachelor's degree programme, which generally lasts five years; some 5-year programmes also award a master's degree along with the bachelor's upon programme completion.



### **JOB 5: Research Historian**

A research historian has the job of excavating information. While some work with ancient historical topics, others may have subjects that are considered recent history or even be responsible for gathering information on current events for future preservation. Research historians must have excellent oral communication skills. They must also have excellent written communication skills to prepare reports on findings or write papers with the information gathered and compiled.

The majority of research historian positions insist on a master's degree in history as a foundation point but a broad degree gives the prospective research historian more options when pursuing a career. Getting a master's degree in history will offer the student more in-depth studies. Most schools require a thesis as part of the final for attaining this degree. Attaining a Ph.D. in History qualifies a student to take a teaching position in an institution of higher learning.

### **Part 4 (p. 144)**

Looking for a challenging career?

In more than half a century of existence, the EU has achieved peace and stability for its member states and changed the way we live, work and travel. With its institutions and agencies, the EU has evolved into an organisation spanning many areas, from development aid to environmental policy.

Especially in the challenging times that Europe and the world are currently experiencing, we need the brightest and best to battle the challenges and strengthen the European Union, making it a worthwhile place to live for its 500 million members. You can help us achieve this goal and make a difference for Europe.

Depending on your skills, experience and your job description, you may work on drafting policies and implementing EU law, managing projects, developing communication strategies, providing legal advice and many other tasks in different fields of responsibility.

Working for the EU means working for one of the EU Institutions such as the European Parliament, the Council of the European Union, the European Commission and so on.

Most of the EU Institutions are located in Brussels or Luxembourg, where you would live and work in an international environment.

The EU Institutions are committed to supporting and encouraging your development by providing flexible and realistic career options, honest feedback and opportunities for exploring different options.

We also encourage you to plan your career pro-actively as only you can define your interests and values and take the decisions regarding your future career path. We help you in developing your career plan, helping you identify your strengths and areas for development and putting in place a programme that will work to your strengths and build other skills.

You will hear many languages in your day-to-day life, so learning languages will be an important part of your career development. Before you get your first promotion you have to prove your language skills in a third European language.

We offer language courses in the 24 official languages to make communicating with your team members easier. You can choose between 6 different levels (from beginner to advanced), intensive, twice-weekly or e-learning courses.

Apart from the language courses, we offer a wide range of training courses to develop your personal skills or keep in touch with the latest developments in your field. The training will be attuned to your career plan and requirements of your team.

Located in the heart of Europe, several other European capitals are only a couple of hours away (Amsterdam, Paris, London). If you have or are planning a family at some point, Brussels and Luxembourg offer excellent national, European and international schools and we are happy to put you in touch with crèches, playgroups and other facilities.

As well as providing support and assistance to new staff for relocation, the EU Institutions also offer a comprehensive remuneration package, including pension, healthcare and a competitive starting salary.

## **Workbook**

### **Unit 1**

#### **Bang Bang (My baby shot me down) (p. 13)**

See text on page 13.

#### **Language centre (p. 17)**

The Language Centre offers English courses to students from all over the world and also supports the International full-time students at the University.

As a student at The Language Centre you can experience university life, even if you are here for just a few weeks. You can choose courses of General English or Academic English. There is full orientation programme on arrival, including a placement test and a tour of our facilities. We will give you a welcome pack that includes essentials like stationery and a student guide.

Our colleagues at the International Centre can give you expert advice about how to apply to full time further or higher education courses at the University.

The Language Centre operates between 09.00 – 17.50, Monday to Friday and classes take place throughout the day.

We have recently moved to our new premises at 272 High Holborn in central London. There are a number of comfortable classrooms, each with a large flatscreen television or projector, DVD player and networked PC. Many of these classrooms also have interactive whiteboards. We have a Language Studio where you can use computers and watch DVDs, and we have a small library where you can borrow English books. You can also access all the facilities of the University, including libraries, bars, galleries, cafeterias and many other student services.

#### **My dream job (p. 17)**

When I began studying English at 10 years old, I never imagined where it would take me. Although I majored in computer science, it was those English skills I worked hard to build that gave me the edge when I applied to the company of my dreams - Microsoft. Now as a senior engineer at one of Microsoft's global support centres, most of my daily work – finding solutions for my customers – is done in English. In fact, 80 percent of my customers don't speak my native language, so clear communication in English is vital in my role. And now that I have this dream position, I won't easily give it up. The working environment and benefits provided by this corporate giant cannot easily be matched. And I couldn't be happier. Without English, I wouldn't have my job or my friends, and wouldn't be able to enjoy the same lifestyle, so of course English has changed my life! So whether you're looking for love or money, fame or fortune, English could be just the ticket you need to change your life forever!

### **Unit 2**

#### **I see fire (p. 28)**

See text on page 28.

#### **Three stories about immigration (p. 35)**

##### **Speaker 1**

I came to the US on the Iraqi Young Leaders Exchange Program. I'm 19 and I have been here since July, 23, 2014 and my visa was for 1 month. My village was taken over and they were killing people for their religious beliefs and thousands of the young girls are now taken as sex slaves. So I applied for asylum in US before my visa expired and I did my interview 2 months ago. Now I'm just waiting for the letter to come and if they say yes then I'm safe here. If not then I might have to go back and I could be killed there.

### Speaker 2

I came to United States at the age of 14 from Uzbekistan. The decision was my mother's; she felt like we needed a better life after my father died from lymphatic cancer. It was tough at first, but all I cared about is that I'm here now. I knew I had no future in Uzbekistan due to extreme corruption and broken education for which you can pay through. I am 17 now, on my way to college. Although current circumstances aren't as I'd want them to be, because I still don't have legal status, I will change that. After all, this is the land of opportunities.

### Speaker 3

I was brought here from Mexico when I was 2 years old. My dad came to New York a few years before but left my mom pregnant. He sent for us when I was 2 1/2 years old. I crossed the border with my mom and granddad and my aunt. Back then it was easier than it is now. My mom told me she was lucky that I was a quiet baby so we had no trouble. I'm 15 now and I still get really upset because I want to be legal here. I want to help my parents out and get a good job and buy them their own house, but sadly I can't. I want to study cosmetology or psychology but me being illegal I can't.

## Two stories (p. 35)

1. I'm Julie, I'm 42 and live in Morocco with my deported husband. His visa had expired and he overstayed. He saved my life as I was divorcing an abusive husband of 20 years. I relocated and we married. He was taking care of me and my son. I was back in college. Until the day they found him. They deported him and left me homeless. I only had enough money to buy a ticket to his country as nobody would help me. We are now stuck here and making it, but struggling. I say why would my country deport someone who was working and helped me make my life better? We are out of ways for me to come home and nobody to help us.

2. I'm Karen and I came to America from London in 2005 for a holiday. I was 18 years old at the time I got a 3 months visa waiver, I had no plans staying over my visa but faith had its own plans. I meet Guy and we married in 2007. We continued living together till we went to a lawyer who advised me to go back to England as that's the only way for my husband to apply a petition for me. Meanwhile we took his advice I came back to UK so when he tried to process the petition for me we found out that I have a ban for 10 years as I overstayed my visa more than 1 year.

## Unit 3

### The man who can't be moved (p. 45)

See text on page 45.

### Has the world fallen out of love with McDonald's? (p. 53)

As the fast food giant McDonald's reports an unexpected downturn in profits, what's the reason we're not lovin' it?

