

MAC3

STUDENT'S GUIDE





You have a good command of the English Language. You seek to perform more effectively in social, academic and professional contexts. You want to develop your communication skills in an ever-changing, globalized world.





Welcome to MAC - the Mainstream Advanced Course at Cultura Inglesa, designed especially for YOU!

You will be exposed to authentic resources and materials, dealing with up-to-date topics which have world-wide impact. You will learn how to make use of more complex, persuasive language through appropriate stylistic features so that you can really stand out from the crowd and make a difference. You will be able to confidently and independently express your ideas and opinions!

The course book and resources have been chosen from the latest materials on the market. Besides attractive visuals and a user-friendly layout, they bring sound reference and practice activities. Contextualized through an array of current themes, they provide you with ample opportunities to voice your ideas and take a stand on issues that really matter today.





In the classroom you will be exposed to films, documentaries, interviews and videos, as well as newspaper articles from renowned English and American newspapers. At home you will have a choice of resources and activities to plan and personalize your very own self-study schedule. Exclusive activities selected from e-Campus allow for language skills and practice to extend into your home when convenient for you.





PERFORMANCE OBJECTIVE ➤ Becoming more aware of the importance and relevance of an international certification in English & Exam Practice				
LESSON 01	LANGUAGE ITEMS <ul style="list-style-type: none"> Quantifiers to talk about your group profile <i>Some of us; apart from ...; most of us; quite a few ...; 25% of ...</i> Lexical chunks related to language learning and its importance: <i>to take up a second language; sth is fuelled by...; the increasing importance placed on [the English language]; a substantial amount of funds on [additional tuition]; rapid advancement in [English]; to switch between two languages with greater ease; sth may prove invaluable for...; the course on offer; the course leads to...; to be deceived into thinking that...; to be fluent in...; with a sound knowledge of [teaching methodology]</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  The benefits of English  Cambridge English: Advanced (CAE) - Get ready for the exam 	HOMEWORK <p>e-Campus: MEPI004636 – IELTS Academic Reading Passage 3: Language myths (Task 1)</p>	FURTHER PRACTICE <p>e-Campus: MEP005029 – Advanced Listening Part 4 E000062 – Advanced Reading and Use of English Part 8</p>
	PERFORMANCE OBJECTIVE ➤ Discussing how feelings are expressed through			
LESSON 02	LANGUAGE ITEMS <ul style="list-style-type: none"> Lexis to describe a musician's life: <i>unseen footage; a (poor) ghetto of (Kingston, Jamaica); to be an outsider; the theme of...is prevalent in (later songs); the warring (political) factors; spin and jump ecstatically; sb is celebrated as...; a redeeming figure; a symbol of; to have a passion for; to deal with; to contain the sentiments of; to experience genuine (hardship); to put sb's life on the line for (justice); (songs) came from the heart; what stays with you after watching / listening...; to leave sb wanting more</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  The Jimi Hendrix Experience Biography  Marley – Official trailer HD Bob Marley's son tells life story in new film EXAM PRACTICE <p>e-Campus: MEP003877 – Advanced Reading and Use of English Part 2</p>	HOMEWORK <p>Workbook p. 72, exs. 1, 2, 3</p> <p>e-Campus: MVA004281 – New music MLG001643 – Reggae and Bob Marley</p>	FURTHER PRACTICE <p>e-Campus: MEP004456 – Advanced Reading and Use of English Part 5 MLA004251 – Young violinist</p>

LESSON 03	PERFORMANCE OBJECTIVE ➤ Talking about the power of music on people			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Phrases to express purpose: <i>Endorphins are released to help us deal with pain; I gave up playing the piano in order to concentrate on my exams; Hospitals now make use of music for pain relief; I turned down the music so as not to disturb my neighbours; We kept the music low to avoid annoying the neighbours; You should take up the violin so that you can have better concentration.</i> Negative prefixes: <i>unhappiness; non-musical; inability; dyslexia; disorders; incoherent.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  Music as medicine: Docs use tunes as treatment Why your brain craves music  Music therapy's healing effects 	HOMEWORK <p>Workbook p. 70, exs. 1, 2 Workbook p. 71, ex. 3</p> <p>e-Campus: GRU00151A - Connectors: purpose GRU00179B - Preposition expressions: purpose</p>	FURTHER PRACTICE e-Campus: MEP004988 – Advanced Reading and Use of English Part 5
LESSON 04	PERFORMANCE OBJECTIVE ➤ Discussing the importance of music in different cultures			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Uses of just: <i>He's been travelling for just under two years; It's just to do with habit, like the food you eat; Not many American teenagers listen to Indian sitar music, just as not many nomads in the Sahara eat hamburgers and fries; I just get excited by exploring music; And he's just produced a CD of Mexican-Irish songs, which are fantastic!; Each new generation has the feeling that 'their' music is speaking just to them.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  Today I Found Why British singers lose their accents when singing Mental Floss Why don't you hear someone's accent in a song?  Cultura Inglesa Radio Strong accents in British Music IDEA International Dialects of English Archive 	HOMEWORK <p>Workbook p. 69, exs. 5, 6, 7, 8</p> <p>e-Campus: GRU000127 – Uses of just</p> <p>* Current affairs: Read an article on different types of music around the world and how they impact on different cultures.</p>	FURTHER PRACTICE e-Campus: MLA004164 – How to write a hit pop song

