

OXFORD IB DIPLOMA PROGRAMME



ANSWERS

2ND EDITION

ENGLISH B

COURSE COMPANION

Kawther Saa'd AlDin
Kevin Morley

OXFORD



Chapter 1 answers

Reading comprehension – The 8 biggest benefits of exercise for teenagers (page 7)

1. False

Justification: if you walk that distance over six months, you'll lose 5 kilos

2. True

Justification: the more muscle mass you have, the more calories you'll burn

3. True

Justification: such exercises also boost bone mass

4. False

Justification: other nutrients remove poisons from the skin - collagen plumps skin.

5. False

Justification: a slower heart rate after exercise also reduces muscle tension in your face

6. False

Justification: regular exercise enhances psychological well-being

7. True

Justification: regular exercise helps to boost the immune system

8. False

Justification: the better shape you're in, the faster you activate brain waves

9. a lack of time (accept similar wording)

10. you will soon see benefits (accept similar wording)

11. C

12. D

13. D

14. C

Reading comprehension – The dangers of long-term stress (page 21)

1. B

2. B

3. C

4. B
5. D
6. A
7. D
8. C
9. D (or B)
10. overloaded (accept similar wording)
11. completely stressed (accept similar wording)
12. an ability to compete better than others (accept similar wording)

Listening comprehension – Life balance (page 32)

1. a positive effect on relations and academic performance
2. write it down in your agenda
3. social media and online gaming
4. a to-do list
5. A D F G H
6. talking to someone can help
7. schedule an appointment with a counselor
8. if you put in a little effort
9. follow the guidelines that are relevant to you
10. to have a more successful and fulfilled adult life



Listening comprehension transcripts and answers

1A Life coaching (page 14)

I am standing in the middle of a group of people at an event and someone asks the inevitable question, “What do you do?” When I say that I’m a life coach I often encounter a puzzled stare followed by the comment, “What’s that?” I tell them that I’m really in the construction business and that I partner with people to discover what they truly want in their personal lives, and how to build profitable businesses. Most people know what they do not want, and often make the mistake of focusing on the “don’t wants” to the detriment of their real desires. Make no mistake, we get what we focus on, so it is up to you to focus on your true goals. With the help of a coach, you are held accountable for your actions in a non-judgmental way.

The first step is to identify a specific goal. Think of the goal as a destination, and our plan to reach it as a road map. Together we devise an action-oriented strategy to achieve results much faster than you can do alone. Goals can include personal changes, such as getting fit or losing weight, increasing self-confidence or improving time-management skills. Business goals can be identifying your target market, attracting new clients and innovative marketing ideas.

The two most important skills that a life coach has are intensive listening and incisive questions. On your own, when dealing with problems you may not see the wood for the trees. Sometimes the coach’s questions may elicit only surface answers, but with further questions the coach can get to the true issue. Sessions are conducted on the telephone, which allows for full concentration on what the client is saying, without any physical distractions.

As a life coach, I do not deal with your past; that is a therapist’s job. My primary concern is where you are at the moment, and where you want to go in the future. What do you want to change about the here and now? Coaches do not act as problem solvers, but serve as the catalyst for the client to find their own solutions. I will point out your strengths and not just your problem areas. Sometimes the client has the answers, sometimes the coach does. It really doesn’t matter where the answers come from, as long as they are found

1. Hi Sofia

Are you still feeling bad about your life? Here’s the solution: why don’t you get a life coach? A life coach will help you **identify your needs**.

According to a talk I listened to, the coach will first help you identify a main goal and work out **how you will achieve it**. A life coach will not identify your goals for you; (s)he is there to **listen and probe**. By speaking to a coach, sometimes on the phone, you will be able to **identify the root of your problems**. Trust me, those coaches are very good at making you feel good about yourself because they focus on your strong points as well as your **weaknesses**.

Do me a favour, Sofia, and do consult a life coach.

Love,

Analia

1B Teenage behaviour (page 24)

Narrator: How to be a good parent: a teenager's guide. Sixteen-year-old Ellie who lives with her parents (Louise, 38 and Peter, 43) has written a book to tell us what parents of teenagers are doing wrong.

Ellie: All adults think teenagers are a nightmare. According to them we're moody, argumentative, rude, and disruptive. But have any adults ever stopped to think that perhaps they are responsible for the unpredictable and confusing way we behave? Take me, for instance. I may be a teenage nightmare but this is all to do with my parents, not me. With my mother I stamp my feet, storm out of shops in the middle of arguments and moan until I get my own way. Just last week, for example, I persuaded Mum to buy me a pair of shoes that she had said I couldn't have. But my father, on the other hand, turns me into a shining example of teenage perfection. I do as he asks, I don't answer back, and I happily accept that 'no' means 'no'.

My parents have very different parenting styles. While my dad brings out the best in me by being calm and reasonable and treating me like an adult, my mum, like so many other parents of teenagers, inadvertently makes me want to rebel by being combative and speaking to me as though I'm still a child. Last summer, after yet another row in a shop with my mother, I decided to start writing down the way I felt about things. A few more rows later and I'd written more than 10,000 words of advice for parents. In December, having contacted various publishers, I signed a book deal. My parenting book, *How Teenagers Think*, is going to be published next year – the first of its type actually written by a teenager. Much of my book is based on my own experiences, but I've also interviewed my friends about their parents. Surprisingly, we all share similar views on what our parents are doing wrong and it usually comes down to the fact that our parents care too much about us and don't want to let us grow up. For example, Mum drove me crazy a few weeks ago when she kept worrying I'd broken my neck after I fell off my bike. Yes, my neck hurt, but I'd been to the doctor and he'd told me I was fine, so why did she want to take me to hospital? Instead of fussing around their



teenagers like we're small children, parents could be using our desire to feel grown up to their advantage. If we're behaving badly, why not tell us straight out that we don't deserve to be treated like an adult? Then we'll try to earn your respect. And why not reward us when we do behave maturely?

Recently, I wanted to take a train to Portsmouth to see a friend – a journey I'd done with Mum before. Dad was fine with the idea of me going alone, but it took weeks of arguments before Mum agreed. Why was it such a big deal? Parents need to learn to trust teenagers, and when parents are worried about us there is no point becoming angry. That just makes things worse. A few months ago Mum lost her temper when I told my parents I'd been receiving emails from a stranger I'd met in a chatroom. She instantly banned from using the Internet and we ended up having a huge row. But I'm not stupid. Most teenagers know talking to strangers online is not a good idea, so I'd told them what was happening. I don't want to get abducted, just as much as they don't want me to! So, why be angry with me, Mum? It makes me not want to confide in you. Surely it's better for me to feel you won't be angry so I can talk to you. Many of my friends feel the same way; they end up not telling their parents what they're up to because they'll be cross. Everyone I interviewed for my book loved the idea of being really close to their parents, and despite the way we behave, we all want close relationships with our parents. We also all know, deep down, that our parents usually do know best. But, part of being a teenager is feeling free to take steps down new paths, and learning from our own mistakes. Our parents have to unwrap the cotton wool they place around us and let us get on with what is just a natural phase of life.

1.

1. Moody, argumentative, rude and disruptive
2. Unpredictable and confusing
3. Teenage nightmare
4. Turns her into a shining example of teenage perfection/ brings out the best in her
5. Combative and speaking to her as if she was a child
6. *How Teenagers Think*
7. The only one of its type written by a teenager
8. Children will try to earn their respect
9. She banned her from using the Internet
10. Parents will be cross
11. A natural phase of life

1C Life balance – advice for young adults (page 32)

Today I want to talk about life balance. All of us want to be well-rounded in our daily lives. But finding the right path can be difficult. In our fast-paced world, organizing college, work, community service, and our relationships can be overwhelming. This constant juggling affects our overall health and wellbeing. This is especially true of young adults.

Finding a balance in life really decreases stress levels and this can have a positive effect on your relationships, as well helping with academic and professional performance. As you strive for excellence in your life, make sure you schedule in time for activities that recharge you.

Here are some tips and suggestions that can help you bring balance back into your life if you find yourself feeling tired, stressed, and unfulfilled.

Firstly, have at least one weekly social activity. You have a responsibility to attend class or go to work, so make sure you dedicate time to your social life as well. Plan at least one weekly pleasurable social activity that you can enjoy with your family or friends. Make sure the activity is built into your calendar. A social event with friends or family can be your reward for working hard throughout the week.

Next eliminate unproductive activities. Think about your daily routine. What activities allow you to avoid thinking about or solving problems with your career or personal life? Many young people waste too much time on social media or online gaming. If so, do you think it would be better to spend time on more productive activities? In order to have a healthy school and life balance, set priorities for yourself. Take note of the amount of time you spend avoiding important but boring domestic jobs, such as laundry, cooking, cleaning, shopping, paying bills on time. If you catch yourself wasting time, direct your energies to making a to-do list and then make sure you finish something on it. You will feel much better for it, and will have achieved something productive as well.

Make sure you don't take on too much. If you are trying to do too many tasks at once, it is important to prioritize the things that are really important and focus on them. At work decide what are your biggest responsibilities. Then, prioritize the tasks you really need to complete for your boss, teachers, and your community. Your happiness and overall wellbeing is more important than all the extra tasks you may be completing now. Away from work, focus on the tasks that you enjoy performing and eliminate the ones you simply do not have time for.

Take time and slow down. Whenever you are feeling stressed out, put down what you are working on and take some time to yourself. Do something else for at least 10 minutes, preferably something physical and enjoyable, such as taking a walk. When you get back, you will feel more refreshed, refocused and determined to tackle the problem that was causing you distress.



Make your life as enjoyable as possible. Approach it with a positive attitude. You cannot guarantee that every second of your time will be perfect. If something goes wrong, learn from your mistakes, and appreciate the good in your life. Make sure to take time and laugh every day. As I've already said, physical activity has been proven time and time again to help reduce stress and improve efficiency. And you will feel much the better for it.

Finally, don't allow stress to build up. If you are feeling that you cannot cope, talking to someone can help. Everyone needs help from time to time, and reaching out for this help is normal. Talk to a good friend. Alternatively, many colleges have counselors available who can help you with your class schedule or time management. If this is an option, try to schedule an appointment with a counselor to see if it helps. If you are not a student, speak to a trusted adult or make an appointment with your doctor.

So as you can see, if you put in a little effort life balance and happiness can be managed and achieved. Admittedly, there is no single magic formula. But, if you follow the guidelines that are relevant to you, I am sure you will have a more successful and fulfilled adult life.



Chapter 2 answers

Reading comprehension – The Benefits and Challenges of Urbanization (page 43)

1. making a living in methods other than farming/ industrialization
2. government, industry and trade
3. fewer job opportunities; the standard of living is difficult to improve
4. Advantages: greater quality of life; more job opportunities; convenience of goods and services; more social integration
Disadvantages: more competition; poverty; pollution; destruction of habitat; difficulty of financing development
5. urbanization is inevitable
6. during the Industrial Revolution (in the 19th century)
7. no universal standard
8. the unpredictable nature of environmental factors
9. less job opportunities / lack of space / urbanization
10. there is access to more educational and medical services

Reading comprehension – Advantages and Disadvantages of Rural-Urban Migration (page 45)

11. D
12. F
13. E
14. G
15. families
16. health care and educational opportunities
17. areas
18. those who move from rural areas to urban ones
19. the urban poor
20. traffic congestion and industrial manufacturing
21. both
22. however
23. but
24. consequently
25. when

Reading comprehension – How to Make Your Travel Meaningful (page 58)

1. to talk about meaningful travel
2. the ladies
3. traveling responsibly/raising money for a cause/stopping at sanctuaries or projects/ interacting with the locals/ supporting local businesses (any four)
4. by discovering and learning new things about the world and yourself/ making the lives richer for the people you meet, the communities you visit and the environments you explore
5. epic
6. Explanation should include the notion of accomplishment in relation to helping others in the student's own words.
7. thinking responsibly
8. ways: support small businesses/ hiring local guides/ eating in small restaurants/ not opting for resorts and packaged tours
Justification: support the local economy/ have a more authentic local experience
9. gives excellent education: breaks down barriers/ strips away prejudices/ opens people's minds
10. H
11. D
12. K
13. A
14. F
15. G
16. True: meaningful travel is simply about being aware of your environment and respecting customs and culture
17. False: when it comes to adventure travel, start with baby steps
18. True: our first foray into more meaningful travel happened in 2003 in Cambodia
19. True: it kick-started our desire to do something wherever we went
20. False: when we saw that they were benefitting directly from the money raised, we felt motivated to help more
21. C
22. D
23. B
24. E

**HL extension**

25. M
26. N
27. H
28. J
29. B
30. K
31. L
32. C
33. local people
34. local people/ Indians
35. tigers
36. baby elephants
37. attending a celebration

Listening comprehension – the impact of tourism (page 63)

1. A
2. C
3. C
4. B
5. A

HL extension

6. drain
7. continue their daily hygiene habits
8. unchecked (tourism)
9. D
10. B

Reading comprehension – What is leisure? (page 73)

1. recreation can be understood as the activity or experience, while leisure is seen as the outcome of the experience
2. develop (within youth with disabilities) a complete and balanced lifestyle
3. freedom, self-discovery, and growth

4. crucial
5. leisure participation
6. C/ D/ F/ G/ H
7. concerned
8. pursued
9. instantly
10. realistic
11. keenly
12. spontaneous
13. vanished
14. skyrocketed
15. deter
16. instill
17. stimulating
18. promote
19. children
20. telephones
21. parents

HL extension

22. Students to use their own words to express the ideas of “being free from constraints” and “freedom of choice”
23. A
24. D
25. G
26. E
27. I



Listening comprehension transcripts and answers

2A Migration (page 55)

David: Hello, I'm David Murray, and welcome to this week's edition of *Working World*. Tonight I'm talking to Carolina, an IT worker from Portugal, and Adam, a teacher from the UK, who have both moved abroad for their own particular reasons.

