

SÈRIE 1

READING COMPREHENSION

1. On Black Friday
 - a. you can find the biggest discounts of the year.
 - b. lots of shoppers buy stuffed turkey.
 - c. **retailers sell merchandise at lower prices.**
 - d. shops all over the country increase prices.

2. Which sentence is NOT true?
 - a. **Gould and Fisk managed to sell their gold at a high price.**
 - b. As a result of Gould and Fisk's conspiracy, Wall Street crashed in 1869.
 - c. The term "Black Friday" was used for the first time in 1869.
 - d. Gould and Fisk's speculative moves were discovered on a Friday.

3. It is said that Black Friday owes its name to retailers because
 - a. **they sold a lot and made a profit on the day after Thanksgiving.**
 - b. they had losses and profits on the same day.
 - c. the stores that didn't offer any discounts were in the red.
 - d. they didn't make any profits on the day after Thanksgiving.

4. According to the text, what's the relationship between slavery and Black Friday?
 - a. **None; the whole story is fake.**
 - b. Slaves used to be sold on Fridays.
 - c. Slaves were cheaper after Thanksgiving.
 - d. Extra help was needed on plantations after Thanksgiving.

5. Police officers in Philadelphia used the term Black Friday to refer to the day when
 - a. **thousands of visitors to the city caused them a lot of trouble.**
 - b. the Army-Navy football match was played.
 - c. stores opened later than usual.
 - d. they could enjoy a long Thanksgiving holiday.

6. The term Black Friday, with the meaning we know today, was widely used
 - a. **at the end of the 1990s.**
 - b. throughout the 1950s.
 - c. from 2011 onwards.
 - d. back in the 1800s.

7. Nowadays, Black Friday sales
 - a. **last until the Monday after Thanksgiving.**
 - b. have been replaced by Cyber Monday.
 - c. start very early on Thanksgiving Day.
 - d. continue until the following Thursday.

8. Grey Thursday refers to
 - a. **going shopping right after Thanksgiving dinner.**
 - b. the first time Wal-Mart opened its store on Thanksgiving Day.
 - c. the shops that open on Thanksgiving Day.
 - d. the day when most Americans go shopping.

LISTENING COMPREHENSION

JENNIFER RAZ: So let's get just a little bit more creative about what's on our plates because that's what Marcel Dicke does. About once a week, Marcel and his wife have what some might consider an unusual ingredient with dinner—insects.

DICKE: And it's something that we put, for instance, over a rice dish or in the vegetables or in salad.

RAZ: What do you buy, like, which ones?

DICKE: We have three species that are for sale in the Netherlands. That is locusts, crickets and mealworms.

RAZ: Yup - bugs, which, for the record, do not taste like chicken.

DICKE: Quite often, they taste like nuts.

RAZ: And you buy them alive?

DICKE: No. We buy them, at this moment, freeze-dried. You can bake them, or you can fry them, or you can boil them.

RAZ: Marcel Dicke is an entomologist. He studies - and eats - bugs. And he's actually written a whole insect cookbook with dishes like...

DICKE: Pancakes with mealworms.

RAZ: And for lunch...

DICKE: A quiche with mealworms in it.

RAZ: And of course, dessert.

DICKE: Chocolate topped with locusts.

RAZ: OK. Those dishes might be a little unusual. But eating insects actually isn't so strange, is it, because a lot of people around the world do so every day.

DICKE: About 2 billion people on this planet eat insects, so that's about 30 per cent that do that on a regular basis.

RAZ: Even if you're not eating whole crickets or caterpillars, you are still eating insects. You just don't always know it.

DICKE: Every one of us eats insects. It's impossible not to eat insects.

RAZ: Even if we don't want to?

DICKE: Even if you don't want to. And I'll give you an example.

RAZ: Okay, please.

DICKE: Tomato ketchup? Now and then, there will be one tomato that has a worm in it. And, well, not all of those will be removed in the production process. And so a part of them will end up in the ketchup.

RAZ: So you're saying that chocolate, peanut butter, noodles - almost any processed food — has a small dose of insects. And in the not-too-distant future, do you think that we all might need to eat bugs out of necessity?