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LESSON 05	PERFORMANCE OBJECTIVE ➤ Talking about how different music genres impact on different cultures			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Parallel structures: ... <i>either</i> you'll love it <i>or</i> you'll hate it; <i>Like</i> the blues, Fado songs tell of pain and hardship, <i>but unlike</i> the blues, songs focus on the pain of separation; ... of being separated from <i>either</i> a loved one <i>or</i> your home, <i>or</i> something you can never regain; Mariza has broadened Fado's appeal <i>by</i> fusing it with other musical traditions and <i>by</i> touring the world with her music. 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  PRI Research shows listening to different musical genres leaves lasting impact on brain  YouTube World Music Films on Tour - Mariza Story of Fado EXAM PRACTICE <p>e-Campus: MEPI004643 – IELTS Academic Reading Passage 3: Blues music (Task 1)</p>	HOMEWORK <p>Workbook p. 74, ex. 3</p> <p>e-Campus: GRU00097A – Determiners – quantifiers: both...and, either...or, neither...nor</p>	FURTHER PRACTICE <p>e-Campus: MEPI004579 – IELTS Listening Section 1: Making music (Task 1)</p>
LESSON 06	PERFORMANCE OBJECTIVE ➤ Discussing and commenting on taste			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Responding to difficult questions: <i>That's a good/an interesting question; I've never really thought about it; It's not/It isn't something I've often thought about; I don't really look at it like that; I honestly don't know; I couldn't tell you, really; That's difficult to say; Frankly, I've no idea.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  BBC Radio 4 Desert Island Discs  BBC Podcasts & Downloads Desert Island Discs EXAM PRACTICE <p>Australia Plus IELTS Speaking test with Sujatha: Test 2, Part 3 - Discussion</p> <p>Australia Network IELTS Speaking with Astari</p>	HOMEWORK <p>Coursebook p. 112, exs. 2, 3</p> <p>e-Campus: MPR005148 – Interviewer's questions</p>	FURTHER PRACTICE <p>e-Campus: MEP013032 – TOELF Listening 006: mini-lecture</p>

PERFORMANCE OBJECTIVE ➤ Writing a review of a music album OR a description of a music genre				
LESSON 07	LANGUAGE ITEMS	SUGGESTED EXTENSIVE READING & VIEWING	HOMEWORK	FURTHER PRACTICE
	<ul style="list-style-type: none"> Language used to describe music albums / music genres <p><u>Suggested sources:</u> http://www.theguardian.com/music/music+tone/albumreview; http://www.nytimes.com/pages/arts/music/index.html; http://www.rollingstone.com/music/albumreviews; http://www.allmusic.com/genres; http://www.buzzle.com/articles/different-types-of-music-genres.html.</p>	<p> The Guardian How to write the perfect album review</p> <p>About.com Music Genre definition and examples</p> <p>Buzzle Different types of music genres</p> <p> YouTube How sharp is your music IQ?: Music Genres</p> <p>EXAM PRACTICE</p> <p>e-Campus: MEPI004580 - IELTS Listening Section 1: Making music (Task 2)</p>	<p>Communicative Writing 1: (according to group's choice) (1) Write a review of a music album to be published on the Cultura Inglesa Newsletter; or (2) Write a description of a music genre typical of a specific culture to be published on the Cultura Inglesa Newsletter.</p>	<p>e-Campus: MEP013012 – TOEFL Reading 005</p>
PERFORMANCE OBJECTIVE ➤ Developing strategies for exams & tests				
LESSON 08	LANGUAGE ITEMS	SUGGESTED EXTENSIVE READING & VIEWING	HOMEWORK	FURTHER PRACTICE
	<ul style="list-style-type: none"> Exam strategies for: <i>Listening;</i> <i>Use of English – word formation;</i> <i>Use of English – open cloze.</i> 	<p> The Times of India Easy scoring in English Examination</p> <p> About.com Learn ESL: Tips for taking tests</p>	<p>Workbook p.100, exs. 1, 2, 3 Workbook p.101, exs. 11, 12, 13, 14 Workbook p.109</p> <p>e-Campus: MEP006393 – Advanced Listening Part 1</p>	<p>e-Campus: MEP004458 – Advanced Reading and Use of English Part 1 MEP006411 – Advanced Reading and Use of English Part 3</p>