Carolina, where did you move to?

Carolina: I moved to Brazil. I'm happy there now, but I never wanted to leave Portugal. I had no choice.

David: Why couldn't you have stayed there?

Carolina: I graduated from college during the global recession. I applied for hundreds of IT jobs, but I was always unsuccessful. I couldn't think about buying a house, getting married, having kids – all that seemed impossible.

David: So, why did you choose Brazil?

Carolina: I thought things over carefully, and, for me, it seemed illogical not to go. There are thousands of work opportunities there. I had to be flexible and show that I was hard working, but I found a job quickly. Portuguese is my first language, so I didn't have to learn a new language, and I have family in Sao Paulo and they've been very kind to me. They even lent me money when I first arrived. I know things could have been a lot harder.

David: What about family and friends? It must have been difficult to leave them behind.

Carolina: It was awful to say goodbye. But I've already been back to visit them. Now that I'm earning money again, I can afford it.

David: Adam, why did you leave the UK, and where did you go?

Adam: I left the UK for love. I have a Spanish girlfriend who was studying in the UK. When she returned to Spain I decided to go with her.

David: How did you find life in Spain at first?

Adam: Well, Marisol, my girlfriend, comes from Malaga, and a lot of British people live there. I could have spent a lot of time with them, but I felt I should be more adaptable. So, I started Spanish lessons, watched Spanish TV, and hung out with Marisol's friends. My Spanish is terrific now, but Marisol often reminds me how bad it was at first.

David: What did you do about work?

Adam: Before I moved to Spain, I took an English-teaching course. In Spain, a lot of children go to English lessons after school, so I found a job in a language school easily. But it's hard work. You have to be energetic to work with kids.

David: Are there any disadvantages to living in Spain?

Adam: I can't complain. I love Spain's climate, culture, and language. I suppose the only problem is that I'm fair and I can burn easily! And people always think I must be a tourist, although I've lived here for two years. But those things are pretty insignificant. I'm very happy.

1.

Carolina finished college at a time of economic difficulties.

Brazil was the most reasonable choice.

Carolina found a job easily in Brazil.

One of the reasons Carolina chose Brazil was its language.

Carolina's family in Brazil helped her settle down.

2B Fitting into a new country (page 77)

Jenna: Hello, there... are you lost?

Darren: No! I was just wondering where the seminar on immigration will take place.

Jenna: Oh, it will be here in the James Cook Hall, the one on the right.

Darren: Thank you!

Jenna: I'm Jenna, by the way. Is this your first time in Adelaide?

Darren: I'm Darren. I recently came here from Singapore.

Jenna: That's exciting! I've never been to Singapore. What is it like?

Darren: It is truly a melting pot. Many cultures and ethnicities share Singapore as their homeland: Malay, Chinese, Arab and English to name a few. Its climate is tropical and its visitors come from all over the world. It's an island, you know, – a progressive one. Still, as you roam its streets, you witness and smell the different cuisines that make up the cultural blend of the state.

Jenna: You paint a beautiful verbal image of the country. Are you here to study?

Darren: Mainly, yes, though my parents have recently accepted long-term jobs here in Adelaide, so we're expecting to stay here for quite some time, maybe indefinitely.

Jenna: And have you had the chance to look around? You know... the city is located between Gulf St Vincent and Mount Lofty Ranges, and its climate is usually described as Mediterranean: hot and dry summers,



short mild winters, so we have somewhat great weather. Life here is easy and we enjoy our art and music festivals.

Darren: And what do you think I need to do to fit in? I am a bit worried about committing a cultural impropriety or something!

Jenna: Oh, don't worry about that. We will accept you for who you are. Just know, though, that we do not take nicely to excessive displays of wealth and we're not in the habit of using elaborate titles. Therefore, do not be offended if everyone addresses you as 'mate'. What's more, don't be upset if you do something impressive and we fail to show how impressed we are; it's just not in our culture to admit that we've been impressed. And do not accept a generous offer without showing some resistance first.

Darren: Is it OK, though, to mention that you do not like a dish? Or to criticize the government, for example? In Singapore, criticizing local food is just intolerable and so is commenting on the state of democracy. We're proud of our dishes and find them quite sumptuous, so we're not happy when someone passes judgment on them. We've also got our own definition of democracy, which is not aligned to the Western definition; therefore, we do not take nicely to being told some of our practices are undemocratic.

Jenna: That is so interesting! Thank you for letting me know about those. I do plan to visit Singapore, and like you, I do not want to commit a faux pas!

Darren: Oh, I think I have to go. The seminar is about to begin. Thank you for being so kind.

Jenna: You're welcome and I wish you a great time in Adelaide.

1.

Darren wants to attend the **seminar on immigration**.

Singapore is homeland to many **cultures and ethnicities**.

Tourists in Singapore come from **all over the world**.

The climate in Adelaide is compared to that of the **Mediterranean**.

The most common form of address in Adelaide is **mate**.

Singaporeans do not tolerate criticizing **local food**.

2C Radio travel (page 63)

Moderator: Welcome to this week's debate on *Radio Travel*. Last month, a report in a famous traveling magazine highlighted the negative impact of tourism on local communities. However, many argue that without tourism, a country's economy cannot thrive. With us today are Mr. James Atkin, an expert on local tourism, and Dr. Pamela Andies, who specializes in travel and tourism trends. Mr. Atkin and Dr. Andies will lead the debate on the issue: can tourism be responsible? Good morning to you both.

James: Good morning, Hilary. Thank you for hosting this debate.

Pamela: Good morning, Hilary.

Moderator: James, you insist that tourists to certain countries can have a negative impact on the local environment. How so?

James: Well, to begin with, tourism can drain the local resources. Think of a country in which water is scarce. Tourists come to this country expecting to continue their daily hygiene habits, which puts a strain on the country's water resources. In addition, without supervision, the country risks soil erosion, increased pollution and waste, and a decreased amount of food.

To me, the worst impact is that to the local culture. Unchecked tourism may bring certain foreign elements into the local community, thus affecting religious, cultural and historical inheritance.

Moderator: Thank you, James, for outlining your reasons for believing that tourism's impact on local communities is negative. Dr. Pamela, what is your opinion on this issue?

Pamela: Well, to begin with, I do agree with James that tourists introduce foreign elements into the local society. However, this may not necessarily be a negative thing. Sometimes, those elements help bridge the gap between cultures and initiate discussion into how we can best accept others.

As for the travelers' impact on the environment, we do need to adopt the notion of responsible traveling. Tourists need to be orientated on how to lessen their negative impact on the environment. They need to be encouraged to adopt certain practices before, during and after they travel. For example, they can research the nature of the country they are planning to visit, its economy and its natural resources. They can also be shown how to even take photographs responsibly. In short, we cannot deny the host countries the benefits to their economy that tourism brings. All we have to do is to help tourists become more aware of how their behaviour affects those communities.

Moderator: Thank you, both, for your viewpoints. What do our listeners think? To join the debate, please call us at 800677955 or on social media outlets using the hashtag (#) radiotravel responsible tourism.



Chapter 3 answers

Reading comprehension – Movie review (page 93)

1. C
2. A
3. D
4. B
5. rising up the charts
6. to the least expensive private school
7. the playground bully
8. a fashion model
9. schoolboys (a year below her)
10. she gives him a brief second look
11. B
12. B
13. B

Reading comprehension – How to interview a celebrity (page 111)

1. B
2. False
Justification: a chic cafe
3. False
Justification: you must report how late
4. True
Justification: it is important to describe her outfit (accept hair)
5. False
Justification: celebrities don't eat, they "pick at"
6. True
Justification: you must compliment a celebrity's appearance
7. True
Justification: learn what is print-worthy and what is brain-dead nonsense
8. False
Justification: write out her answers before the interview

9. False
Justification: Ignore it!!! All of it.
10. True
Justification: do not bring up anything negative
11. gush about her latest movie
12. the 'little girl' in her
13. you just killed her puppy
14. this is vital information
15. B
16. wrapping it up
17. ruined a marriage; broke up a home
18. she is amazed you got so much out of her
19. A
20. by the time you look back she'll be gone

Listening comprehension – Teen idol Serena Castaneda talking about her fans (page 125)

1. *Talking to the Stars UK*
2. about 2 years
3. 10
4. not knowing what country she is in
5. her fans on Facebook and Twitter
6. A D E
7. D
8. A
9. B
10. C

HL extension

1. really
2. when
3. had
4. the
5. so
6. for



7. that
8. to
9. on
10. the
11. for
12. and

Listening comprehension transcripts and answers

3A J.D. Salinger (page 95)

Most novelists are hungry for publicity. However, a minority of authors have appeared to hate the attention which their success has brought. Among these are two of the best known American novelists of the 20th century: J.D. Salinger and Harper Lee.

Jerome David Salinger, known as J.D. Salinger, was born in New York in 1919. He grew up in a Jewish family, and at the age of thirteen went to a private school in Manhattan. Overall, his education was not a success. He was asked to leave school after a series of poor grades, and he dropped out of New York University after studying there for less than a year. Salinger's passion was writing, and in the 1940s, during and after World War II, Salinger sent many stories and poems to the magazine, *The New Yorker*. They rejected them all. But then his luck changed, and in 1951 Salinger published his first novel, *The Catcher in the Rye*. It was an immediate success, particularly among younger readers, who for the first time had an honest portrayal of the stress and confusion of adolescence. Because of its honesty, the novel was controversial. *The Catcher in the Rye* is not only on the list of books that are most often taught in American schools, but also on the list of books that are most often banned.

The success of *The Catcher in the Rye* made Salinger famous, but he did not react well to fame. He moved from New York to a remote house in the country, and gradually became more and more reclusive. He experimented with various different religions, converting first to Buddhism, then to Hinduism, and later to a form of Christianity called "Christian Science". Eventually, he abandoned them all.

From 1965 until his death in 2010, Salinger published nothing, and for the last thirty years of his life refused all requests for an interview. Few people even saw or spoke to him. In a strange way, Salinger's single-minded determination to stay out of the public eye made him even more famous. He was famous for not liking fame.

The same can be said of another great writer from the 20th century, Harper Lee. She was born in Alabama in 1926, worked hard at school and went on to university, where she got a degree in English Literature. Like Salinger, Lee had a passion for writing fiction, but did not achieve immediate success. In 1949, at the age of 23, she moved to New York to

become a writer, but ten years later she was still struggling and unknown. Fortunately for her, a friend of hers, who was a successful song writer, gave her an amazing Christmas present: a whole year's salary in one go. With the money was a note, which read "You have one year off from your job to write whatever you please. Merry Christmas." Harper Lee left her job and wrote her first novel, *To Kill a Mockingbird*. It was an immediate success, winning the Pulitzer Prize for fiction in 1961 and selling millions of copies.

After the success of *To Kill a Mockingbird*, the literary world was waiting for Harper Lee's next publication. It never came. Although she worked for a while on a second novel, she never finished it. On the rare occasions when she agreed to appear in public, she always refused to make a speech.

Both novels, *The Catcher in the Rye* and *To Kill a Mockingbird*, were published more than half a century ago, but both continue to sell hundreds of thousands of copies every year. Perhaps it is surprising that the authors of two such popular books about the human condition were so keen to avoid contact with their fellow humans.

