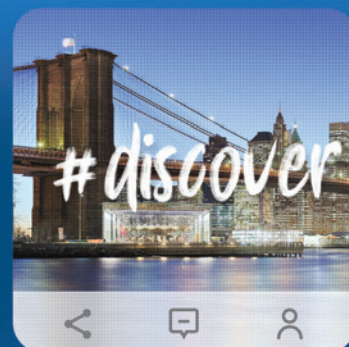


MySelfie

10

Inglês | 10.º ano



Noémia Rodrigues
Paula Paixão Mendes

www.myselfie10.te.pt

Texto

Planning

Long term plan – Three terms	5
Long term plan – Two semesters	8
Lesson plans	10

Digital tools

Roteiro Aula Digital	39
Guia de Recursos Multimédia	55
Ensino Digital	66

Unit 1

I. Graded worksheets

Standard	80
Inclusion	110
Audioscripts	131
Answer key	133

II. Assessment

Audioscripts	164
Answer key	166

Unit 2

I. Graded worksheets

Standard	172
Inclusion	202
Audioscripts	223
Answer key	225

II. Assessment

Audioscripts	254
Answer key	256

Unit 3

I. Graded worksheets

Standard	262
Inclusion	277
Audioscripts	288
Answer key	289

II. Assessment

Audioscripts	308
Answer key	309

Celebrations

October	312
November	313
January	314
February	315
March	316
April	317
May	318

Follow-up activities

Follow-up activities	320
Answer key	333

Extra help

I. Tests

10-minute tests	337
Extensive Reading test	349

II. Assessment Grids

Audioscripts	364
Answer key	366

Planning



Contents

Long term plan – Three terms.....	5
-----------------------------------	---

Long term plan – Two semesters	8
--------------------------------------	---

Lesson Plans

Unit 1.....	10
-------------	----

Unit 2.....	Available at  aula digital
-------------	---

Unit 3.....	Available at  aula digital
-------------	---

Extensive Reading	Available at  aula digital
-------------------------	---

Topic Area	Contents		Activities	Aprendizagens Essenciais		Lessons
	Grammar	Language Functions		Conhecimentos, Capacidades e Atitudes	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	
0. This is us 1. It's a teens' world 1.1 Fitting in 1.2 Tough times 1.3 Building dreams 1.4 Amazing teens	- Tense Revision - Present Simple / Present Continuous - Past Simple / Past Continuous - Present Perfect Simple / Past Simple - Modal verbs - Adjectives and Adverbs - Future Forms: <i>will</i>, <i>be going to</i> and Present Simple - Degrees of adjectives - Clauses of purpose - Clauses of contrast - Past Perfect	- Describing routines / habits - Referring to past actions - Expressing probability, ability, permission, obligation, prohibition, advice, ... - Expressing concerns - Referring to predictions, plans, intentions and schedules - Asking for advice - Giving opinions - Describing people - Comparing people, things or situations - Expressing purpose - Expressing contrast - Agreeing / disagreeing - Discussing causes and consequences / advantages and disadvantages	Listening: texts / dialogues / film trailers / songs Reading: aloud / silently scanning / skimming Speaking: role plays / interviews / discussion / picture description / giving opinions / presentations Writing: description, email, explanation, speech Culture expert Through other eyes Mingled projects	Competência comunicativa Compreensão oral - compreender um discurso fluido e seguir linhas de argumentação integrando a sua experiência Compreensão escrita - ler e compreender diversos tipos de textos, recorrendo a informação visual - Identificar tipos de texto - descodificar palavras-chave / ideias - interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a) Interação e produção oral - interagir, pedindo clarificação e/ou repetição - interagir com eficácia progressiva, participando em discussões - expressar-se de forma clara - produzir enunciados para descrever, narrar e expor informações e pontos de vista Produção escrita - planificar e elaborar uma atividade de acordo com o tipo e função do texto e o seu destinatário Competência intercultural - reconhecer realidades interculturais distintas - relacionar a sua cultura de origem com outras culturas - questionar atitudes estereotipadas Competência estratégica - comunicar eficazmente em contexto - colaborar em par e em grupo - utilizar a literacia tecnológica - pensar criticamente - desenvolver criatividade em contexto - desenvolver o aprender a aprender - aprender a regular o processo de aprendizagem	Competência comunicativa - selecionar informação pertinente - analisar textos com diferentes pontos de vista - fazer predicções - usar modalidades diferentes para expressar aprendizagens (imagens) - promover ações de resposta, apresentação, iniciativa - organizar debates que requeiram sustentação de afirmações e elaboração de opiniões - discutir conceitos ou factos - mobilizar o discurso argumentativo - saber questionar uma situação Competência intercultural - aceitar ou argumentar pontos de vista diferentes - respeitar diferenças de crenças, opiniões e perspetivas culturais - analisar textos com diferentes pontos de vista Competência estratégica - promover tarefas de pesquisa - incentivar procura e aprofundamento de informação - conceber situações para aplicar o conhecimento - criar um objeto, texto ou solução face a um desafio - criar soluções estéticas criativas e pessoais - colaborar com outros - apoiar atuações úteis para outros (trabalhos de grupo) - promover tarefas de verificação e consolidação - revelar disponibilidade para o autoaperfeiçoamento	+/- 8 lessons +/- 44 lessons

Topic Area	Contents		Activities	Aprendizagens Essenciais		Lessons
	Grammar	Language Functions		Conhecimentos, Capacidades e Atitudes	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	
2. Global Media, Amazing Tech 2.1 The net is neat! 2.2 Safe and sound online 2.3 Step ahead with tech 2.4 Look up to life	- Passive - Passive with double object - Connectors of cause and result - Prepositional verbs - If-clauses types 1, 2 and 3 - Used to / be and get used to - Reported speech	- Drawing conclusions - Expressing probable, improbable conditions and regrets - Recounting events - Expressing past habits - Referring to abilities in the present / past / future - Expressing familiarity with things in the present / past / future - Reporting statements, orders, requests questions - Giving opinions - Justifying / defending own point of view - Commenting on statements / quotations	Listening: texts / dialogues / film trailers / songs Reading: aloud / silently scanning / skimming Speaking: role plays / interviews / discussion / picture description / giving opinions / debates / presentations Writing: Film review, newspaper article, diary, comment Culture expert Through other eyes Mingled projects	Competência comunicativa - Compreensão oral - compreender um discurso fluido e seguir linhas de argumentação integrando a sua experiência - Compreensão escrita - ler e compreender diversos tipos de textos, recorrendo a informação visual - identificar tipos de texto - descodificar palavras-chave/ideias - interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a) - Interação e produção oral - interagir, pedindo clarificação e/ou repetição - interagir com eficácia progressiva, participando em discussões - expressar-se de forma clara - produzir enunciados para descrever, narrar e expor informações e pontos de vista - Produção escrita - planificar e elaborar uma atividade de acordo com o tipo e função do texto e o seu destinatário Competência intercultural - reconhecer realidades interculturais distintas - relacionar a sua cultura de origem com outras culturas - questionar atitudes estereotipadas Competência estratégica - comunicar eficazmente em contexto - colaborar em par e em grupo - utilizar a literacia tecnológica - pensar criticamente - desenvolver criatividade em contexto - desenvolver o aprender a aprender - aprender a regular o processo de aprendizagem	Competência comunicativa - selecionar informação pertinente - analisar textos com diferentes pontos de vista - fazer predicções - usar modalidades diferentes para expressar aprendizagens (imagens) - promover ações de resposta, apresentação, iniciativa - organizar debates que requeiram sustentação de afirmações e elaboração de opiniões - discutir conceitos ou factos - mobilizar o discurso argumentativo - saber questionar uma situação Competência intercultural - aceitar ou argumentar pontos de vista diferentes - respeitar diferenças de crenças, opiniões e perspectivas culturais - analisar textos com diferentes pontos de vista Competência estratégica - promover tarefas de pesquisa - incentivar procura e aprofundamento de informação - conceber situações para aplicar o conhecimento - criar um objeto, texto ou solução face a um desafio - criar soluções estéticas criativas e pessoais - colaborar com outros - apoiar atuações úteis para outros (trabalhos de grupo) - promover tarefas de verificação e consolidação - revelar disponibilidade para o autoaperfeiçoamento	+/- 52 lessons (45 min)

Topic Area	Contents		Activities	Aprendizagens Essenciais		Lessons
	Grammar	Language Functions		Conhecimentos, Capacidades e Atitudes	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	
3. Languages: a door to the world	- Prefixes and suffixes - Relative clauses - Adjectives ending in -ed and -ing - Gerund and -to infinitive	- Giving opinions - Agreeing / disagreeing - Expressing intention - Discussing aims / goals - Describing experiences - Drawing conclusions - Discussing causes and consequences / advantages and disadvantages	Listening: texts / dialogues / film trailers/ songs	Competência comunicativa Compreensão oral - compreender um discurso fluido e seguir linhas de argumentação integrando a sua experiência Compreensão escrita - ler e compreender diversos tipos de textos, recorrendo a informação visual - Identificar tipos de texto - descodificar palavras-chave / ideias - interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a) Interação e produção oral - interagir, pedindo clarificação e/ou repetição - interagir com eficácia progressiva, participando em discussões - exprimir-se de forma clara - produzir enunciados para descrever, narrar e expor informações e pontos de vista Produção escrita - planificar e elaborar uma atividade de acordo com o tipo e função do texto e o seu destinatário	Competência comunicativa - selecionar informação pertinente - analisar textos com diferentes pontos de vista - fazer predições - usar modalidades diferentes para expressar aprendizagens (imagens) - promover ações de resposta, apresentação, iniciativa - organizar debates que requeiram sustentação de afirmações e elaboração de opiniões - discutir conceitos ou factos - mobilizar o discurso argumentativo - saber questionar uma situação Competência intercultural - aceitar ou argumentar pontos de vista diferentes - respeitar diferenças de crenças, opiniões e perspetivas culturais - analisar textos com diferentes pontos de vista Competência estratégica - promover tarefas de pesquisa - incentivar procura e aprofundamento de informação - conceber situações para aplicar o conhecimento - criar um objeto, texto ou solução face a um desafio - criar soluções estéticas criativas e pessoais - colaborar com outros - apoiar atuações úteis para outros (trabalhos de grupo) - promover tarefas de verificação e consolidação - revelar disponibilidade para o autoaperfeiçoamento	+/- 32 lessons
3.1 New languages new journeys						
3.2 Go abroad, make a friend						