LESSON 09	PERFORMANCE OBJECTIVE ➤ Discussing and evaluating habits that contribute to good citizenship			
	LANGUAGE ITEMS <ul style="list-style-type: none"> ○ Compound adjectives: <i>clear-cut, open-minded, public-spirited, open-minded, narrow-minded, smooth-talking, red-faced, long-standing, strong-willed, odd-sounding.</i> ○ Question tags: <i>Surely any training is better than none, isn't it?; And you think that sort of duty is closer to the spirit of good citizenship, do you?; People just want an easy life, don't they?; Imagine there wasn't that much difference in the way different nationalities responded, was there?; Surely that would be a better solution?; You think that's right, do you?</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none"> What is a good citizen? The views of young people over time Citizenship Rights and Responsibilities BBC Radio 4 Thinking Allowed: Citizenship ceremonies; Family ties and genetics What is Global Citizenship? EUSA Global Why Citizenship Matters 	HOMEWORK <p>Workbook p. 83, ex. 1 Workbook p. 77 exs. 4, 5, 6</p> <p>e-Campus: GRU00118C – Compound: adjectives and verbs MLG000558 – Question tags</p>	FURTHER PRACTICE e-Campus: MLG006329 – The United Nations
LESSON 10	PERFORMANCE OBJECTIVE ➤ Understanding and learning from different communities			
	LANGUAGE ITEMS <ul style="list-style-type: none"> ○ Adverbs: <i>Each individual scarcely weighs anything...; No one knows precisely how many species there are...; For an animal of its size, ants have been incredibly successful...; ...sterile females who make up the main population of workers and soldiers, toiling away in a determined fashion; A pheromone trail left by a foraging ant will lead others straight to where the food is.; They are completely fearless and will readily take on prey much larger than themselves...; Behaving in this altruistic and dedicated manner, these little creatures have flourished on Earth for more than 140 million years, long outlasting dinosaurs; ...something you could hardly say of most species.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none"> World Economic Forum Communities Intelligent Community Forum Huffington Post What animals can teach us about being better human beings Pay it Forward (2000) TED Ant societies and what we can learn from them: Laurent Keller Big Think What Ant Societies Can Teach Humans 	HOMEWORK <p>Workbook p. 78 exs. 1, 2, 3 Workbook p. 79 exs 4, 7</p> <p>e-Campus: GRU00101A - Word formation - from adjective to adverb MLG003065 - Forming adverbs</p>	FURTHER PRACTICE e-Campus: MEP003865 – Advanced Listening Part 2 MEP015201 – TOEFL iBT Listening 024: Lecture

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LESSON 11	PERFORMANCE OBJECTIVE ➤ Expressing interest (of lack of it) in different subjects			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Showing interest: <i>Really? / Are you? / Yes, wasn't it? / No, it doesn't, does it? / He didn't, did he? / Yes, do.</i> Responding naturally: <i>I expect so. / I hope so. / I think so. / I suppose so. / I think not. / I'm afraid not. / I doubt it. / Me too. / Me neither.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none"> The 3 Magic Words That Create Great Conversations Julian Treasure: 5 ways to listen better How to Be a Good Listener EXAM PRACTICE <p>e-Campus: MEPI009106 – IELTS Speaking Parts 2 and 3: 008</p>	HOMEWORK <p>Workbook p. 81, exs. 1, 2, 3, 4</p> <p>e-Campus: MPR003469 – Interested or not?</p>	FURTHER PRACTICE <p>e-Campus: MEP004491 – BEC Higher Listening Part 2</p>
LESSON 12	PERFORMANCE OBJECTIVE ➤ Developing critical thinking skills			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Expressions with free: <i>Feel free to make yourself a cup of tea or coffee; Did you really think he wouldn't want to be paid for his help? There's no such thing as a free lunch, you know; It was supposed to be a civilized debate but the chairman lost control and it became a free for all; They were very particular about the text, but they gave us free rein on the design; Although there was a lot of evidence to suggest he was guilty, he got off scot-free.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none"> Africa Geographic Magazine Hunting with the Hadza National Geographic We Are What We Eat: Hunting the Hadza Way With Bows, Arrows, and Ingenuity Dawn of Social Networks: Hunter-gatherers Provide Clues About the Evolution of Cooperation Africa's ancient hunter gatherers struggle for survival EXAM PRACTICE <p>e-Campus: MEP015180 – TOEFL iBT Reading 009</p>	HOMEWORK <p>Workbook p. 80 exs. 1, 2, 5</p> <p>e-Campus: MEP015189 – TOEFL iBT Reading 018</p>	FURTHER PRACTICE <p>e-Campus: MEP015180 – TOEFL iBT Reading 009</p>