1

Lee and Salinger come from the US.

Salinger did poorly at school.

Lee was famous for not liking fame.

Lee did not publish another novel.

Salinger and Lee's novels revolve around the human condition.

3B Paparazzi (page 122)

Interviewer: Brad Pitt said recently, "They call my kids by their names. They shove cameras in their faces. I really believe there should be a law against it." He was talking, of course, about paparazzi. But are the paparazzi really as bad as Brad Pitt says they are? Today in the studio with me is Jennifer Buhl, who is an actual – is it paparazzi or paparazzo?

Jennifer Buhl: Paparazzo for a man, paparazza for a woman. Paparazzi is the plural.

Interviewer: So Jennifer are you good, bad, or in between?

Jennifer: Well, I think I'm a good girl. But some people would probably not like me.

Interviewer: A lot of people say there's a working relationship between celebrities and paparazzi. Would you say that was true? That celebrities actually tell you where they're going to be?

Jennifer: Yes, of course. That happens all the time. But I think that's what a lot of the public doesn't realize. You know, people shout at us and insult us when there's a big crowd of us around, let's say, Britney Spears or



Lindsay Lohan. I just want to tell them that they called us. After we've sold the photos, we split the money between the stars and us.

Interviewer: I've often thought that must be true. I mean, nobody just goes to the gym with their hair done and make-up on unless they're actually expecting to be photographed.

Jennifer: Exactly. But don't get me wrong, it's not like all the celebrities want to be photographed. If a celebrity wants to go out and avoid the paparazzi, it's pretty easy to do. Celebrities that don't like it rarely get photographed, they very rarely get photographed.

Interviewer: Give me some example of celebrities who genuinely don't want to be photographed? Like, who really hates it?

Jennifer: Julia Roberts hates it. Kate Bosworth hates it.

Interviewer: Are photos of them worth more money if they hate it?

Jennifer: It depends. No, not necessarily. Because they don't get photographed often, then nobody sees them in magazines, and they lose interest in them. Because they become boring.

Interviewer: What shot have you taken that you got the most money for?

Jennifer: Probably one of the shots that sold the best, that I didn't expect, didn't even know, was Paris Hilton carrying the Bible right before she went to jail. There were lots of paparazzi there but I was the only one that got the Bible.

Interviewer: Do you think we need stricter laws to keep paparazzi away?

Jennifer: There are already enough laws. We don't need more laws, or anti-paparazzi laws or anything else. There are places where celebrities can go to where they know they won't be followed, and places where they know they will be.

Interviewer: For example?

Jennifer: We don't go into restaurants, we don't go into stores, and of course we don't go into people's homes. That's private property. But a beach or a park isn't.

Interviewer: So you don't think that being followed and photographed by the paparazzi is really stressful for celebrities?

Jennifer: I think there are only a few people for whom it's really and truly stressful. I'd say that in most cases the star not only doesn't mind, but has actually told the paparazzi, "This is where I'm going to be this afternoon."

Interviewer: Fascinating. Thank you very much for coming into the studio. Jennifer Buhl everybody!

1.

Brad Pitt thinks the paparazzi **should be forbidden from taking pictures of celebrities**.

Jennifer is a **paparazza**.

Jennifer believes some people **dislike her although she is good**.

The paparazzi split the money they make from photographs **with celebrities**.

Celebrities who hate being photographed **become uninteresting to the public**.

3C Teen idol Serena Castaneda talking about her fans (page 125)

Interviewer: Hi friends. We're hanging out here with Serena on *Talking to the Stars UK*.

Ok – so, Serena Castaneda, welcome to the show

SC: Thanks, Rick. Great to be here.

Interviewer: It's been quite a while since we last had you on the show.

SC: I know. It's been about two years. Long time, no see.

Interviewer: Absolutely. So you're on tour here in Europe – looking fabulous as always.

SC: Thank you very much.

Interviewer: You always find a way to look awesome on stage. Even when you're not on stage, you always look fabulous.

SC: Well I had help today, but thank you.

Interviewer: So how's the show going?

SC: It's going good – great. But it kind of feels a little crazy. We've only done ten shows but I feel like I've done 30 already; and all the places kind of blur together and I don't know exactly which country I'm in. But it's been really fun.

Interviewer: So what we have done to get this going – we've asked your fans on Facebook and Twitter – we asked them for some questions – questions they'd like to ask you. We got thousands and thousands of questions – and we've looked through them and picked some of the best.

SC: Terrific! Let's go.

Interviewer: We're going to the first one – from Sarah in Stockport: "What is the best thing about being on tour, and what is the worst?"

SC: The best thing is being able to tour with my music and actually see my fans from all over the world. The worst part is being away from my friends and family for a while – and that gets tough.

Interviewer: Becky from Bolton – she's very excited to see you finally – asks: "What should we expect from your tour concert?"

SC: Oh! Thank you so much for the question. Umm – er – well – this tour is a lot different than the last one. All the new songs from the album, of



course, and I've incorporated a lot more dancing into the show – because performing-wise I've been getting into that.

Interviewer: This next one is a tricky question I think. Be careful! Rita from Brixton asks: "What do you love most about your fans?"

SC: Oh – their passion – and the fact that they don't judge me too much. They know I'm human. I make mistakes and it gets reported – but they're always supportive. They are, like – umm – so protective. I love them so much. You know, I recently did an interview where the press were asking very personal stuff, and my fans were tweeting – like – "Don't ask anything that will hurt or embarrass her". So don't mess with me – or my fans will be on to you!

Interviewer: I hear you!! I've got no questions like that here. But I have got a lot of your fans asking about what you think about being in the UK. So what's your favorite thing to do in London right now? That's from Bob in Southampton.

SC: I love just strolling around. I think going to see – the buildings, the history, the architecture – everything is just so much more interesting here. Then there's the shopping.

Interviewer: But what do you think of the British weather?

SC: I love it when it's raining. Well, I appreciate it because I'm from California, and in California we don't ever get rainy days like this – so when I come here I actually enjoy it. Does that sound weird? The same way I like the cold because I hardly ever get cold weather back home.

Interviewer: Have you ever tried the British food? Because Julian from Devon wants to know what your favorite British dish is – if you have one.

SC: Well, I haven't had a lot of time for the restaurants. Fish and chips maybe?

Interviewer: Of course! My favorite! And finally let's end on a question from Chris in Coventry. "Are you planning to go on a vacation in England anywhere at the end of the tour this summer?"

SC: Actually I would love to. Unusually, I'll not be doing anything then. So I can take a little time off. But I need to get home. I might – you know – take a little quick trip to – like – Mexico with my friends. Yeah, it's only a two-hour flight.

Interviewer: Well, thanks so much, Serena, for taking time out to talk to us. Good luck with the rest of the tour!

SC: It's been a pleasure.



Chapter 4 answers

Reading comprehension – Advantages of Youth Volunteering (page 137)

1. D
2. E
3. F
4. C
5. B
6. fulfilling
7. acquire skills that otherwise might never have been developed
8. whatever
9. volunteers
10. horizons
11. expand
12. sympathetic
13. graduate
14. skills
15. career
16. high
17. B C D H
18. D
19. D
20. C
21. B

Reading comprehension – Volunteering overseas (page 155)

1. A
2. F
3. E
4. G
5. B
6. D
7. tremendous formative experiences
8. enhance students' chances of acceptance

9. more relevant experience and purpose
10. bridging programs
11. better than any academic course

**Listening comprehension – Global citizenship education
(page 167)**

1. C
2. B
3. A
4. A
5. A
6. D
7. True
8. False
9. True
10. False
11. False
12. True
- 13–17. Allow students to express in their own words

HL extension

18. a. education
b. writing
c. skills
d. environment
e. human
f. conflict
g. traditional
19. A
20. C
21. D



Listening comprehension transcripts and answers

4A Service learning (page 153)

Presenter: Good morning, South Africa!

Today, on *Breakfast SA*, we report on a student project initiated by the students of Nelson Mandela High. “Together we can” is a service learning project that aims at engaging youngsters in disadvantaged communities in programmes that will help improve their achievement and ensure they land better jobs in the future.

Students at Mandela High, with the help of their language teachers, designed short stories and texts that will help disadvantaged students bridge the gap in their literacy skills. As per the latest government report, numerous barriers prevent poor children from developing their reading and writing abilities. Those include, but are not limited to, inadequate exposure to resources that are appropriate for the age of those students, teachers who do not have adequate professional development and infrastructures that do not support the creation of remedial programmes. Therefore, and in an attempt to increase their social responsibility and benefit from what they are learning at school, Mandela High students came up with the idea to help create age-appropriate resources for those children.

With us on *Breakfast SA* today is Adam Sinclair, the Mandela High teacher supervising this programme.

[Pause]

Good morning, Adam.

Adam: Good morning.

Presenter: So, tell us more about “Together we can”.

Adam: “Together we can” started when a group of 11th graders, as part of their civic education, decided to take a more active role and employ the skills they are learning in both their Afrikaans and English lessons to help children who do not have access to quality education. Our students approached the school administration with a proposal to start an after-school programme to write short stories and poetry that can be used to develop the literacy skills of poor children. The proposal also contained details regarding the active role our students will play in implementing the programme. You see, their idea of social responsibility went beyond merely writing the books; they wanted to engage in the actual implementation.

The school administration approved the programme and we started contacting local organizations and companies to get the funding required. Students also approached the authorities to engage the help of experts in reviewing the books and activities being written.

Presenter: Wow... that is amazing!!! How did the authorities receive the project?

Adam: The authorities embraced the project with enthusiasm. They have made time in their busy schedules to meet with students on a weekly basis to ensure the smooth roll-out of the project. They helped in giving students the basic educational strategies they needed to start, reviewed the work and activities, and showed them how to scaffold them. The project-turned-programme is in its pilot phase and the hope is that it will become a national initiative if it is successful. Wish us luck!

Presenter: We certainly do. Thank you, Adam, for speaking to us today. We sincerely hope the programme becomes an initiative that is applied nationwide.

1

The journalist reports on a service learning programme entitled **Together we can**.

One of the aims of the programme is to make sure that poor children improve **their achievement**.

Poor children will be able to become better readers because Mandela High students designed **short stories and texts**.

In addition to lack of exposure to good resources, teachers who do not have **adequate professional development** play a role in the disadvantaged children's poor literacy abilities.

In addition to applying what they're learning at school, those students wanted to increase **their social responsibility**.

4B Volunteers (page 158)

Interviewer: Today we have in the studio Tom Davies, who's recently returned from a year's stint working as a volunteer in Nepal. Tom, welcome.

Tom: Hi!

Interviewer: Now, what originally motivated you to take a year out in what to most people seems a rather isolated part of the world?

Tom: Well, I'd been thinking about doing something of the kind for ages, actually. I felt that I should be trying to put something back into the world, rather than taking what I wanted out of it. Anyway, one day, I picked up a newspaper someone had left on the train, and I saw this advert. In the blurb, it said "volunteers return to their own country equipped with invaluable professional experience, a wealth of memories, and a whole new perspective on life". I decided that was the job for me.

Interviewer: But it must have been difficult leaving family and friends behind for so long.

Tom: Yes, it was. But when you're young, you don't dwell on things like that. You look upon life as a bit of an adventure and you tend to think, "A year – it'll be over in no time at all." And it was, in a funny sort



of a way. Plus the fact that it was so far away, there's no way I could just nip back home for the odd weekend. In fact, I was so busy that I wouldn't have had time to do that anyway. Much better to explore my surroundings, which I did to the full.

Interviewer: Now, for those listeners who know very little about the organization you were working for – is the work really voluntary?

Tom: Inasmuch as you're not paid a salary, yes, it is. But that doesn't mean that you're expected to live on nothing. You get a living allowance, accommodation, insurance and flights all paid for you.

You're also given individual training, support and advice before your departure. You do some networking with other volunteers, too. But what clinched it for me was the fact that when you come back to your own country, you get additional support in the form of grants and advice to help you settle back in.

Interviewer: And did you have any choice in what kind of placement you were given?

Tom: Oh, absolutely. I opted to work in Nepal with an organization which aimed to achieve conservation through human development. While a colleague and I were working there, we developed our own programme – that was a real challenge! Our aims were twofold: one was to reduce the numbers of snow leopards lost because of illegal hunting. But, at the same time, we set out to increase incomes and opportunities for local communities in the area.

Interviewer: That sounds like a tall order!