Topic Area	Contents		Activities	Aprendizagens Essenciais		Lessons
	Grammar	Language Functions		Conhecimentos, Capacidades e Atitudes	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	
0. This is us 1. It's a teens' world 1.1 Fitting in 1.2 Tough times 1.3 Building dreams 1.4 Amazing teens 2. Global Media, Amazing Tech 2.1 The net is neat!	- Tense Revision - Present Simple / Present Continuous - Past Simple / Past Continuous - Present Perfect Simple / Past Simple - Modal verbs - Adjectives and Adverbs - Future Forms: <i>will</i>, <i>be going to</i> and Present Simple - Degrees of adjectives - Clauses of purpose - Clauses of contrast - Past Perfect - Passive - Passive with double object	- Describing routines / habits - Referring to past actions - Expressing probability, ability, permission, obligation, prohibition, advice, ... - Expressing concerns - Referring to predictions, plans, intentions and schedules - Asking for advice - Giving opinions - Describing people - Comparing people, things or situations - Expressing purpose - Expressing contrast - Agreeing / disagreeing - Discussing causes and consequences / advantages and disadvantages	Listening: texts / dialogues / film trailers / songs Reading: aloud / silently scanning / skimming Speaking: role plays / interviews / discussion / picture description / giving opinions / presentations Writing: description, email, explanation, speech Culture expert Through other eyes Mingled projects	Competência comunicativa Compreensão oral - compreender um discurso fluido e seguir linhas de argumentação integrando a sua experiência Compreensão escrita - ler e compreender diversos tipos de textos, recorrendo a informação visual - identificar tipos de texto - descodificar palavras-chave / ideias - interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a) Interação e produção oral - interagir, pedindo clarificação e/ou repetição - interagir com eficácia progressiva, participando em discussões - expressar-se de forma clara - produzir enunciados para descrever, narrar e expor informações e pontos de vista Produção escrita - planificar e elaborar uma atividade de acordo com o tipo e função do texto e o seu destinatário Competência intercultural - reconhecer realidades interculturais distintas - relacionar a sua cultura de origem com outras culturas - questionar atitudes estereotipadas Competência estratégica - comunicar eficazmente em contexto - colaborar em par e em grupo - utilizar a literacia tecnológica - pensar criticamente - desenvolver criatividade em contexto - desenvolver o aprender a aprender - aprender a regular o processo de aprendizagem	Competência comunicativa - selecionar informação pertinente - analisar textos com diferentes pontos de vista - fazer predicções - usar modalidades diferentes para expressar aprendizagens (imagens) - promover ações de resposta, apresentação, iniciativa - organizar debates que requeiram sustentação de afirmações e elaboração de opiniões - discutir conceitos ou factos - mobilizar o discurso argumentativo - saber questionar uma situação Competência intercultural - aceitar ou argumentar pontos de vista diferentes - respeitar diferenças de crenças, opiniões e perspetivas culturais - analisar textos com diferentes pontos de vista Competência estratégica - promover tarefas de pesquisa - incentivar procura e aprofundamento de informação - conceber situações para aplicar o conhecimento - criar um objeto, texto ou solução face a um desafio - criar soluções estéticas criativas e pessoais - colaborar com outros - apoiar atuações úteis para outros (trabalhos de grupo) - promover tarefas de verificação e consolidação - revelar disponibilidade para o autoaperfeiçoamento	+/- 8 lessons +/- 60 lessons

Topic Area	Contents		Activities	Aprendizagens Essenciais		Lessons
	Grammar	Language Functions		Conhecimentos, Capacidades e Atitudes	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	
2.2 Safe and sound online 2.3 Step ahead with tech 2.4 Look up to life	- Connectors of cause and result - Prepositional verbs - If-clauses types 1, 2 and 3 - Used to / be and get used to - Reported speech - Prefixes and suffixes - Relative clauses - Adjectives ending in -ed and -ing - Gerund and -to infinitive	- Drawing conclusions - Expressing probable, improbable conditions and regrets - Recounting events - Expressing past habits - Referring to abilities in the present / past / future - Expressing familiarity with things in the present / past / future - Reporting statements, orders, requests questions - Giving opinions - Justifying / defending own point of view - Commenting on statements / quotations - Giving opinions - Agreeing / disagreeing - Expressing intention - Discussing aims / goals - Describing experiences - Discussing causes and consequences / advantages and disadvantages	Listening: texts / dialogues / film trailers / songs	Competência comunicativa Compreensão oral - compreender um discurso fluido e seguir linhas de argumentação integrando a sua experiência Compreensão escrita - ler e compreender diversos tipos de textos, recorrendo a informação visual - identificar tipos de texto - descodificar palavras-chave / ideias - interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a) Interação e produção oral - interagir, pedindo clarificação e/ou repetição - interagir com eficácia progressiva, participando em discussões - expressar-se de forma clara - produzir enunciados para descrever, narrar e expor informações e pontos de vista Produção escrita - planificar e elaborar uma atividade de acordo com o tipo e função do texto e o seu destinatário	Competência comunicativa - selecionar informação pertinente - analisar textos com diferentes pontos de vista - fazer predicções - usar modalidades diferentes para expressar aprendizagens (imagens) - promover ações de resposta, apresentação, iniciativa - organizar debates que requeiram sustentação de afirmações e elaboração de opiniões - discutir conceitos ou factos - mobilizar o discurso argumentativo - saber questionar uma situação Competência intercultural - aceitar ou argumentar pontos de vista diferentes - respeitar diferenças de crenças, opiniões e perspetivas culturais - analisar textos com diferentes pontos de vista Competência estratégica - promover tarefas de pesquisa - incentivar procura e aprofundamento de informação - conceber situações para aplicar o conhecimento - criar um objeto, texto ou solução face a um desafio - criar soluções estéticas criativas e pessoais - colaborar com outros - apoiar atuações úteis para outros (trabalhos de grupo) - promover tarefas de verificação e consolidação - revelar disponibilidade para o autoaperfeiçoamento	+/- 68 lessons (45 min)
	3. Languages: a door to the world 3.1 New languages new journeys			Competência comunicativa Compreensão oral - compreender um discurso fluido e seguir linhas de argumentação integrando a sua experiência Compreensão escrita - ler e compreender diversos tipos de textos, recorrendo a informação visual - identificar tipos de texto - descodificar palavras-chave / ideias - interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a) Interação e produção oral - interagir, pedindo clarificação e/ou repetição - interagir com eficácia progressiva, participando em discussões - expressar-se de forma clara - produzir enunciados para descrever, narrar e expor informações e pontos de vista Produção escrita - planificar e elaborar uma atividade de acordo com o tipo e função do texto e o seu destinatário		
		3.2 Go abroad, make a friend			Competência comunicativa Compreensão oral - compreender um discurso fluido e seguir linhas de argumentação integrando a sua experiência Compreensão escrita - ler e compreender diversos tipos de textos, recorrendo a informação visual - identificar tipos de texto - descodificar palavras-chave / ideias - interpretar informação explícita e implícita, pontos de vista e intenções do(a) autor(a) Interação e produção oral - interagir, pedindo clarificação e/ou repetição - interagir com eficácia progressiva, participando em discussões - expressar-se de forma clara - produzir enunciados para descrever, narrar e expor informações e pontos de vista Produção escrita - planificar e elaborar uma atividade de acordo com o tipo e função do texto e o seu destinatário	

Extensive Reading: Wonder, by R. J. Palace.

Lesson Plans 1 and 2

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.1 Fitting in

CONTENTS: Problems associated to fitting in

Summary	• Introducing the topic "Fitting in" • Listening comprehension activities about the song "Misfit" • Discussing ideas and feelings about a painting • Reading comprehension exercises – "Ordinary"
Teaching aims	• To identify problems associated to fitting in • To read a text to analyse its message and language • To do pair / group work
Activities / Strategies	Ask the students: • To read the quote in the <i>Food for Thought</i> rubric and explain its meaning (page 16) • To listen to the song and complete the lyrics (page 16) • To discuss the questions about the song (page 16) • To do the activities related to the painting and the word <i>ordinary</i> in small groups (page 17) • To read the text (page 18) • To do the exercises 2 and 3 (page 19)
Optional activities	• Class discussion: #myviews (page 16)
Resources / Materials	• Student's Book (pages 16-19) • Audio (track 2) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 3 and 4

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.1 Fitting in

CONTENTS: Problems associated to fitting in; personality adjectives

Summary	• Vocabulary activities about verbs related to vision • Discussing ideas about a video • Vocabulary activities about personality adjectives
Teaching aims	• To revise / learn vocabulary about verbs related to vision • To revise / learn adjectives about personality • To express students' own opinion about friendship
Activities / Strategies	Ask the students: • To do the <i>words at work</i> activities on verbs of vision (page 19) • To do the vocabulary activities on verbs of vision (WB, page 5) • To watch the video and complete the information required in exercise 1 (page 20) • To say / write their thoughts on the question in #what if (page 20) • To do the exercises 2 and 3 about personality adjectives (page 20) • To do exercise 4 in pairs / small groups (page 20)
Optional activities	• Assign project work – International Music Day – Teacher's File (Celebrations)
Resources / Materials	• Student's Book (pages 19-20) • Video: <i>You're beautiful – a social experiment</i> ( auladigital) • Teacher's File (Celebrations) • Workbook (page 5) •  auladigital
Homework	• Workbook: personality adjectives (page 6)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 5 and 6

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.1 Fitting in

CONTENTS: Problems associated to fitting in; present simple and present continuous

Summary	• Homework correction • Writing a descriptive text • Revising the present simple / present continuous
Teaching aims	• To recognise the purpose and structure of a descriptive text • To write a descriptive text • To revise the use and form of the present simple and the present continuous
Activities / Strategies	Ask the students: • To correct the homework (WB, page 6) • To write a descriptive text (page 21) • To do exercises 1-4 about the present simple / continuous (pages 22-23) • To do exercise 5 in pairs / small group (page 23) • To do the exercises on MyGIF (page 210)
Optional activities	• <i>Guess who</i> (Teacher's File – Speaking cards)
Resources / Materials	• Student's Book (pages 21-23) • Workbook (page 6) • Video: Present simple / present continuous • Video tutorial: <i>Descriptive text</i> • Teacher's File (Speaking cards) •  auladigital
Homework	• Workbook: present simple / present continuous (page 8)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 7 and 8