LESSON 13	PERFORMANCE OBJECTIVE ➤ Learning about cultural views on different moments in life			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Student's choice of language with support of teacher <p>https://www.globalcitizen.org/en/content/13-amazing-coming-of-age-traditions-from-around-th/</p> <p>http://www.huffingtonpost.ca/2015/05/12/baby-naming-traditions_n_7231604.html</p>	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  Naming children: traditions in 13 different countries  National Geographic Girl's Rite of Passage National Geographic Boy to Man EXAM PRACTICE <p>Flo-Joe CAE Speaking</p>	HOMEWORK <p>Student's book p. 127, exs. 2, 3, 4, 5, 7</p>	FURTHER PRACTICE <p>e-Campus: MSAB009314 – Tell me more about yourself</p>
LESSON 14	PERFORMANCE OBJECTIVE ➤ Writing a discursive essay			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Language and structure of a discursive essay: Reference: Student's book p. 125 Workbook p. 82 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  BBC Bitesize English Discursive writing Social class 'determines child's success' Working class children must learn to be middle class to get on in life, government advisor says  Arnold Schwarzenegger: How to Achieve Success Standing Up to Poverty: What You Can Do 	HOMEWORK <p>Communicative Writing 2: Write a discursive essay to be published in a specialised magazine.</p> <p>e-Campus: MSE006275 – Do lectures work?: planning a discursive essay</p>	FURTHER PRACTICE <p>e-Campus: MSE009443 – Advanced Writing Part 1</p>

LESSON 15	PERFORMANCE OBJECTIVE ➤ Catch-up lesson & Communicative Review			
	LANGUAGE ITEMS <ul style="list-style-type: none"> According to teacher's choice of materials 	SUGGESTED EXTENSIVE READING & VIEWING <p>According to teacher's choice</p>	HOMEWORK <p>Follow your teacher's suggestions of activities</p>	FURTHER PRACTICE <p>e-Campus: MLA004062 – Cultural differences MLA004161 – How to write a hit pop song MLG003999 – Sherry Burton MEP013108 – TOEFL Reading 032</p>
LESSON 16	PERFORMANCE OBJECTIVE ➤ CA1 (Midterm Test)			
	<p>It is important that you take note of the date of the Midterm Test and get better prepared for it. The Midterm Test focuses on communicative and functional aspects and the exercises are based on the objectives of lessons 1 to 15.</p> <p>The estimated time of the test is 100 minutes and it is divided into three parts:</p> <p>Listening = 10 marks Reading = 10 marks Language in use (grammar and vocabulary) = 10 marks / Total = 30 marks*</p> <p style="text-align: right;">*In the Progress Report (Relatório de Aproveitamento) the total of 30 marks is converted to 20 marks.</p>			