Tom: Indeed. Snow leopards are a flagship species for bio-diversity in the Himalayas, and they're one of the world's most endangered cat species. Hunting them is prohibited, but residents view them as a pest because they kill large numbers of livestock.

Interviewer: And how did your programme help tackle these difficulties?

Tom: Well, we tackled both issues simultaneously by introducing livestock insurance for farmers, and also through creating savings and credit groups.

Interviewer: So how did that work in practice?

Tom: The two projects were deliberately linked to allow profits from the savings and credit groups to be used in compensation for livestock losses. Donors provided the initial grant and funding for the project but the project itself is owned and run by the local community. So the scheme is self-financing and the community makes the decisions. Local people can now borrow money to develop business or enterprises.

Interviewer: Can you give us an example?

Tom: Certainly. One that springs to mind was the purchase of cheese-making equipment. Local milk's now converted into cheese and sold to trekkers passing through. We hope all this will ultimately help the snow

leopard. At the moment it's difficult to determine if there's been a decrease in the number of deaths due to poaching, but what we can say for certain is that many of the herders have started to insure their herd against loss. What we're counting on is that profits from the scheme can be put back into community projects and veterinary services, and benefit the whole region.

Interviewer: And your own plans for the future?

Tom: No more travelling for a while, that's for sure – unless it's on holiday. I've done what I set out to do and I'm more than happy with that – but I wouldn't have missed it for the world!

Interviewer: Tom, thank you ...

1

Tom saw the time in Nepal as his way of having an opportunity for adventure.

The interviewer's first question refers to Tom's reasons for deciding to volunteer for a year.

Tom chose the project in Nepal after seeing a newspaper advert by chance on a train.

Tom faced the problem of being away from friends and family by being so occupied with things to do.

4C Global citizenship education (page 167)

Announcer: Welcome to *Thought for Today*. The speaker this evening is Dr. Francesca Drake, U.N. spokesperson for the Rights of the Child.

Dr. Francesca Drake: Good evening.

My message is a simple one: the world is becoming more and more interrelated.

It is a well-known fact that the challenges today's children face are diverse, but we have to wake up to the fact that these matters concern us all. We cannot any longer rely on individuals or even individual states to provide answers to seemingly insolvable problems. We need global solutions to global problems, but I ask you: where do we find them? Where do we start?

Well, sometimes the solutions are right before our eyes.

Traditionally, education has taught children all over the world to read, to write and to count. These are essential skills, but are they enough in the present environment? Will they help us solve the complex problems of tomorrow?

We have seen that the actions of businesses and governments can now have a negative and global impact. Bearing this in mind, we must change the way we think and act, if we are going to protect our planet for future generations.



Let me ask you this. What if education was more than reading, writing and arithmetic? What if education had greater power to transform lives?

What if education gave us the skills to tackle the global issues we are facing?

What if education encouraged us to care for our world and for those with whom we share it?

What if education taught us about peace? What if education helped us to protect our environment?

What if children were taught to protect human rights and have respect for cultural diversity and fight for justice?

What if education gave us the skills we need to answer the big questions of the day, to find solutions to the interconnected challenges of the 21st century?

Can a traditional education meet this challenge? I think not. However, Global citizenship education aims to address these issues.

Global citizenship education is a form of learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature.

The two main elements of GCE are the moral and ethical aspect of global issues, and "global competencies", or skills meant to enable learners to take part in a globalized economy.

Global citizenship education aims to empower learners to assume active roles within the classroom. It can help learners across the world to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

So let me leave you with this thought. By changing what we teach and the way we teach it, we can change the ways in which children learn. Then, these future generations can change the world.



Chapter 5 answers

Reading comprehension – Happy Earth Day: The World’s 6 Most Pressing Environmental Issues (page 179)

1. Water shortages
2. Deforestation
3. Overpopulation
4. Pollution
5. Transportation policies
6. Unnecessary waste
7. C
8. A and D
9. False: In the US alone we’ve made the Gulf of Mexico toxic with oil.
10. True: In the course of harvesting non-renewable resources we’re releasing all manner of toxic gases into the atmosphere.
11. False: Yet massive corporations continue to look for fossil fuels.
12. urban developments are built to be unwalkable
13. finite resources
14. tossed into landfill
15. rising temperatures, and extreme weather events and natural disasters
16. Sea level predicted to rise 20–80 inches by 2100; 3.7 million residents at risk from flooding

Listening comprehension – Are We Making Progress On Millennium Goals? (page 192)

1. B
2. D
3. C
4. D
5. A D E H (any order)
6. It is more than has ever happened at any other time in human history.
7. There are twice as many goals.
8. whether the goals for 2030 are achievable
9. presenter
10. poverty
11. catalyst
12. complex and unrealistic
13. understand/communicate
14. spent

Listening comprehension transcripts and answers

5A Global warming (page 190)

1: I've absolutely no doubt that global warming is happening and that it's causing the world's climate to change. Just look at the number of irregular weather phenomena in recent years – hurricanes, storms, floods, drought, and so on. It's beyond doubt, to my mind anyway, that it's caused by human activity. It's imperative that we act now to prevent it getting much worse. Governments should invest massively in renewable energy, set up wind farms, tidal barrages, and so on. And don't fall into the trap of thinking that nuclear energy is the answer to our problems, because there's the problem of disposing of the nuclear waste. There are lots of ways to reduce your own carbon footprint, too, but to make a real impact on global warming we have to make radical changes to the way we live. For one, we should travel less. Don't go abroad on holiday, and if you have to travel, avoid flying if you can use a train or coach instead. Second, become a vegetarian. Meat production causes global warming. How? When farm animals digest food, they release vast amounts of methane, which is a very potent greenhouse gas.

2: I must say I'm a bit of a global warming skeptic. I know I'm in a minority, but I do think people exaggerate the problem. I agree that the Earth is getting warmer, but I'm not 100% sure that human activity is entirely responsible for it. I think there are natural processes at work, too. In the past the Earth has been much hotter and much colder than it is today, and that had nothing to do with us. And anyway, I don't think there's a great deal we can do about global warming. Governments waste huge amounts of money on inefficient renewable energy schemes, like installing wind turbines and solar panels. Of course, we should try to conserve energy and avoid polluting the atmosphere and oceans, but you can't persuade people to change the way they live. Basically, I don't think we should worry too much about climate change; we just have to learn to live with it.

3: The vast majority of scientists have linked the increase in the Earth's temperature with CO₂ emissions, so I guess it must be true. The problem is what to do about it. It's all very well for us in the developed world to say we must cut carbon emissions and rely less on fossil fuels. We've already benefited from centuries of economic growth based on high energy consumption. What about India and China? They are going through a kind of industrial revolution, as we did. What right have we to tell them what to do? Especially if we don't practice what we preach. I think it's down to each of us to do our bit – use public transport to get to school and work, insulate our homes, reuse and recycle. Every little bit helps. As for what the government should do – personally I think the answer is to build more nuclear power stations. We'll have used up all the natural resources like coal, gas and oil by 2100, so I think we'll have no choice anyway.

1

Dear Editor

CO₂ emission is directly connected to the increase in **Earth's temperature**. Therefore we need to concentrate on what we can do about it.

Relying less on fossil fuels can be achieved in the **developed world** because we have already **benefitted** economically from high energy consumption. But the countries that are going through an **industrial revolution** now cannot do the same.

We must use **public transport**. We need more nuclear power stations because by 2100 we will have used our **natural resources**.

All in all, the responsibility is ours.

Gerard Grooving

5B Are We Making Progress On Millennium Goals? (page 192)

Announcer: Tonight we present *In Conversation*. This evening Margaret Carrol is speaking to Professor Ruby Hassan about the United Nations Millennium Development Goals.

Presenter: In 2000 the world's leaders agreed on a plan to reduce global poverty by 2015. These Millennium Development Goals were designed to reduce greatly the number of people living in extreme need. A report by the United Nations testified that that the years between 2000 and 2015 had brought massive improvements to the lives of the world's poor. The number of people who live in extreme deprivation was cut by 50% in this period. Many say the United Nations Millennium Development Goals for 2015 were a catalyst for this. Consequently, the UN has created a new set of goals for 2030. In the studio tonight we have Professor Ruby Hassan of the National University to discuss the matter.

Presenter: So why were the goals so surprisingly successful?

Prof Hassan: Now, a big reason for this success was the fact that back in 2000, people didn't expect much to come of the goals. Let's face it, 2000 was not the first time that the UN had come out with a set of complex and unrealistic global goals. So, in 2005 the UN Millennium Development committee drew up a short list of development goals to be financed and met by 2015. These goals were designed to be unambiguous and straightforward to comprehend and communicate.

Presenter: So you are saying simplicity was the key?

Prof Hassan: Absolutely! The Millennium Development Goals were powerful because they were so simple. Having such a clear set of aims helped to channel donations and investment where they were needed. Major international donors, NGOs, national governments all focused on the same issues. And that allowed for a focusing of both policy changes and resources. For example: one aim was to "Eradicate child mortality".

This is then where they spent the money. The result was that millions of children received life-saving medications and had better access to clean drinking water. As a result, countless young lives have been saved.

Presenter: Could you explain why that happened?

Prof Hassan: Well the system was more transparent. Countries and donors could measure their antipoverty policies against the targets the UN had set. All they had to do was ask, “Have you completed this aim yet?” And this often made the agencies try even harder. Another example – another aim was to combat HIV/AIDS, malaria and other diseases. Today 12 million people in poor countries now have access to HIV/AIDS drugs. More than 6 million lives have been saved thanks to malaria prevention and treatments.

Presenter: So the programme was a complete success?

Prof Hassan: No – not at all, the world hasn’t met every single Millennium Development Goal, and a lot of the rise in poor people’s incomes has been the result of economic growth in China and India. Nonetheless, the decade from 2005 to 2015 has arguably seen a prodigious improvement in the living standards of people on this planet. This is more than has ever happened at any other time in human history.

Presenter: So what has happened since 2015?

Prof Hassan: Well, people then started talking about what should replace the goals when they expired in 2015. This time, the UN reached out to every member country. All those cooks have added a lot of new ingredients. The Development Goals for 2030 have doubled the number of goals.

Presenter: Thank you, Professor Hassan. In a moment, after the break, we’ll discuss whether this longer, broader list of UN Development Goals for 2030 is achievable or not.

5C Protecting Australia’s Great Barrier Reef (page 210)

The amazing biodiversity and massive scale of the Great Barrier Reef sets it apart from other Australian tourist destinations. Located off the north-eastern coast, Australia’s Great Barrier Reef is the world’s largest reef system and home to an impressive number of species. Approximately two million tourists and scuba divers flock to the Reef each year in the hope of observing some of the more than 1500 species of fish and 30 types of marine mammals in their natural habitat. The Reef is also a breeding area for humpback whales and several endangered species, including the green sea turtle. However, as a result of many years of tourist interest in the area, much of the coral Reef has sustained substantial damage. Since 1985, the Great Barrier Reef has lost half its coral, due to a combination of climate change, pollution and human activity in the area. In addition to over-fishing and poaching of protected fish and live coral, tourism



has also taken its toll on the local environment. Before stricter laws were introduced to limit the extent of tourism in the region, it had not been uncommon for boats and divers to go wherever they wanted around the Reef. Today, the Australian government encourages ecotourism, a type of tourism that allows tourists to appreciate nature, while ensuring that the environment is protected. People still enjoy diving around the Reef, but there are limits on the number of boats and tourists that may visit, and there is a fee for visitors to pay, which goes towards maintaining the Reef. As a result of conservation efforts such as these, tourists can continue to enjoy the Great Barrier Reef responsibly.

