UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG

**CURSO DE ESPECIALIZAÇÃO DE INGLÊS: ABORDAGENS
CONTEMPORÂNEAS**

MATERIAL DIDÁTICO: UPDATE FOR EXAM
(UNIDADE DIDÁTICA)

UNIVERSIDADE FEDERAL DE MINAS GERAIS – UFMG

ORIENTADORA: PROFª. DRª. ANDREA MACHADO DE ALMEIDA MATTOS

11 DE AGOSTO DE 2017

UFMG

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UNIVERSIDADE FEDERAL DE MINAS GERAIS – UFMG

CURSO DE ESPECIALIZAÇÃO EM ENSINO DE LINGUA INGLESA

MATERIAL DIDÁTICO: UPDATE FOR EXAM

(UNIDADE DIDÁTICA)

Trabalho apresentado como pré-requisito para a obtenção do título de especialista em Ensino de Língua Inglesa pela Universidade Federal de Minas Gerais – UFMG.

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Belo Horizonte

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Introduction

It is an undeniable fact that mastering a Foreign Language, mainly English, in our contemporary and globalized world is of absolute relevance. One could easily come to the conclusion, even without a thorough and scientific research, that when asked about the reason why they seek to be part of the immense community of English speakers, people would predominantly answer something related to career opportunities.

Having International certificates such as the Cambridge exams – (FCE, CAE and CPE) is the way people have to prove their proficiency in a second language. These certificates are well-known and recognized worldwide.

My experience involves preparing students for these exams. They are mostly teenagers and young adults who study in a Language Institution to prepare themselves for those exams.

Having set the group of learners I would like to work with, I decided to develop two units to prepare students to take the FCE exam. This exam is in level B2 according to the CEFR (Common European Framework of Reference).

The units take into account the level and age of the learners, so the themes presented are relevant for their ages and interests. The themes aim to increase learners' motivation so that they can get the most of it to prepare for the exam in a more effective way. They are divided into the following main sections:

1. Let´s start: This section introduces the topic of the unit and check students' background information about the vocabulary.
2. Listening: This section aims to practice this receptive skill and its subskills.
3. Reading: This section aims to practice this receptive skill and its subskills.
4. Writing: This section aims to practice writing. The writing is part of the exam, so this section was developed in order to show students what to expect during the exam.
5. Language Focus: This section aims to present new language items.
6. Vocabulary: This section aims to present new lexical items.
7. Pronunciation and Speaking: pronunciation section works with connected speech and intonation. -Speaking section aims to develop students´ ability to produce language and prepare themselves for the exam.

8. Exam Focus: This section contains exercises from the exam so that students are aware of what kind of exercises appear in the exam.

All the four abilities: reading, writing, listening and speaking are equally developed and the tasks focus on the exam.

Alongside the units, there is a writing bank and also a speaking bank, which give learners detailed explanation on how to write for the exam, some relevant lexical items to include in their production and also hints on how to behave in the speaking section. We also included a teacher´s guide to help them to use the material effectively and some suggestions of further websites and materials to enrich the teaching process.

The first unit talks about family dealing with aspects such as variety and values both in Brazil and in China. The students have the opportunity to learn vocabulary concerning family to help them to fulfil the tasks. In this unit, we focus on the open – cloze exercise from the FCE exam and an essay, which is part one of the writing paper.

The second unit focus on situations related to choosing a career. Nowadays, teenagers face this when they finish high school and take the entrance exam for the university. It is a difficult decision, since it will have a great impact on their future. This is a topic which, in my point of views, is relevant to discuss in class and show students what they must take into consideration when choosing their career. The exam focus of this unit is a review, which might be one of the genres from part two of the writing paper, and the reading part 5, which is a multiple-choice exercise about a text.

At the end of each unit, we propose a self – assessment test so that they can check their progress and their learning. In addition, we open room for students to search for more information about the theme and practice exercises for the FCE exam in order to promote learners´ autonomy.

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RATIONALE

INTRODUCTION:

Update for exam aims to provide learners – teenagers and young adults – the necessary skills they need to achieve success in their exams. As stated in the introduction, nowadays we have the necessity to prove our proficiency in a foreign language for both academic and professional purposes.

Despite being a material to prepare students for English exams, we imagined something which also opens room for learners´ autonomy, critical thinking and the development of students 'competence when using the language.

The first unit talks about families and its title, "what is a family?", comes from the video for the listening task. Although this topic is frequently present in textbooks, the way it is approached in this material goes beyond what we commonly have nowadays. We understand that in our contemporary society it is not simple to define family and the dictionary definition is poor considering what is happening around us. The unit discusses different types of families to raise students' awareness of the different family structures.

The second unit follows the same pattern as its predecessor and receives the title from the listening task. The topic, which is about careers, is debated throughout the unit. We understand that this topic is familiar to teenagers or young adults that have to make their career choices. We understand that this is a tough decision to make since it will affect their whole life. The unit brings discussions on what to consider when choosing a career.

In order to fully grasp the aim of the material, we should first understand the concept of communicative approach and realize why it is important to encourage critical thinking. These concepts are extreme relevant for the present paper since they were the base for this material.

COMMUNICATIVE APPROACH:

Communicative approach is a term that is present in most contexts in which Language teaching is discussed. However it is essential to define its concept. Richards (2006) states that "communicative language teaching can be understood by a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom."

The author continues talking about the goals and he, firstly, compares grammatical competence and communicative competence. For the author, grammatical competence means the knowledge we have of a language concerning the ability to produce sentences and to understand how sentences are formed whereas communicative competence involves, among others:

1. Knowing how to use the language for different purposes and functions

2. Knowing how to vary the use of language according to the participants

3. Knowing how to use different communicative strategies to maintain the conversation

Therefore, we can conclude that the knowledge about the language serves as a tool for communication.

Brown (2007) points out some characteristics of the communicative approach (CLT). The characteristics outlined by the author include among others, pragmatic tasks equipping learners with the necessary skills to master the situations they would find outside the classroom. The author says that we should equip learners with tools for generating unrehearsed language performance.

Richards and Rogers (2001) point some characteristics of the communicative approach. According to the authors, in this approach, meaning is more important than structure and the focus is on the function rather than on grammatical features. Dialogues centre around functions and are not generally memorized and mostly important: linguistics items are taught through the process of struggling to communicate.

Although structure is not the centre in this approach, it is important to teach since it is a tool for communication. Many researchers have been debating how to integrate grammar in language courses and how it can be more effective to learners. After many years of investigating this area, researchers concluded that inductive grammar teaching is more effective and follows the same principle of the communicative approach. In this way of presenting grammar, learners are encouraged to generate the rules by analysing samples given by the teacher. This idea allows students to make mistakes and gives them the chance to try using the language to discover grammatical patterns and the structure.

Thornbury (1999) agrees with what was said above and adds that this approach encourages mental efforts and forces students to rely on their intelligence and the ability to analyse and make connections between particular samples of speech.

We agree with this method and we decided to use it in this material. In the Grammar section, we give students some questions to guide them to discover the pattern. The linguistic item is present in the reading passage to assure that the context is clear so that learners can be able to generate the rules and understand how language is being used.

CRITICAL THINKING

PESSOA & FREITAS (2012) believe that education should be committed to social justice and teachers should not only teach content but also encourage students´ critical thinking so that they can be aware of oppression and be able to fight against it.