LESSON 17	PERFORMANCE OBJECTIVE ➤ Discussing emotional intelligence			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Wishes and regrets: <i>I wish I felt more in control of my emotions; Supposing you were someone who felt very on edge when speaking in public. What would you do?; Perhaps it's high time I looked into emotional intelligence training; I'd rather your mother learnt to be more patient; What if you were to fire a member of your staff?; If only I was better at building rapport with my patients.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  Can emotional intelligence be taught? Beating Blue Monday: six steps to emotional intelligence  Emotional Intelligence Leading with Emotional Intelligence in the Workplace EXAM PRACTICE e-Campus: MEP004458	HOMEWORK Workbook p. 85, exs. 3, 4, 5 e-Campus: GRU00183A – Unreal tenses: wish, if only, would rather, it's time, hope	FURTHER PRACTICE e-Campus: MLG003144 – I wish I'd done that MLG004156 – An ageing film star looks back
LESSON 18	PERFORMANCE OBJECTIVE ➤ Discussing feelings and regrets			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Collocations and idioms to talk about feelings: <i>Some people are simply taken aback or speechless when you take their photo; Seeing her new-born baby for the first time was a moment of sheer unadulterated happiness for her; He's smiling in a rather mischievous way as if to say 'Look at me; She's looking pleased with herself today. I guess her project has finally taken off; He's quite proud of being chosen for the event. The boys are obviously thrilled to bits with the presence of their idol in their school; He was absolutely livid and not just feeling mildly irritated as he wanted to come across; His face wore a look of contentment that he couldn't disguise; When things aren't going well I can't help looking despondent or a bit down.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  Body Language Quiz Will Muschamp: 'I don't leave with any hard feelings or regrets at all'  Why we all need to practice emotional first aid EXAM PRACTICE e-Campus: MEP013169 – TOEFL Listening 068: mini-lecture	HOMEWORK Workbook p. 84 exs. 1, 2 Workbook p. 85 exs 6, 7, 8 e-Campus: MVA005532 – Big Decisions	FURTHER PRACTICE e-Campus: MEP006398 – Advanced Listening Part 1



LESSON 19

PERFORMANCE OBJECTIVE ➤ Talking about aspects of life that impact on people's perspectives

LANGUAGE ITEMS

- Lexical chunks and structures to express unreal past situations:
Look forward and not backward / be fully functional / be fully human / be fully humane / to kind of spoil this imaginary record forward / play out / painfully easy / Odds are... / an unbelievably primitive emotional response / particularly painful / in the grips of / a Control-Z culture / to undo / to unfriend / to unfollow / accidentally hit / to torpedo a relationship / have irrevocable and terrible consequences / in the very worst case scenario / a life free of regrets / top six / by far / don't even rank / account for / to pertain to / consistent component of...is basically... / a characteristic component of / sense of bewilderment / a real sense of alienation / insidious technological innovation / a huge range of regret / what psychologists call perseverative / doesn't even touch on / profound regrets of
You'd rather you missed your flight by 3 minutes; We wish it wasn't a particularly painful experience; I should have taken the bridge and not the tunnel; We wish we'd taken better advantage of the education that we did have; If only he would relax a bit more; Suppose you were someone who felt very on edge when speaking in public. What would you do?; What if I were to tell you that you'd already regretted this?; Perhaps it's time you learned not to hate yourself for having regrets.

SUGGESTED EXTENSIVE READING & VIEWING

-  The 25 Biggest Regrets In Life. What Are Yours?
- 5 Ways to Stop Anxiety Before It Stops You
- Do you regret your tattoo? One in six people hate theirs and 50% regret getting inked because it makes them look common
-  Kathryn Schulz: Don't regret regret
- News Report on Tattoo Regret

HOMEWORK

- Workbook p. 85, exs. 3, 4, 5
- e-Campus:
 GRU00183A – Unreal tenses: wish, if only, would rather, it's time, hope
 MLG001779 – Unreal tenses

FURTHER PRACTICE

- e-Campus:
 MLG004180 – Not as famous as David Beckham

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LESSON 20

PERFORMANCE OBJECTIVE ➤ Recognising feelings and avoiding misunderstandings

LANGUAGE ITEMS

○ Language used to describe misunderstandings:

You look a bit puzzled/ surprised/ troubled. You seem concerned/ worried. Sorry, I didn't mean to offend you. Did I say something to upset you? Did I say something funny? Sorry, I didn't understand what's so funny/ what the joke is.

Sorry, perhaps that sounded a bit abrupt. I'm sorry, that came out wrong. Please don't think me rude/ ungrateful/ nosy, but there's something I need to tell you.

SUGGESTED EXTENSIVE READING & VIEWING

📖

Six ways to avoid misunderstandings

Can you tell how people are feeling from their expressions?

▶

TED | Heart over Head – Recognising emotion in decision making: Rebecca Stephens MBE

HOMEWORK

Workbook p. 89 ex. 4

e-Campus:

MVA005532 – Big decisions

MPR005116 – Lecturer and student

FURTHER PRACTICE

e-Campus:

MEP005026 – Advanced Listening Part 3

LESSON 21

PERFORMANCE OBJECTIVE ➤ Understanding thinking processes and improving communication

LANGUAGE ITEMS

○ Inversion in conditional sentences:

Should you get them wrong, don't worry: most of us do.

Were the same question presented as a logical formula, few would make this mistake.