**Interviewer:** So, what's up with McDonald's?

**Don Thompson:** It has reported second quarter results this week. And they don't make for pretty reading. Net income fell by 1 per cent to \$1.39 billion in the quarter ending June. This is not the kind of thing that I would say I sleep well at night.

**Interviewer:** Hang on a second. A one per cent fall in quarterly profits hardly sounds like a catastrophe. Why the big fuss?

**Don Thompson:** Well, it confirms a rather worrying trend: customers aren't lovin' McDonald's.

**Interviewer:** Surely no one has eaten in a McDonald's since Super Size Me?

**Don Thompson:** Well, you might not have. But millions have been enjoying Big Macs in recent years. And its deli wraps and its cappuccinos. Yes, the company was at rock bottom in 2003, when it was attracting almost universal criticism for the quality, price and nutritional content of its food as well as its business ethics, criticism

which was neatly – and very amusingly – captured in Super Size Me, a documentary made by Morgan Spurlock in 2004.

But since then it has flourished around the world after it refreshed its food offering and its restaurants.

**Interviewer:** But since the end of 2012 sales growth has rarely moved above one per cent a quarter, and profits have made little progress. So why is McDonald's finding life tough now the economy is improving? I can hardly walk down the street in Britain without bumping into people eating out at cafes and countless tourists stuffing their faces with burgers.

**Don Thompson:** Hmmm. This is a company with 35,000 restaurants in 119 countries. Your experience walking down the Strand may not be particularly relevant.

**Interviewer:** But McDonald's is doing well in the UK, yes? Those funky egg chairs must be drawing in the punters?

**Don Thompson:** Yes, the company has spent £300 million in Britain over the past five years ripping out those formica chairs, and turning the garish yellow and red design of the restaurants into something a bit more subtle and stylish. There are even fresh flowers on the tables in some branches. Parents have been fairly impressed by Happy Meals being made less salty, by the company switching its milk supply to 100 per cent organic and by the company printing the nutritional information on the menus.

But perhaps the biggest hit in the UK of recent years has been the extension of opening hours, especially at the start of the day – persuading many commuters to buy their morning coffee and pastry from a McDonald's rather than a coffee shop.

The UK has now recorded 33 consecutive quarters of unbroken sales growth.

**Interviewer:** OK, I get it. McDonald's is thriving in Britain. Why is it doing badly in the rest of the world?

**Don Thompson:** Well, the rotten meat scandal in China hasn't helped.

**Interviewer:** What?

**Don Thompson:** It's not just McDonald's. Many fast food chains in eastern China have discovered one of the major suppliers has been allegedly passing on rotten meat. Some 500 McDonald's chains have had to limit its menu while it hunts for a new supplier.

**Interviewer:** Where else is McDonald's struggling?

**Don Thompson:** Here we come to the crux of the issue: the United States, its biggest market, where sales fell 1.5 per cent in the second quarter.

**Interviewer:** Why is McDonald's suffering in the US?

**Don Thompson:** There are many reasons. But one is price. Despite there being lots of "value menus", which roughly three-quarters of its customers order, it seems that even its dollar menu-devoted customers are not buying enough burgers.

The problem for McDonald's is that its competition is no longer just KFC and Burger King, but the supermarket. More and more customers are eating at home to save money, rather than going out, even for a cheap treat.

**Interviewer:** But do all customers buy a McDonald's just because it is relatively cheap?

**Don Thompson:** That's one of its big problems. It is also being put under pressure at the other end of the scale by more upmarket burger chains, especially the likes of Five Guys, one of America's fastest growing chains, which aims its burgers at more sophisticated consumers, with a bit more money in their pockets.

## Unit 4

**Blowin' in the wind** – Bob Dylan (p. 58)

**I can't get no satisfaction** – The Rolling Stones (p. 58)

**San Francisco** – Scott Mackenzie (p. 58)

## Traditional indigenous music (p. 62)

### Blank Space – Taylor Swift (p. 66)

See text on page 66.

### What is it like to be a hippie? (p. 71)

#### Speaker 1

The average true "hippie" was probably between 19 - 22 and was someone who was highly bohemian, but at the same time, someone who was politically aware of what was going on, so you could say we "cared" about people and practiced the "love your neighbor" philosophy. Another thing we cared about was this planet upon which we live - your true hippie was among the first to believe in recycling, organic gardening and the like. And yes, many of us lived on a commune someplace and many of us were, at the same time, functioning in the "straight" world, going to school, holding down jobs and the like because we had to for one reason or the other - and in some instances, we realized this lifestyle wasn't going to last forever.

#### Speaker 2

For one thing, it was a time of awakening in many of us. We realized that we are only on this planet for a short period of time and that we should take care of it because it's the only one we have. And many of us are still involved in programs that fall into the "save the planet" category, although it's quite obvious we're losing the battle. People should listen more to what Al Gore has to say - he would have made a good hippie!! Politically, we became more aware of the corruption that permeated the government then and continues to permeate the government today and most of us still don't trust the government. Big Brother is not only watching, but Big Brother is controlling us whether we like it or not!

#### Speaker 3

Perhaps though, the most important thing to come out of the period was the "love one another" philosophy in which we care for each other and go out of our way to help our fellow man. Loving one another doesn't mean physical love, but rather caring for and helping each other. This is why you find a large number of us in the field of education, we can help out and at the end of the day/week/month/semester, we feel as if we have truly made a difference in someone's life. Not everyone will be affected positively by what we say and do of course, but if we can each have a positive effect on just one out of every 10 students, they will carry that thought and message on, passing it on to others as well. In that respect, the true feelings and meaning of what it meant to be a "hippie" in those days will never die.

#### Speaker 4

Yes, I was a "hippie". I loved the cool clothes we wore, the jewelry, the shoes, and the ways we wore our hair. Everyone seemed so happy back then. I once had a teacher that asked me (in front of the whole class) if my mom saw how I dressed before I left for school in the mornings. I politely told her that my mom made most of my clothes and my dad took me to Mexico to buy all of my moccasins! (I had several pairs, in different colours).

#### Speaker 5

I had marched with Martin Luther King the summer before in Chicago, I had discovered folk music – Joan Baez, Peter, Paul and Mary, Chad Mitchell Trio a couple years before, and just knew they sang of the ideals I wanted to support. I believe it was that summer I marched against the Vietnam War- so many of my high school peer had gone over there. By that time I knew of the death of one of them. In '67 we were still pretty sure that we were going to take the world to a better place for everyone. We postulated a world where people could live well in peace with each other and not base their actions on greed and fear. Now I see those times as the root of both my strongest beliefs and my greatest lessons today. We got into a lot of things that really confused us and hard drugs were at the top of that list. The effects of opening that door have been a very negative trend in society.

## ANSWER KEYS

## WORKBOOK

### UNIT 1

#### Vocabulary (p. 3)

1.1 b 1.2 a 1.3 a 1.4 b 1.5 a 1.6 c 1.7 c 1.8 c 1.9 b

2. a. mother tongue b. official language c. *lingua franca* d. global language

3. A. official language – mother tongue B. an official language – a *lingua franca* C. mother tongue – global language D. a global language – an official language

4. a. official language b. mother tongue c. *lingua franca* d. global language

5. a. (...) that he whispers. b. (...) were all chatting about (...) c. (...) eventually confessed her real (...) d. (...) when Amy suggested going out (...) e. Many of us discussed (...)