1

Why a tourist destination:

Breeding area for rare whales

Home to the green sea turtle

Very big in size

Problems in the past:

The Reef lost half its coral

Overfishing

Local environment was damaged

Poaching of live coral

Situation today:

Ecotourism is fostered

People can still dive around the Reef

Stricter laws have been brought into effect

Visitors pay a fee to access the Reef

Visitor fees are spent on maintaining the Reef



Chapter 6 answers

Reading comprehension – Your Values, Your Life (page 216)

1. They dictate the choices you make/ They determine the direction that your life takes/ Your values will influence decisions related to your relationships, career, and other activities you engage in
2. few people choose their values
3. the values of their parents and the dominant values of society
4. these values may also have created a life that is carrying you down a path that is not the direction you want to go (at this point in your life)
5. presently
6. A
7. H
8. F
9. G
10. C
11. led
12. engage in
13. reflected
14. examination
15. discard
16. created
17. contribute
18. underlie
19. buying into the values that predominate popular culture
20. the popular culture (in America today)
21. the pursuit of wealth and material goods has become the dominant “value”
22. the pursuit of wealth and material goods
23. success and failure
24. (a) path
25. False: success was largely unattainable for most people
26. False: losing (even more) intolerable to contemplate
27. False: society’s narrow definitions of success and failure

Reading comprehension – How Much Does the Language We Speak Shape our Identity? (page 229)

1. cloaked
2. that she wanted to write/become an actress
3. to know who one is
4. a land of injustice and racial divide
5. appreciating poetry
6. equally
7. appealing
8. eloquently
9. reduced
10. ultimately
11. associated
12. slightly
13. threatening
14. voice
15. squeamish
16. C/ E/ F/ G/ I (in any order)
17. gradually
18. taboo
19. more
20. changed
21. disguise

HL extension

1. C
2. B
3. D
4. A
5. write
6. discover who I/one was
7. other languages
8. Salpêtrière/ the big mental hospital in France (where Freud worked with Charcot)
9. Anna O/ Breuer's famous patient (who coined the term "talking cure")
10. Italian and French

**Listening comprehension – Mother Tongue by Amy Tan (page 232)**

- A. subjective
- B. forms
- C. distinct
- D. unusual
- E. in front of

- 1. B
- 2. A
- 3. C
- 4. C
- 5. B
- 6. A

HL extension

- A. perhaps as much as
- B. less impressive than
- C. grammatical limitations
- D. dependent on
- E. defiant

- 1. B
- 2. B
- 3. A

Reading comprehension – Geeks, MOPS, and sociopaths in subculture evolution (page 245)

- 1. invaded
- 2. ruin them/ruin subcultures
- 3. the predictable lifecycle, in which popularity causes death
- 4. mops and sociopaths
- 5. a small group of creators who invent an exciting New Thing
- 6. adulation
- 7. the New Thing/ all its esoteric ins and outs
- 8. the New Thing can be appreciated (without having to get utterly geeky about details)
- 9. not rabid fans
- 10. the mass of mops

11. confirms it is interesting/ not just a geek obsession/ is good for the ego
12. just enough/ extracted from mops
13. numbers grow
14. fanatics do all the organizational work
15. mops
16. mops
17. their/ mops' favourite songs
18. mops relating to each other in normal ways
19. fanatics
20. True: A subculture at this stage is ripe for exploitation
21. False: The creators generate cultural capital
22. True: They may even do some creating – competently
23. True: the sociopaths look to them like creators
24. True: demoting the creators/ become the coolest kids in the room

HL extension

1. predictable
2. eventually
3. variants
4. esoteric
5. weird
6. validate
7. at first/initially
8. put on
9. inevitably
10. dilute
11. repellent
12. blather
13. extracted
14. A
15. A
16. B
17. D
18. Students' individual responses



Listening comprehension transcripts and answers

6A A working-class play (page 219)

The play *The Short Goodbye*, by Richard Holder, is virtually unknown today, and is hardly ever produced, so it may be hard to understand the impact it had when it was first produced in 1957, but it represents an important landmark in the development of theatre in the UK.

So, why was this play so remarkable at the time? Well, to begin with, it took place in an industrial city, which was almost unheard-of as the setting for a play in those days. At the time, plays were often set in small towns and suburbs or country homes, and they tended to focus on the higher end of society. *The Short Goodbye*, on the other hand, dealt with the lives of factory workers. The main characters, a husband and wife named Colin and Sadie Thomas, were low-paid workers with little education, working in a factory that made car engines.

Another feature of the play that broke new ground at the time was that the characters all spoke with a regional accent – before this, what was then regarded as standard English in terms of accent was the norm. Even when characters were from a specific part of the country, authentic regional speech was rarely heard on the stage.

So the play set out to depict working-class people at that time, and it caused quite a sensation because these characters were not what working-class people were assumed to be like. It was assumed that the men talked only about football and the women discussed only household matters. However, despite their lack of education, the characters in this play spent a lot of time discussing social attitudes. As the plot developed, the audience discovered that the main character, Colin, was planning to enrol at a college and that his aim was to become a lawyer. His wife, Sadie, also had aspirations, and didn't want to spend her life doing boring work and household chores. She felt that her talents lay in art and she was keen to do that professionally. So both characters were people who had dreams and a desire to fulfil them. This portrayal of working-class people caused a sensation at the time.

Now, let me just tell you about the stage set for the play when it was first produced in 1957. It showed a modest working-class home of the time, but in keeping with the themes of the play, it was a little different. For example, very prominent on the stage – towards the front of it so that audiences couldn't miss it – was a piano. It wasn't played at all, but the director and set designer both felt that it would be a striking feature. And at the back of the stage, again very visible to the audience, was a group of bookshelves, indicating that the inhabitants were interested in reading. So, the set surprised and fascinated the audience. When the curtain opened, they wanted to know what kind of people lived there.

1.

The stage set depicted the home of **ordinary working-class people**.

To show the themes of the play, the stage set was **a little atypical**.

An item on the set that was not used was **a piano**.

The design of the set was chosen by **the director and the set designer**.

The stage set for the play **amazed and captivated the audience**.

6B Mother Tongue (page 232)

Recently, I was made keenly aware of the different Englishes I use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give a lengthy speech, using the kind of English I have never used with her. I was saying things like, “The intersection of memory upon imagination” and “There is an aspect of my fiction that relates to thus-and-thus” – a speech filled with carefully wrought grammatical phrases, burdened, it suddenly seemed to me, with nominalized forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: “Not waste money that way.” My husband was with us as well, and he didn’t notice any switch in my English. And then I realized why. It’s because over the twenty years we’ve been together I’ve often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with.

Lately, I’ve been giving more thought to the kind of English my mother speaks. Like others, I have described it to people as “broken” or “fractured” English. But I wince when I say that. It has always bothered me that I can think of no way to describe it other than “broken,” as if it were damaged and needed to be fixed, as if it lacked a certain wholeness and soundness. I’ve heard other terms used, “limited English,” for example. But they seem just as bad, as if everything is limited, including people’s perceptions of the limited English speaker.

I know this for a fact, because when I was growing up, my mother’s “limited” English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had

to say. That is, because she expressed them imperfectly her thoughts were imperfect. And I had plenty of empirical evidence to support me: the fact that people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

I think my mother's English almost had an effect on limiting my possibilities in life as well. Sociologists and linguists probably will tell you that a person's developing language skills are more influenced by peers. But I do think that the language spoken in the family, especially in immigrant families which are more insular, plays a large role in shaping the language of the child. And I believe that it affected my results on achievement tests, I.Q. tests, and the SAT. While my English skills were never judged as poor, compared to math, English could not be considered my strong suit. In grade school I did moderately well, getting perhaps B's, sometimes B-pluses, in English and scoring perhaps in the sixtieth or seventieth percentile on achievement tests. But those scores were not good enough to override the opinion that my true abilities lay in math and science, because in those areas I achieved A's and scored in the ninetieth percentile or higher.

This was understandable. Math is precise; there is only one correct answer. Whereas, for me at least, the answers on English tests were always a judgment call, a matter of opinion and personal experience. Those tests were constructed around items like fill-in-the-blank sentence completion, such as, "Even though Tom was, Mary thought he was –." And the correct answer always seemed to be the most bland combinations of thoughts, for example, "Even though Tom was shy, Mary thought he was charming:" with the grammatical structure "even though" limiting the correct answer to some sort of semantic opposites, so you wouldn't get answers like, "Even though Tom was foolish, Mary thought he was ridiculous." Well, according to my mother, there were very few limitations as to what Tom could have been and what Mary might have thought of him. So I never did well on tests like that

I have been thinking about all this lately, about my mother's English, about achievement tests. Because lately I've been asked, as a writer, why there are not more Asian Americans represented in American literature. Why are there few Asian Americans enrolled in creative writing programs? Why do so many Chinese students go into engineering? Well, these are broad sociological questions I can't begin to answer. But I have noticed in surveys – in fact, just last week – that Asian students, as a whole, always do significantly better on math achievement tests than in English. And this makes me think that there are other Asian-American students whose English spoken in the home might also be described as "broken" or "limited." And perhaps they also have teachers who are steering them away from writing and into math and science, which is what happened to me.

Fortunately, I happen to be rebellious in nature and enjoy the challenge of disproving assumptions made about me. I became an English major my first year in college, after being enrolled as pre-med. I started writing nonfiction as a freelancer the week after I was told by my former boss that writing was my worst skill and I should hone my talents toward account management.

But it wasn't until 1985 that I finally began to write fiction. And at first I wrote using what I thought to be wittily crafted sentences, sentences that would finally prove I had mastery over the English language. Here's an example from the first draft of a story that later made its way into *The Joy Luck Club*, but without this line: "That was my mental quandary in its nascent state." A terrible line, which I can barely pronounce.

Fortunately, for reasons I won't get into today, I later decided I should envision a reader for the stories I would write. And the reader I decided upon was my mother, because these were stories about mothers. So with this reader in mind -- and in fact she did read my early drafts -- I began to write stories using all the Englishes I grew up with: the English I spoke to my mother, which for lack of a better term might be described as "simple"; the English she used with me, which for lack of a better term might be described as "broken"; my translation of her Chinese, which could certainly be described as "watered down"; and what I imagined to be her translation of her Chinese if she could speak in perfect English, her internal language, and for that I sought to preserve the essence, but neither an English nor a Chinese structure. I wanted to capture what language ability tests can never reveal: her intent, her passion, her imagery, the rhythms of her speech and the nature of her thoughts.

Apart from what any critic had to say about my writing, I knew I had succeeded where it counted when my mother finished reading my book and gave me her verdict: "So easy to read."

6C Ethnic museum and town fair (page 252)

Extract 1

A: So, what can a tourist expect from your tours?

B: A real busy day! One of our most popular is the Museum of the Native American. Did you know that exhibits there were put together with collaboration from twenty-four different tribes and native communities? And I have to say, a museum like this should have been created long ago to recognize the contributions native people have made to contemporary American culture and art. And judging by the number of tourists, people agree with me!

A: But I suppose a museum like this takes a long time to set up?

B: That's true. I believe it started back in the early 1990s, when talks began with native communities. And this led to the museum's charter.



A: Which is ... ?

B: It's called "The Way of the People" and that should give you a clue. It represents the involvement of these different communities. It's not just about exhibits; it's about actively showing visitors how the Native Americans lead their lives through the recreation of different environments – a forest, a cropland...

Extract 2

A: Did you read what the newspaper said about that town fair we went to?

B: Didn't it say it was the largest one in its history? Nearly two thousand people or something? I remember when it was quite small!

A: Me too! But apparently people travel from all over now and it's attracting a lot of publicity. It was certainly very busy and the atmosphere – wonderful!

B: Yes, it was quite a day. I think what I enjoyed most was the beginning, you know, the procession through the town at midday, finishing up in the town square, with the musicians and dancers. And then there was that fantastic concert in the evening.

A: Not quite my cup of tea, but the fairground ... There were so many different rides – great fun for the kids ... and the adults. And those stalls selling local crafts, and the food stalls, were excellent value for money.

B: I think what really impressed me is that all the money raised goes straight back to charities in the town or the area.

A: Absolutely. It's a win-win situation for everyone!

Extract 3

A: One question I'd put to you is why artefacts of national importance should be housed in other countries. There are people (myself included) who would argue that they should be returned to their country of origin.

B: I think that's a rather short-sighted view. If that were to happen, we would only ever learn about our own history – we'd become insular and less able to understand other nationalities and cultures.

A: But what if that country wants them back?

B: In some cases it might be the right thing to do. But, let's face it, if this became a general policy many of the world's museums would be empty – hardly an encouragement for anyone to go to them.

A: So how do you view your role as a museum curator?

B: I think I've always looked upon it as a means of bringing the past alive. It's all too easy to regard history as being something in a textbook. What we need to do is make people aware not only of their own roots, but of all those people who inhabited the world long before we did.

1.

Paul:

The concert was not very interesting.

Cathy:

The procession at midday was excellent.

The newspaper described the fair as the largest in its history.

Both:

The fact that the funds will go to charities is impressive.

The town fair was not as big in the past as it is now.