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.1 Fitting in

CONTENTS: Problems associated to fitting in; past simple and past continuous

Summary	• Homework correction • Reading comprehension activities – “Be yourself, embrace your quirks” • Revising the past simple / past continuous
Teaching aims	• To read a text and analyse its message and language • To revise the use and form of the past simple and the past continuous
Activities / Strategies	Ask the students: • To correct the homework (WB, page 8) • To listen to the text and complete the gaps (page 24) • To do exercises 2-4 about the text (page 25) • To discuss the main message of the text and relate it to the idea of fitting in, in pairs or small groups (page 25) • To say / write their thoughts on the question in #myviews • To do exercises 1-4 about the past simple / continuous (pages 26-27) • To do the exercises on MYGIF (page 210)
Optional activities	• <i>Interview with Ed Sheeran</i> (Teacher's File – Follow-up activities)
Resources / Materials	• Student's Book (pages 24-27) • Workbook (page 8) • Audio (track 4) • Video: Past simple / past continuous • Teacher's File (Follow-up activities) •  auladigital
Homework	• Workbook: past simple / past continuous (pages 9-10)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 9 and 10

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.1 Fitting in

CONTENTS: Problems associated to fitting in; past simple and past continuous

Summary	• Homework correction • Listening comprehension activities – “The cracked pot” • Role-playing an everyday situation
Teaching aims	• To listen to a text to analyse its message • To do pair / group work • To role-play a situation between two friends
Activities / Strategies	Ask the students: • To correct the homework (WB, pages 9-10) • To listen to the text and choose the correct option (page 28) • To relisten and write the story, according to the storyboard (page 28) • To do exercise 3 in pairs / small groups (page 28) • To discuss the question on #myworld • To read the guidelines and prepare a role-play (page 29)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 28-29) • Workbook (pages 9-10) • Teacher's File (Celebrations) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plan 11

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min

UNIT 1: It's a teens' world

1.1 Fitting in

CONTENTS: Problems associated to fitting in; past simple and past continuous

Summary	• Revisions • Writing a paragraph about a quote
Teaching aims	• To revise some vocabulary related to the theme's subunit • To revise the present simple / continuous • To revise the past simple / continuous • To write their thoughts / opinions about a quote
Activities / Strategies	Ask the students: • To do the summing-up exercises (page 31) • To write their thoughts / opinions about the quote in the <i>Food for Thought</i> rubric (page 31) • To do the overall grammar exercises (WB, page 11) • To do the theme-based overall exercises (WB, page 4)
Optional activities	• Play it Cool (page 30) • Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (page 31) • Workbook (page 11) • Teacher's File (Celebrations) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plan 12

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min

UNIT 1: It's a teens' world

1.2 Tough times

CONTENTS: Teens' issues

Summary	• Introducing the topic "Tough times" • Reading and listening about common teen issues
Teaching aims	• To identify some common teen issues • To discuss the most worrying issues for teens
Activities / Strategies	Ask the students: • To read the quote in the <i>Food for Thought</i> rubric and explain its meaning (page 32) • To do exercises 1 and 2.1 (page 32) • To listen to the songs and do exercise 2.2 (page 32) • To say / write their thoughts on the question in #myviews
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations) • Beyoncé, <i>Pretty Hurts</i> – (Teacher's File – Follow-up activities)
Resources / Materials	• Student's Book (pages 32) • Audio (tracks 6-8) • Teacher's File (Celebrations) • Teacher's File (Follow-up activities) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 13 and 14

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.2 Tough times

CONTENTS: Teens' issues; present perfect simple and past simple

Summary	• Listening comprehension activities – “Who am I?” • Listening comprehension activities about the text “The most important journey” • Doing exercises on the phrasal verb <i>go through</i> • Revising the present perfect simple and the past simple
Teaching aims	• To analyse the meaning of a painting • To listen to a poem and analyse its message • To listen to a text to analyse its message • To understand the phrasal verb <i>go through</i> in different contexts • To revise the use and form of the present perfect simple and the past simple • To do pair / group work
Activities / Strategies	Ask the students: • To discuss exercises 1 and 2 in small groups (page 33) • To listen to the poem and do the finding evidence exercise (page 33) • To say their thoughts on the question in <i>#what if</i> (page 33) • To answer exercise 4 (page 33) • To listen to the text to complete the gaps (page 34) • To do exercises 2,3 and 4 about the text (page 35) • To do the <i>words at work</i> activities on phrasal verb <i>go through</i> (page 35) • To do exercises 1 and 2 (page 36) • To do exercises 1, 2, 3 and 4 (page 37)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations) • Workbook: phrasal verbs with <i>go</i> (page 13)
Resources / Materials	• Student's Book (pages 33-37) • Audio (track 9) • Video: Present perfect / past simple • Teacher's File (Celebrations) •  auladigital
Homework	• To do the exercises on MyGIF (page 212) • Workbook: present perfect simple / past simple (pages 14, 15)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 15 and 16

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.2 Tough times

CONTENTS: Teens' issues; love and relationship idioms

Summary	• Homework correction • Discussing ideas about a video • Vocabulary activities about friendship idioms • Reading comprehension activities on the text "The perks of being a wallflower"
Teaching aims	• To discuss the idea of love • To read a text to analyse its message and language • To revise / learn some relationship idioms • To express students' own opinion about love and teen problems
Activities / Strategies	Ask the students: • To watch the video and do exercises 1 and 2 (page 38) • To do exercises 1, 2 and 3 about relationship idioms (page 39) • To do the activity suggested in #myworld (page 39) • To read the text and do exercise 1 (page 40) • To do exercises 2, 3 and 4 about the text (page 41) • To say their thoughts on the question in #what if (page 41)
Optional activities	• <i>The Perks of Being a Wallflower</i> (Teacher's File – Follow-up activities) • Check for a possible Daily Challenge activity (Teacher's Guide – Celebrations)
Resources / Materials	• Student's Book (pages 38-41) • Videos: <i>Because I love you</i>, <i>Relationship red flags of abuse</i> –  auladigital • Teacher's File (Follow-up activities, Celebrations) •  auladigital
Homework	• Student's Book: <i>Words at work</i> (page 41) • Workbook: relationship idioms (page 16)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 17 and 18

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.2 Tough times

CONTENTS: Modal verbs

Summary	• Homework correction • Revising modal verbs • Role-playing an everyday situation
Teaching aims	• To revise the use and form of modal verbs • To role-play a situation between two friends or parent and teen
Activities / Strategies	Ask the students: • To do exercise 1 about the cartoon (page 42) • To do exercises 2, 3 and 4 (page 43) • To do exercises the exercises on MYGIF (page 212) • To read the guidelines and prepare a role-play (page 44)
Optional activities	• Workbook – Adjectives describing feelings (page 17) • <i>What are they saying?</i> (Teacher's File – Speaking cards) • Check for a possible Daily Challenge activity (Teacher's File – Celebrations) • Assign project work <i>International Day against Violence and Bullying at School</i> (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 42-44) • Video: <i>Modal verbs</i> • Teacher's File (Speaking cards, Celebrations) •  auladigital
Homework	• Workbook: modal verbs (page 18)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 19 and 20

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.2 Tough times

CONTENTS: Revisions for the progress test

Summary	• Homework correction • Writing an email • Revisions • Writing a paragraph about a quote
Teaching aims	• To write an email to a help page • To revise some vocabulary related to the theme's subunit • To revise the use and form of present perfect simple / past simple • To revise the use and form of modal verbs • To write their thoughts / opinions about a quote
Activities / Strategies	Ask the students: • To correct the homework (WB - page 18) • To read the guidelines and write an email in small groups (page 45) • To do the summing-up exercises (page 47) • To write their thoughts / opinions about the quote in the <i>Food for Thought</i> rubric (page 47) • To do the overall grammar exercises (WB, page 19)
Optional activities	• Play it Cool (page 46) • Formative test (WB, pages 92-95)
Resources / Materials	• Student's Book (pages 45-47) • Workbook (pages 92-95) • Video tutorial: Email to a help page •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 21 and 22

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.2 Tough times

CONTENTS: Progress test

Summary	• Progress test
Teaching aims	• To assess students' knowledge on units 1.1 and 1.2
Activities / Strategies	Ask the students: • To do the progress test (Teacher's File – Assessment)
Optional activities	
Resources / Materials	• Audio (CD5 Tracks 3, 4, 5) • Teacher's File (Assessment) •  auladigital
Homework	
Assessment	• Summative

Lesson Plans 23 and 24

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.3 Building dreams

CONTENTS: Future life choices; false friends

Summary	• Introducing the topic "Building dreams" • Listening comprehension activities about the song "A million dreams" • Reading comprehension exercises – "Teen's guide to world domination" • Vocabulary exercises on false friends
Teaching aims	• To identify possible future life choices • To listen to a song to analyse its meaning • To read a text to analyse its message and language • To recognise false friends in context
Activities / Strategies	Ask the students: • To read the quote in the <i>Food for Thought</i> rubric and explain its meaning (page 48) • To listen to the song and do exercise 1 (page 48) • To do exercise 2 (page 48) • To say / write their thoughts on the question in #myviews • To do exercises 1-3 (page 49) • To read the text (page 50) • To do the exercises 2-4 (page 51) • To do the <i>words at work</i> activities on false friends (page 51)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 48-51) • Audio (track 11) • Powerpoint presentation: <i>False friends</i> • Teacher's File (Celebrations) •  auladigital
Homework	• Workbook: false friends (page 23)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 25 and 26

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.3 Building dreams

CONTENTS: Adjectives and adverbs; verb collocations

Summary	• Homework correction • Revising adjectives and adverbs • Vocabulary activities about collocations
Teaching aims	• To revise / learn about adjectives and adverbs • To revise / learn about collocations
Activities / Strategies	Ask the students: • To correct the homework (Workbook, page 23) • To do exercises 1 and 2 (page 52) • To do grammar and vocabulary exercises (Workbook, pages 22, 24)
Optional activities	• Collocations (page 53) • Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (page 52) • Workbook (pages 22, 24) • Video: Adjectives and adverbs • Teacher's File (Celebrations) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 27 and 28

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.3 Building dreams

CONTENTS: Future goals

Summary	• Listening comprehension exercises about decision-making • Writing an explanation text
Teaching aims	• To listen to a video to find information • To listen to a text and understand its general meaning • To do pair / group work • To recognise the purpose and structure of an explanation text • To write an explanation text
Activities / Strategies	Ask the students: • To watch the video and complete the information required (page 54) • To do exercise 2 (page 54) • To do exercise 3 in pairs / small groups (page 54) • To read the guidelines and write an explanation text (page 55)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 54-55) • Video: <i>Decision making model</i> • Audio (track 14) • Video tutorial: How to write an explanation text • Teacher's File (Celebrations) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 29 and 30