6. a. speechless b. confession c. commentary d. talkative e. remarkable f. discussion

7. a. many b. on c. great d. spoken e. communicate f. every g. leader h. colonial i. important j. compared k. on l. of m. already n. prospects

8. a. business, pretty b. pleasure, friend c. ball, jaw d. jail, steak e. foe, mow

9. a. 'bɪn 'bɪznəs 'pɪtɪ b. 'betər 'pleɪər 'frend c. 'stɔr 'bɔl 'dʒɔ d. 'deɪt 'dʒeɪl 'steɪk e. 'boʊt 'foʊ 'moʊ

10. a. word b. door c. put d. height e. bear f. threat g. lose h. sew

11. Suggestions: b. bore c. took d. fight e. stair f. debt g. choose h. below

12. a. unheard b. language c. vision d. world e. understands; heart f. friendship g. communication; universally h. special; imagination

13. BrE: bɜːθ 'bɑːθrʊm 'fɑːm 'ɪntrəst 'njuː 'brʌðə

14. a. AmE / BrE b. AmE / BrE c. AmE / BrE d. BrE / AmE

15. BrE: a, b, e, g, j; AmE: c, d, f, h, i

16. a. 2 b. 3 c. 1 d. 2 e. 3 f. 2 g. 1 h. 2 i. 1 j. 3

#### Grammar (p. 10)

17. a. began b. spoke c. emerged d. had pushed e. left f. had already died g. were h. had already brought i. had meant j. lasted

18. a. were starting; went b. was living; walked c. came; were discussing; stood d. decided; had read; was e. introduced; realised; had met f. had; spent g. were; had eaten

19. a. its b. hers c. My d. His e. their f. mine g. his

20. a. 's b. 's c. 's d. 's e. of f. 's g. 's h. '

21. a. of mine b. of my sister's/of hers c. of his d. of yours

22. a. (...) has been used without permission. b. (...) has been found by the police. c. (...) from the 17<sup>th</sup> century has been found d. (...) of languages has been studied for ages by scholars all over the world. e. (...) who are not fluent in English won't be hired by corporations. f. (...) of Germanic languages was explained by David Crystal to his students.

23. a. (...) is said to have always been a global language. b. (...) is said that mastering English will be an asset in the future. c. (...) of languages are believed to have a common root. d. (...) are known to have good language skills.

24. a. (...) is known to have taken (...) b. (...) is being learnt as a (...) c. (...) mastering foreign languages cannot (...) d. (...) is thought to be (...) e. (...) aren't spoken by many (...)

25. a. came b. changed c. grew d. called e. used f. shot g. hit h. used i. played j. sang k. rang l. 's gone m. didn't even say n. didn't take o. shot p. hit q. shot

26. a. paying attention to b. to be fluent c. any changes to d. is understood by e. have enough money f. to Spain for g. run out of h. avoid eating carbohydrates i. had already left j. if she practised

k. was encouraged by l. when we went to m. while we were flying  
n. a favourite of hers.

### Language review (p. 15)

a. first b. itself c. with d. The e. who f. her g. them h. many i. sees  
j. while

### TEST (p. 17)

#### Listening

1.1 Students from all over the world and full-time international students at the university. 1.2 General English and Academic English. 1.3 A placement test, a tour of the facilities and a welcome pack. 1.4 Between 9.00 and 17.50, Monday to Friday. 1.5 272 High Holborn, central London. 1.6 a large flat screen television or projector, a DVD player, a networked PC and interactive whiteboards. 1.7 A small library, a language studio, bars, galleries, cafeterias and many other student services.

2. a. began b. majored c. English skills d. edge e. senior engineer  
f. native language g. dream position h. corporate giant i. has changed  
j. ticket

#### Reading

4. a. likely (l. 6) b. humble (l. 10) c. intrepid (l. 15) d. substantial (l. 16)  
e. growth (l. 20)

5. a. (...) they will use English. b. (...) the German dialect spoken by the Angles. c. (...) English seafarers carried their language around the world. d. (...) were once used as a *lingua franca*. e. (...) for a *lingua franca* to exist.

6. It may grow even more to become a single fully *lingua franca*; it may retreat and lose its status as a *lingua franca* and be spoken only in countries where it is spoken as a mother tongue; it may still be used as a world language, but it may develop as a separate standard from that used by native speakers.

#### Grammar and vocabulary

7. a. boasting b. discussing c. comment d. chatting

8. a. began b. had conquered c. came d. were building e. regarded  
f. were g. had amassed h. had been built

9. a. 's book discusses the future of English b. a book of mine c. band of William's/his d. of my brother's/his

10. a. is considered b. is used c. is exposed d. is said e. is believed

## UNIT 2

### Vocabulary (p. 21)

1.1 and 1.2 A. 4; Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. B. 2; Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. C. 1; Article 12: No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence. D. 3; Article 16: Marriage shall be entered into only with the free and full consent of the intending spouses.

2. a. 3 b. 2 c. 3 d. 1 e. 1 f. 2 g. 2 h. 1 i. 3 j. 1

3. a. aside b. off c. back d. out e. up

4. a. to bring about b. to bring in c. brought it off d. brought up

5. a. gave away b. looking into c. put... forward d. give up e. putting off  
f. look up to g. put up with

6.1 Suggestions: a. accessible b. doubtful c. financial d. childish  
e. passionate 6.2 Suggestions: a. admiration b. adulthood c. guidance  
d. encouragement e. refugee 6.3 Suggestions: a. shorten b. finalise  
c. exemplify d. advertise e. activate

7. a. different b. differently c. differ d. width e. widely f. widen  
g. regulation h. regular i. regularly j. beauty k. beautiful l. beautify  
m. simplicity n. simply o. simplify

8. a. comprehensive b. talented c. legalise d. brighten e. previously  
f. particularly g. trafficking h. protection i. adequately

9. a. 1 b. 4 c. 5 d. 3 e. 2

10. a. migrant b. refugee c. asylum d. visa e. work permit f. exile

11 Immigrants leave their homes to put their roots down somewhere, which means to make somewhere their permanent home.

12.1 and 12.2 A. URSS – cinema B. Holland – music C. Czechoslovakia – politics D. China – sports (basketball)

13. the (l. 2); is (l. 6); was (l. 7); he (l. 9); of (l. 11); has (l. 11); the (l. 14); do (l. 16).

### Grammar (p. 27)

14. a. Being b. fighting c. not wearing d. learning e. doing f. doing  
g. Accepting

15. Suggestions: a. (...) thinking about the French woman on TV. b. (...) not having studied more in her youth. c. (...) studying abroad? d. (...) going to church. e. (...) reading the Bible to learn more about the Catholic religion. f. (...) not understanding a subject.

16. agree, expect, afford, intend, manage, refuse, decide, pretend  
Suggestions: a. The students agreed to do some research on freedom fighters. b. We expect to have a good mark in this project. c. Not many people can afford to go on long travels to far countries in the world. d. I intend to read more about this topic. e. I don't know how some people manage to live with so little. f. We should always refuse to accept attitudes of intolerance. g. We decided to write an article for the school newspaper about child labour in India. H. Some people only pretend not to be biased but deep inside they don't really accept the differences.

17. a. to take up b. to be c. to study d. to be e. to prove

18. a. learning b. to support c. not being d. to read e. Forcing f. to sell  
g. feeling h. doing

19. a. be b. watching c. to end d. climb e. burn f. die g. burn h. burning

20. a. have b. was c. are d. are e. have f. Were

21. a. (...) did the journalists want to accuse the bank manager of being involved in politics. b. (...) can we deny that Obama has made history. c. (...) should we say that Obama will ever be involved in politics. d. (...) did we know about the next presidential candidates. e. (...) do I watch the elections on TV. f. (...) have I understood the difference between Republicans and Democrats.

22. a. (...) you study foreign cultures (...) b. (...) wouldn't have had (...) c. have been shocked to see (...)