Chapter 7 answers

Reading comprehension – Rosa Parks: A Great American Role Model (page 259)

1. E
2. J
3. D
4. A
5. H
6. C
7. K
8. F
9. fraught with
10. designated
11. commuting
12. reserved
13. C D E I (any order)

Reading comprehension – Zulaikha Patel: How we all wish we were you (page 271)

1. False: "I have never seen anything like it"
2. True: "standing with her fellow students"
3. False: "all because of their hair"
4. True: "They want to take us to prison"
5. False: "Who were these brave girls?"
6. False: "'She protested unconcerned about 'her career'"
7. True: "asking only for the right to be herself"
8. False: "It will be studied for years to come."
9. put into detention / had to leave three schools
10. She didn't look to mend the "problem"
11. D
12. D
13. C
14. C

15. A

16. B

17. C (can be debated)

**Listening comprehension – Jackie Robinson: role model
(page 285)**

1. A, C, E, F, G

2. B

3. B

4. B

5. B

6. A



Listening comprehension transcripts and answers

7A Who should be your role model? (page 261)

Good morning, everybody. In this week's high school assembly I want to talk to you about role models.

Well, first, let's make sure we all agree about what we're talking about. You may feel you need someone to look up to, who embodies your values, or someone you can believe in. I personally think a role model is someone who can serve as an example to follow.

One such person is Malala Yousafzai, the girl who bravely fights for girls' rights to education. Because of her beliefs she was shot by the Taliban. Miraculously, she survived, and after her recovery, she continued her own education in the UK, gaining entry to Oxford University in 2017.

On the other hand, you might choose a celebrity as a suitable role model. For instance, Taylor Swift is frequently mentioned as a role model because of her random acts of thoughtfulness and generosity. And I'm sure you know of a very famous Harry Potter actress and feminist, who works with the UN on gender equality.

However, does everyone agree about what makes a good role model? I'm sure if I were to ask all of you, would you all say the same thing? From what I have seen, I think you'd all have different opinions on the subject.

According to some sociologists, there are four different types of role models young people tend to choose from.

Firstly, there is the "achiever". This group includes people who have been very effective in their chosen field, such as popular political leaders like Barack Obama and Angela Merkel, or successful artists such as Ed Sheeran and Beyoncé Knowles. On the other hand, this category does not include people who have become super-famous, but have somehow damaged their reputations because of inappropriate behaviour, or through corruption.

Then, there are those who "triumph in adversity". People who overcome all sorts of barriers, hostility or personal difficulties to achieve success often become very popular role models. For example, Maya Angelou escaped from the abuse and poverty of her childhood to become an inspirational best-selling writer; Nelson Mandela remained strong through 27 years in prison, and eventually became president of South Africa, and an international statesman of huge standing.

The third role model challenges stereotypes. For instance, towards the end of the 20th century, musicians, such as David Bowie and Prince, began to question fixed gender roles. These celebrities countered the idea that men always have to be tough and macho. Similarly, in the late 1980s and 1990s, Madonna was a confident and assertive female icon, challenging traditional ideas about female identity. In a very different field, people with

major disabilities also fit into this category. Most people know of the world-renowned physicist Stephen Hawking, who may be wheelchair-bound but who has challenged our understanding of the nature of the universe.

The final role model embodies the opposite of any of these role models. The rebel is a hero to those who reject conventional social expectations. Such individuals appear to have huge amounts of self-confidence and self-belief. They seem to reject the rules that govern society and instead have their own personal codes of honour. I'm sure you can think of rock and rap musicians, media and sports stars, who fall into this category. I am sure many of you love to have such rebels as role models.

To sum up, I think the most important thing about role models is the fact that you have one. Somebody you can look up to and believe in. So, what do you think? Which of these four role models do you choose to follow? I will leave it to you to decide. But do choose someone who you can respect – someone who gives you a set of guiding values.

Thank you very much for listening and I hope it's given you plenty to think about and, after this assembly, maybe you'd like to discuss this subject of role models, either in class or amongst your friends.

I'm now going to pass you to Mr. Bevan who will talk to you about the schools' sports results.

1.

Certain people admire famous people who have made a **success** of their lives and careers. Some of these celebrities are politicians; some are popular **artists**. We also admire those who have overcome all kinds of **difficulties** to reach the top. For example, President Nelson Mandela, of South Africa, was in **prison** for much of his adult life. Certain individuals challenge our **ideas** of people's roles in society. Other role models challenge **society** itself.

7B Senani Tzebedsi (page 281)

Not so long ago, certain schools in South Africa – my old high school included – were still telling Black girls how to wear their hair. They had to fix their hair in such a way that they would comply with the rules the school had set, and make sure they would not stand out, or be noticed. If only these teachers had known the pain and trouble all us girls went through the night before school. I will never forget those Sundays when my mother used to prepare my sisters and me for school the next day. She used to wash and blow-dry hair that did not want to be tamed. And those painful Sunday night hair rituals left us traumatized. We would scream and shout in protest.

You see, the rules at our high school were very strict about how girls, particularly Black girls, had to wear their hair. But, as a result of my mother's efforts, we were able to "fit in" at school, and we avoided being disciplined by certain teachers, for whom nothing ever seemed neat enough.



The teachers at my school had very strict school dress codes. Teachers were repeatedly telling black students that their hairstyles were unacceptable. They repeatedly told us Afro hairstyles weren't allowed – and that our hair had to be straightened. If you had long straight hair, you would be ok. Even then your hair had to be a certain length, shape and colour. God forbid if you decided to have dreadlocks.

I firmly believe that racism was behind the policies on Black students' hair. The school system in South Africa was still largely based on Euro-centric values. So when adolescent girls were ready to embrace their Black South African identity, they were systematically prevented from doing so. The dress code made us feel uncomfortable in our skins.

This thinking that black hair is ugly breaks my heart. All girls – whatever their background or race – deserve to feel beautiful and respected. How can someone say that what nature created is not beautiful? We had to worry all the time about our hair and we didn't deserve such treatment – nobody does – ever. I hope that everyone one day will be able to see the same beauty I see.

And now I have left school I leave my hair in its natural form. I don't care what people say. I now have an Afro, which is not a hairstyle, but how nature intended my hair to be. It is not only as a statement about my blackness, but also because I find beauty in my identity and everything that comes with it.

I can vividly remember seeing members of staff sending girls out of class and telling them to "fix" their hair. Looking back, I wonder why I didn't have the courage to protest and say something. I also wish we had had the opportunity to discuss matters with teachers. In my day there was no dialogue in schools.

If we are going to change as a country, this thinking has no place in the modern world. If I were running a school, the first thing that I would want students to have is some type of open dialogue with teachers, so students would be able to freely discuss their concerns with their teachers. This would not just be a talk shop about hairstyles, but a place where students would feel like their culture is being valued in the school system.

Students would then be able to put their concerns to teachers who would listen. If we can all learn to empathize with each other then maybe, just maybe, things will start to change.

1.

The speaker identifies herself as a **former black South African schoolgirl**.

In her opening statement, the speaker first **talks about preparing to go to school**.

The teachers at the school in question would frequently **punish students for having certain hairstyles**.

According to the school dress code, **straightened hair**

7C Jackie Robinson: role model (page 285)

For me Jackie Robinson was a barrier-breaker in American society.

He influenced how millions of people, including me, thought about race issues.

He opened up organized baseball in a way it had never been opened up before. After Jackie, other African American ballplayers saw Jackie as an inspiration and role model.

As a result we had an easier time gaining acceptance.

And Jackie's influence was not only felt by baseball players, but by lots of non-European athletes in other sports, including basketball and football.

Let me tell you the story of how Jackie's example first really influenced me.

I had been at Parker High school, Chicago, and I had been the city's leading scorer and the leading scorer in the state of Michigan. This was back in 1955 or '56.

And, of course, I had college offers from all over the country.

And my high school coach and college coach – good Irishmen, Eddie O'Farrell and Johnny Jordan – had grown up together in Chicago as kids.

So when it was seen that I had college potential, O'Farrell said to me, "How would you like to go to Notre Dame?"

In those days it was a well-known fact that Notre Dame had almost no Black students.

And so I said, "You've got to be kidding me." And he says, "No."

And I set up a visit.

So the first college, the first university, that I ever visited was Notre Dame.

And when I got there, I saw with my own eyes I was really going to be in the minority. There were just eight Black students on the whole campus.

And I realized then and there that, if I was going to do this – go to Notre Dame – this was going to be a major rite of passage.

I was going to be the only Black in my class of two thousand. I was going to be the only Black on the basketball team.

And I was never going to be in another class with another Black kid for four years.

So I had to decide – um – "Do I really want this?"

And then I thought back to what Jackie had done. He had been the first Black American to play in Major League Baseball in the modern era. Jackie had had to fight against discrimination all his life. During that time he had faced down racism, insults and even death threats. And that was back in



the 1940s. Despite all that, Jackie had achieved a stellar career in the major leagues.

And I said to myself, “Hey, If Jackie could do it alone, I could do it with seven other people on campus.”

And that was one of the better decisions that I have ever made in my life.



Chapter 8 answers

Reading comprehension – Africa calling: mobile phone revolution (page 296)

1. False: Prices have dropped from an average of \$230 in 2012
2. False: subscriptions ... surging ... to 38m in 2016 in a country with a population of nearly 45 million
3. True: mobile Internet access is acting as a new game-changer
4. True: has led to the creation of more durable activist networks
5. True: Protest movements can spring up from a single post on the Internet
6. True: This growth has also fuelled an expansion in the number of start-up companies.
7. False: A separate application enables nurses to collect patient data
8. False: has halved the waiting time for the diagnosis of HIV infection in infants
9. B
10. J
11. F
12. E
13. G
14. How to deliver goods bought online
15. The mobile will help Africa close the digital divide with the rest of the world.
16. C

Reading comprehension – Future technology: Ten ideas to change our world (page 313)

1. H
2. G
3. B
4. I
5. F
6. L
7. C
8. E

- 9. J
- 10. C
- 11. B
- 12. A
- 13. D
- 14. B
- 15. D
- 16. C
- 17. A
- 18. D

Listening comprehension – Dream On (page 328)

- 1. C
- 2. A
- 3. C
- 4. D
- 5. B/E/F/I (in any order)
- 6. suffered from unpleasant dreams
- 7. (getting) a good night's sleep
- 8. how to influence dreams
- 9. just give it a go

Listening comprehension transcripts and answers

8A Tackling traffic problems in the UK (page 298)

The way we get about has a profound impact on the way we live – affecting where we set up home, work and holiday. So, looking into the future, what changes might come about in the way we get around? What big ideas are out there, and do they have any chance of seeing the light of day?

Well, one big idea is flying cars. So what will they be like? How will they work? Well, they will have closed cabins, heating, stereos and enough room for two people. You'll take off from a field or a runway near your home and be able to fly to towns and cities across the country. After you land, you'll detach the fixed wing from your vehicle and continue your journey by road – right up to your final destination – just as if you were travelling by car. The engines will be very fuel-efficient so they'll be cheaper to run than the cars we use now, and there will be less impact on the environment as you'll be able to go in a straight line from A to B rather than on winding roads, as is often the case now. But will flying cars really happen? Well, it's certainly a possibility. One microlight firm is already building closed cabin vehicles, and some of these can fly for up to four hours. And they will not necessarily be very expensive. A combined three-wheel car and microlight could cost about £30,000 at today's prices.

However, like everything, there are some downsides. The main one, in Britain at any rate, will be the weather. The British weather often prevents microlight flying, and you can only travel during daylight hours. Also, you need an airfield nearby. But flying cars won't mean an end to conventional cars. I'm sure we'll still use them, but the car of the future will be more environmentally friendly and much safer. Engines could be powered by a rubbish-fuelled reactor. Alternatively, petrol may be replaced by fuel cells, which separate hydrogen from oxygen in water. The design will probably be different too. Cars will be rounder and they will have sensors to detect pedestrians and other cars and have air cushions both inside and out. They may also run along invisible tracks, via satellite technology. Traffic flow could even be controlled, with vehicles "talking" to each other to regulate flow – so no more traffic jams. I'm sure that twenty years from now we will see examples on our roads. However, so many millions of people own cars that it'll be a long time before environmental and safety improvements become commonplace. The technology is still experimental and it remains to be seen whether car firms are willing to invest in this.

Finally, people always ask me about jet packs as used by James Bond in the film *Thunderball*. Well, I'm sorry to disappoint everyone but it's looking increasingly unlikely that they will ever feature as a future mode of travel. And it's simply because it remains difficult to build a cheap, reliable version which has a practical use. They're handy for retrieving cats from trees, cleaning hard-to-reach windows and arriving in style at a party, but not much else, I'm afraid.

1.

One firm is already building a car that will fly and run on roads.

Andrew thinks transport can affect the kind of choices we make about home and work.