What is psychologically interesting is that had someone already mentioned that the temperature today was 82° Fahrenheit, your answer would have been a higher number than if you had been told it was 28° Centigrade.

Some even say that had it not been for this irrational thinking, the bank crisis of 2008 may not have occurred.

SUGGESTED EXTENSIVE READING & VIEWING

📖

Two Brains Running

The Quiz Daniel Kahneman Wants You to Fail

▶

10 Questions for Nobel Laureate Daniel Kahneman

Think101 – Episode 4 – Intuition and Rationality

EXAM PRACTICE

e-Campus:

MEPI004633 - IELTS Academic Reading Passage 3: Sight and memory (Task 1)

HOMEWORK

Workbook p. 86, exs. 1, 2

Workbook p. 87 exs. 5, 6, 7

e-Campus:

GRU00088D – Inversion: conditional sentences

FURTHER PRACTICE

e-Campus:





MLG003988 – A job interview

MLGB004158 – Company security

LESSON 22	PERFORMANCE OBJECTIVE ➤ Writing formal & informal emails			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Language to avoid or clear up misunderstandings: <i>Don't take this the wrong way. I do appreciate all your work on this. / ...but, of course, I understand and I am not offended in any way. / ...not including you (besides you / as well as you)... / I'm joking, of course. / Many thanks for getting back to me so quickly. / I do appreciate all your work on this. I don't want to pressure you, but could you reply today or we'll miss the deadline? / I'm really sorry but I can't help you this time. / There's a problem with... / Could you please come to my office so we can discuss this, please? / I'm afraid there deadline for the report was moved. It is now due on Tuesday, not Thursday.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none"> 101 email etiquette tips E-mail is easy to write (and to misread) Seven email blunders you don't want to make 	HOMEWORK <p>Communicative Writing 3: Write a formal/informal email (220-260 words)</p> <p>Student's book p. 135 (text) Student's book p. 134 exs. 2, 3, 4, 5</p>	FURTHER PRACTICE <p>e-Campus: MPR003795 – Funny misunderstandings MLAB005279 – Write an email for me</p>
LESSON 23	PERFORMANCE OBJECTIVE ➤ Debating on alternative forms of intelligence			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Expressions with <i>move</i>: <i>to move around without / be on the move / move someone to tears / to move up in the world / not move a muscle / to move the goalposts / move up a gear</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none"> Will Your Golden Years Be Robot-Assisted? The Robot Revolution: Your Job May Be Next Film: Big Hero 6 Robot baby learns how to express human emotions 	HOMEWORK <p>Workbook p. 88, exs. 1, 2, 3, 4, 5, 6</p> <p>e-Campus: MVA006207 – Some snapshots of technological developments</p> <p>Current affairs slot: Read/Watch an article or report on the topic of problems with people's communication</p>	FURTHER PRACTICE <p>e-Campus: MEP005026 – Advanced Listening Part 3 MNI150224-103 – Rise of the robots - how long do we have left until they take our jobs?</p>

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LESSON 24	PERFORMANCE OBJECTIVE ➤ Developing exam skills			
	LANGUAGE ITEMS	SUGGESTED EXTENSIVE READING & VIEWING	HOMEWORK	FURTHER PRACTICE
	<ul style="list-style-type: none"> According to teacher's choice of materials. 	<p> The Guardian Five secrets to revising that can improve your grades</p> <p>Mind Hacks Make study more effective, the easy way</p> <p> Learn ESL: Tips for Taking Tests</p> <p>Cambridge English: Advanced (from 2015), Raphael and Maude</p> <p>EXAM PRACTICE</p> <p>e-Campus: MEP003862 - BEC Higher Listening Part 1 E000101 - BEC Higher Reading Part 4 MEPI004613 - IELTS Academic Reading: A new camera (Task 1)</p>	<p>e-Campus: MEP005039 – BEC Higher Listening Part 1</p>	<p>e-Campus: MLA006503 – How vacuum cleaners work</p>
LESSON 25	PERFORMANCE OBJECTIVE ➤ Using vague language to talk about personal experiences			
	LANGUAGE ITEMS	SUGGESTED EXTENSIVE READING & VIEWING	HOMEWORK	FURTHER PRACTICE
	<ul style="list-style-type: none"> Approximation: <i>In a career spanning fifty-odd years, William Albert Allard has shown us people and places as he sees them. / Much of his work, well over forty photographic assignments in fact, has been for National Geographic. / The assignments have taken him to dozens of countries all over the world. / Before Bill arrived, the stuff in the magazine was travel-postcard photography. / It must be kind of rough on the outside, all alone, trying to make a living. / Raised further east in Minneapolis, I didn't get my first look at the West until around 1965. / I found myself seeking any excuse, some idea for a story that would lead me back from the East. / Its buildings all have a greyish colour.</i> 	<p> Approximation correction</p> <p> Proof: William Albert Allard on Capturing Moments</p> <p>Retrospective of a Street Photographer</p>	<p>Workbook p. 93, exs. 5, 6, 8</p> <p>e-Campus: MLG001929 – Modifiers and quantifiers</p>	<p>e-Campus: MEP015185 – TOEFL iBT Reading 014</p>