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.3 Building dreams

CONTENTS: Future forms; advice for teens; antonyms

Summary	• Grammar exercises about the future • Reading comprehension activities – “Seven habits of highly effective teens” • Vocabulary activities about antonyms
Teaching aims	• To revise / learn about the use and form of the future: present simple, present continuous, be going to, will • To watch a video to predict future events • To read a text to analyse its message and language • To revise / learn about some antonyms
Activities / Strategies	Ask the students: • To do exercises 1-4 (pages 56-57) • To watch a video and predict possible future events (page 57) • To read the text and do exercises 2 and 3 (pages 58-59) • To say / write their thoughts on the question in #myviews • To do the <i>words at work</i> activities on antonyms (page 59)
Optional activities	• <i>How will your life be like?</i> (Teacher's File – Speaking cards) • Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 56-59) • Video: <i>Future</i> • Video: <i>Soar</i> • Teacher's File (Celebrations) •  auladigital
Homework	• MyGIF: the future (page 214) • Workbook: the future (page 25)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 31 and 32

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.3 Building dreams

CONTENTS: Degrees of adjectives; qualities for a successful life

Summary	• Homework correction • Revising the degrees of adjectives • Vocabulary activities about idioms with comparatives and superlatives • Discussing ways to have a successful life
Teaching aims	• To revise / learn about the comparative and superlative of adjectives • To revise / learn about idioms with comparatives and superlatives • To do pair / group work • To discuss about ways to have a successful life
Activities / Strategies	Ask the students: • To correct the homework (MYGIF, page 214 / WB, page 25) • To do exercises 1-5 (pages 60-61) • To exercise 6 in pairs / small groups (page 61) • To do exercises 1-3 (page 62) • To discuss the question on #myworld
Optional activities	• Speaking activity: Discussion (page 63) • <i>Describing pictures</i> (Teacher's File – Speaking cards) • Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 60-62) • Video: Degrees of adjectives • Workbook (page 25) • Teacher's File (Speaking cards – Celebrations) •  auladigital
Homework	• MyGIF: degrees of adjectives (page 214) • Workbook: degrees of adjectives (page 26)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plan 33

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min

UNIT 1: It's a teens' world

1.3 Building dreams

CONTENTS: Revisions

Summary	• Homework correction • Revisions • Writing a paragraph about a quote
Teaching aims	• To revise adjectives and adverbs • To revise the future forms: present simple, present continuous, be going to, will • To revise the degrees of adjectives • To write their thoughts / opinions about a quote
Activities / Strategies	Ask the students: • To correct the homework (MyGIF, page 214; WB, page 26) • To do the summing-up exercises (page 65) • To write their thoughts/ opinions about the quote in the <i>Food for Thought</i> rubric (page 65) • To do the overall grammar exercises (WB, page 29)
Optional activities	• Play it Cool (page 64) • Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (page 65) • Workbook (page 26, 29) • Teacher's File (Celebrations) •  aula digital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plan 34

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min

UNIT 1: It's a teens' world

1.4 Amazing teens

CONTENTS: Teens' accomplishments

Summary	• Introducing the topic "Amazing teens" • Listening and analysing the message of the song "I was here" • Answering questions about the video "Mr. Indifferent" • Vocabulary activities – synonyms and antonyms
Teaching aims	• To listen to a song to analyse its message • To discuss the importance of teen role models • To watch a video to analyse its message and expand vocabulary • To revise / learn some synonyms and antonyms
Activities / Strategies	Ask the students: • To read the quote in the <i>Food for Thought</i> rubric and explain its meaning (page 66) • To listen to a song and do exercises 1 (page 66) • To do exercises 2 and 3 (page 66) • To do the activity suggested in #myworld (page 66) • To watch the video and do exercise 1 (page 67) • To do exercise 2 (page 67)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations) • <i>Discussing pictures</i> (Teacher's File – Speaking cards)
Resources / Materials	• Student's Book (pages 66-67) • Audio (track 16) • Video: <i>Mr. Indifferent</i> • Teacher's File (Celebrations, Speaking cards) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 35 and 36

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.4 Amazing teens

CONTENTS: Teens' accomplishments; clauses of purpose

Summary	• Reading comprehension activities about the text "Influential Teens" • Vocabulary activities about idioms with gold • Doing exercises using clauses of purpose
Teaching aims	• To read a text to analyse its message • To recognise idioms with gold in context • To understand the use and form of clauses of purpose
Activities / Strategies	Ask the students: • To do exercise 3 (page 67) • To read the text and do exercises 2-4 (pages 68-69) • To say their thoughts on the question in #what if (page 69) • To do the <i>words at work</i> activities on idioms with gold (page 69) • To do exercises 1 and 2 about clauses of purpose (page 70)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 67-70) • PowerPoint presentation: Influential Teens • Videos: Clauses of purpose • Teacher's File (Celebrations) •  auladigital
Homework	• Workbook: clauses of purpose (page 32)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 37 and 38

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.4 Amazing Teens

CONTENTS: Teens' accomplishments

Summary	• Homework correction • Presenting a pitch • Listening comprehension activities about making a difference in the world • Grammar exercises about contrast linking words
Teaching aims	• To present a pitch about a real-life issue • To work in pairs / groups • To listen to texts to analyse their message • To revise / learn about contrast linking words
Activities / Strategies	Ask the students: • To correct the homework • To read the guidelines and prepare a pitch in pairs / small groups (page 71) • To listen to a speech and do exercise 1 (page 72) • To listen to the poem and do exercise 2 (page 72) • To do exercises 1 and 2 on contrast linking words (page 73)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations) • <i>Millie Bobby Brown</i> (Teacher's File – Follow-up activities)
Resources / Materials	• Student's Book (pages 71-73) • Audio (tracks 17, 18) • Video: Contrast linking words • Teacher's File (Celebrations, Follow-up activities) •  auladigital
Homework	• MyGIF: connectors of purpose and contrast (page 215) • Workbook: connectors of contrast (page 33)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 39 and 40

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.4 Amazing Teens

CONTENTS: Teens' role in the world; past perfect simple

Summary	• Homework correction • Listening comprehension activities about the text "World leaders" • Revising the past perfect simple • Grammar exercises with past related tenses
Teaching aims	• To listen to a text to analyse its message and language • To revise / learn the use and form of the past perfect simple • To revise / learn how to use past related tenses in context • To work in pairs / groups
Activities / Strategies	Ask the students: • To correct the homework • To listen to the text and do exercises 1-3 (pages 74, 75) • To say / write their thoughts on the question in #myviews (page 75) • To do exercises 1-3 about the past perfect simple (pages 76, 77) • To do exercise 4 about past related tenses (page 77) • To do exercise 5 in pairs / small groups (page 77)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 74-77) • Video: Past perfect • Teacher's File (Celebrations) •  auladigital
Homework	• MyGIF: past perfect simple and past simple (page 215) • Workbook: past perfect simple and past simple (page 34)
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 41 and 42

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.4 Amazing Teens

CONTENTS: Teens' role in the world; personality types

Summary	• Homework correction • Vocabulary exercises with compound nouns to describe personality types • Writing a speech
Teaching aims	• To revise / learn some compound nouns to describe personality types • To work in pairs / groups • To write a speech about a teen related issue
Activities / Strategies	Ask the students: • To correct the homework (WB, page 34, MyGif, page 215) • To do exercises 1 and 2 (page 78) • To discuss the question on #myworld (page 78) • To read the guidelines and write a speech in pairs / small groups (page 79) • To read the speeches out loud – exercise 3 (page 9)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations)
Resources / Materials	• Student's Book (pages 78-79) • Workbook (page 34) • Video tutorial: How to write a speech • Teacher's File (Celebrations) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation

Lesson Plans 43 and 44

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min 45 min

UNIT 1: It's a teens' world

1.4 Amazing Teens

CONTENTS: Revisions; progress listening test

Summary	• Revisions • Progress listening test
Teaching aims	• To revise clauses of purpose • To revise contrast linking words • To revise the past perfect simple • To revise past related tenses • To write their thoughts / opinions about a quote • To assess students' listening performance
Activities / Strategies	Ask the students: • To do the summing-up exercises (page 81) • To write their thoughts / opinions about the quote in the <i>Food for Thought</i> rubric (page 81) • To do the overall grammar exercises (WB, page 36) • To do the listening progress test (Teacher's File – Assessment)
Optional activities	• Check for a possible Daily Challenge activity (Teacher's File – Celebrations) • Formative test (WB, pages 96-99)
Resources / Materials	• Student's Book (page 81) • Workbook (page 36) • Audio (CD5 Tracks 6, 7, 8) • Teacher's File (Assessment) •  auladigital
Homework	
Assessment	• Direct observation: punctuality, behaviour, commitment to tasks and oral participation • Summative for listening

Lesson Plan 45

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min

UNIT 1: It's a teens' world

1.4 Amazing teens

CONTENTS: Progress test

Summary	• Reading and writing progress test
Teaching aims	• To assess students' knowledge on units 1.3 and 1.4
Activities / Strategies	Ask the students: • To do the progress test (Teacher's File – Assessment)
Optional activities	
Resources / Materials	• Teacher's File (Assessment) •  auladigital
Homework	
Assessment	• Summative