DICKE: The human population is growing very rapidly. It will grow to about 9 billion in 2050. How are we going to feed this world? We will have a third more mouths to feed. And as the world population is increasing, it's also getting wealthier. And anyone who gets wealthier starts to eat more meat. A meat effect is something that costs a lot for our agricultural production because, at the moment, 70 per cent of all our agricultural land is being used to produce livestock. We can increase productivity a little, but we'll still reach our limit very soon. We could do much better if we changed from meat to insects.

RAZ: So, you see insects not only as a good alternative to meat but as the future of food?

DICKE: Absolutely.

RAZ: Really?

DICKE:

Insects are an excellent alternative because they need much less land than what's needed to produce regular livestock. Livestock is so inefficient because for 1 kilogram of beef that you will get on your plate, you need about 25 kilograms of feed. Insects are doing a much better job. You need only about 2.2 kilograms of feed for 1 kilogram of cricket meat. So if we are going to be forced to produce food in a more efficient way, then switching from regular meat and livestock to insects is a very logical thing to do. And even in terms of calories, it's very good. One kilogram of grasshoppers has the same amount of calories as 10 hot dogs or six Big Macs.

RAZ: Professor Dicke, I see one pretty significant problem with all of this.

DICKE: What problem would that be?

RAZ: It's gross, insects are disgusting. How could you eat them?

DICKE: Yeah, that's the thing that comes to mind most often. But if you rethink it very seriously, you look at an insect - you take a locust or a cricket and you take away the wings and the legs and then you put that next to a nice shrimp - if you look at them, they're basically the same. And even from a biological point of view, they're very close relatives.

RAZ: But - (laughter) but I can't even - I'm trying to be mindful and imagining biting into

a locust. And it's just - I can't get there.

DICKE: But when sushi was first sold in the markets in the United States, eating raw fish was not something well accepted. Now you can eat sushi everywhere.

RAZ: Yes, that's true.

DICKE: So there's all kinds of foods that maybe at the beginning aren't easily accepted by everybody, but often they become popular after a while.

RAZ: So if - if actually, you know, let's say we could get over this sort of cultural aversion in the West to eating lots of insects and let's say that we just ate enough to really reduce our consumption of chicken and beef and pork and, you know, lamb, what would happen?

DICKE: I think we would have a world population with a sustainable production of animal protein. And ideally we would have a world population that would eat less meat. But it would also be good if we replaced at least part of our animal protein with new meats. And with this, I think, we would see a bigger variety of foods on our dinner table. We can make life even more enjoyable by having a bigger variety of foods to eat.

RAZ: Thank you professor Dicke. I'm Jennifer Raz, and you've been listening to our show about food this week.

1. Marcel Dickie and his wife...

- usually have a rice dish with vegetables for dinner.
- eat insects for dinner because they taste like chicken.
- have insects for dinner about once a week.**
- have three species of insects for dinner every week.

2. Which of these sentences is TRUE?

- The species of insects for sale in the Netherlands are freeze-dried.**
- The species of insects for sale in the Netherlands are from farms.
- You can buy lots of species of insects in the Netherlands.
- You can buy edible insects alive in the Netherlands.

3. Which of these dishes does not appear in Marcel Dickie's cookbook?

- Pancakes with mealworms.
- A quiche with mealworms.
- Chocolate topped with locusts.
- Chicken with bugs.**

4. According to Professor Marcel Dickie...

- eating insects might be a little unusual.
- about 30 per cent of the population eat insects on a regular basis.**
- about 2 billion people want to eat insects regularly.
- about 30 per cent of the people don't know they are eating insects.

5. Insects are the future of food because...

- only 70 per cent of all agricultural land is used to produce livestock.
- they need much less agricultural land than livestock.**
- the land used to produce livestock will be limited to 70%.
- they are very expensive to produce on a large scale.

6. Insects are a good alternative to regular meat because...

- they have better quality protein.
- they are low in calories.**
- they take little time to cook.
- they can be eaten frozen.

7. From a biological point of view...

- locusts, crickets and shrimps are closely related.**
- a locust and a cricket are the same as a shrimp with wings and legs.
- locusts and crickets are nicer than shrimps.
- when you look at a shrimp you look at an insect.

8. According to Marcel Dickie, if we could get over the cultural aversion in the West to eating insects...

- the world population would eat less meat.**
- dinner tables would be more enjoyable.
- the world population would eat less animal proteins.
- new meats would be replaced on dinner tables.