23. a. (...) were jobs in the USA, many people wouldn't have emigrated to the USA in the 70s. b. If there were jobs for everyone in our country, many people wouldn't decide to emigrate. c. (...) agreement didn't exist, the frontiers in some European countries wouldn't have been abolished. d. (...) hadn't been so strict in some countries, they would have had more migrants. e. (...) work hard, they will increase their quality of life. f. (...) work in the emigration office if he didn't have very good language skills. g. (...) opened their doors to immigration, they would be more respected by others. h. (...) have the same opportunities if immigration policies weren't so strict.

24. a. 4 b. 5 c. 2 d. 1 e. 3

24.1 a. Should you require any further information (...) b. Had the workers at the immigration office known about (...) c. Were the negotiations to fall through (...) d. Should you decide to come to the interview (...) e. Had the ship not sunk at night (...)

25. Suggestions: Had we known earlier, we would have called in the technicians immediately.

If we had known earlier (...); Should you continue to experience problems with Wi-Fi or other IT issues, please contact the management as soon as possible.; If you continue to experience problems with Wi-Fi or other IT issues, (...); (...) should the wireless connection break down again, we may have to seriously consider whether it is worth it installing a new one.; If the wireless connection breaks down again (...)

26. a. looking forward to watching b. denies ever having eaten c. have I done something d. do we know about e. has the USA had an f. unlikely to be successful g. will be allowed to h. am courageous enough i. is said to have very j. not leave my country unless k. your friends, they would manage l. hasn't been able to m. unless some country gives him n. despite the danger of



## Language review (p. 33)

a. of b. who c. their d. girl e. while f. After g. village h. nothing i. from j. that k. streets l. becomes m. outside n. his

## TEST (p. 35)

### Listening

#### 1. Speaker 1

a. Iraq b. 19 c. 19 d. he asked for asylum and wants to stay in the US;

#### Speaker 2

a. Uzbekistan b. 17 c. 14 d. go to college and get legal status;

#### Speaker 3

a. Mexico b. 15 c. 2 d. to be legal, study and get a job.

2.1 B 2.2 C 2.3 A 2.4 B 2.5 A.

### Reading

4. a. hometown (l. 5) b. hitch-hiking (ll. 11-12) c. border (l. 14) d. bearable (l. 19)

5. a. (...) he could send money back home to provide for their family. b. (...) had a long journey across the desert. c. (...) he had to leave after three years.

6.1 His friends laughed at him, showing that they had predicted that he would be back. They didn't believe he could succeed. 6.2 It was hard because he had to sleep outdoors and hide from the police. That's why he ran away to Paris. 6.3 He believes people there are more tolerant and he can have a chance to succeed.

### Grammar and vocabulary

7. a. highly b. legalised c. expectations d. striving

8. a. to surprise b. working c. becoming d. to keep e. comparing f. to measure g. taking h. Studying

9. a. (...) have countries been so aware (...) b. (...) I didn't have a steady job, I would think of working abroad. c. (...) the Immigration Office accepted his petition, he wouldn't have been deported. d. (...) immigrants legalise their status, they will be able to get health insurance.

## UNIT 3

### Vocabulary (p. 39)

1. 1951 – Treaty of Paris; 1957 – Treaty of Rome; 1992 – Maastricht Treaty; 1997 – Treaty of Amsterdam; 2001 – Treaty of Nice; 2007 – Treaty of Lisbon.

2. Down: 1. Ministers 2. Parliament 3. Eurocrat 4. Eurojust 5. Euro 6. Council; Across: 7. Eurotariff 8. Commission 9. labelling 10. market 11. standards 12. Auditors

3. a. application b. admission process c. application assessment d. allocated host university e. joint honours degree f. study field list g. credit (ECTS – European Credit Transfer and Accumulation System).

4. you (l. 4); at (l. 5); the (l. 8); up (l. 11); that (l. 13); being (l. 15).

5. a. globe b. contacts c. integration d. computer e. interdependent f. Multinational g. sell h. across i. cultures j. economies k. trends l. old m. threatening Title: Globalisation

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

7. A. Tom Wesselmann; *Still-Life #30* B. Roy Lichtenstein; *Drowning Girl* C. James Rosenquist; *I Love You with My Ford* D. Claes Oldenburg; *Floor-Burger* E. Andy Warhol; *80 Two-Dollar Bills*.

### Grammar (p. 45)

8.1 and 8.2 a. you b. my c. I d. your e. my f. her g. me h. they i. it j. you k. you l. you m. me n. your o. you p. we q. you r. me s. you t. 'm waiting u. rains v. snows w. changes x. will go

9. a. will teach b. is going to have c. will visit d. will learn e. are going to show

10. a. is to b. was about to c. aren't to d. is to e. are about to

11. a. will have used b. will you have finished c. will have started d. will not have recovered e. will have solved

12. a. Correct b. Incorrect: (...) I will help you. c. Correct d. Correct e. Incorrect: is going to assign f. Incorrect: is

13. Mr Schulz addressed his colleagues and the audience, thanking them for the confidence they had expressed in him. He added that he hoped to also be able to gain the confidence of those who had not made him their chosen candidate on that day. He wished to thank those who had voted for him. As the first president to be re-elected to that office, he appreciated that it was an extraordinary honour. He also said that he realised that that – for that House – unprecedented step conferred a particular obligation upon him, and he intended to show himself equal to it and take it very seriously. He concluded by once again thanking the audience very personally for the extraordinary confidence that they had placed in him. He added that he hoped that he would prove himself worthy of that confidence. He ended the speech by thanking once again.

14. (...) to follow all the rules, not to get late to work, to keep to the break times, not to leave the office without having finished their tasks, to turn off the lights when they leave the office and not to waste stationary.

15. (...) which his desk was, who his personal assistant was, if that office had natural lighting, where he should hang his coat, how I wanted him to call me and if that office was the only one on that floor.

16. a, d, f, g, h

17. a. (...) if I can apply for the Erasmus+ programme? b. (...) if I have to be a university student to be on an exchange programme? c. (...) if I'm allowed to choose the city. d. (...) how long the programmes last? e. (...) if it is possible to come home at the end of each term? f. (...) what the criteria for selecting candidates are.

18. Suggestions: a. Could you tell me if there is any cheap accommodation? b. Is it possible to know how long the rental agreement is for? c. Do you happen to know what the schedule of the course is? d. I don't suppose you know about the future prospects of this degree, do you?

19. a. whereas: (...) don't put on weight easily can eat it more often. b. even though: (...) I know we need to have a balanced diet. c. but: (...) to try foreign food restaurants. d. However: (...) it has its advantages, too.

20. a. Despite not being a cook (...) / Despite the fact that you're not a cook (...) b. I would like to point out that although globalisation has changed the way we live (...) c. Before globalisation we didn't have so much variety. However, nowadays (...) d. In spite of not being a native speaker of English (...) / Despite not being (...)

21. a. Globalisation has changed the world. However, this change hasn't been very positive in developing countries. b. Although I am a supporter of globalisation, I must admit there is still much to do in terms of human rights. c. Some people say that globalisation is an asset. Yet, for some it is nothing more than the Americanisation of the whole world. d. In spite of being everywhere, fast food restaurants adapt their menus to local cultures and religions. e. Globalisation has been very beneficial. Nevertheless, it has caused many small companies that employed dozens of workers to go bankrupt.