Lesson Plan 46

School _____

Class _____ Date ____/____/____

Lesson No. _____



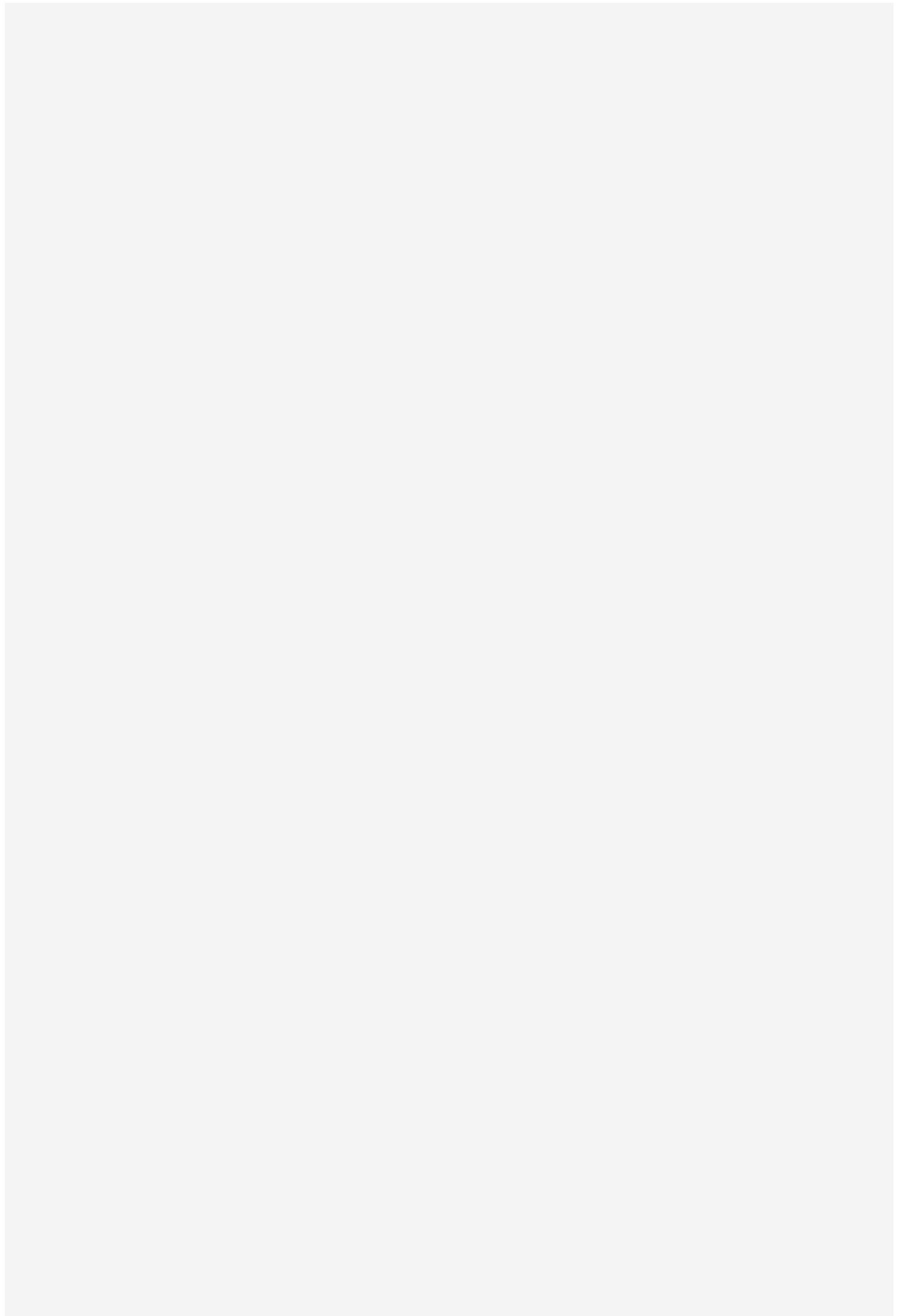
45 min

UNIT 1: It's a teens' world

1.4 Amazing teens (Culture Experts)

CONTENTS: Youth activism in history

Summary	Researching about youth activism in history
Teaching aims	To learn about youth activism in history
Activities / Strategies	Ask the students: - To do some research about the four youth movements portrayed in the pictures (page 82) - To do answer the questions about the movements (page 82)
Optional activities	- Through other eyes (page 84) - Mingled project (page 83)
Resources / Materials	- Student's Book (page 82)  auladigital
Homework	Students may do further research on other youth movements throughout history and present them in class
Assessment	Direct observation: punctuality, behaviour, commitment to tasks and oral participation



Digital tools



Contents

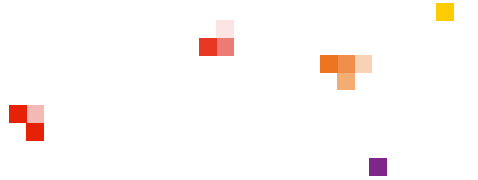
Roteiro Aula Digital	39
Guia de Recursos Multimédia	55
Ensino Digital	66

Roteiro



aula
digital

Aprender é incrível.



Índice

Antes de começar...

Aceda à Aula Digital

Explore os manuais digitais

Explore os recursos do professor

Explore os recursos do aluno

Comunique e oriente o estudo dos seus alunos

Antes de começar...

Para aceder rapidamente aos manuais e recursos digitais da LeYa Educação (Edições Asa, Gailivro, Texto e Sebenta):

online



Plataforma *web* Aula Digital:
www.auladigital.leya.com



Crie um atalho ou guarde esta página nos Favoritos do navegador que está a usar (*Chrome*, por exemplo).

offline



App Aula Digital



Coloque esta *app* no ecrã inicial do seu *tablet* para aceder aos manuais e recursos digitais sem precisar de ter *internet*.



App Smart Aula Digital



Coloque esta *app* no ecrã inicial do teu *tablet* ou *smartphone* para aceder a vídeos e *quizzes* com explicações imediatas, que ajudam os seus alunos a rever o essencial das matérias. Disponível do 5.º ao 12.º ano.



■ Aceda à Aula Digital

Na Aula Digital encontra os manuais e todos os recursos digitais de que precisa para explorar os temas das suas disciplinas com os seus alunos – vídeos, animações, atividades interativas, materiais de apoio à avaliação e muito, muito mais.

Para usar todos estes recursos, comece por aceder à sua conta em Aula Digital.

1

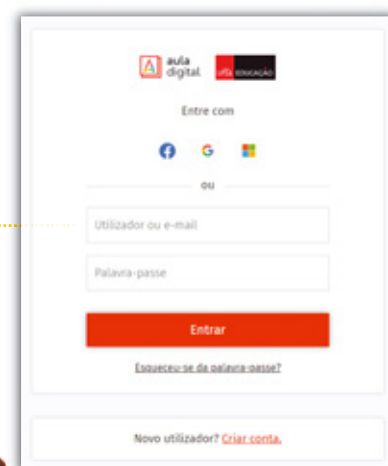
Aceda a
www.auladigital.leya.com

2

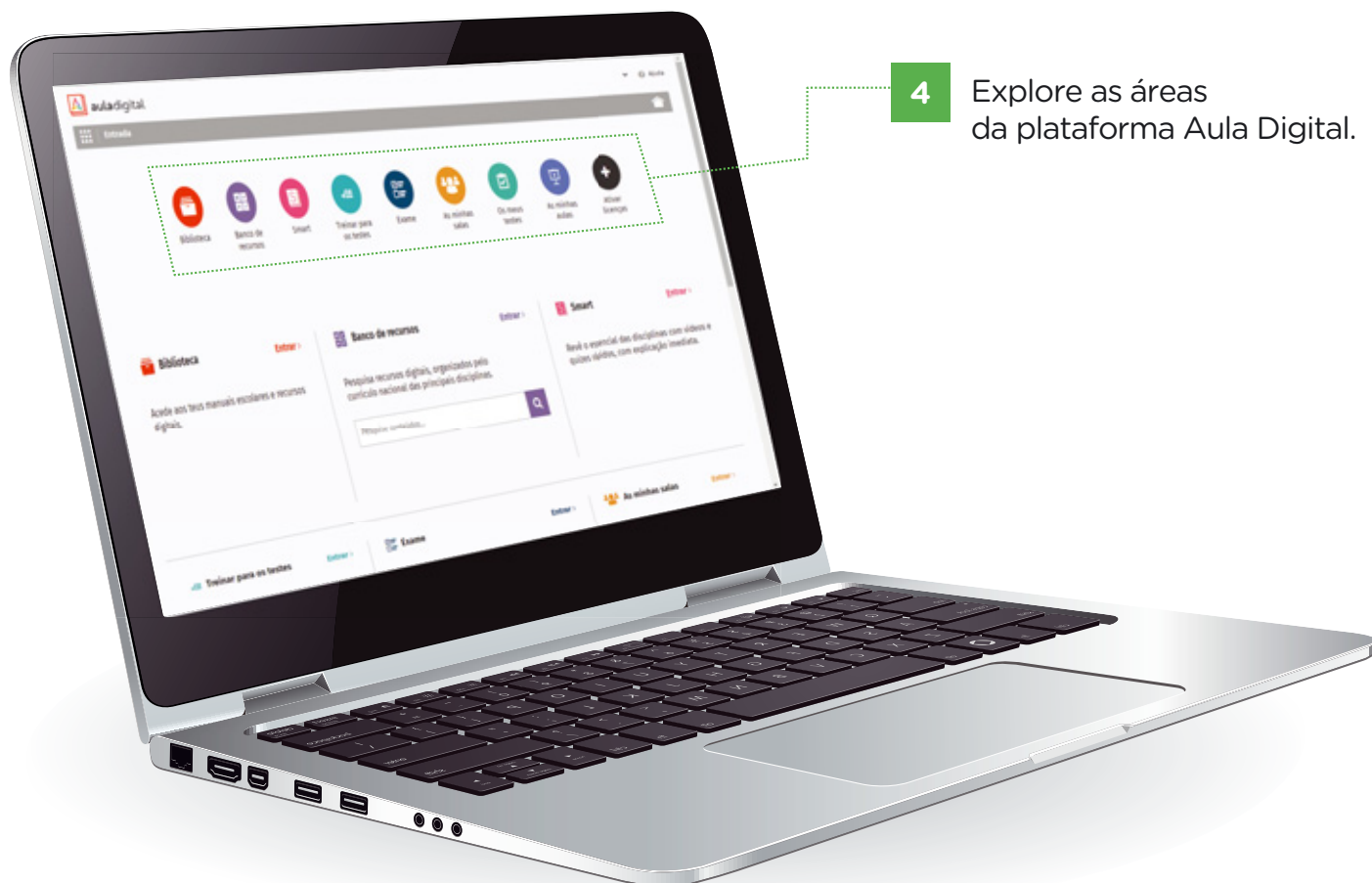
Clique em **Entrar**

3

Introduza o seu utilizador,
a sua palavra-passe
e clique em **Entrar**.



The image shows a login form for 'aula digital' by 'LEYA EDUCAÇÃO'. It features the company logo at the top. Below the logo, it says 'Entre com' followed by social media icons for Facebook, Google, and Microsoft. A separator line with 'ou' follows. There are two input fields: 'Utilizador ou e-mail' and 'Palavra-passe'. Below these is a red 'Entrar' button. A link 'Esqueceu-se da palavra-passe?' is located below the button. At the bottom, there is a link 'Novo utilizador? Criar conta.'.