The classes in the diploma course at UFMG forced me to think about this topic and made me interested in learning more and integrating it to my teaching practice. Before having these classes, I had never thought about including critical topics in my classes. Therefore, I decided to include in the material something connected with critical thinking to open room for discussion and to hear from students what they think about these topics.

Questions in the post-vocabulary and reading promote critical thinking such as "Do step-families affect child-rearing in any way? Why (not)?"

I strongly believe that promoting this kind of discussion in class will improve learners' ability to negotiate meaning, build their knowledge in the second language and improve their speaking skills.

MATTOS E VALERIO (2010) point out something important to our social and cultural context. Since Brazil has many cultures and people are from various different backgrounds, it is important to deal with this variety in class so that learners would have the chance to learn how to respect others and respect diversity.

EXAM PREPARATION

As stated in the introduction, this is a material to prepare students for the FCE exam. This exam is level B2 according to the Common European Framework of Reference (CEFR).

Due to the fact that it is a preparation material, we included some tasks that are in the exam in order to make students aware of what the real thing is going to be like.

It is important to mention that some exercises do not follow the characteristics of communicative approach and this is because they intend to prepare students for the specificities of the examination.

We use all the types of exercises which appear in the examination. The first one is called Open Cloze and it tests students' knowledge on grammar. The second one is Review and Essays, the writing tasks on this material. These genres are frequently present in the FCE exam. Picture comparison and Discussion are the tasks in the speaking section. Picture comparison tests students' ability on how to compare two photographs and give their opinion on the topic. Discussion tests the ability on how to agree and disagree with something.

The Cambridge English First Handbook points out that The Association of Language Testers (ALTE) has researched what learners can do in each level of the CEFR. They described these statements based on everyday life. As Cambridge English Assessment is one of the members of the ALTE, they used this framework to ensure that the exams reflect real-life language skills.

In this material from Cambridge, we can understand exactly what is expected from learners who are taking this exam. Based on this, we developed a material that matches these expectations. The table below, taken from the material mentioned above, shows what students at B2 level can do:

Typical ability	Reading and Writing	Listening and Speaking
Overall General ability	CAN scan texts for relevant information. CAN make notes while someone is talking, or write a letter including non-standard requests.	CAN follow a talk on a familiar topic. CAN keep up a conversation on a fairly wide range of topics.
Social & Tourist	CAN read the media for information quickly and with good understanding. CAN express opinions and give reasons	CAN ask for clarification and further information, and is likely to understand the answer. CAN keep up a conversation on a fairly wide range of topics.
Work	CAN understand the general meaning of non-routine letters and understand most of the content.	CAN ask for factual information and understand the answer. CAN express own opinion, and express arguments to a limited extent.

	CAN write a simple report of a factual nature and begin to evaluate, advise, etc.	
Study	CAN make simple notes that are of reasonable use for essay or revision purposes, capturing the most important points.	CAN answer predictable or factual questions.
		CAN check that all instructions are understood.
	CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).	

This table is of great importance for this paper, since it is an exam preparation so it needs to match what Cambridge expects from learners at each level. In addition to this, Cambridge mentions that learners at this level should be able to understand different genres from different sources like magazines, newspaper. This is relevant because it is in accordance to what we think about using authentic material in the ESL classroom.
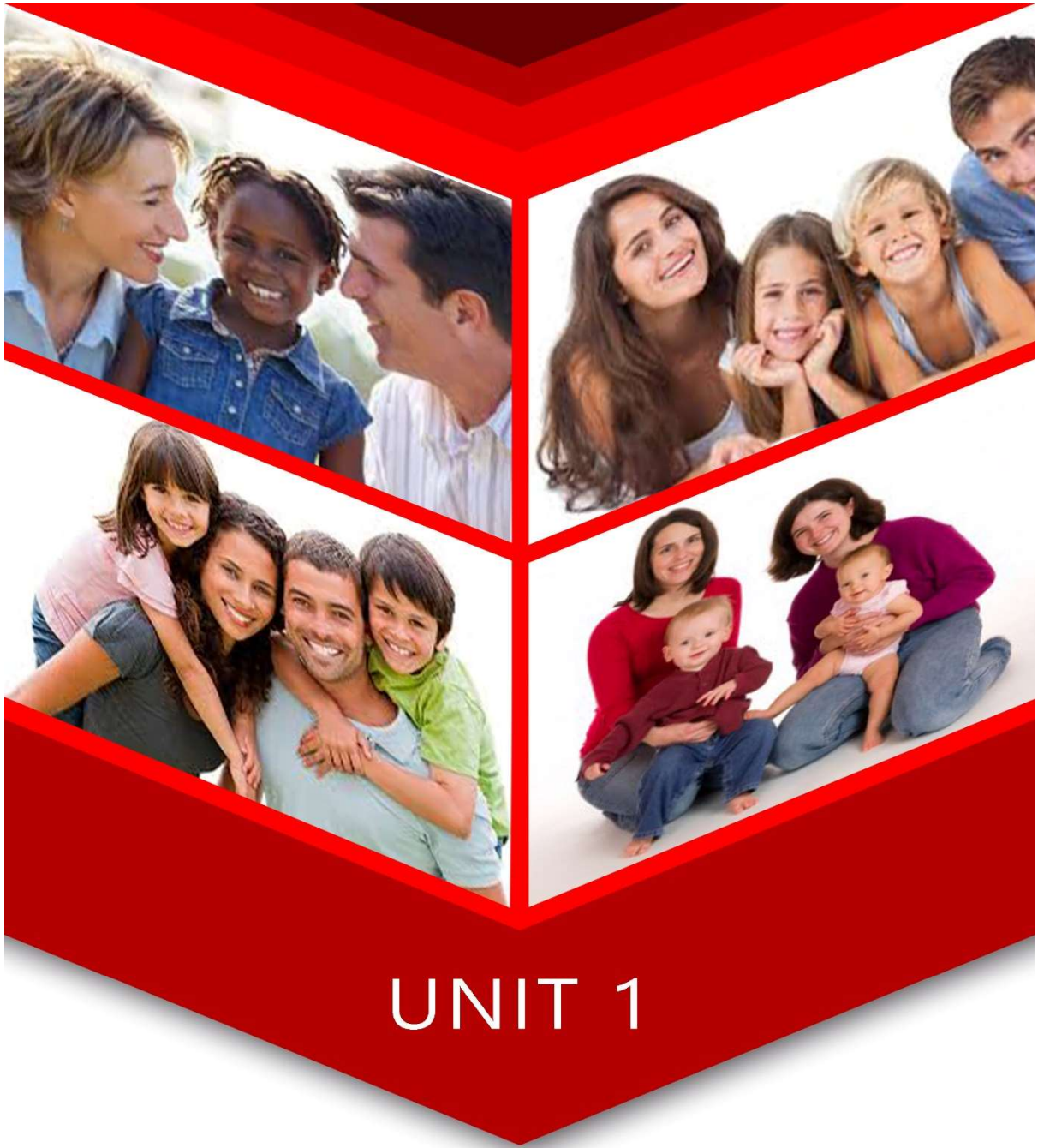
UNIT 1

What is a family?

<table>
<tr>
<td>

Unit objectives:

Discussing about different types of family and family values.

Linguistic aim: Linking words.

</td>
<td>

Exam aim

1) Open – cloze: use of English

2) Writing an essay.