22. a. am going on an b. Angela Merkel are meeting c. happen to know the name d. the elections for President e. surprisingly said that she f. importance of Belgium is g. not to miss the chance h. criticised by German people. However, i. having benefited only some countries j. not was of no importance k. even though it has l. despite not having

### Language review (p. 51)

a. 3 b. 3 c. 2 d. 3 e. 1 f. 2 g. 2 h. 1 i. 1 j. 2

## TEST (p. 53)

### Listening

1. a. 1 percent to \$1.39 billion. b. 2003. c. A documentary by Morgan Spurlock made in 2004. d. £300 million. e. The extension of opening hours, especially at the start of the day. f. Customers are eating home to save money. g. More sophisticated consumers with more money.

2. **a.** quality; price; nutritional content; business ethics **b.** formica chairs; garish yellow and red; subtle; stylish **c.** being less salty; 100 percent organic; the nutritional information on the menu **d.** rotten meat **e.** KFC; Burger King; supermarkets

### Reading

4. **a.** cultural influence in globalisation **b.** food **c.** the globalisation of McDonald's **d.** other cultures' **e.** other cultures **f.** (other) changes  
 5. **a.** The impact of globalisation on cultures is not a concern for the people in charge of regulations. **b.** Instead of contaminating cultures, globalisation has positive impact and improves them. **c.** McDonald's international restaurants are kept and managed by local people.  
 6. **a.** It has conformed to local cultures and not the opposite; owners are locals and buy from local communities; the menus are altered to conform to local tastes and customs. **b.** It is linked to American culture and seen as Americanisation of cultures; it is unhealthy; it altered the experience of sharing a family meal changing it towards individualism.  
 7. Personal answer.

### Grammar and vocabulary

8. **a.** opens **b.** am not going; have; will grab **c.** is about to leave **d.** will have started **e.** will have gone  
 9. **a.** (...) what the reason was why we're not *lovin' it* anymore. **b.** (...) if all customers bought a McDonald's just because it was relatively cheap. **c.** (...) why it was doing badly in the rest of the world if it was thriving in Britain. **d.** (...) report results didn't make for pretty reading and that net income had fallen by 1 percent to \$1.39 billion the month before. **e.** (...) since 2003 it had flourished around the world after it had refreshed its food offering and its restaurants. **f.** (...) McDonald's would allow customers to customise their burgers.  
 10. **a.** Despite being of slight significance to policy makers, the power of cultural influence in globalisation has had a huge impact on the nations involved and its people. **b.** McDonald's is said to have conformed to local cultures. Many local people still see it as a cultural threat, though. **c.** McDonald's is thriving in the UK. Nevertheless, it is not currently doing so well in the rest of the world. **d.** McDonald's provides cheap meals. However, more and more customers are eating at home to save money.

## UNIT 4

### Vocabulary (p.57)

1.1 **A.** Elizabeth Taylor **B.** John Wayne **C.** Jason Pollock **D.** Frank Sinatra  
 1.2 **Text A:** make – made (l. 1); Despite – Although (l. 4); were – was (l. 7) **Text B:** eye – face (l. 3); herself – himself (l. 9); all – entire/whole (l. 12) **Text C:** are – is (l. 1); a – the (l. 3); at – in (l. 7) **Text D:** achieve – achieved (l. 1); began – begun (l. 3); to – for (l. 8)  
 2. **a.** Culturally **b.** radicalism **c.** flowing **d.** disrespectful **e.** reminder **f.** carefree **g.** strongly **h.** expression  
 3. **a.** It is a song about how the search for answers should not worry people so much. It relates to the carefree feeling underlying the hippie movement. **b.** The song is about the right of feeling dissatisfied with the world that surrounds us, just like the hippies were dissatisfied with mainstream society. **c.** The city of San Francisco was the venue for the so-called 'Summer of Love' that gather 100,000 young people from all over the world to celebrate the hippie values and beliefs and the song relates directly to it.  
 4. Personal answer.  
 5. **a.** tickets **b.** know **c.** ready **d.** bored **e.** better **f.** stuck **g.** right **h.** together **i.** used  
 6. **a.** to buy tickets for the pop art exhibition this afternoon. **b.** to meet people who still live by the hippie ideals. **c.** to prepare for our trip to Australia. We're leaving in a week! **d.** tired of this old film? Can we watch something else? **e.** he is recovering. **f.** were stopped in traffic jams. **g.** they have a perfect version. **h.** met at Woodstock to celebrate love and music. **i.** become accustomed to living a conservative life; they still live the hippie lifestyle.

7. **A.** Rubik's cube (1970) **B.** Sony walkman (1970) **C.** Disposable contact lenses (1980) **D.** Pocket calculator (1970) **E.** MRI machine (1980) **F.** Gameboy (1980) **G.** Post-it notes (1970) **H.** Bar code (1970) **I.** Mobile phone (1980) **J.** CDs (1980).

8.1 **B** 8.2 **D** 8.3 **A** 8.4 **D** 8.5 **A** 8.6 **C** 8.7 **A** 8.8 **D** 8.9 **D** 8.10 **B**

9. do (l. 3); the (l. 6); and (l. 8); a (l. 11); their (l. 13); such (l. 13)

10.1 **A.** Australian aboriginals **B.** Maoris **C.** Native Americans

10.2 **A.** The body paintings and the boomerang. **B.** The tattoos. **C.** The clothes and the feathers.

10.3 **a.** Native Americans **b.** Maoris **c.** Australian aboriginals

11. **a.** seat **b.** key **c.** lack **d.** fluent **e.** older **f.** Only **g.** stereotypical **h.** modern **i.** elders **j.** fades **k.** policies **l.** immersion

### Grammar (p. 64)

12. **a.** One **b.** It **c.** you **d.** They **e.** you  
 13. **a.** heaven forbid **b.** Suffice it to say **c.** so be it. **d.** Come what may  
 14. **a.** Women demand that they be respected by the media. **b.** The art dealer recommends that the paintings be sold for a million pounds. **c.** The teacher ordered that all reports be sent to her by email. **d.** The feminist spokesperson requested that their rights be respected. **e.** The teacher suggests that everyone take this issue seriously.  
 15. **a.** takeaway **b.** seafood **c.** laptop **d.** willpower **e.** waterproof **f.** afternoon  
 16. **a.** minded **b.** hearted **c.** eyed **d.** have **e.** never **f.** sighted  
 17. **a.** basketball **b.** one-in-a-million **c.** good-looking **d.** once-in-a-lifetime **e.** must-see  
 18. **a.** incredible **b.** madness **c.** passport **d.** weekend **e.** ex-lovers **f.** insane **g.** jealousy **h.** daydream  
 18.1 **Derivation:** incredible; madness; insane; jealousy; **Compounding:** passport; weekend; ex-lovers; daydream  
 19. **a.** is she wearing **b.** have you invited **c.** refuse **d.** following **e.** look **f.** to accept **g.** living **h.** hadn't seen  
 20. **a.** presents **b.** gave **c.** emerged **d.** to be **e.** Representing **f.** re-creates **g.** have experienced **h.** think **i.** thought **j.** began **k.** will be devoted **l.** distinguished  
 21. **a.** that made the most profit **b.** break out **c.** miss living **d.** you like to go **e.** our first meeting in 1990 **f.** were really capable of influencing **g.** cost me less than **h.** will never forget both **i.** you think you could **j.** tell me when Marilyn died **k.** so many people that **l.** did my best to **m.** keen on **n.** which used to sell **o.** first time Lena has been