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LESSON 26	PERFORMANCE OBJECTIVE ▶ Describing scenes and landscapes in detail			
	LANGUAGE ITEMS <ul style="list-style-type: none">○ Adjective collocations: <i>crystal clear / bone dry / brand new / fast asleep / freezing cold / lightning quick / pitch black / rock hard / sopping wet / stone cold / wide open</i>○ Qualifiers: <i>Observing nature is a bit of a luxury. / That's quite interesting, because one of his preoccupations was observing nature. / But fairly late in life, he decided he needed to get away from it all. / Basho was actually already quite a well-known poet in his lifetime. / So he travelled a distance of slightly less than 1,200 miles. / It upset him rather.</i>	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">📖 Matsuo Basho – BiographyThe NY Times Inspiration from a Dramatic Landscape▶ How to write a haiku	HOMEWORK Workbook p. 93 exs. 1, 2, 3, 7 Workbook p. 95 exs 5, 7	FURTHER PRACTICE e-Campus: MLG006328 – A picture tells a thousand words MVA006675 – Santorini Island
LESSON 27	PERFORMANCE OBJECTIVE ▶ Sharing and explaining techniques and procedures			
	LANGUAGE ITEMS <ul style="list-style-type: none">○ Expressing with <i>room</i> and <i>space</i>: <i>...when light enters a dark space through a tiny hole.</i> <i>...he chose a room in his own house in Quincy, a Boston suburb.</i> <i>Do you have any room in your bag for my laptop?</i> <i>Sorry to take long – I couldn't find a parking space.</i> <i>I love the feeling of wide open space around me.</i>	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">📖 Abelardo Morell: The Universe Next DoorCNN Camera obscura: From the outside in▶ Making your own room with a viewLRN 101 – Try this: Camera Obscura7 Smartphone Photography Tips & Tricks	HOMEWORK Workbook p. 96, exs. 1, 2, 3, 4 e-Campus: MEP003868 – Advanced Listening Part 4 MLA004168 – Photographic hints	FURTHER PRACTICE e-Campus: MEP015172 – TOELF iBT Reading 001

LESSON 28	PERFORMANCE OBJECTIVE ➤ Debating on the negative impacts of urban landscapes			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Language used for <i>interruptions</i>: <i>Sorry, can I just interrupt you there?</i> <i>Can I just say something in answer to that?</i> <i>No, hang on a minute...</i> <i>No, I'm sorry I have to stop you there...</i> <i>Yes, but...</i> <i>Sorry, can I just finish what I was saying?</i> <i>Just a moment, please...</i> <i>OK, you can make your point in a moment.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  CBS News 5 ways to shut up a chronic interrupter Huffington Post Enough! Stop Interrupting Me!  Politely Interrupting – Business English Podcast Entrepreneur Can't be interrupted? Polite Ways to Say 'Do Not Disturb' 	HOMEWORK Workbook p. 97 exs. 1, 2, 3, 4	FURTHER PRACTICE e-Campus: MLA002340 – That's not very polite
LESSON 29	PERFORMANCE OBJECTIVE ➤ Writing a speculative email / letter			
	LANGUAGE ITEMS <ul style="list-style-type: none"> Persuasive language: <i>...to join the growing number of businesses benefiting from the unique service we offer.</i> <i>We specialise in transforming the outer appearance of buildings and grounds.</i> <i>Clearly, you don't want to spend a lot of money on this.</i> <i>We all look at our surroundings from time to time and think they need freshening up.</i> <i>You might like to take advantage of this offer before it expires at the end of the month.</i> <i>...have a look on our website. It lists the services we offer and tells you what our clients are saying about us.</i> 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none">  Huffington Post The Five Most Persuasive Words in the English Language Ten Important Triggers for Persuasive Writing  Small Business Series -- Marketing & Attracting New Customers 	HOMEWORK Communicative Writing 4: Write a speculative email/letter to be sent out to local companies (150-200 words) e-Campus: MLA006525 – Principles for success in modern business	FURTHER PRACTICE e-Campus: MEP015200 – TOEFL iBT Listening 023: lecture MLAB004186 – Listening to a presentation