Biblioteca | Área onde pode aceder aos manuais e aos recursos digitais *online*



Banco de Recursos | Área onde encontra uma bateria de recursos das principais disciplinas, do 1.º ao 12.º ano



Smart | Área de acesso a sequências de vídeos, áudios e *quizzes*, com explicações imediatas que ajudam os seus alunos a estudar e a esclarecer dúvidas



As minhas salas | Área a partir da qual pode criar salas para comunicar, esclarecer dúvidas e orientar o estudo dos seus alunos



Os meus testes | Área onde pode editar ou criar testes interativos com correção automática

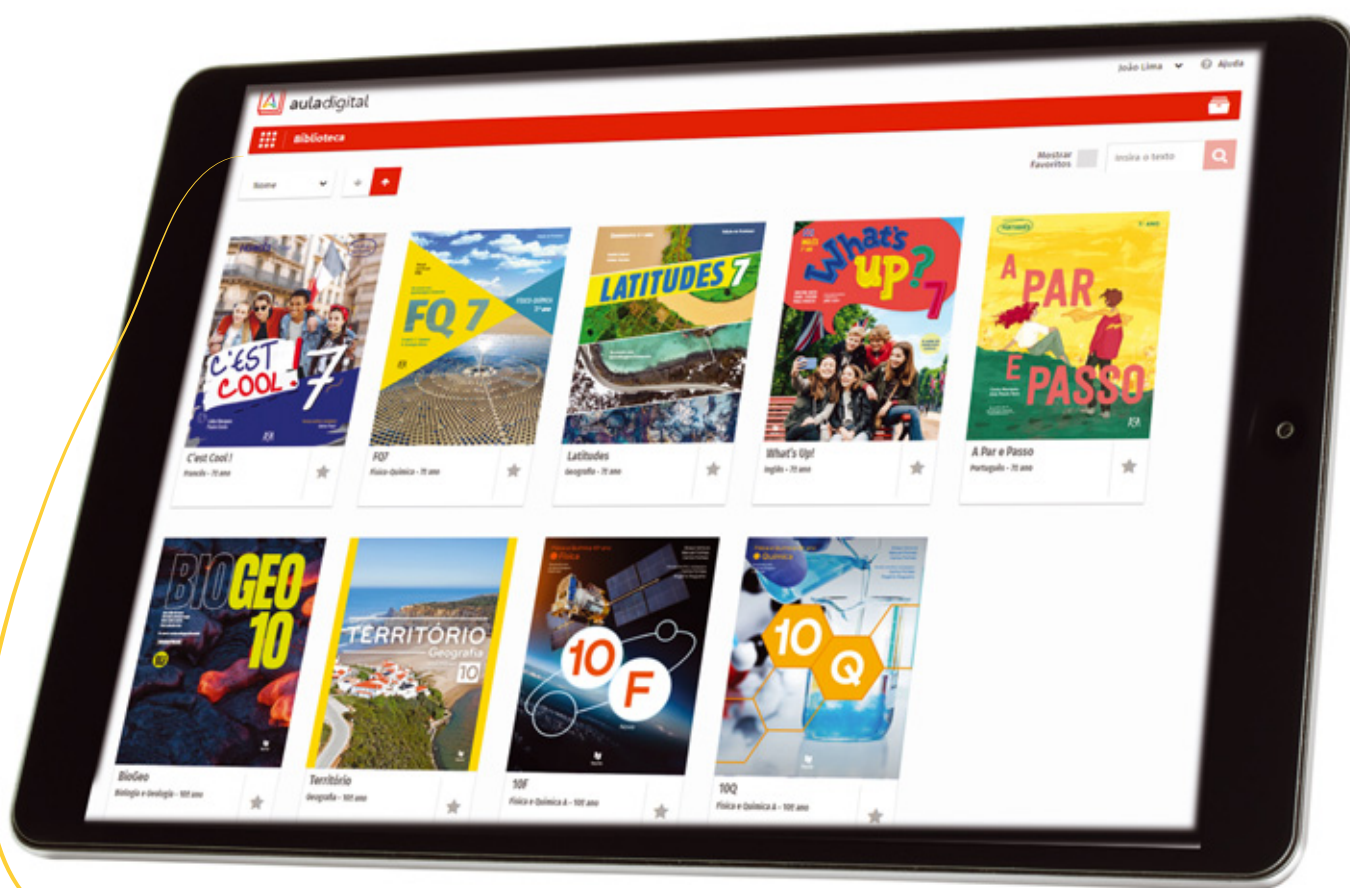


As minhas aulas | Área onde pode editar ou criar aulas interativas para projeção em sala de aula

■ Explore os manuais digitais

online

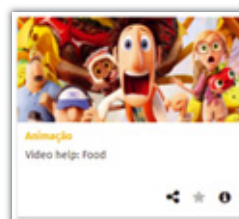
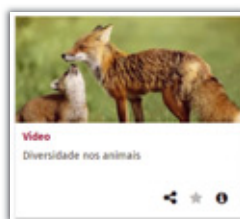
Para explorar os manuais digitais *online*, aceda à plataforma web Aula Digital, entre na Biblioteca e selecione o manual a que pretende aceder.



Biblioteca | Área onde os manuais escolares são disponibilizados. Cada manual está identificado com o título, a disciplina e o ano. Clicando nele, pode aceder a todas as publicações e recursos digitais que lhe estão associados.

online

Recursos digitais | Explore os vários temas das suas disciplinas usando os recursos digitais que encontra nas páginas dos manuais: vídeos, animações, atividades, áudios, mapas interativos, jogos e muito, muito mais.



Navegue pelo índice.



Explore todos os recursos digitais do manual.



Aceda rapidamente a páginas importantes, marcadas ou anotadas.



Pesquise um assunto e aceda rapidamente a páginas e recursos que o abordam.

Navegue pelas páginas e ajuste a visualização para poder ler e explorar texto, imagens e esquemas com todo o detalhe.



Anote o que é mais importante.



Marque as páginas mais importantes para lhes aceder rapidamente.

■ Explore os manuais digitais

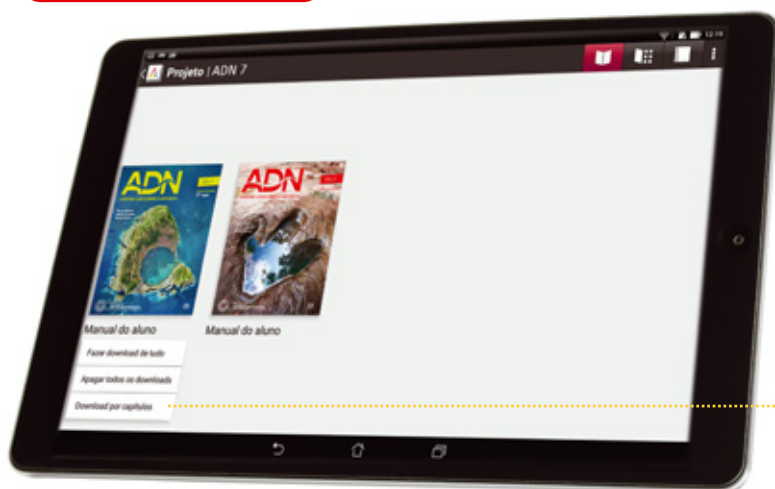
offline

Para explorar os manuais digitais *offline*, descarregue-os da plataforma *web* para o seu computador ou aceda no seu *tablet* à *app* Aula Digital com os mesmos dados de acesso.

No computador

Aceda à área Offline e descarregue os conteúdos seguindo as instruções apresentadas.

Em tablet



Para poder explorar os manuais *offline*, faça o seu *download*. Toque no botão de opções e escolha a opção **Download por capítulos**.



Faça o *download* dos capítulos que está a trabalhar com os seus alunos. Se preferir, pode descarregar todos os capítulos, tocando no botão.



offline

Pressione o ecrã com o dedo ou com uma *pen* e crie notas do que é importante lembrar.

Use o menu superior para navegar pelo manual, pelos recursos e pelo caderno digital.

Recursos digitais

Explore os recursos digitais em qualquer lugar.
Na *app* Aula Digital pode ver vídeos, animações, atividades e muito mais, sem precisar de ter acesso a *internet*.

 Navegue pelo índice do manual.

 Marque as páginas importantes.

 Aceda rapidamente a páginas anotadas.

 Navegue pelas miniaturas das páginas.

Navegue rapidamente pelas páginas usando esta barra.

 Escreva e desenhe no manual, usando o dedo ou uma *pen*.

 Recorte texto ou imagens do manual e partilhe por *e-mail* ou envie para o caderno digital.

■ Explore os recursos do Professor

 Explore os recursos que acompanham os manuais, ao longo das páginas ou diretamente na área **Recursos**.

 Entre também no **Dossiê** para aceder a materiais exclusivos do professor: fichas e grelhas de avaliação, planificações, materiais para os alunos com mais dificuldades, entre muitos outros.

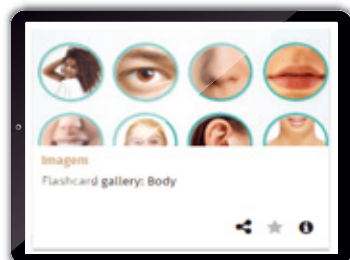
Animações e Vídeos

Aceda a animações ou vídeos que ajudam os seus alunos a perceber melhor a matéria.



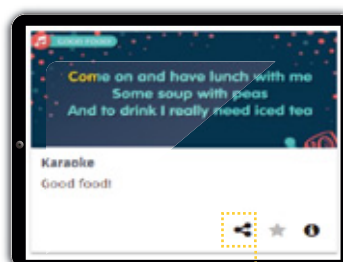
Glossários e Gramáticas

Para esclarecer regras e apresentar vocabulário novo.



Áudios e Imagens

Ajudam a relembrar o que se deu nas aulas e, no caso dos áudios, a ouvir e a treinar a leitura de textos.



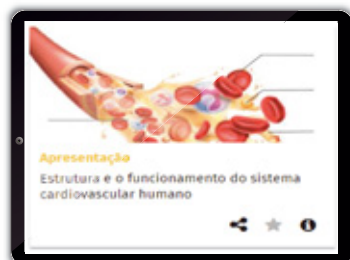
Karaokes

Para que os seus alunos se divirtam enquanto reveem a matéria.



Simuladores e Vídeos laboratoriais

Para fazer experiências e tirar conclusões de uma forma virtual.