### Language review (p. 69)

**a.** 1 **b.** 3 **c.** 3 **d.** 1 **e.** 2 **f.** 2 **g.** 1 **h.** 2 **i.** 3 **j.** 2

### TEST (p. 71)

#### Listening

1. Speaker 1: g; Speaker 2: d; Speaker 3: a; Speaker 4: b; Speaker 5: e  
 2. Speaker 1: f; Speaker 2: h; Speaker 3: a; Speaker 4: g; Speaker 5: c

#### Reading

4. **a.** tenet (l. 3) **b.** mainstream (l. 6) **c.** utopian (l. 7) **d.** championed (l. 10) **e.** aversion (l. 23) **f.** ushered (l. 38)  
 5. **a.** middle class values **b.** vegetarian **c.** marijuana and LSD **d.** alternative arts and street theatre and listened to folk music and psychedelic rock **e.** peace, love and personal freedom **f.** flea markets or second-hand shops **g.** VW bus  
 6.1 Hippies wanted to live in accordance to Nature. So they rejected imposed rules, war and heavy drugs. They looked for freedom of thought and the right to love without social barriers. They lived as naturally as they could, were mostly vegetarian, dressed colourful clothing and ornaments to contrast with the socially accepted ones, wore long hair and beards. They defended religious and cultural diversity and free sexual orientation. **6.2** It has given the other generations the right to experience more freedom to choose a partner, a religion or even a fashion style. **6.3 Suggestion:** In fact, it might have caused some kind of exaggeration in what might be

socially accepted. This is what happens after wars and revolutionary movements. This one was not an exception.

### Grammar and vocabulary

7. **a.** get the tickets **b.** is going to get you **c.** getting tired **d.** get to the airport **e.** to get you a taxi **f.** are getting late  
8. **a.** mainstream **b.** must-have **c.** barefoot **d.** once-in-a-lifetime **e.** short-sighted **f.** waterproof **g.** second-hand  
9. **a.** (...) cannot deny that the 70s changed history. **b.** (...) say that hippies didn't take hard drugs. **c.** (...) is known that Woodstock changed the world back in the 60s. **d.** (...) can see a new Psychedelic art exhibition at the MoMA.

## EXTENSIVE READING

### 12 years a slave

#### BEFORE READING ACTIVITIES (p. 4)

1. **a.** Every man has not only the right but also the will to live free and no other man is allowed to take that from him. **b.** He uses the quotations because the people who said these things were significant historical personalities who defended freedom for all and that gives credibility to his proposition. **c.** The furrow means the miserable situation the slaves were living in, but that kind of living gave them strength to fight for their freedom and that's the meaning of the seed: the struggle for freedom. The tree symbolises what the struggle has achieved which had, has and will always have consequences, so that something alike never happens again.

2.1 **a.** to **b.** from **c.** during **d.** over **e.** between **f.** in

2.2 **a.** The cotton gin, a machine that launched the Industrial revolution. **b.** It made the work faster and more productive. **c.** The textile industry in Great Britain was creating international demand for cotton clothing. **d.** Native Americans. They were removed and replaced by slave plantations. **e.** The journey of slaves towards America's Deep South (from the north of the country). **f.** A million. **g.** 70 years (from 1790 right up to the Civil War in 1860). **h.** It was an elite organisation of free black men in Charleston. Its goal was to promote mutual elevation and social advancement. **i.** They knew their freedom was in the balance. **j.** An important slave market point in Natchez, Mississippi, which was considered the centre of wealth in America at the time. **k.** For their ability to reproduce the next generation of enslaved people for the plantation. **l.** From 400,000 to 4 million. **m.** Objects used to torture the slaves in order to "control" them.

3. **Point of view:** a, d; **Topics:** e, f, h, l, j, k; **Characteristics:** m, n, p, r.

#### WHILE READING ACTIVITIES

##### Chapters 1 to 5 (p. 19)

1. **a.** Solomon Northup **b.** Minthus Northup (adopted name) **c.** an older brother **d.** July 1808 **e.** reading books and playing the violin **f.** a builder, a timber worker, a farmer, a violin player **g.** Elizabeth, Margaret and Alonzo **h.** quiet life, working at the hotel.  
2. **a.** "Music has often helped me through dark times in my life." (ll. 14-15) **b.** "At that time, I didn't understand what they were afraid of." (l. 38) **c.** "I did not see the clouds that were coming towards me." (l. 42)  
3. He was taken in by two white men who offered him a job. He believed in them but they drugged him and sold him as a slave.  
4. **a.** The cruel merciless slave dealer who bought Solomon. **b.** A young slave boy, Eliza's son. **c.** Randall's mother, a slave who used to be her master's mistress and was now sold by his wife after his death. **d.** Eliza's owner. **e.** Eliza and Elisha Berry's daughter, who is half-black and half-white and a very beautiful child. **f.** A free man made a slave like Solomon and who dies of smallpox. **g.** Another free man made a slave, who was planning an escape with Solomon and Robert. **h.** The man who bought Solomon. He was handsome and kind to his slaves.

5. **a.** He was afraid of being beaten again and also wanted to keep low so that nobody would notice him. **b.** He thought that by being quiet he would not be sent further south and would have better chances to escape.

6 and 7. Personal answers.

##### Chapters 6 to 9 (p. 31)

1. **a.** He was rich, he had a timber business and a plantation. **b.** A white man, Mr Ford's assistant, stupid and cruel, hated by slaves and white men. He ended up buying half of Solomon because Mr Ford had financial needs. **c.** Mr Ford's overseer at his plantation in Bayou Boeuf. **2.** He cut down trees and made piles of wood; then he and the other slaves carried the timber by land to a different place.  
3. **a.** He suggested that they carry the timber through the narrow rivers, in rafts, which proved to be easier and quicker. **b.** The real reason is because he was jealous of the clever plan Solomon had to carry the timber. His excuse was that he was using the wrong size of nails to build a wall. **c.** Solomon had hit him and humiliated him. **d.** Because half of him was still owned by Mr Ford. If Tibeats killed him, he would have to pay Mr Ford for his half. **e.** He knew Tibeats would never give up killing him.  
4. Implicitly, it shows Solomon's life is about to get even worse.  
5. Personal answer.

##### Chapters 10 to 13 (p. 41)

1. **a.** Solomon worked from dawn (at first light) until midnight. **b.** He would have to pick up an assigned amount of cotton, feed the animals, cut wood, prepare the meals for the next day. **c.** 25 lashes for breaking a cotton plant; 50 for not picking enough cotton; 100 for sleeping late in the morning; 5,000 for running away. **d.** Three and a half pounds of meat and a small bag of corn for the whole week. No tea, coffee, sugar or salt.  
2. It shows us that when he's writing the story, his life has already changed. It shows us that he is talking about something that is not his reality anymore, although slavery still exists. So, it locates the writing of the story in time (before the end of slavery).  
3. **a.** Granddaughter of a slave brought to Cuba from Guinea. **b.** She's tall and slim; she could run fast, jump high, ride a horse and she was a fast cotton picker; she was kind and beautiful. **c.** As a child Mrs Epps was fond of her and nice; after she became a woman, Mrs Epps was jealous and cruel to her, because Mr Epps was interested in her. **d.** She was brutally whipped and almost died after getting a bar of soap from a neighbour.  
4.1. To get some paper and pen and write a letter to Mr Northup to tell him about his situation.  
4.2. No, he didn't because the white man he trusted to send him the letter betrayed him and told Mr Epps about his plan.  
5. Personal answer.