You will have to remove the wings of a flying car for use on the road.

You will start and end your journey in a flying car at a local airfield

Flying cars will be more fuel-efficient than land-based cars.

8B Beyond the smartphone (page 314)

One day, not tomorrow – but still sooner than you think – the smartphone will be part of history, just like pagers and fax machines.

Smartphones already give us access to knowledge and information beyond anything nature has given us. But make no mistake: little by little, the end of the smartphone is already being planned – both by big tech companies and by countless start-ups that are already experimenting with new technologies.

And, when the smartphone becomes obsolete, things are going to get weird for everybody. And we are not just talking here about how we organize our everyday daily lives.

People rightly think of the smartphone as a revolutionary device, because, it comes with just the right mix of software, cameras and GPS sensors. They are also powerful enough to handle a huge number of tasks. But, although they contain a vast amount of technology, they are still light enough for us to take everywhere.

Some of the latest smartphones already use a virtual assistant that lets you control every single feature and app on your phone with your voice commands. But soon we can expect the big tech companies to deliver an even bigger wave of innovations in communications. So, here's a brief look at what the world beyond the smartphone may look like.

In the medium term, various experimental technologies will be used to build augmented-reality headsets. These will project detailed 3D images straight into your head. These augmented reality systems could wipe out the smartphone, the TV, and anything else that has a screen. All your calls, chats, movies, and games will be beamed into your brain so you will be able to see both them and the world around you at the same time.

I think that's a little scary. But you can decide for yourself how you feel about that.

Still, all these innovations we have talked about will still rely on something that you have to wear – even if it's only a pair of special glasses. Some of the craziest, most forward-looking ideas go much, much further. In the distant future we could merge the digital and physical

worlds, so that humans, machines and artificial intelligence become one. In other words we will no longer be totally human; we will become cyborgs just like the ones in *Star Wars*.

The idea of a world full of cyborgs is so radical that nobody really knows what such a society would look like. Over the centuries philosophers and science-fiction writers have been asking what makes humans unique. One day, as cyborgs, we may no longer be recognizable as creatures made only of flesh and blood so we may no longer be capable of answering the question, “How does it feel to be human?”

So when the smartphone dies, it’ll actually be the end of an era. It’ll be the end of interactive, but essentially passive, machines that we use when and how we want. In a couple of generations we will be able to strengthen the human mind and the human body with real superpowers. But, I don’t want to be there when it happens.

Then again, maybe I’m just a pessimist.

1.

This new communication system will allow you to see the natural and the artificial world at the same time.

Augmented-reality technology will use a new generation of headsets.

Existing tech giants will soon be demonstrating new means of communications.

Smartphone voice command technology is already a reality.

The speaker finds the idea of augmented reality somewhat frightening.

8C A new scientific innovation (page 328)

Narrator: Hello and welcome to *Science for Life*, your weekly update on what’s happening in the world of science. On today’s programme, we start with dreams, but not the age-old question of what they mean, but how we can influence them, and perhaps make them sweeter. Our tech reporter, Grace Miller, investigates.

Reporter: The world of dreams has fascinated people for centuries. We now know that most of us dream several times a night, and of course some remember their dreams more clearly than others. But what if we could influence what we dream about and make them happier and always enjoyable? Is this “science fact” or “science fiction”? Well, it could become fact, thanks to a new app called Dream: ON.

Dream: ON is the brainchild of the British psychologist, Richard Wiseman. It has already been downloaded by thousands of volunteers eager to find out if they can create the perfect dream. So how does it work? Well, before going to sleep, you select from the app the type of dream you would like to have. Then you place your phone next to your head on the pillow. This is so that the app can monitor your sleep pattern. It

monitors your movements until it senses that you are lying still. This indicates that you're in a period of REM (rapid eye movement) sleep, when dreaming is most likely to occur. It then quietly plays something called a "soundscape". This is a personalized series of sounds designed to help create your desired dream. It can be anything at all from birds singing and waves lapping on the shore, to city noises or the voices of celebrities. While the soundscape is playing, the app continues to monitor your movements and when the dream ends, it wakes you up with a gentle alarm and asks you to write a short description of your dream. The descriptions of the dreams are stored in a database called "Dream Bank" to allow Professor Wiseman to assess the effectiveness of the app and continue his research. The app also allows you to tag the friends who appeared in your dreams via Facebook and Twitter.

This all might be your dream come true, or your worst nightmare, but there is a serious side to it. A national sleep survey found that 21% of respondents had trouble sleeping and 15% suffered from unpleasant dreams. Professor Wiseman said, "Getting a good night's sleep and having pleasant dreams boosts people's productivity, and is essential for their psychological and physical well being. Despite this, we know very little about how to influence dreams. This experiment aims to change that." From some of the comments on Twitter, it looks like there have been mixed results, as you might expect. I haven't tried Dream: ON myself yet, but it's free to download so I might just give it a go tonight.

Presenter: Well, it's thanks and sweet dreams to our reporter, Grace. We'll try and get an update on that research later in the year. Now moving away from dreams ...



Chapter 9 answers

Reading comprehension – What Work Will Look Like In The 21st Century (page 341)

1. E Collaborative working
2. J Employment in a free market
3. H Mobility
4. B A word of caution
5. C
6. C
7. C
8. “so many new tools”
9. “get things done (without worrying about anyone’s precise job description)”
10. freelance
11. flexibility
12. they know the business

Listening comprehension – Welcome to Elmfield College (page 356)

1. the beginning
2. new students
3. to make a (good) first impression
4. having your hair done/ well applied make up / attractive clothes (any order)
5. A E G (any order)
6. writing for a college newspaper
7. will mean they reach and appeal to those with similar ideas
8. loyal / considerate / friendly (any one of three)
9. noticed for all the right reasons

Reading comprehension – What does it mean to be a 21st-century learner? (page 369)

1. False: the classroom we knew years back doesn’t exist anymore
2. True: today’s learners enjoy collaborating with each other
3. False: technology has been central to successful learning strategies
4. False: students still have to master content

5. False: using technology, pupils in classrooms all around the world are connecting to their communities
6. True: success in the 21st century requires knowing how to learn
7. True: the goal of schools should be to preserve this creativity
8. False: it may take some time before all teachers are properly equipped
9. interactive technologies, movable desks and unconventional learning spaces
10. share their experiences and learn from peers
11. intercultural understanding and respect
12. are likely to have different careers in their lifetime
13. C
14. D
15. B



Listening comprehension transcripts and answers

9A Professor Ong on 21st-century learning (page 344)

Presenter: Good evening. In tonight's *Education Matters* I have Professor Wendy Ong of the Singapore Centre for International Education here in the studio. As part of our occasional series "Future Trends in Education," this week I will be discussing with Professor Ong the concept of 21st century learning. So Professor, would you start by giving us some background to this concept, please?

Prof Ong: Of course! Well, in Europe education systems developed hand-in-hand with the development of industrialized societies. In the 19th and 20th centuries nations needed to educate entire populations, so that their young people could perform practical tasks requiring little thought within factories, commercial organizations and government administrations.

In this system, teachers gave their pupils a little working knowledge of maths, science, history, geography, and the national language. Students were expected to absorb this information and were tested on it. In this way they developed the basic skills of numeracy and literacy, were given a limited view of the world, and were made ready for work.

Presenter: And do you think this system is still valid today?

Prof Ong: Not at all. The social, economic and international contexts in which schools are now operating are more complex than those of previous centuries. The interrelated forces of technology and globalization are driving a world that is rapidly changing. For instance, technological innovations, such as the Internet, mean teachers no longer monopolize the flow of knowledge; it is now freely available.

Politically, too, national frontiers are dissolving and work connections are becoming increasingly internationalized. So we will need people with greater intercultural skills to adapt to these new work environments that cross local and state boundaries.

As a result, education has got to meet these twin challenges. In the 21st century, schools and universities will need to produce workers who have much more sophisticated ways of processing information than their parents and grandparents. There is already less demand for low-paid workers who can simply follow instructions. In the workplace, it will be essential to be able to think critically and collaborate harmoniously with people from other cultures.

Presenter: So, how do we teach our students such practices? How do we make them become more effective learners?

Prof Ong: Well, children have a huge amount of curiosity about the world around them. Infants are always asking the question “Why?” They want to know how and why things work; to know the reasons why things occur; to understand causes and effects. They love to ask questions and to examine the boundaries of what they don’t know.

As children come into adolescence, they demand to know what they can do and what they cannot do. They start to question authority itself. They start to ask “Why can’t I do this? Why must I do that?” In the classroom they want to know, “Why are we learning this? What use is this?”

This is where enquiry-based learning comes in.

Presenter: Could you explain, please?

Prof Ong: Enquiry-based learning aims to make use of students’ natural curiosity. In enquiry-based classrooms, teachers help students to ask questions, process information, find answers. As a result, they can learn to construct new ideas. In other words, it allows students to acquire and learn information and then turn it into understanding by being able to process it.

Presenter: Professor Ong, this sounds fascinating but I do ask myself how we are to achieve this. Let’s take a short break and continue this conversation after the news and weather.

1.

According to Professor Ong, the 21st century faces challenges that are **more complicated than earlier centuries**.

Young people now have access to information that is **available to everyone**.

Greater intercultural understanding will allow future workers to **adapt to changing work environments**.

In the future it looks as if low-paid workers who can simply follow instructions will **have much more difficulty finding work**.

2.

The presenter then asked her guest how she proposed to make learners more **effective** in the classroom. Professor Ong said that teachers need to use children’s natural **curiosity**. Children want to understand the **reasons** why things happen. She says younger children want to test the **boundaries** of their knowledge and understanding. Adolescents start to challenge the **authority** of their teachers and want to know the point of learning something.

3.

Enquiry-based learning

Construct new ideas

Turn it into understanding



9B Success in advertising (page 371)

Interviewer: Paula, welcome to the studio today. Now you run what is considered by those who know what they're talking about to be a very successful advertising agency. What inspired you to enter the world of advertising?

Paula: I'm not sure if I know the answer to that but I suppose I've always been a bit of an entrepreneur – not the ruthless kind, of course! I'm certainly not very artistic – never have been – but I have an eye for design. And although I've certainly never had the gift of the gab, I can argue my way out of a corner, and get my own way!

Interviewer: But success didn't come overnight, did it?

Paula: Not at all. But it hasn't all been hard grind. I started at the bottom and gradually worked my way up, but I can't say I didn't enjoy it along the way. I've had my ups and a few downs, too. But in this field, you've just got to pick yourself up and start all over again!

Interviewer: How would you say that the world of advertising compares to working in other fields?

Paula: Working in advertising's certainly tougher, make no mistake. It's often said in advertising that you're only as good as your last idea. In reality, you're only as good as your next one. Our business is different because it constantly has to break with the past. This need for reinvention obviously affects the industry's culture. There can be very few industries that are expected to have a new idea everyday.

Interviewer: But is there any evidence to back up what you are saying?

Paula: There's plenty of proof that you can't rely on past achievements! A quick glance at advertising shows that the industry is littered with campaigns that stayed around too long and ended up damaging the brand. So much so that the brand often disappears for ever – a problem one famous and highly successful fashion company encountered in its last campaign.

Interviewer: So what steps can you take to ensure your long-term survival?

Paula: Well, the only way to “ensure your long-term survival” as you so aptly put it, is relentless investment in talent and opportunity, and a constant questioning of one's past – the desire to break with what you've

created and the courage to start again – the “If it worked yesterday, it certainly won’t work tomorrow” sort of philosophy. For example, for most brands, the general thinking is that a strong heritage is considered an asset, a competitive advantage. And on the surface, there doesn’t seem anything wrong with that! But it’s the conventional view and it presents advertising agencies with an interesting dilemma. How do they succeed as brands? We are, perhaps, an industry that can be trapped by our past glory. Just as a shark has to keep swimming to survive, an agency has to keep evolving to succeed. It has no fixed assets, no past equity to trade, and in reality, very little goodwill.

Interviewer: So all in all, would you recommend the industry as a career?

Paula: Overall, I would say it’s an industry for newcomers. It’s an environment where the newcomer is regarded with greater relevance than anything else. And this is probably because as an industry we’re obsessed with youth. A 50-year-old creative is an increasing rarity. Or if they’re still employed, they’re consigned to some branch office in the back of beyond. We’re in an industry where, for good or bad, history is suspect and the future is the prize. Of course, any business has to look to tomorrow, especially in facing today’s relentless competition. But advertising must uniquely be an industry that has to forget about its past in order to ensure its future!

Interviewer: Paula, thanks for talking to us today. And now ...