</td>
</tr>
</table>

LET´S START:

1) Look at the picture and talk about it. Include as many details as you can. Work in pairs or in groups. You may want to use the words in the box to help you.

ADOPTION

Traditional Family – standard family – adopted child

Non-standard family - father - mother

TWO DADS

SINGLE MOM

Picture 1: https://www.aamft.org/imis15/aamft/Content/Consumer_Updates/Adoption.aspx

Picture 2: http://www.freedomtomarry.org/blog/entry/my-two-dads-8-families-share-how-theyre-celebrating-fathers-day-this-year

Picture 3: http://www.crosswalk.com/family/parenting/5-rules-for-successful-single-parent-families.html

Quote: "The most important thing in life is family and love!"

1) You are going to watch a video from YouTube talking about: what a family is. From the list below, tick the type of family that is *not* mentioned in the video.

(   ) Family with parents from the same sex.

(   ) Traditional family

(   ) Step-family

(   ) Family with an adopted child.

2) Name two types of families mentioned in the video and not in exercise one.

3) Watch the video again and complete the script with a word or short phrase.

Family what is it I guess we could look it up in the _____ but is it really that easy most of us think of the _____ picket fence suburbia family when the word comes to mind the one that's displayed in TV and pictures and books and history a mom a dad and a few kids maybe throw on a dog but if you walk along your street you can see the melting pot of families they come in all different _____ , sizes colors and ages for instance some couples will not have the _____ to have kids or simply choose to _____

The child may be of a different race _____ or blood but they still look like a happy family to me there's not one right way to find happiness it looks different in every family some families consist of _____ of the same sex just because they don't mirror our traditional family it doesn't mean that they are any less the earth is made up of different races and _____ families appear in every corner of the world sometimes couples choose to mix and create _____ families bringing our _____ and experiences into one household depending on life circumstances a home like a family comes in different shapes sizes colors and ages some families have very little both

Parents might not be present while other families live a picturesque _____ though the pay check is larger in one household the amount of love can be the same speaking of love it doesn't always come from another person maybe to you your dog is your family after all they are the ones you tell everything to the ones that are always there the most loyal hey even the crazy cat lady down the street has our own _____ family some families

---

are still in the process of swarming they are starting their own book they're writing that first chapter while other families have been through it all together they are in their final _____ of their book but think back way back I mean what about all those kids you called your best friends the ones you spent all day with the ones you spent no lifeway to you they were blood so maybe families are just people you choose to invest in maybe they'll invest in your life in return maybe they're the people that you love the most or hate the most but could never ever _____ maybe they're the people who simply do life with we don't know you try to fit it in a box

Published on December 14, 2015

You watched a video about what a family is. Now we are going to read a text, which talks more about family. Answer the questions.

1) What is your family type: legal bonds or blood bonds?

2) Do you have a big extended family?

Read the article and answer the questions.

Basic Family Definition

In the most basic definition, a group of people who share a legal bond or a blood bond is a family.

- **Legal Bonds:** Families are legally bound through marriages, adoptions, and guardianships, including the rights, duties, and obligations of those legal contracts. Legal bonds can be changed, expanded, or dissolved to change the composition of a family.

- **Blood Bonds:** Individuals who are directly related through a common ancestor are part of a family. This includes both close and distant relatives such as siblings, parents, grandparents, aunts, uncles, nieces, nephews, and cousins. Researching a family tree or genealogical records can reveal familial blood bonds.

Despite the apparent simplicity of this definition of family, the idea of family goes far beyond just legal or blood relationships for many people.

Types of Families

There are many different types of families, each of which is equally viable as a supportive, caring unit.

- **Nuclear Family:** Also called a conjugal family, this is the parents and their children living in the same residence or sharing the closest bonds.

- **Extended Family:** This type of family includes all relatives in close proximity, such as grandparents, aunts, uncles, and cousins. In a family household that is extended, these relatives typically live together and all share daily household duties. This type of family is also called a joint family or multigenerational family depending on which members are included.

- **Complex Family:** This type of extended family has three or more adults plus their children. This type of family may be formed through divorce and remarriage, or it may be formed through polygamy in societies where that practice is acceptable. Some families may be complex even without formal legal bonds between the adults.

- **Step Family:** This is a family where the adults have divorced and remarried, bringing children from other unions together to form a new nuclear family. The children may come from several different parents or be on one or both sides of the new union.

- **Traditional Family:** This is a family unit defined in the classic sense as the father working outside the home to support the members financially, while the mother remains at home and tends to domestic duties and child-rearing. This strict definition of family is less and less common in modern society.

- **Adopted Family:** This type of family shares legal bonds but not genetic ones. Two parents may adopt a child to whom they share no blood relationship, or one parent may adopt the child of the other parent. Adopted families can also be defined in an emotional or spiritual sense where no formal legal bonds are present.

- **Foster Family:** A foster family includes one or more adult parent who serves as a temporary guardian for one or more children to whom they may or may not be biologically related. In time, more formal arrangements may be made and foster children can be legally adopted.

Many families can be classified as more than one specific type, and every family has its unique characteristics that make it special and comforting to its members.

(*Adapted from: http://family.lovetoknow.com/definition-family*)

a) Which types of family described in the text necessarily imply the existence of an environment with more than two adults?

_____

_____

b) Tick from the item below, which is **not** a characteristic of a step – family.

(   ) may be formed through divorce or remarriage. (   ) may be formed through polygamy

(   ) family who adopts a child.   (   ) family with two fathers or mothers.

c) Match the types of families a - e with the definition 1 - 5 . There is one extra type of family.

a) Nuclear family	1) This type of family serves as temporary guardian.
b) Complex family	2) This type of family does not share blood bonds.
c) Step family	3) This type of family may be formed through polygamy.
d) Adopted family	4) This is a family consisted of a remarried adult.
e) Foster Family	

VOCABULARY FOCUS

1) The text above presents some interesting vocabulary connected to family. Let´s check if you could understand the definitions. Match the descriptions below with one word or short phrase from the text.   The first one is done for you.

a) Brady had a son, John Edward Thomas Moynahan, with former girlfriend, and actress, Bridgett Moynahan. A few years later, the NFL star married Brazilian supermodel Gisele Bündchen. Together, the couple have two children: son, Benjamin Rein Brady and daughter, Vivian Lake Brady, for a total of three kids. ***Step - family***

b) This structure consists of two or more adults who are related, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising the children and keeping up with the household duties. Many extended families include cousins, aunts or uncles and grandparents living together. This type of family structure may form due to financial difficulties or because older relatives are unable to care for themselves alone. Extended families are becoming increasingly common all over the world.

c) Kylie was 12 years old and living in Idaho when Staci and her husband saw her profile. Kylie had spent her entire life in foster care—living with relatives, with foster parents, or in group homes.

d) This family is an expansion of the nuclear family (parents and dependent children), usually built around a unilineal descent group (i.e., a group in which descent through either the female or the male line is emphasized). The extended family system often, but not exclusively, occurs in regions in which economic conditions make it difficult for the nuclear family to achieve self-sufficiency.

POST VOCABULARY AND READING

Discuss the questions and then report to the class what you have discussed.

a) Would you consider adopting a child?

b) Do step - families affect child - rearing in any way? Why (not)?

c) What types of family suffer more prejudice in your social group?

c) Read what a doctor says about when to tell children about their adoption. What is your opinion?