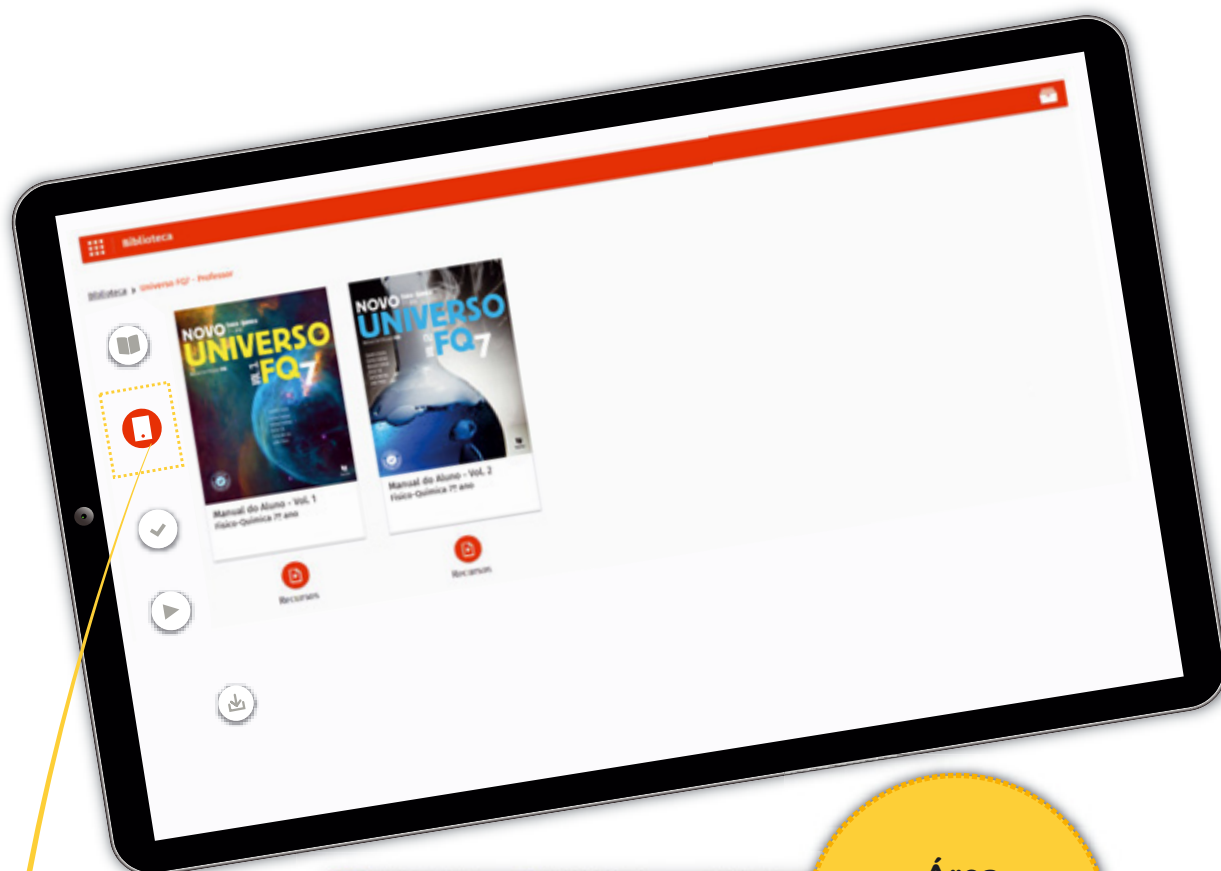


Apresentações

Para acompanhar a apresentação dos conteúdos ou rever a matéria dada.



Partilhe estes recursos com os seus alunos através da área As minhas salas.



Área
com atualização
de materiais!



No **Dossiê** estão disponíveis todos os materiais exclusivos do professor, totalmente editáveis – planificações, apresentações, fichas, testes e muito mais.

Aqui pode aceder também a todos os áudios dos projetos escolares e ao guia de exploração dos recursos digitais.

■ Explore os recursos do Professor

No **Banco de recursos** encontra rapidamente os recursos digitais de que precisa na sala de aula, para orientar o estudo dos seus alunos ou para iniciar um trabalho interdisciplinar.

Filtrar por:

- Tipologia
- Ciclo de ensino
- Ano de escolaridade
- Disciplina

Filtrar por Temas Curriculares:

- Disciplina/Ano

Pesquise por tema do programa ou de forma livre e encontre rapidamente recursos úteis para desenvolver trabalho interdisciplinar.

- ◆ Recursos digitais organizados e facilmente pesquisáveis pelos temas do programa ou de forma livre, por palavras-chave.
- ◆ Para usar de forma complementar ou independente do manual escolar.
- ◆ Ideal para a realização de pesquisas, trabalhos de projeto ou para o **trabalho interdisciplinar**.

■ Explore os recursos do Aluno



Na *app* Smart Aula Digital os seus alunos podem explorar áudios e vídeos, e rever o essencial da matéria no seu *smartphone*.



Explore estes recursos através da área Smart da plataforma *web* e faça recomendações de estudo.



Vídeos

para compreender melhor a matéria.



Quizzes

rápidos, para testar os conhecimentos.



Explicações

para esclarecer dúvidas.



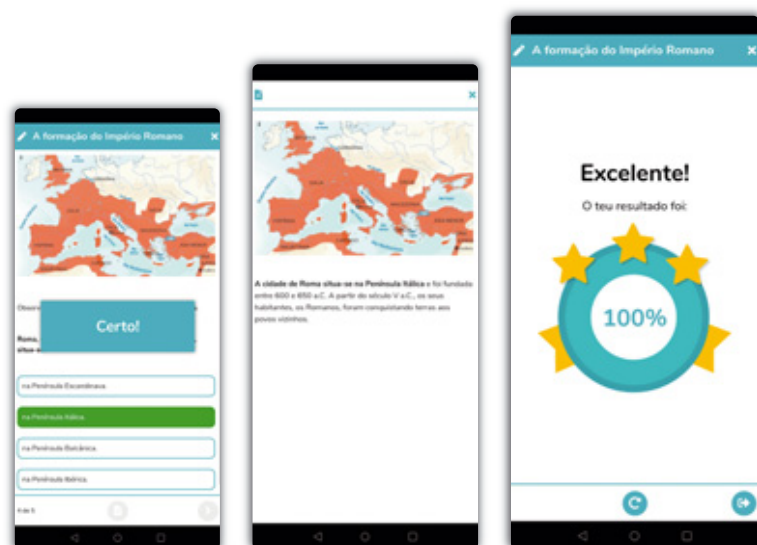
Avaliação de progresso

e possibilidade de melhorar os resultados.



Recursos organizados pelos temas do manual
e contendo toda a matéria.

Disponível para as principais disciplinas do 5.º ao 12.º ano.



Os seus alunos podem testar os seus conhecimentos e ver as suas dúvidas esclarecidas em qualquer momento e em qualquer lugar, mesmo sem *internet*.

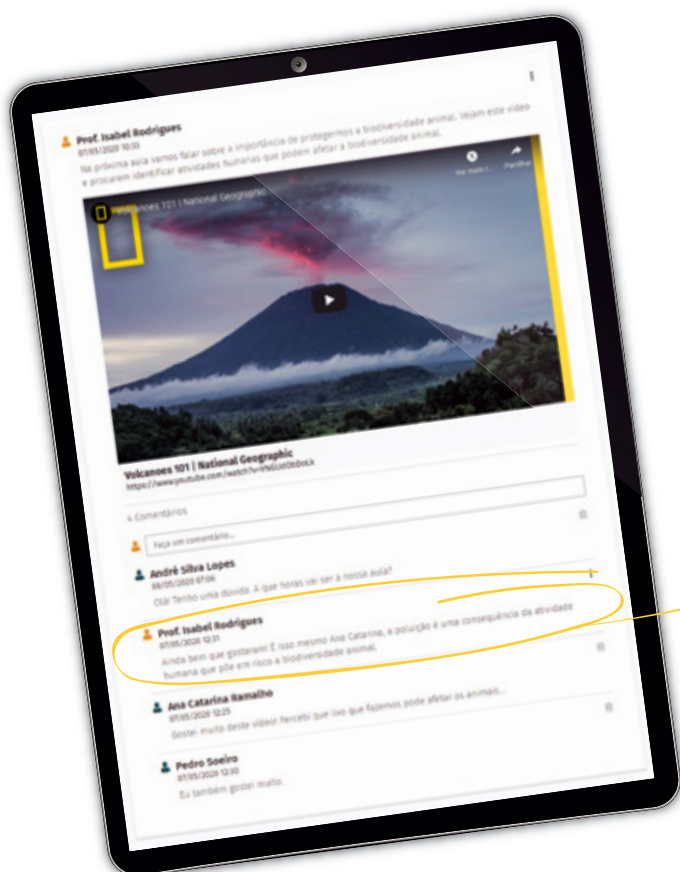
■ Comunique e oriente o estudo dos seus alunos



A partir da área **As minhas salas** pode comunicar e enviar trabalhos e testes para orientar o estudo dos seus alunos, monitorizando os seus resultados.

Para criar uma sala e associar alunos:

- 1 Clique em **Associar sala**, na área As minhas salas.
- 2 Preencha o **nome da sala**.
- 3 Clique em **Criar sala**.
- 4 Clique em **Associar alunos**.
- 5 Associe os alunos, disponibilizando-lhes o código da sala ou enviando um convite por e-mail.



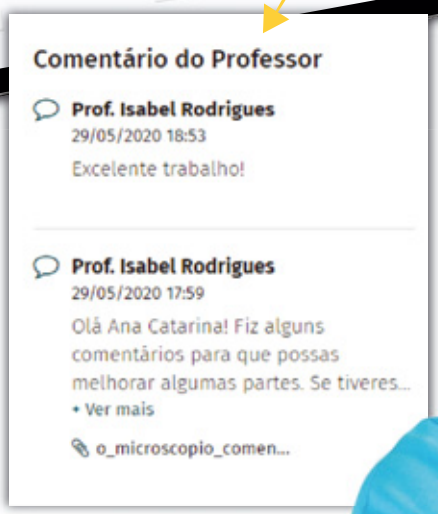
Comunicar facilmente com os seus alunos num ambiente controlado por si!

Pode **responder a questões** colocadas pelos seus alunos, **lançar tópicos de debate** e escrever comentários.

Numa sala, pode publicar informações importantes, partilhar páginas e documentos de estudo, comunicar e esclarecer as dúvidas de todos os alunos da turma, criando um *post* no mural.