SÈRIE 5**Reading comprehension.**

- 1) Jamie's sugar tax is imposed in...
 - a) all British restaurants.
 - b) Jamie's restaurants only.**
 - c) several other restaurants only.
 - d) hamburger restaurants in Britain.

- 2) Which of the following sentences is NOT true?
 - a) Jamie has created this tax to emphasize the dangers of too much sugar in our diet.
 - b) The British government has imposed a sugar tax because of childhood obesity.**
 - c) The money from the tax will support programmes promoting healthy food.
 - d) Jamie participates in a worldwide campaign to improve food education.

- 3) Oliver considers that if all the restaurant industry is united on the "sugar tax",
 - a) the Sustain foundation will not raise enough money to continue with its activities.
 - b) the government will have more support to carry on with its policy on childhood obesity.
 - c) parents will be convinced to give their children a healthy diet.**
 - d) they will send a strong message to the fizzy drink manufacturers.

- 4) Jamie Oliver considers that soft drinks...
 - a) have improved the diet of many children.
 - b) are a necessary source of energy for children.
 - c) are often recommended by doctors and nurses.
 - d) should be taxed by the government .**

- 5) At Jamie Oliver's restaurants...
 - a) fizzy drinks are not printed on the menus.
 - b) waiters are told not to offer fizzy drinks.
 - c) tap water is cheaper.
 - d) fizzy drinks are more expensive.**

- 6) Jamie Oliver's own children...
 - a) can't drink fizzy sugary drinks at home.**
 - b) don't usually drink fizzy, sugary drinks at home.
 - c) only drink water at home.
 - d) hardly ever drink fruit juice.

- 7) According to Simon Bladgen, a levy on fizzy drinks will...
 - a) stop young people from buying too many fizzy drinks.
 - b) make obese children lose weight by consuming fewer fizzy drinks.
 - c) make people aware of the risks of too much sugar in their diet.**
 - d) help the government policy on financing healthy diets for young people.

- 8) Although the main medical professions support a 20% tax on sugary drinks, the government has decided
- a) to ignore the proposal made by the doctors.
 - b) to study the proposal carefully before taking any move.
 - c) **to promote optional actions among the food industry.**
 - d) to ban soft drink advertising.

Listening comprehension

DOES HANDWRITING HAVE A FUTURE?

In this radio programme you are going to hear some new words. Read and listen to them. Make sure that you know what they mean.

skill habilitat/habilidad

evolving en evolució / en evolución

die out desaparèixer/ desaparecer

carving escolpir / esculpir

tool eina / herramienta

lecture conferència / conferencia

Ready?

Now read the questions on the following page. Read them carefully before listening to the radio programme.

Presenter

Does handwriting have a future? Finland and many American states have removed handwriting from the curriculum. But many psychologists believe writing still has an important role to play in cognitive development. So what's the truth? My name is Antony Brown interviews Professor Anne Downey, author of the forthcoming book *The Uncertain Future of Handwriting*.

Text adapted from an ABC radio interview

[Now listen to the interview]

Antony: Hello, welcome to *Future Tense*. I have to confess it's been years since I've hand-written a letter or even sent a Christmas card. In today's programme, we put the question "Does handwriting have a future?" to our expert, Professor Anne Downey.

Anne: It's a very interesting question. Today we have many alternative ways of recording our thoughts and of communicating. So, in a way, younger generations don't

use handwriting in the way perhaps we did a generation ago or, even sometimes, they don't use handwriting at all.

Antony: What do you mean by that?

Anne: I mean that they text or they type but usually they text. So they particularly don't use handwriting at all anymore. In fact, I would say that for the day-to-day stuff, absolutely everybody texts, not just the younger generations.

Antony: Well, then if most people use technology much more than they would use handwriting for even the simplest of daily tasks, the question is, should we keep handwriting?

Anne: Well, the first thing is that handwriting actually in some way stimulates cognitive processing. By that I mean it helps us to learn, it helps us retain information, it helps us develop other skills such as reading, and it's even been found to help with mathematics. Handwriting is as personal as the clothes you wear, it's something which is part of you.

Antony: So, you believe that handwriting is actually better than texting or typing. So we should continue to teach it.