> Dr. Steven Nickman suggests that the ideal time for telling children about their adoption appears to be between the ages of 6 and 8. By the time children are 6 years old, they usually feel established enough in their family not to feel threatened by learning about adoption. Dr. Nickman believes that preschool children still have fears about the loss of their parents and their love and that telling them at that time is too risky. In addition, there is some question about whether a child under 6 years of age can understand the meaning of adoption and be able cognitively to work through the losses implied by learning that he was born into a different family.
>
> (Adapted from http://www.parents.com/parenting/adoption/parenting/when-should-we-tell-child-he-was-adopted/)

LANGUAGE FOCUS

1) Look at some sentences taken from the texts you have just read and answer the questions.

a) Despite the apparent simplicity of this definition of family, the idea of family goes far beyond just legal or blood relationships for many people.

b) This is a family unit defined in the classic sense as the father working outside the home to support the members financially, while the mother remains at home and tends to domestic duties and child-rearing.

c) In a family household that is extended, these relatives typically live together and all share daily household duties.

d) Many extended families include cousins, aunts or uncles and grandparents living together.

1) Which of these linking words introduces a contrast idea?
_____

2) Which linking word introduces events that happens at the same time in the present, past or future?

_____

3) The meaning of the word **and** in sentence **c** is:

a) Introducing a new idea   b) Introducing a conclusion

4) The meaning of the word **and** in sentence **d** is:

a) Introducing an information   b) Introducing a conclusion

5) Look at this sentence: "This type of family shares legal bonds but not genetic ones." Tick from the options below the meaning of the word **but** in the sentence.

(   ) addition   (   ) contrast idea   (   ) conclusion

Rewrite the sentence above replacing the word **but** with another word with similar meaning. Make any changes if necessary.

_____

_____

EXAM FOCUS:
1) **Open-cloze**: Complete the extract with one word.

Definition of Family

The dictionary defines family in several ways. One definition is "a fundamental social group in society typically consisting of one _____ two parents and their children." _____ this definition is a good starting point, there are several modern family structures that are excluded by this definition, such as childless couples or other variations on the family unit. Another definition is "Two or more people who share goals and values, have long-term commitments to one another _____ reside usually in the same dwelling." This definition encompasses the vast majority of modern family units; for the purposes of this article, the second definition will be used.

(*Adapted from: http://family.lovetoknow.com/definition-family*)

PRONUNCIATION: HOMOPHONES

Watch the video from the listening section again. Complete the sentences.

1) _____ the people that you love the most or hate the most.

2) While other families have been through it all together they are in _____ final chapter of _____ book.

3) _____ is not one right way to find happiness.

Pronunciation tips:

Words that have different spellings but have the same sound are called: homophones.

Now, make some sentences using the words above, say them to your partner and they need to write the sentence.

WRITING: PART ONE

In writing part one of the FCE test you have to write an essay. Go to writing bank for a more detail explanation of this part.

We have been talking about family during the whole unit. This time we are going to keep on talking about family, however, comparing families´ values in Brazil and in China. Look at the texts and answer the questions.

Text one: Gender Roles: Traditional Chinese family values feature very clear-cut, different roles and rights for men and women. While these are rapidly changing, the original values are still evident on some levels.

Females: Traditional Chinese mothers usually stay in the home to take care of the home, the children, and the rest of the family. Many modern Chinese women have careers, but still rely on their husbands or fathers for financial support at some point in their lives.

Patrilineal Descent: Traditional Chinese families honor the patrilineal descent system. This means that a child's lineage and descent is calculated from his father only. Men are the only ones that can inherit family membership and family land or other inheritance in this type of system.

Marriage: Marriage, family and children are very important in the Chinese culture. Because such a large portion of the population lived in rural environments for so long, getting married and having children meant that you'd have workers and be able to create and maintain a homestead. Traditional marriages were arranged by the parents of the bride and groom. Many couples never even met one another until their wedding day. Modern Chinese couples choose their own partners, but many still ask for their elders' approval.

Text 2: Changing Times: Over the last 30 years, family values in Brazil have undergone significant tests along with changes in the structure of the family. Originally, Brazil's social structure was primarily patriarchal in nature. Women were relegated to domestic duties and often

lacked formal education. However, women were also the glue that helped hold the family together.

Today many Brazilian households have two working spouses, and the number of single-parent households has increased. Family is still valued highly, but divorce and marital separation are much more common. Many women are now the head of their household and the dynamics of the family often include children from more than one marriage or other union. While such changes in the social makeup of family are accepted, the importance of family has remained unchanged.

Some of these changes are attributed to a changing political climate. In an effort to build a sense of citizenship and democracy, political changes influenced women to desire more freedom and to enjoy a new level of independence. A problem women face that directly relates to the foundational family values instilled in them their whole lives is that of balancing work and home responsibilities. While women enjoy working and bringing home a paycheck, many of them are overwhelmed and stressed because they still feel responsible for household duties, caring for the children and other traditional mother-role tasks on the home front. It is not unusual to hire a nanny or housekeeper to help alleviate this stress.

1) What are the differences between China and Brazil´s families' values?

2) Are the values in Brazil´s text still valid nowadays?

After reading both texts and with the information you had during the whole unit, compare the two texts and write an essay discussing:
- **The similarities and differences between the values of family in China and Brazil**
- **The pros and cons of each culture**

Your essay should contain:

1) Introduction: it contains the main idea of the text.

2) Body: it contains the arguments that you are going to use.

3) Conclusion: it states the main idea in the introduction in different words.

You must remember to use good linking words such as however, nevertheless, in addition, moreover, furthermore.

- **State your own thoughts on which culture values more the family as a whole.**

Look at the tips to help you writing the essay!

SPEAKING: PART 2

> Speaking part 2, you are going to talk on your own for about a minute. You have to compare and contrast, so do not waste time describing the picture. Remember to use as many linking words as you can.

Student A:

Your photographs show different types of families. I would like you to compare and contrast the two photographs and say whether you would consider adopting a child.
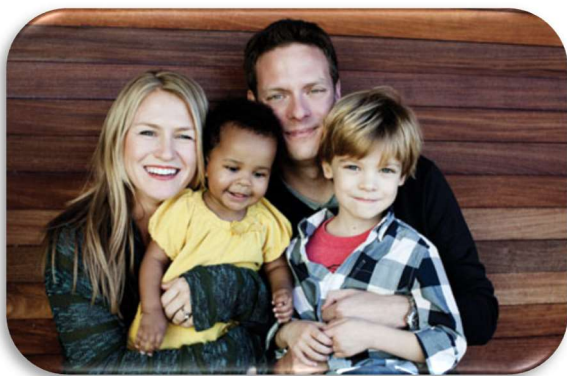
Ask student B the following question: What would be your life if you had only a mother or a father?

Student B:

Your photographs also show different types of families. Compare the two photographs and say how society views families with two fathers or two mothers?

Ask student A the following question: Would you like to have two mothers? Why?

SELF-ASSESSMENT:

This is your chance to assess yourself. Answer these questions to check your progress.

1) Was the topic interesting to you? Why?

_____

_____

2) Can you talk about different types of families?

_____

_____

3) Can you use different linking words?

_____

EXPANDING YOUR LEARNING

- If you want to practice more for the exam, here are some useful websites.