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LESSON 30	PERFORMANCE OBJECTIVE ➤ Catch-up lesson & Communicative Review			
	LANGUAGE ITEMS <ul style="list-style-type: none"> ○ According to teacher's choice of materials 	SUGGESTED EXTENSIVE READING & VIEWING <ul style="list-style-type: none"> ○ According to teacher's choice of materials 	HOMEWORK <p>Follow your teacher's suggestions of activities.</p>	FURTHER PRACTICE <p>Take this opportunity to (re)do the e-Campus exercises of this section.</p>
LESSON 31	PERFORMANCE OBJECTIVE ➤ CA2 Writing & Communicative Activity			
	<p>The Communicative Activity is another moment for your oral performance to be assessed. You will have the opportunity to discuss and talk about themes and topics which have been studied and analysed throughout the course. During this activity you will be evaluated on such features as register, appropriacy, pronunciation, interaction, grammatical resources and discourse management.</p> <p>The estimated time for this oral assessment is 40 minutes. It is worth 10 marks and contributes to your final Oral Production mark.</p>			

LESSON 32

PERFORMANCE OBJECTIVE ➤ CA2 (Final Test)

The format of this assessment is similar to the CA1 (Midterm Test), which you took in the middle of the course. However, in this Final Test there is one more part which focuses on written production, so you will be required to write a text, in the appropriate style with no reference to dictionaries or other materials, in Lesson 31. The choices for the written production are based on the topics and language structures practised during the course through the Communicative Writing tasks.

The estimated time for this Final Test is 100 minutes and it is divided in four parts:

Listening = 10 marks

Reading = 10 marks

Language in use (grammar and vocabulary) = 10 marks

Communicative writing (done in Lesson 31) = 10 marks Total = 40 marks*

*In the Progress Report (Relatório de Aproveitamento) the total of 40 marks is converted to 30 marks

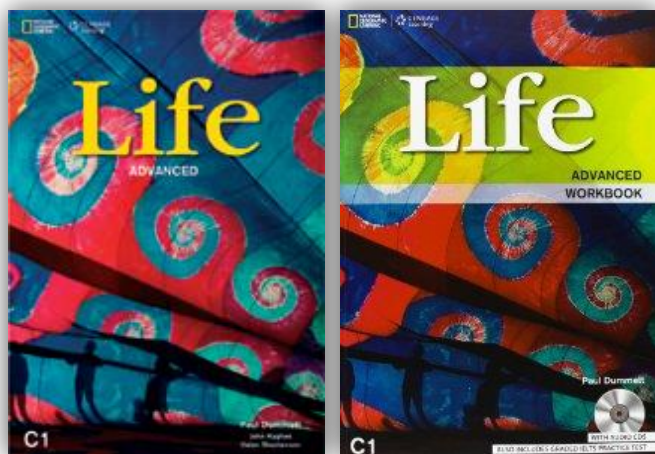
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RESOURCES

The screenshot shows the National Geographic Life website. The top navigation bar includes links for WELCOME TO LIFE, ABOUT LIFE, NATIONAL GEOGRAPHIC AND LIFE, TEACHER RESOURCES, TEST CENTRE, and STUDENT ZONE. The STUDENT ZONE link is highlighted with a yellow box. Below the navigation bar, there is a large banner with the text 'Welcome to Life' and a description: 'An exciting six-level series that makes learning English an exploration of the world. Bring Life into your classroom!'. To the right of the banner, there is a 'Subscribe' button. Below the banner, there is a list of resources: GRAMMAR PRACTICE WORKSHEETS, INTERACTIVE READING PRACTICE, MONOLINGUAL AND MULTILINGUAL WORD LISTS, and STUDENT'S BOOK AND WORKBOOK AUDIO. The STUDENT'S BOOK AND WORKBOOK AUDIO link is highlighted with a yellow box. A yellow arrow points from the STUDENT ZONE link in the navigation bar to the STUDENT'S BOOK AND WORKBOOK AUDIO link in the list of resources.



Student's Book and Workbook Audio

Student's Book and Workbook Audio

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Attachment	Size
 Advanced Class Audio CD1	47.8 MB
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 Advanced Workbook Audio CD1	55.81 MB
 Advanced Workbook Audio CD2	64.49 MB
 Advanced Workbook Audio CD3	64.25 MB