1.

The interviewer asks Paula about her motives for joining the industry. She is very good at convincing others that she is right. She believes that advertisers require excellent creative thinking skills. She has always really enjoyed working in all aspects of advertising. Paula has experienced both failure and success in her career in advertising.

2.

According to Paula, advertisers work in an environment that is very **tough**. The secret of successful brands is that they can quickly change their advertising **campaign**.

According to Paula, a **strong heritage** is not always necessary for advertising companies.

According to Paula, the advertisers’ only means of survival is to **keep evolving**.

Paula believes that newcomers to the business are **more relevant than established advertising executives**.



3.

In the final part of the interview the show's presenter asked Paula Pashley if she would **recommend** a career in advertising. Paula replied that the advertising sector is **obsessed** with recruiting young people. According to Paula, older workers tend to be **employed** in less exciting and less glamorous departments and locations. This is because in the advertising industry creative people are suspicious of **history**.

9C Welcome to Elmfield college (page 356)

Being in a new environment with so many new people can present problems, but you can do things to help yourself create a great first impression with new friends and classmates. These handy tips will help people to remember you, and in a good way! Looking good draws attention and attractive clothes flatter you, reflecting your personality in a positive way. Similarly, wearing well-applied make-up or having your hair done enhances your appearance, but a nice outward appearance is only one way of being noticed. Your personality should shine through, too. If you're a little shy in a room full of strangers at a party or in a new class, preparing something to say can help – whether it's making a joke or asking questions. Humour relaxes everyone and most people like being asked about themselves, and don't be afraid of joining in a conversation – that will make you appear far more interesting than saying nothing at all. If you prefer to express yourself through writing, you could try writing for a college newspaper or creating a blog. Your opinions and interests will be publicized and will appeal to people with similar ideas. And, the more original they are, the better! Conforming to other people's opinions doesn't create interest, whereas original opinions do. Finally, to be well liked, highlight your best characteristics by being friendly, considerate and loyal. No one is ever put off by these qualities, which are guaranteed to show you in a positive light. Follow our advice and you'll be noticed, and for all the right reasons.



Chapter 10 answers

Reading comprehension – Human Rights in Jamaica (page 383)

1. Reporting the status of human rights (and violations) in Jamaica (accept similar wording)
2. backlog
3. juvenile
4. aggravated / serious
5. contravening
6. extrajudicially
7. oversight
8. classified
9. alleged
10. arbitrary
11. hampered
12. decriminalizing
13. excessive
14. overdue
15. perceived
16. promptly
17. H
18. E
19. D
20. I
21. A
22. B/C/D (in any order)
23. cannabis
24. first half (of the year)
25. (44) civilians
26. Jamaica
27. (some) women
28. Sexual Offences Act
29. violent crime
30. The Dangerous Drugs (Amendment) Act 2015
31. began to decline in 2014 and 2015

32. high number of new cases and few resources
33. extreme violence and abuse
34. widening the definition of rape, decriminalizing sex work, and using gender-neutral language (throughout the Act)

Reading comprehension – Human Trafficking and Moral Imperatives (page 395)

1. (it) is not in the open, but hidden (fed by drugs, deception, even kidnapping)
2. tailored
3. they are told they can send remittances back home
4. people are lured (into this trap) by the promise of a better future
5. immoral
6. violated
7. universally
8. accepts
9. maximizes
10. will
11. presumably
12. B/ C/ F (in any order)
13. False: this business is growing
14. True: egoism is (basically being) motivated only for self-interest
15. False: (I) disagree that human trafficking is an example of Kant's Categorical Imperative
16. True: it can and will better our society as a whole
17. True: is growing because authorities have ignored the fact that it is going on in their own society

HL extension

18. **A.** R.B.
B. K.M.
C. J.V., K.M., & R.B.
D. J.V.
E. K.M. & R.B.
19. (more than 50,000) girls
20. coerced
21. former Miami Beach police officer
22. teacher/ lecturer/ facilitator
23. student's individual answers



Listening comprehension – Radio report on people trafficking in the US (page 399)

1. No Trafficking International
2. 130
3. (different forms of) abuse
4. No Trafficking International
5. being kidnapped (and sold)
6. B/E/F
7. B
8. C
9. D

HL extension

10. particularly girls
11. big events
12. not liable to penalty
13. do not apprehend
14. approval of
15. perpetrators
16. passed
17. take their civic duty

Reading comprehension – Gender Equality (page 411)

1. these ideas are so mainstream (so much a part of our basic cultural heritage)
2. through feminism
3. (it) appeals to reason, to the rights of man, and to the notion of equality of dignity among all people
4. By fighting the regional Communist Party's refusal to release information about how their children died in a poorly-built school during an earthquake
5. ideal
6. H
7. K
8. F
9. C

10. L
11. J
12. H
13. F
14. I
15. C
16. G
17. C/D/F/H (in any order)
18. revolution in the smaller towns and villages
19. rural women (of India)
20. a woman

HL extension

21. reassert our Enlightenment heritage
22. very hard to mock
23. witnessed the power
24. have the opportunity
25. which was unimaginable
26. False: so powerful and so right that it has spread around the world
27. False: It doesn't dictate sexual decisions
28. True: I remember seeing that same power
29. True: The girls didn't speak first
30. True: There can be no confronting our challenges without those voices.
31. C
32. B
33. D
34. A



Listening comprehension transcripts and answers

10A E-petitions (page 386)

Most British teenagers aren't very interested in politics. Very few have taken part in a demonstration or written a letter of protest, let alone joined a political party. But, with the advent of the Internet, a new way of launching a campaign or influencing government policy has emerged – e-petitions. Any British citizen can start a petition on the British government website. If more than 100,000 people sign the petition, it could be debated in the House of Commons. Recent popular petitions have called for a referendum on British membership of the EU, or demanded action to tackle problems like drug addiction and homelessness. But, could a petition ever lead the government to actually change the law? Or is it just a cynical way for the government to gauge public opinion? Or, worse, to fool voters into thinking that the government is actually listening to them? Time will tell.

1.

Politics does not appeal to most British **teenagers**.

Few teenagers in Britain demonstrate, protest or join a **political party**.

A new way of taking part in political activities appeared with the advent of the **Internet**.

A petition can be started on the government's website by any **British citizen**.

The House of Commons may debate an e-petition if it is endorsed by more than **100,000 people**.

Popular petitions included the referendum to leave the EU, or asked for something to be done about problems like drug addiction and **homelessness**.

The worst use for e-petitions could be just to fool voters into thinking that the government is **actually** listening to them.

10B Radio report: trafficking (page 399)

Reporter: Good evening, ladies and gentlemen and welcome to this special edition of *Where we are in time and place*. This week, as the country is still shocked by the news from Africa, our report will focus on the trafficking of African girls into the United States.

As you must have heard, No Trafficking International has been working diligently to identify ways in which such trafficking of young women into the United States is stopped. Their recent activity focused on the missing 130 girls who have not returned to their homes in different parts of Africa since October. The organization's officials are increasingly worried that those girls are subject to different forms of abuse by their captors. *Where we are in time and place* interviewed Jamina Delling, the organization's

head, who discussed the problem with us and focused on how such trafficking is affecting American children.

Jamina: Not only is trafficking in persons a serious issue in the US, it is affecting our children directly. Who is to say that such trafficking is not going to affect American children directly, for they are in increased danger of being kidnapped and sold?

Reporter: Are you serious?

Jamina: Of course I am. All the reports we received about the girls you mentioned earlier show that some of those girls outsmarted the traffickers and are hiding somewhere on US soil; we do not want those to end as victims of any sort. In addition, the lax rules we have regarding trafficking indicate that our own children may someday be in those girls' shoes right here in the US. We're very comfortable sending our children to all sorts of events, or going with them sometimes, but who knows what might happen in big tournaments when no one is really watching, when everyone is experiencing the game? Is kidnapping under lenient rules restricted only to African girls? I say not!

Reporter: What do you mean by lax rules?

Jamina: Don't get me wrong, I'm not indicating that our laws sympathize with the perpetrators. But they define those perpetrators as traffickers. Anyone who engages in, buyers for example, obtaining a trafficked girl other than traffickers is not put on trial. What is more, those girls – even if we manage to rescue them – are stigmatized: they are blamed for not being watchful enough in the first place, for being partners in their abuse, and a number of other things. We do need society to change the way it perceives those girls and to start seeing them for what they are: victimized children.

Reporter: In your opinion, why are the buyers not indicted?

Jamina: Simply because they are not seen as criminals. Most of them are middle-class, married, white men, not African American as some might think. Some believe they are tricked into buying those girls. But all those are just either irrelevant or untrue. Those men, irrespective of their colour, simply do not look like your normal criminal! Still, I am happy to report that such a view may change soon when a new law is passed that criminalizes all parties apart from the trafficked child.

Reporter: I sincerely hope everyone acts as a true citizen and votes for this law.

Thank you so much for being with us today ...



10C The right to vote (page 424)

1: I'm old enough to marry, have children, work, own a house, join the Army, which could mean dying for my country, but I'm not old enough to vote. I think we need to reform the electoral system so that anyone over the age of sixteen can vote in a general election. The government spends a lot of money on education, but school students have no say in how that money is spent. I think we should. Many teenagers have thought about things and have opinions on how politicians should tackle the important issues. People sometimes say we aren't responsible enough and wouldn't take it seriously, but a lot of young people get involved in single-issue politics, like animal rights and so on, and if you gave them the vote they'd take the trouble to find out what the other, more general issues are.

2: Imagine what it would be like if you couldn't vote at all. Many young people in the West can't imagine what that would be like. Being female, I think it's especially important to vote. It took a long time before women were allowed into politics, which frankly I think is shocking, and there are still countries in the world where women can't vote. So, if you want to change the world, you have to use your vote. Otherwise, we may lose our freedoms and end up living under a dictatorship. There are so many countries where you can't vote, where your opinion doesn't count. OK, so politicians here sometimes don't listen, but you have to appreciate the political system that we have. We should value our democracy and not take it for granted. And remember, democracy only works if people take part. When I'm eighteen next year, I'll be first at the polling station.

3: I just switch off when I hear politicians droning on on the telly. I don't know who's left-wing or who's right-wing. I'm not even sure I know the name of the Prime Minister, and I probably wouldn't remember to vote, even if the government passed a law allowing me to at sixteen. I think a lot of teens just wouldn't bother to vote. They aren't interested in politics; they think it's boring and that it doesn't affect them. None of my friends have taken part in a demonstration, or even signed a petition, and also it seems that those people at school who are interested in politics just have the same political opinions as their parents! If they are going to get into politics and stand for public office they need to think for themselves! Having said all that, maybe when I'm eighteen and able to vote I'll change my mind.

4: It seems to me that, whether people vote or not, things never change. All political parties seem interchangeable and say the same things. I don't think politicians pay any attention to what the general public think about government policy; they are far more interested in arguing amongst themselves. They just say what people want to hear when they want the public's votes in order to get elected. But when they're in government, they're not interested in public opinion anymore. When I get the vote, I hope someone different will come along with a new attitude and new

approach to politics. I'm not sure I'll care if they're left-wing or right-wing, as long as I can believe that they mean what they say. My mum says that not all politicians are the same, and that I should take an interest in politics. Perhaps she's right.

5: I admire people who go into politics and put themselves up for election. They mostly do it because they want to change things and make things better. I don't think they're in it for the money or the fame. Having said that, I'm pretty fed-up with politics in general. I think the main problem is the electoral system. We don't have proportional representation in this country, so the political party that wins isn't necessarily the one that gets the most votes in the general election. That's why I think a lot of people have become disillusioned with mainstream politics and get involved with single-issue politics, like climate change, gun control, things like that.

1.

The first speaker thinks his inability to vote **is not to be tolerated**.

A 16-year-old in Britain is **considered too young to vote**.

Teenagers in Britain **have strong views about politicians**.

Teenagers in Britain **get involved in single issues**.

2.

Be thankful you live in the West; many cannot **vote** at all.

Allowing women into politics took a long **time**, so be grateful you were born in the 21st century.

In many countries around the **world**, women still can't vote.

If you do not vote, you may lose our **freedom**.

You should not take our democratic system for **granted**.

You will be first at the polling station when you are old enough to vote.

3.

Political parties seem to be **similar**.

Politicians care more about arguing amongst themselves than they do about **the opinion of the general public**.

To win the elections, politicians **make promises they do not intend to keep**.

The speaker will elect the candidate **she believes the most**.

The speaker is **not interested in politics**.