1) http://www.englishaula.com

2) http://www.examenglish.com

- If you want to read more about families, these website may be useful:

1) http://family.lovetoknow.com/about-family-values/empty-nest-syndrome-single-parents

2) http://family.lovetoknow.com/about-family-values/types-family-structures

REFERENCES

VOCABULARY SECTION:

http://tinseltownmom.com/16-blended-hollywood-families/

http://family.lovetoknow.com/about-family-values/types-family-structures

http://www.adoptuskids.org/adoption-and-foster-care/overview/adoption-stories/story?k=dennis-family-adoption-story

http://www.parents.com/parenting/adoption/parenting/when-should-we-tell-child-he-was-adopted/

WRITING SECTION:

http://family.lovetoknow.com/chinese-family-values

http://family.lovetoknow.com/family-values/brazilian-family-values

SPEAKING SECTION:

http://www.more4kids.info/413/mommy-and-toddler-groups/

http://likesuccess.com/img4861844

http://www.crosswalk.com/family/parenting/5-rules-for-successful-single-parent-families.html

http://www.dailymail.co.uk/news/article-2070407/Death-traditional-family-Experts-say-live-alternative-family-forms.html

LISTENING SECTION:

https://www.youtube.com/watch?v=WyVfaB2nlao&t=29s

COVER:

http://tutores.com.br/blog/como-a-familia-e-a-escola-podem-contribuir-para-a-formacao-plena/

http://mensagens.culturamix.com/frases/pensamentos-sobre-familia

UNIT 2

Don't find a job, find a mission!

Don´t find a job, find your mission!

"It´s a beautiful thing when career and passion come together"

Unit Aim:	Exam objectives:
1. Choosing a career.	1. FCE Reading part 5
2. Vocabulary: personality adjectives	2. FCE Writing a review
3. Linguistic aim: Reported speech	
4: FCE Exam preparation.	

LET´S START:

1) In pairs, discuss the following ideas when choosing a career. Then report to the class what you have discussed.

a) Salary

b) Prospects for promotion

c) Your personality

d) Your skills

e) The same job as your parents

f) Location

LISTENING:

1) You are going to watch a video from YouTube entitled, "Don´t find a job, find your mission. Are the sentences true or false according to the video? Correct the false ones.

(   ) The speaker has a degree in Journalism.

(   ) There is no connection between Journalism and music.

(   ) She is a professional opera singer.

(   ) The mission of both music and Journalism is the same.

2) Watch the video again and answer the following questions.

a) What do statistics mean to the speaker? Which argument does she use to support her definition of statistics?

_____

_____

b) Which aspect would make you happier according to the speaker?

_____

c) What´s her advice for people to choose the right job?

_____

d) Explain the title of the talk: "Don´t find a job, find a mission!"

_____
_____
_____

BEFORE READING:

Discuss these questions with your partner and then read the text and compare your thoughts to the ideas in the text.

a) What do you take into account when choosing a career?

b) Would you choose your career thinking only about salary or would you take your personality and interests into account?

c) Would you follow your parents´ advice when choosing your job?

EXAM FOCUS: READING PART 5:

Read the text and match the headings with the correct paragraph.

> In Reading and Use of English part 5 you have a text with multiple choices questions. Some questions asks about detail information and some specific information. Read the text and choose the best answer.

1) Assess your background and personality.

2) Figure out what you want — and don't want.

3) Determine if you're really in the wrong career.

4) Be open to all possibilities.

5) Ask for advice, but don't always take it.

Are You in the Right Career? How to Choose the Best Job for You

By Shannon Gausepohl, Business News Daily Staff WriterOctober 11, 2016 09:04 am EST

Choosing a career can be difficult; even with the help of a career counselor, you may be unsure of what is truly right for you. Maybe you question whether you're passionate about your career choice, or whether your passion is career-worthy.

"It's hard for people to choose a career because they can tend to focus on money instead of the job itself," said Amanda Andino, a recruiting trainer at a Fortune 500 company. "[They] may take a job they won't be passionate about or enjoy because it pays well."

Whether you're an entry-level candidate or an experienced professional, follow these steps to help you decide your ideal path.

1.

If you're considering a career change, chances are, you've been debating this issue privately for some time. First, you need to determine if you're in the wrong field or just the wrong environment.

"If you picked the wrong [job], make sure you take the time to figure out why it is the wrong one. What is making you unhappy?" Andino said. "Make sure you find what you are looking for before moving on to the next job."

You may need to dig deeper to determine what is truly bothering you at work. If you often feel anxious, bored or stressed at your current job and struggle with or dislike your daily tasks, a career transition may be necessary.

"You will know you have chosen the right job when you get up every morning, excited to go to work," Andino said. "You look forward to the challenges of your day and truly are passionate about your work day, in and day out. You will also know you have chosen the right one when you align with the beliefs and values of the company you are working for."

2.

People end up on the wrong career path for many reasons. They may choose a job to please a friend or family member, to achieve a certain status or salary, or simply because it seemed like a good idea at the time.

"We are taught that if we are good at something, we should do it as a career," said Joanne Sperans, owner of <u>Volo Coaching</u>. "The problem is, we're often good at several things, and we're passionate about several things. It's where those two meet that we should look."

Jane Sunley, CEO of employee engagement company <u>Purple Cubed</u> and author of "<u>It's Never OK to Kiss the Interviewer</u>" (LID Publishing, 2014), said it's best to be specific about your end goals when deciding on a new career direction. You can discover those goals by asking yourself the following questions:

- What do you enjoy doing?
- What skills do you use when doing the things you enjoy?
- What means a lot to you?
- What are you good at?
- What do others admire about you and why?
- What things do you do that you're better at than others?

Once you've answered these questions, it will be easier to determine where you want to be and what you need to do to get there, Sunley said.

3. [ ]

When you know what you want out of your career, evaluate your qualifications for jobs in that field. Two of the most important factors in choosing your ideal path are your background (education, previous experience, practical skills) and your personality (character traits, interests, values). Both should be taken into consideration but depending on your desired career, your personality may be more important than your résumé.

"Obviously, for highly technical careers like engineering, medicine and law, training is very important," Sperans said. "However, for the 'softer' roles, including executive management, personality traits — like a commitment to one's workplace and employees, a strong work ethic and empathy — are as important, if not more so. You can teach skills, but you can't teach attitude and ethics."

Holding a degree in your chosen field can certainly help, but not having one won't necessarily bar you from getting a job. A person with the right aptitudes and a willingness to learn can be a good fit for a position, even if you don't have formal education in that field. Ideally, your career should be a place where your personality and background intersect.

"People who are thriving in their careers are easy to spot because there is such consistency — they are living what they do, and it shows," said Lisa Severy, career services director at the University of Colorado Boulder and past president of the <u>National Career Development Association</u>. "People who are dissatisfied and stuck in their careers are usually experiencing some disconnect between what they are doing and who they are."

If you're really unsure of where you want to go, explore a few different career paths within a single company.

"You do have to try a few things out before you can make up your mind on your career path," said Keren Kang, CEO of <u>Native Commerce</u>, a digital marketing and e-commerce company. "However, jumping from job to job will always be frowned upon. Join a startup. Startups need jacks-of-all-trades and typically require all employees to wear different hats."

4. [ ]

Everyone has advice, has seen it all and always knows what to do when it comes to careers — or so they think. Regardless of whether your friends and family offer you great advice, you don't always have to follow their well-intentioned recommendations.