##### Chapter 14 and Epilogue (p. 50)

1. "It's wrong to own slaves." (l. 619); "But in the sight of God, there's no difference between a white man and a black man. I can see no difference. The United States says that all men are born free." (ll. 622-623); "Slavery is wrong" (l. 627); "It will be dangerous for me, but I will write a letter for you." (ll. 644-645)  
2. He had to write to the Governor of New York to prove Solomon was a free man; he had to write letters to gentleman in Louisiana; he had to travel to Washington, to Marksville, to travel around plantations looking for him.  
3. The change of name made it difficult for Solomon to be found because Mr Northup was looking for a "Solomon" and he had answered by the name of Platt since he was turned into a slave. He had never said his real name to anyone, so nobody knew his real name.  
4. They were brought to a court of law but were all set free.  
5. He wrote his story, and he travelled around telling his story and talking about slavery.

## AFTER READING ACTIVITIES (p. 50)

1. "to enlighten white readers about both the realities of slavery as an institution and the humanity of black people as individuals deserving of full human rights" (ll. 3-5); "eye-witness accounts of slavery" (l. 6); "revealing their struggles, sorrows, aspirations, and triumphs in compellingly personal story-telling" (ll. 7-8); "portrays slavery as a condition of extreme physical, intellectual, emotional, and spiritual deprivation" (ll. 8-9)

"the attainment of freedom is signalled not simply by reaching the free states, but by renaming oneself and dedicating one's future to antislavery activism" (ll. 14-16)

## EXTENSIVE VIEWING (p. 51)

1. 12 years a slave; Steve McQueen; 2013; Chiwetel Ejiofor, Michael Kenneth Williams; Biography, drama, historical; 134 min; 3 Oscars including Best Writing, Adapted Screenplay; John Ridley

2.1 American Civil war 2.2 4 years (1861-1865) 2.3 7 Southern slave states declared secession from the confederate states of America. They became known as "the Confederacy." The North was known as the "Union." 2.4 The South won and slavery was abolished. 2.5 Abraham Lincoln. 2.6 No, some of them were free man 2.7 The differences between life in the North, based on agriculture and slave work and in the south it was more developed and industrialised.

3. j, l, b, e, k, h, c, a, g, f, i, d.

4. Personal answers.

## To Kill a Mockingbird

### BEFORE READING ACTIVITIES (p. 54)

1. It tells American people something about who they are as a people and the common values that they all share.

2.1 It deals with racism and the search for justice. 2.2 Truman Capote.

2.3 He was too soft for the boys; she was too tough for the girls.

2.4 She writes with compassion. 2.5 *In Cold Blood*. 2.6 Yes, it was an Academy-awarded film. 2.7 It was shot in black and white. 2.8 Best Novel of the Century

3.1 a. C b. H c. E d. A e. D f. G g. B h. F

3.2 A. a. Nelle Harper Lee b. Monroeville, Alabama c. April, 28 1926 d. Two sisters and a brother e. single f. private, quiet g. Huntingdon College of Montgomery, University of Alabama, Oxford University h. Pulitzer Prize, named for the National Council of Arts, several honorary doctorates, including one from the University of Alabama and another from Spring Hill College in Mobile, Alabama. B. a. 1960 b. Maycomb – built as a copy of Monroeville; Scout – traits of the author herself; Characters' names – based on her mother's names; Boo Radley – based on an actual author's neighbour; Atticus Finch – built after her father.

4. a. **Segregation:** Harper Lee's home state of Alabama was a centre of civil rights activity. Blacks and whites were segregated. African Americans used different drinking fountains, entrances, and restroom facilities. They also had to sit on the back of public buses and were expected to move if a white person wanted their seat. **Rosa Parks:** In 1955, Rosa Parks refused to give up her seat on a Montgomery, Alabama bus. Her decision generated the bus boycott, with black people refusing to use public transport and walking instead. **Civil Rights Movement:** The African-American Civil Rights Movement or 1960s Civil Rights Movement encompasses social movements in the United States whose goals were to end racial segregation and discrimination against black Americans and to secure legal recognition and federal protection of the citizenship rights enumerated in the Constitution and federal law. **Martin Luther King:** Martin Luther King Jr was a Baptist minister and social activist, who led the Civil Rights Movement in the United States from the mid-1950s until his death by assassination in 1968. b. **The Great Depression:** severe economic problems that followed the Wall Street Crash of 1929. In the early 1930s, many banks and businesses failed, and millions of people lost

their jobs in the US. **Racial relations:** racial relations were tense during the Depression because African Americans and Caucasians were competing for the same jobs in an environment where few jobs were available. **Job competition:** Many whites believed blacks were stealing jobs from them and, particularly in the South, they began to demand that they be given the jobs that were going to blacks.

## WHILE READING ACTIVITIES

### Part I (p. 57)

A. 1. a. 12 b. 7 c. 5 d. 10 e. 1 f. 8 g. 9 h. 2 i. 11 j. 3 k. 6 l. 4.

2.1 a. **physically** – six years of age; short black hair and brown eyes; looks like a Tomboy; **psychologically** – warm; curious; nosy; honest; respectful; a bit belligerent; smart for her age; with a sense of justice.

b. **physically** – (Scout's older brother) ten years old; his left arm is shorter than his right; **psychologically** – inquisitive, imaginative; courageous; determined; protective; resourceful; a good story-teller; a leader; sometimes moody and silent. c. **physically** – (the children's father) widower; wears glasses; nearly blind in his left eye; around fifty years old; **psychologically** – mature and contained; classy; understanding; educated; respectful and respected man; avid reader; truthful and honest; logical and reasonable; non-judgemental.

### B. Significant events and lessons

1. **CHAPTER 2 Title:** Scout at school; **Significant events:** Scout starts first grade; She gets punished for speaking out; Walter Cunningham is invited for lunch. **Worthy lessons:** Scout learns things are not always what they seem or what you expect; Scout learns authority has a different meaning from that of her father's.

**CHAPTER 3 Title:** Learning about acceptance; **Significant events:** Scout criticises Walter's eating manners and she's told off by Calpurnia; Atticus suggests Scout a compromise concerning reading and writing.

**Worthy lessons:** Scout learns all people are to be treated equal, regardless of their social status; Scout learns compromises are better than confrontations.

**CHAPTER 5 Title:** The story of Boo Radley; **Significant events:** Dill and Jem ignore Scout because she's a girl; the boys plan an incursion on the Radley house; they are caught by Atticus. **Worthy lessons:** they learn that boys and girls are to have different interests; they learn that snooping into other people's houses and lives is not appropriate behaviour.

**CHAPTER 9 Title:** Scout reacts to Atticus's accusations; **Significant events:** Scout fights Cecil and her cousin Francis for calling Atticus a "nigger-lover"; uncle Jack, aunt Alexandra and cousin Francis come visiting for Christmas; they learn about Atticus defending Tom Robinson's case. **Worthy lessons:** Scout learns the need to be self-contained and non-judgemental so as to ignore offence; they are introduced to the concept of "morally correct" attitudes.

**CHAPTER 10 Title:** Atticus's secret; **Significant events:** Scout and Jem feel disappointed at their "boring" father; Atticus shoots a mad dog; Calpurnia is remarked by using the front door. **Worthy lessons:** they learn to be humble and the importance of hiding their talents and not feel superior; Scout recognises that different rules apply to blacks and whites.

**CHAPTER 11 Title:** Jem's punishment; **Significant events:** Jem destroys Mrs Dubose's camellias after she insulted Atticus; Jem's punishment is to read to Mrs Dubose for a month every day; Mrs Dubose dies. **Worthy lessons:** Jem learns the meaning of real courage; Jem learns the role of conscience behind our attitudes.

