UNIT 5: CONSUMERISM

READING

Exercise 1: Match the words with their definitions.

a descendant	**a generation**	**a relative**	**a will**
an ancestor	**birth certificate**	**family background**	**run in the family**

1. a member of your extended family, for example, your aunt or uncle:

   _____

2. a person who is related to you but lived and died before you were born:

   _____

3. a person who is related to you and who will live after you in the future:

   _____

4. a group of people who are all about the same age:

   _____

5. the history of your family, for example, where they came from, what jobs they had:

   _____

6. a legal document that explains what a person has decided should be done with their money and property after they die:

   _____

7. a phrase that describes a feature, quality, ability or disease that people from the same family share:

   _____

8. a legal document that contains information about a new baby such as its name, the names of its parents and the time and place it was born:

   _____

Exercise 2: Read the passage and choose the correct heading for each paragraph.

The Impact of Technology on Education

In the modern era, technology has become an integral part of education, revolutionizing the way students learn and teachers instruct. This article explores the various ways in which technology has impacted education and transformed traditional teaching methods.

Paragraph 1: Enhancing Accessibility
Technology has significantly increased the accessibility of education. Online courses and digital resources have made learning available to individuals worldwide, breaking down geographical barriers and providing opportunities for those who might not have access to traditional educational institutions.

Paragraph 2: Personalized Learning
One of the notable benefits of technology in education is the ability to tailor learning experiences to individual students. Adaptive learning platforms use data analytics to assess students' strengths and weaknesses, allowing for customized lesson plans that cater to each student's learning pace and style.

Paragraph 3: Interactive Learning
Technology has introduced interactive learning tools, such as educational apps, simulations, and virtual reality, making the learning process more engaging and dynamic. These tools encourage students to actively participate in their education, fostering a deeper understanding of the subjects.

Paragraph 4: Collaboration and Communication
The integration of technology has improved communication and collaboration among students and teachers. Online platforms, forums, and video conferencing tools enable seamless interaction, making it easier for students to connect with their peers and teachers both inside and outside the classroom.

Paragraph 5: Real-world Application
Technology facilitates the integration of real-world applications into the curriculum. Students can now explore practical, industry-specific scenarios through virtual simulations, enabling them to apply theoretical knowledge to real-life situations.

Paragraph 6: Global Learning Communities
The internet has given rise to global learning communities where students can connect with peers from different cultures and backgrounds. This exposure enhances their understanding of global perspectives and promotes cultural diversity in the learning process.

Paragraph 7: Challenges and Concerns
While technology has brought about numerous positive changes, it also presents challenges such as the digital divide, privacy concerns, and the need for proper teacher training. Addressing these issues is crucial to ensuring that the benefits of technology in education are accessible to all.

Matching Headings:

Technology's Impact on Teacher Training
Concerns and Difficulties
Customized Learning
Interactive Educational Tools
Globalization of Education
Real-world Application of Knowledge
Breaking Geographical Barriers
Enhanced Communication in Education
Increasing Connectivity
Fostering Global Learning Communities

Paragraph 1: Enhancing Accessibility	
Paragraph 2: Personalized Learning	
Paragraph 3: Interactive Learning	
Paragraph 4: Collaboration and Communication	
Paragraph 5: Real-world Application	
Paragraph 6: Global Learning Communities	
Paragraph 7: Challenges and Concerns	

A history of ice cream

Although many people might consider ice cream a recent invention, dependent on refrigeration technology and the dairy industry, there have been certain people eating frozen desserts made by mixing ice with fruit flavours for thousands of years. We don't know when people started doing this, but we do know that Roman and Chinese emperors used to eat fruit mixed with snow as far back as 2,000 years ago. However, most fruit grows in the warmer months, and ice needed to be transported from distant mountain tops, or collected in winter and stored in very expensive underground chambers. This meant that it was available only to the people at the very top of society, and only on special occasions.

The main point of this paragraph is that…

- o no one knows when ice cream was invented.

- o long ago, only wealthy, powerful people ate fruit mixed with ice.

- o storing and collecting ice is very difficult.

- o ice can be mixed with fruit to create a dessert.

Not until relatively recently – the 1600s – did people begin mixing milk or cream with ice to create what people today might recognise as ice cream. Ice cream desserts began to appear in expensive cafés in Paris, and then in New York in the 1700s. In England, recipes for making your own ice cream began to be published in the early 1700s. Indeed, the word *ice cream* appeared for the first time in a dictionary in 1744. This all meant that ordinary people might have heard about ice cream and understood what a frozen dessert was, even if they couldn't afford to buy one themselves.

Which idea best summarises the writer's main point in this paragraph?

- o Ordinary people couldn't afford ice cream until relatively recently.

- o People have not been mixing ice with cream for long.

- o Only rich people consumed ice cream in the 1600s and 1700s.

- o The idea of ice cream began to spread amongst ordinary people in the 1600s and 1700s.