Career coach Phyllis Mufson of <u>Catalyst for Growth</u> noted that outside advice can be very helpful, but only if you take control and ask specific questions that will assist in your self-discovery and career research.

"Suggestions can always be welcomed as a courtesy, but it is unlikely for friends and family to know all the dimensions of the person who is making a career choice," added Jane Roqueplot, owner of <u>Jane Co's Sensible Solutions</u>. "Most people don't even realize their own total person until [they are] assessed to reveal the information about their style, aptitude and values. Family and friends can be far more important in helping one get a job after the appropriate career path has been determined."

5.

No matter the stage of your life or career, the most important thing to remember when choosing a job is to keep your options open, career experts say. If you're just entering the job market, take the time to explore your interests and learn about different career paths.

"Trust your own instincts, and refrain from being swayed by naysayers," said Joellyn Wittenstein Schwerdlin, owner of <u>The Career Success Coach</u>. "Know that trial and error in choosing a career path is part of the process."

The same can be said for individuals making a career change; it's never too late to achieve your professional goals, Kang said. Even if you've been on the wrong path, you can still switch to a job that you may not have considered but that will make you far happier than the one you have now.

2) Answer the questions according to the text.

1) The author says that it is hard for people to choose the right job, because of

a) The tendency to focus on the salary rather than on the job itself.

b) Lack of experience.

c) Family pressure.

d) Lack of opportunities.

2) The phrasal verb *figure   out* in the first paragraph means:

a) To discover that someone has done something wrong.

b) To find the answer to something by thinking carefully.

c) To find a job opportunity in a newspaper.

d) To find the best job for you.

3) Before moving to another job, you need to:

a) Decide how much you want to earn.

b) Find out what is making you unhappy and what is bothering you.

c) Choose a job that is near your house.

d) Find a job that meets your personality.

4) People end up choosing the wrong job because of several reasons. Which reason below is *not* mentioned in the text.

a) People want to please their friends and family.

b) People want to achieve a certain status or salary.

c) The location of the job.

d) It does not meet their specific goals.

5) According to the article, the most important thing to remember when choosing a job is:

a) Not restricting which job you want.

b) Not expecting to earn a lot of money immediately.

c) Not always taking others opinion into account.

d) Not expecting to start from a high position job.

VOCABULARY FOCUS: PERSONALITY ADJECTIVES

1) Match the words in the box to make compound adjectives, which describes people´s characters.

Kind – level – like – old – quick – strong

a) His _____ headed approach suggests he will do what is necessary.

b) She has some _____ fashioned values and can be a strict disciplinarian.

c) My brother hardly ever argues but my sister has always been _____ tempered.

d) The opportunity to mix with hundreds of _____ minded people.

e) He was warm, generous and _____ hearted man.

f) He is very determined and _____ willed person.

2) Match the adjectives with a description of a job.

Introverts – Extroverts – Sensors – Intuitives – Thinkers – Judgers – Feelers - Perceivers

Interaction with the	**Absorption of Information**	**Decision-making**	**Organizatio**

_____:
often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.

_____:
are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.

_____: tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency and fairness.

_____:
tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.

_____: are energizes by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.

_____:
prefer to focus on possibilities and the big picture, easily see patterns, value innovation and seek creative solutions to problems.

_____:
Tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.

_____:
Prefer to keep their options open, like to be able to act spontaneously and like to be flexible with making plans.

POST VOCABULARY AND READING:

Discuss these questions and report to the class what you have discussed.

1) What would you consider when choosing your job career?

2) Which is more important, in your opinion: salary or satisfaction?

1) Match sentences from the reading section with one of the sentences below.

a) Amanda Andino said that it was hard for people to choose a career because they could tend to focus on money instead of the job itself.

b) Keren Kang said you did have to try a few things out before you could make up your mind on your career path.

2) Answer these questions.

a) Has the meaning changed?

_____

b) What were the changes?

_____

c)

> **OTHER CASES:**
>
> We do not change the verb tenses when:
>
> **a) if the reporting verb is in the present tense.**
>
> Isabel says she is arriving at about 6.
>
> **b) If the reported words are "always true".**
>
> Harry told me that he still likes you.
>
> **c) If a message is being reported immediately.**
>
> Mary said she is too busy to come.

Were the second sentences said by the person or someone else?

his chart shows what the changes we have to do are.

Direct speech	Reported speech
Simple Present	Simple past
Simple past	Present perfect / past perfect

Will	Would
Can	Could

EXAM PREPARATION: SENTENCE TRANSFORMATION

1) Rewrite the sentences so that they have the same meaning as the first one using the word given.

a) Graham told Ian he would see him the following day. **WILL**

I _____ tomorrow, Ian. Said Graham

b) Pauline told the children their swimming things were not there. **ARE**

Your swimming things _____ here, said Pauline.

c) David told me my letter had arrived the day before. **YESTERDAY**

Your letter _____ , said David,

d) Shirley told Larry she would see him that evening. **THIS**

I _____ Larry, said Shirley.

PRONUNCIATION: CONNECTED SPEECH

1) Listen to the video again and complete the sentences below.

a) _____ professional singer.

_____

b) _____ master degree in music.

_____

c) _____ those jobs, _____ reaching _____ people.

_____

Pronunciation tips:

In English, it is common to link sounds together. We usually join:

1. a **consonant sound** with a **vowel sound**.

2. a consonant sound with a consonant sound (when words end and begin with the same sound: went to)

This makes the speech more natural.

WRITING: A CAREER REVIEW

Look at a review about a computer engineer and system analyst. Answer the questions.

<div style="border: 1px solid;">

Computer Engineer/Systems Analyst

SAVE CAREER

A Day in the Life of a Computer Engineer/Systems Analyst

"Expect the unexpected," said one computer engineer about her profession, and this statement was reflected on all the surveys we received. Computer engineers coordinate the construction, maintenance, and future growth of a company's computer systems. They work with all departments, discovering each one's computer needs, then make suggestions about what technical direction the company should proceed in. While this occupation sounds quite organized and logical, most computer engineers enter the profession at companies who have already made uncertain steps into the technical world. Faced with uncertain budget restrictions, presented with old or misapplied systems, and expected to know the nuances of each department's needs, systems analysts must rapidly become experts in the company's and each department's functions and learn how to use second-best systems to satisfy their needs. "Getting people to tell you up front all the things they want to do is like pulling teeth," wrote one engineer. Flexibility, strong interpersonal skills, and a friendly disposition are highly valued traits in this industry. The bottom line is performance, and those without strong technical skills find themselves quickly outpaced by the expertise their job demands. Over 30 percent of systems analysts did not intend to become full-time systems analysts: In most smaller companies, the position develops as an ancillary responsibility for the most technically savvy of the current employees. As the company realizes the benefits of a full-time computer representative, that position becomes permanent and exclusive. "I was hired as a researcher," noted one analyst, "and now all I use is my screwdriver." Many who have fallen into the profession point to continuing education as an attractive part of the job. Others find themselves hamstrung by decisions others have made before them and the technical limitations of the systems they inherit. The high level of satisfaction these high-tech tinkerers feel might be related to the creative thinking and problem solving aspects of their job. "It's like having the most expensive Tinkertoy set in the world--I love it!" said one systems analyst. Few occupations allow the physical construction of an object and the intellectual challenge offered by computer engineering. For those who can make the most of limited resources and listen carefully for the distinction between what people want and what people need from their computer systems, computer engineering is an excellent profession.