**CHAPTER 15 Title:** Scout stands up for Atticus; **Significant events:** Atticus starts to feel threatened; Atticus is approached by a group of men outside Maycomb Country Jail; Scout convinces the men to leave. **Worthy lessons:** Scout discovers the thin line between bravery and imprudence.

C. **Discrimination/ Social inequality:** a. Calpurnia to Scout, when Walter Cunningham is invited for lunch. b. Scout, about the fact of Calpurnia coming out of the house from the front door. c. People at



Calpurnia's church, when she brings the children along. **Femininity and women's role** **a.** Jem to Scout, when she shows she's afraid of going to the Radley house. **b.** Scout, about the way Dill tells her that they are going to get married one day. **c.** Jem, after finding his trousers mended. **d.** Jem to Scout, when she still acts and goes around with the boys. **e.** Scout about Calpurnia, when she observes how she behaves in the kitchen. **Morality & Ethics:** **a.** Atticus to Scout, explaining why he was defending Tom Robinson. **Education VS education at school:** **a.** Scout, explaining how she has learned to read without formal education. **b.** Scout, explaining why she found it strange that she couldn't interrupt the teacher to ask questions. **c.** Scout, about the way she felt about the things that she was(n't) learning at school. **d.** Atticus to his sister Alexandra, defending the things the children had learned from Calpurnia. **Respect and tolerance:** **a.** Atticus to Scout trying to show her how important it was to be tolerant and not judge people. **b.** Atticus defending that Calpurnia is just a member of the family as anyone else allowing for everything to be said in front of her.

## Part II (p. 60)

### A. 1.1 and 1.2

**Tom Robinson:** "Tom was twenty- five years of age; he was married with three children"; "His left arm was fully twelve inches shorter and his right, and hung dead at his side. It ended in a small shriveled hand, and from as far away as the balcony I could see that it was no use to him." **a.** raping a white girl, Mayella Ewell. **b.** cotton picker... Link Deas. **c.** disorderly conduct. **d.** nice, friendly and helpful. **e.** pity. **f.** guilty.

**Mayella Violet Ewell:** "She seemed somehow fragile-looking, but when she sat facing us in the witness chair she became what she was, a thick-bodied girl accustomed to strenuous labor" **a.** Robert Ewell...19. **b.** friendless and unhappy. **c.** he abuses and beats her. **d.** raped her and beat her. **e.** is not used to being treated kindly.

**Robert E. Lee Ewell:** "A shock of wispy new-washed hair stood up from his forehead; his nose was thin, pointed, and shiny; he had no chin to speak of - it seemed to be part of his crepey neck." **a.** left-handed. **b.** goes out and gets drunk. **c.** to rape and beat Mayella.

**Dolphus Raymond:** "Who preferred the company of Negroes." **a.** his wife's death. **b.** a black woman. **c.** mixed-race. **d.** people won't bother him about his family situation.

**Heck Tate:** "He was as tall as Atticus, but thinner. He was long-nose, wore boots with shiny metal eye-holes, boot pants and a lumber jacket. His belt had a row of bullet sticking in it. He carried a heavy rifle." **a.** sheriff of Maycomb. **b.** is guilty of the charges.

**Judge Taylor:** "Judge Taylor looking like a sleepy old shark... amiable, white-haired, slightly ruddy-faced, he was a man who ran his court with an alarming informality." **a.** county judge. **b.** Tom has a better chance of a fair trial. **c.** putting his feet up and cleaning his nails, letting people smoke.

**Link Deas:** **a.** employer **b.** eight years **c.** the integrity of Tom's character

**Reverend Sykes:** "He was short, stocky man in a black suit, black tie, white shirt, and a gold watch chain that glinted in the light from the

frosted windows." **a.** Calpurnia's church. **b.** a place in the balcony where black people sit.

**2.** Personal answer.

## Part III (p. 63)

Personal answer.

## AFTER READING ACTIVITIES

**1. A.** Miss Maudie's feelings about plants are symbolic of the way some townspeople feel about others. The blades of nut grass may be a metaphor. For the Ewells, who are a nuisance for the Maycomb community (if you are open-minded like Miss Maudie); for African Americans that according to the prejudice of some residents should be eradicated from society. **B.** It is symbolic of the conflicts that Scout and the community will soon face. The fire awakens everyone from their peaceful life. The heat of the fire contrasts with the intense cold, which can point to the sharply opposed sides that we will see in the trial. Neither fires nor cold are common in Maycomb, and the community is forced to look at situations from a different perspective. **C.** Scout is the symbol of the expectations her society has for women. There was a widely held ideal of "Southern womanhood." Women were treated as delicate, fragile creatures, and they were expected to keep their composure and dignity even in difficult times. **D.** Mockingbirds are harmless, innocent creatures, and killing them is wrong, because they don't hurt anyone. Boo Radley and Tom Robinson can both be seen as mockingbirds in this story. Both were harmless and suffered with prejudice although for different reasons.

**2.** Personal answer.

## EXTENSIVE VIEWING

**1.** To Kill a Mockingbird; Robert Mulligan; 1962 stars: Gregory Peck, John Megna, Frank Overton...; Drama, 129 min; 3 Oscars: Best actor, Best Writing, Best Adapted Screenplay, Best Art Direction

**3. a.** When he greets Miss Maudie, and when Walter Cunningham comes to offer him goods. **b.** They venture to the house at night through the backyard to try and see him. **c.** At the breakfast table she seems embarrassed, anxious, nervous. **d.** At dinner table when Atticus says it's a sin to kill a mockingbird because they are harmless. **e.** At dinner table when she is told off for criticising Walter and is taught to see things from the other people's point of view. **f.** When he shoots a mad dog accurately. **g.** When she fights a boy for calling her father nigger-lover **h.** the scene outside the jail where Tom Robinson is awaiting the trial **i.** in the court black people are on the first floor and there is no black person on the jury.

**4.1** Raping and beating Mayella Ewell. **4.2** He is arrogant, self-assured and mad **4.3** She is scared, insecure, hysterical at the end. **4.4** His left arm is motionless. **4.5** She had lured him into her house and kissed him, but he ran away. **4.6** Guilty **4.7** They rose to show him how they respected the effort he made to stand up for a black man **4.8** He gets himself shot by trying to run away.

## SOURCES

Henry Hitchings, *The Language Wars*, London, John Murray, 2011; [www.washingtonpost.com](http://www.washingtonpost.com); [www.salon.com](http://www.salon.com); [www.my-language-travel.com](http://www.my-language-travel.com); [www.humanrights.com](http://www.humanrights.com); [www.bbc.com](http://www.bbc.com); [www.hrw.org](http://www.hrw.org); [www.oxfamamerica.org](http://www.oxfamamerica.org); [www.sixtiesmusic.org](http://www.sixtiesmusic.org); [www.examiner.com](http://www.examiner.com); [www.maravalinc.com](http://www.maravalinc.com); [www.girlsnotbrides.org](http://www.girlsnotbrides.org); [www.english-online.com](http://www.english-online.com); <http://education.nationalgeographic.com>; [www.thepeoplehistory.com](http://www.thepeoplehistory.com); <https://flowerpower89.wordpress.com>; <http://educationportal.com>; <http://europa.eu>; [www.englishinbritain.co.uk](http://www.englishinbritain.co.uk); [www.englishtown.com](http://www.englishtown.com); <http://myimmigrationstory.com/>; [www.telegraph.co.uk](http://www.telegraph.co.uk); <http://askville.amazon.com>; [www.infoplease.com](http://www.infoplease.com); [www.indians.org](http://www.indians.org); [www.cntraveler.com](http://www.cntraveler.com)

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