Anne: Yes, absolutely. And there seems to be pretty solid evidence that handwriting in preschool changes the brain, that there is a link between handwriting and learning how to read. Handwriting is a skill which has to be taught. If we don't teach it, it will die out.

Antony: But, what about the link between typing and learning to read? Or is handwriting unique in its ability to help us to develop our reading skills?

Anne: There is no evidence out there that tablets and computers are having an effect on reading.

Antony: Well, you also say that handwriting changes the brain, then ..., if our brain is highly adaptable, is it possible that over time our brains will change because of the use of technology?

Anne: It is true that digital technologies will become more common, and so sure, we probably will adjust to them, but adaptation is going to take a long, long time. Writing has gone through many changes in the 6,000 years since humans have been writing.

Antony: So texting or typing is simply another step, you would say, in the evolving history of the way in which we communicate.

Anne: Exactly. For instance, if you look back at the Roman world, carving on stone is something that used to be done much more than it is now. We've lost many things in the history of writing.

Antony: The big question, I suppose, is how does it change the way in which you communicate?

Anne: This is a very good question. We have to remember that the technology itself is really changing all the time and I think that we should be looking way beyond text and type to a new stage of communication.

Antony: A next stage of communication? What do you mean by that?

Anne: I started noticing, you know, people walking down the streets and they'd be talking into their phones and they were not talking to a person, they were dictating a text message, or an email. They were composing texts.

Antony: So, you mean that people have now started to compose text on their phones with their voice?

Anne: Exactly. If you speak in a clear voice you can generate an email, a text message, a note to yourself on a mobile device. So, we are starting to see a new practice, voice dictation, writing text by speaking it. I call it "voice writing".

Antony: So, if people are going to be doing composition with their voice, could we train them to do it well, in the same way that when we teach people to handwrite?

Anne: Right now we know little about handwriting and typing. If you want to take notes, if you want to understand what someone is telling you in a lecture, research seems to suggest that it's better to write by hand because you go more slowly but you think more about what's actually there, even if you go more slowly. If you type, you'll tend to just transcribe the contents, you won't think about the meaning as much. So we could now start to think of the situations when writing with your voice might be the best cognitive tool.

Antony: But when you look at the amount of time in schools that is put into communication, that's put into things like writing, presumably some of that is going to have to change, isn't it?

Anne: Well, one of the things that we forget is that we've always had multiple channels to enter information into computers. The fact that we use keyboards today doesn't mean that we will use keyboards forever. I think it's somewhat naive to think that handwriting is just going to disappear in the near future.

Antony: Thank you very much for sharing your time with us.

Anne: My pleasure. Thank you.

Adapted from: <http://www.abc.net.au/radionational/programs/futuretense/does-handwriting-have-a-future3f/6738582#transcript>

[6th September 2015]

1. The younger generations ...
 - use handwriting in class only.
 - used to type or text but they don't anymore.
 - don't text or type at all anymore.
 - don't use handwriting anymore.**

2. Which of the following sentences is NOT correct?
 - Handwriting stimulates cognitive processing.
 - Handwriting helps us develop information.**
 - Handwriting is personal.
 - Handwriting helps us to learn.

3. According to the expert,
 - there is no link between handwriting and teaching.
 - there is no need to teach handwriting.
 - if we don't teach handwriting, it will disappear.**
 - handwriting and teaching will die out.

4. There is no evidence that tablets and computers are having an effect on
 - handwriting.
 - reading.**
 - typing.
 - texting.

5. Humans
 - haven't changed writing for 6.000 years.
 - haven't changed writing for 16.000 years.
 - have been writing for 16.000 years.
 - have been writing for 6.000 years.**

6. Romans
 - carved on a used stone.
 - used to look back when carving on stone.
 - used to carve on stone.**
 - didn't carve on stone.

7. According to the expert, which one of the following practices cannot be considered as "voice writing"?
 - Dictating an email on a mobile device.
 - Dictating a note to a person on a mobile device.**
 - Dictating a note to yourself on a mobile device.
 - Dictating a text message on a mobile device.

8. When taking notes in a lecture, the research seems to suggest that it's better to ...
 - type because you just transcribe and don't think about the meaning.
 - write with your voice because it might be the best cognitive tool.
 - type because you don't go so slowly and think about the meaning.
 - write by hand because you think more about the contents.**