PAYING YOUR DUES

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Computer engineers come from all walks of life and all professional fields: Accountants, researchers, inventor-managers, programmers and others who found the technology they worked with fascinating, who assumed responsibility for those systems, and who continued their education in the field. All computer engineers must be good with details and know how to approach structural problems logically. But practical experience is the most important credential. Nearly all the surveys returned to us from computer engineers stressed that experience is significantly more important than education in this field. "I don't even look at the education portion of the resume," one candid senior analyst mentioned, "just tell me what problems you've encountered and what you've done about them." Technology changes rapidly in this field, so continuous study and learning are part of a professional's life. Certain certifications are gaining credence in the field, such as the Certified Systems Professional (CSP) credential and the Certified Quality Analyst (CQA) designation, but none are required.

PRESENT AND FUTURE

A relatively new field, computer engineers have been around since the early 1970s, when computers became more widespread in the business sector. Many companies purchased computers individually without considering how they could work together. Out of incompatibility rose LAN systems, which promised to link individual users in each office to a central software, database, and routing computer. The profession of computer engineering is likely to grow very fast and become a significant position within many large and small corporations. The most interesting aspect of computer engineering is that for the first time, it is becoming a unique and distinct occupation that people study in school and look for work in. Certain firms have arisen that act as solely systems analyst "hired guns" who handle all computer issues at a company. Computer consulting businesses are expected to grow much faster than other types of consulting firms.

QUALITY OF LIFE

PRESENT AND FUTURE

These first years are marked by a hectic pace, limited input, and a high degree of personal accountability. Computer engineers find these first years frustrating, as many have inherited awkwardly created systems and are asked to make them run smoothly. Pay is average; hours are long.

FIVE YEARS OUT

Five-year engineers maintain and upgrade existing information systems, and have significant input on future purchases and system architecture. Responsibilities and salaries increase. Professional connections become more important as over 20 percent of five-year engineers change jobs. Satisfaction is high; hours are long. Many who have been attending professional courses officially enroll in degree programs.

TEN YEARS OUT

Many ten-year computer engineers open their own consulting firms which examine and analyze systems, then propose methods of information flow. Veteran engineers are very valuable assets to any company, and their salaries reflect this. Hours remain static, and many are put in charge of managing two or three other engineers instead of doing installations and maintenance themselves. Those who remain at the ten-year mark are likely to remain computer engineers for life.

1) Tick the pieces of information a review contains, using the text as a source.

(   ) description of the job   (   ) the benefits   (   ) quality of life

(   ) personality of the professional   (   ) salary   (   ) expectation for the future

2) Look at the information about a career in teaching. Write a review using the information below.

Education: bachelor´s degree in the subject that you teach.

Salary: Elemantary   School   Teachers: $50,510
            Middle   School   Teachers: $50,770
            Secondary School Teachers: $52,200

Advancement:

With experience, some teachers become <u>school administrators</u>. Others get additional training and become <u>guidance counselors</u>, <u>school librarians</u> and reading specialists.

What teachers do:

Teachers:

- use props or manipulatives to help children understand abstract concepts, solve problems, and develop critical thought processes;

- introduce children to mathematics, language, science, and social studies;
- encourage collaboration in solving problems by having students work in groups to discuss and solve problems together;

Elementary School Teachers:

- instruct one class of children in several subjects or work as a team with another teacher;
- sometimes teach one special subject, such as music or art;

Middle school teachers and secondary school teachers:

- help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world;
- specialize in a specific subject;
- may teach subjects that are career oriented;

(*Adapted from: https://www.thebalance.com/teacher-career-information-526074*)

SPEAKING PART THREE

> Part three, is a collaborative task. You have to support your opinion. You may want to refer to the texts in the unit. Remember to let your partner speak as well.

Your school has been discussing job benefits in Brazil. I would like you to talk about these benefits and choose two, which you consider the most important for an employee.

- Health insurance
- Profit sharing
- Scholarship/

- Childcare
- Maternity Leave

Now report to the class what you discussed.

SELF – ASSESSMENT

Tick the box if you can do:

1. I can decide about my career in many different aspects. ☐

2. I can use different personality adjectives to describe myself. ☐

3. I can talk about jobs benefits. ☐

4. I can write a review of a career. ☐

5. I can report what people said. ☐

EXPANDING YOUR KNOWLEDGE

1. About career / career advice:

https://www.theguardian.com/careers/career-advice

https://www.themuse.com/tags/career-advice

2. about the exam:

http://www.flo-joe.co.uk/fce/students/

http://www.englishaula.com

3. about grammar:

http://www.myenglishpages.com/site_php_files/grammar.php

4. Writing:

https://writeandimprove.com/

REFERENCES

VOCABULARY SECTION:

http://www.businessinsider.com/best-jobs-for-every-personality-2014-9

https://www.collinsdictionary.com/dictionary/english

WRITING SECTION:

https://www.princetonreview.com/careers/42/computer-engineer-systems-analyst

READING SECTION:

http://www.businessnewsdaily.com/4975-choosing-the-best-job.html

LISTENING SECTION:

https://www.youtube.com/watch?v=VVx6ntr5OqI&t=125s

COVER:

http://pebmed.com.br/wp-content/uploads/2016/06/medicos.png

http://www.innovarepesquisa.com.br/blog/diferentes-geracoes-mercado-de-trabalho/

LANGUAGE FOCUS

CARTER, Ronald; McCarthy, Michael; Mark, Geraldine; O´Keeffe, Anne. English Grammar today. Cambridge University Press. 2011

1) USEFUL LINKING WORDS AND PHRASES

A) GIVING OPTIONS

- Some people think
- It is thought / said
- Most of us believe

B) LISTING POINTS

- Firstly,
- Secondly
- I would like to begin with

C) ADDING INFORMATION

What is more

In addition

Moreover

Furthermore

D) CONTRAST IDEAS

However

Whereas

Although

In spite of, despite

On the other hand

2) STRUCTURE

2.1) A paragraph

A paragraph is a group of sentences. Some paragraphs may contain a sentence that states their main idea. This sentence is called topic sentence and is followed by the supporting sentence, which expands on the idea in the topic sentence.

2.2) Essay

The essay contains:

1. Introduction: state the main idea of the essay. The thesis.
2. Body: the arguments: one body paragraph for each main issue.
3. Conclusion: restate the thesis with the author's point of view.

3) Sample Essay

Nowadays, families are not as close as in the past and a lot of people have become used to this. Why is this happening? Do the advantages of this trend outweigh the drawbacks?

> There has been a trend over recent decades for families to become less close than they were in the past and this situation is largely accepted in society. This essay will discuss the reasons for this and examine the benefits and drawbacks of this development.

One of the first reasons for a decline in the closeness of families is connected to the busy lifestyles that we now lead. Most people are having to work longer hours and often both parents work, so they simply do not have as much time to spend with each other as they did in the past. Another factor is the materialistic and consumer driven culture we now live in, which has led to less value being placed on family relationships. Modern technology also means that people are more interested in their online life than interacting with their family in their free time.

It could be argued that this has benefits. If people are not so close with their family, they are free to pursue their own dreams and aspirations, and to focus on improving their own lifestyle. However, I believe that there are far more negative outcomes. The most important factors leading to a fulfilled and happy life are emotional security and comfort. Without these we are in danger of feeling lost. It is a difficult world we live in and we need the support of people close to us to cope with modern life. We are seeing a rise in mental health problems in many countries and this may well be a factor in this.

To conclude, busy modern lifestyles, changing cultural values and modern technology are causing families to become less close. We should try to halt this trend as it has more negative than positive outcomes.

(Taken from: http://www.ieltsbuddy.com/family-values-essay.html)

4) Planning your writing

You were asked to write an essay about the changing in Families´ values. Write your plan before writing the essay.

Thesis: (firsrt paragraph)

_____
_____

Body Paragraph one:

Topic   sentence:

_____
_____

Supporting sentences:

_____
_____
_____
_____

Body Paragraph two:

Topic sentence:

_____

_____

Supporting sentences:

_____

_____

_____

_____

Conclusion:

_____

_____

_____

Now use your notes to write your final essay.

SPEAKING BANK

PART ONE: PERSONAL INFORMATION

In the first part of the speaking exam, the interlocutor asks personal information to the candidate. The questions can be:

- Do you find it easy to study where you live? …… (Why? / Why not?)
- Is there something new you'd really like to learn about? …… (Why?)
- Are you happier doing mental or physical work? …… (Why?)
- Do you prefer working on your own or with other people? …… (Why?)
- What kind of work would you really like to do in the future? …… (Why?)

PART TWO: LONG TURN

In this part, you have to compare and contrast two photographs. You also have to answer a question about the picture and to answer a question about your partners´ pictures. Things you must consider in this part of the exam:

- Do not spend too much time describing the picture. Just a brief description.
- Use linking words such as whereas, while to link one picture to the other.
- Give your personal view of the pictures.
- Pay attention to what your partner is saying, because you have to answer a question about his pictures.

Now it is time to practice. These pictures show different types of families. I would like to you compare the photos and answer the following question: What is important in a family?

Points to consider when comparing the pictures:

1. What topic are both photos connected to?
2. How are these pictures similar?
3. How are these pictures different?
4. What are the advantages/disadvantages of small/big families
5. What about your family? What about families in your country?
6. Would you prefer to have a big or a small family?

PART THREE: COLLABORATIVE TASK

In this part of the test, you are given five key words liking to a question. You have to discuss the questions based on these key words. For the new format of this task, you have 2 minutes to discuss and one more minute to decide upon something. Things you must remember:

- Do not speak for the 2 minutes. Give your partner time to speak by asking him questions such as:
  1. What is your opinion?
  2. Do you agree with me?
  3. Do you share the same thoughts as me?
- You do not have to agree with your partner all the time, but it is a good thing to react to what your partners says. You can do this by saying:
  1. That´s a good point.
  2. Really?
  3. I can see your point but, …
  4. I entirely agree with you!

PART 1:

1. OVERVIEW:

Update for exam uses videos from YouTube and texts taken from authentic resources to promote language learning in real context. This is important since learners should be exposed to real language so that they can reach a better result.

This material not only prepares students for exams but also opens room for critical thinking and grammar is taught inductively.

Each unit is divided into: Let´s start, Listening, Reading, Writing, Exam focus, Language focus and Vocabulary.

The objectives of each unit are presented in the beginning to focus students' attention on what they will be learning throughout the unit. At the end of each lesson, we open room for self-evaluation and promote students' autonomy providing them with extra resources.

2. UNDERSTADING EACH SECTION:

2.1. UNIT OPENER:

Each unit opens with a speaking activity in the section: **let´s start**. This is extremely important for the development of the unit since it is an opportunity to check what students already know.

Apart from this, if you wish, you can use the quote from the beginning of each unit and hold a debate about it.

2.2. LISTENING:

The listening section introduces new vocabulary, helps students´ motivation. The listening is authentic so it is an opportunity for students to listen to real language.

We use the listening to teach pronunciation features and listening subskills: listening for detail, listening for specific information.

2.3. READING:

The reading passage focus on the lexical and linguistic items. Apart from this, it helps to develop students´ reading subskills. Some tasks from the reading follow the same pattern as the activities in the exam.

2.4. LANGUAGE FOCUS AND EXAM PREPARATION:

These sections focus on grammar and the practices are tasks from the exam. The aim here is to develop accuracy and to prepare students for the test so as they feel more confident about it. All the language items were taken from the reading passage to guarantee that students may acquire language from context.

2.5. WRITING AND SPEAKING:

Both skills are designed to prepare students for the exam so the tasks are the same as in the exam.

PART 2: ANSWER KEY UNIT ONE:

1) Listening:

1) Step-family

2) Your dog and friends

3) dictionary – traditional – shapes – ability – adopt – ethnicity – couple – cultures – interracial – heritage – lifestyle – unique – chapter – abandon

2) Before Reading:

Both questions are personal questions. So do not have a right answer.

3) While Reading:

a) Complex family, because foster family is a temporary family.

b) Adopted family shared legal bonds.

c) May be formed through polygamy.

4) Vocabulary:

a) Complex family and Foster family

b) May be formed through polygamy

c) a – extra   b – 3   c – 4   d – 2   e – 1

5) Post-vocabulary and Reading:

This is speaking activity to expand the knowledge build in the reading and vocabulary section. You can divide the class into groups and after they discuss the questions, they have to report what they have discussed.

6) Language Focus:

1) Despite

2) While

3) b

4) a

5) Contrast idea

6) Suggestion: This type of family shared legal bonds, however, does not share genetic ones.

7) Pronunciation:

1) They´re

2) Their – Their

3) There

Part 3: Answer key unit two:

1) Listening:

1)

F – F – T – T

The speaker has never studied journalism at school.

There is connection between journalism and music, because both uses the voice to communicate.

2)

a) It means that we are terrible when choosing our career. The things we consider when choosing our career: salary, vacation times, location, benefits, health care and so on.

b) What is really important is purpose.

c) It doesn´t exist a dream job. Purpose is the most important advice.

d) Suggestion: Find what you have to do, your mission. Find the reason why you are in this world. So find a mission, but not a job, find the purpose, the aim.

3) Before reading:

This is a discussion as a lead-in to the reading passage. Go over what students have discussed and teach any vocabulary they might need.

4) While Reading:

1)

3 – 2 – 1 – 5 – 4

2) 1) a 2) b 3) b) 4) c 5) a

5) Vocabulary:

1)

a) Level

b) Old

c) Quick

d) Like

e) Kind

f) Strong

2)

Introverts – Sensors – Thinkers – Judgers – Extroverts – Intuitives – Feelers - Perceivers

6) Post-vocabulary and Reading:

This is a speaking activity to expand the topic. You can expand this activity with your own extra material, more questions. Be creative!

7) Language Focus:

1)

a) No, the meaning is the same.

b) The verbs changed. We put the verbs one step back(if it is simple present goes to simple past)

c) Someone else.

d) Simple present – Simple past or present perfect

　　Simple past – Present perfect or Past perfect

　　Will - Would

　　Can - Could

2)

a) will see you tomorrow

b) are not / aren´t here

c) arrived yesterday

d) will see you this evening

8) Pronunciation:

a) I am a professional singer.

b) I have a master degree in music.

c) In both of these jobs, I am reaching out to people.

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