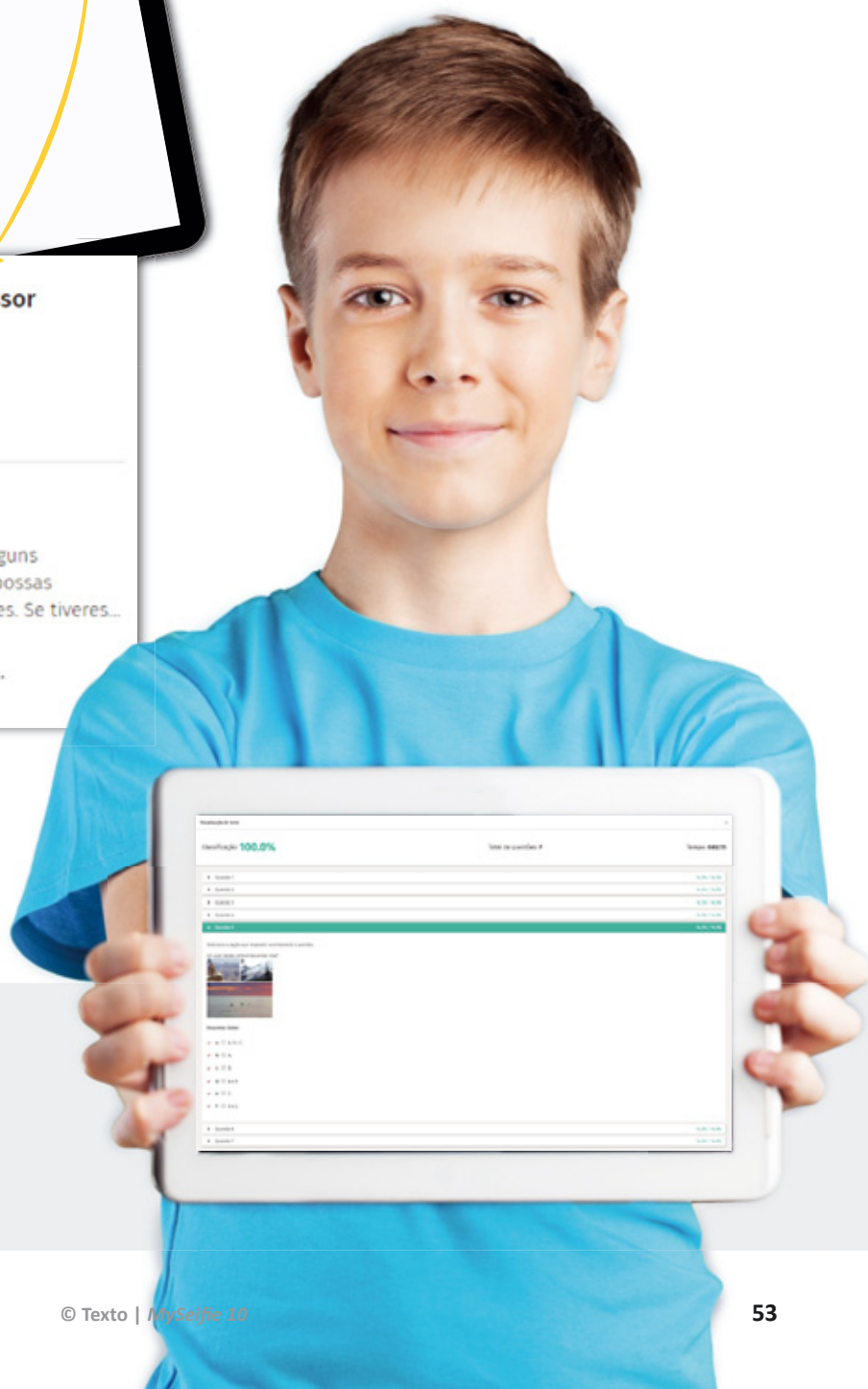
Acompanhe a realização dos trabalhos dos seus alunos e esclareça as dúvidas, escrevendo comentários.



A partir de uma sala, pode ainda enviar trabalhos e testes interativos que os alunos podem realizar de acordo com as suas orientações.



Envie testes interativos e consulte os relatórios automáticos individuais de cada aluno para identificar o que ainda precisa de ser melhorado.





aula
digital

Aprender é incrível.

www.auladigital.leya.com



www.facebook.com/leyaeducacaoportugal



www.youtube.com/leyaeducacaoportugal

ASA

GAILIVRO

Texto

SEBENTA

LeYa EDUCAÇÃO
www.leyaeducacao.com

Listagem geral dos recursos multimédia do *MySelfie*

- **39 Vídeos** – Vídeos de apoio com a possibilidade de apresentar legendas em inglês.
- **4 Vídeos com play modes** – Vídeos intercalados com questões ou com questões no final do vídeo. Disponível a função de legendas em inglês *on/off*.
- **10 Writing tutorials** – Vídeos tutoriais de apoio à rubrica *Writing* – indicações, passo a passo, de como escrever diferentes tipologias de texto e sobre diferentes temáticas.
- **24 Gramáticas Interativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso, da forma e com respetivos exemplos.
- **24 Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **9 Grammar in action** – Vídeos com vários clips de *trailers*, filmes ou séries televisivas, onde estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo.
- **10 Jogos Who wants to be a MySelfie master?** – Jogos de consolidação de conhecimentos, sugeridos no final de cada subunidade.
- **5 Karaokes** – 5 vídeos de canções acompanhados das letras, com respetivo *videoclip* e marcação de texto. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário.
- **14 Apresentações PowerPoint®** – Recursos de apresentação e aplicação de conteúdos de vocabulário ou temáticos.
- **Áudios** – disponíveis em versão *standard* em CD e em duas versões, *standard* e *slow*, no Manual interativo. Na versão digital do manual, estão identificados através de *hotspots*.
- **20 Testes interativos** – Testes com 8 itens de resposta fechada e correção automática para revisão de cada subunidade, dez dos quais são exclusivos do professor.
- **10 Kahoots** – *Quiz* de revisão de subunidade.
- **15 Quizzes** – *Quiz* composto por 5 questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais.
- **Links** – Links para vídeos externos/excertos de vídeos externos, de utilização facultativa.
- **3 Glossários** – Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado.
- **5 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **3 Wheel of verbs** – Ferramenta estilo jogo (resposta única) que permite praticar a conjugação dos tempos verbais: *present simple*, *present continuous*, *past simple*, *past continuous*, *future forms*, *present perfect* e *past perfect*.
 - **7 Speaking kickoff** – Ferramenta de atribuição aleatória de imagens relacionadas com um tema para fomentar a produção oral.
 - **Timer** – cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - **Recorder** – Ferramenta que permite gravar registos áudio.

Recursos multimédia disponíveis no projeto *MySelfie*

Unit 0 – This is us	
Apresentação de conteúdos	• Vídeo Good teamwork and bad teamwork [Exclusivo para o professor] Vídeo externo sobre o trabalho em equipa. • Link Bio poem [Exclusivo para o professor] Link para vídeo externo que explica como fazer um poema sobre si mesmo. • Karaoke Have it all Vídeo da canção acompanhado da letra. • Vídeo Bear Grylls – Mission Survive Vídeo externo do trailer da série televisiva 'Mission Survive'. • Apresentação Mission Survive [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática.
Unit 1 – It's a teens' world 1.1 Fitting in	
Apresentação de conteúdos	• Vídeo A valuable lesson for a happier life [Exclusivo para o professor] Vídeo externo sobre os vários aspetos que devem ter prioridade na vida de cada um. • Karaoke So am I Vídeo da canção acompanhado da letra. • Vídeo You're beautiful – social experiment [Exclusivo para o professor] Vídeo externo que retrata uma experiência social: uma aluna atrás da câmara vai dizendo a outros alunos que procura pessoas bonitas. • Vídeo Descriptive text Vídeo tutorial, <i>step by step</i>, de como escrever um texto descritivo. • Gramáticas Present simple and Present continuous Past simple and Past continuous Animações explicativas dos conteúdos gramaticais. • Apresentação Useful language [Exclusivo para o professor] Apresentação em PowerPoint® com explicações e exercícios de vocabulário. • Vídeo Be yourself, embrace your quirks [Exclusivo para o professor] Vídeo externo sobre a experiência de Ed Sheeran na aceitação de si mesmo. • Link The Little Prince [Exclusivo para o professor] Link para vídeo externo.
Aplicação / Consolidação	• Atividades Present simple and Present continuous Past simple and Past continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Present simple + Present continuous Past simple + Past continuous Questões de resposta automática com <i>feedback</i> imediato. • Jogo Who wants to be a MySelfie master?: Fitting in Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 1.1. • Kahoot Fitting in [Exclusivo para o professor] Quiz de revisão dos conteúdos da subunidade 1.1. • Simuladores Wheel of verbs: Present and Past

	Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo Fitting in (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Fitting in (II) Teste com 8 itens de resposta fechada e correção automática.

1.2 Tough times

Apresentação de conteúdos	• Vídeo Cara Delevingne's interview [Exclusivo para o professor] Vídeo externo com uma entrevista a Cara Delevingne. • Link Cara Delevingne in an advertising campaign [Exclusivo para o professor] Link para vídeo externo de utilização facultativa. • Vídeos [Exclusivo para o professor] Present Perfect Modal Verbs Vídeos com vários clips de <i>trailers</i>, filmes ou séries televisivas, onde estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo. • Gramáticas Present Perfect and Past simple Modal Verbs Animações explicativas dos conteúdos gramaticais. • Vídeo Because I love you [Exclusivo para o professor] Vídeo externo de consciencialização da violência no namoro. • Vídeo Relationship red flags of abuse [Exclusivo para o professor] Vídeo externo sobre os alertas de uma relação abusiva. • Apresentações [Exclusivo para o professor] Relationship idioms Useful language (I) Apresentações em PowerPoint® com explicações e exercícios de vocabulário. • Vídeo Email to a help page Vídeo tutorial, <i>step by step</i>, de como escrever um <i>email</i> a pedir conselhos.
Aplicação / Consolidação	• Atividades Present Perfect and Past simple Modal Verbs Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Modal Verbs Questões de resposta automática com <i>feedback</i> imediato. • Jogo Who wants to be a MySelfie master?: Tough times Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 1.2. • Kahoot Tough times [Exclusivo para o professor] Quiz de revisão dos conteúdos da subunidade 1.2. • Simulador Speaking kickoff: Teen issues [Exclusivo para o professor]
Avaliação	• Teste interativo Tough times (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Tough times (II) Teste com 8 itens de resposta fechada e correção automática.

1.3 Building dreams	
Apresentação de conteúdos	• Vídeo A million dreams [Exclusivo para o professor] Vídeo externo da música "A million dreams" da cantora Pink. • Apresentações [Exclusivo para o professor] False friends Useful language (II) Apresentações em PowerPoint® com explicações e exercícios de vocabulário. • Vídeos Future Adjective degrees Vídeos com vários clips de <i>trailers</i>, filmes ou séries televisivas, onde estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo. • Gramáticas Adjectives and adverbs Future Adjective degrees: comparatives and superlatives Animações explicativas dos conteúdos gramaticais. • Vídeo Decision-making model [Exclusivo para o professor] Vídeo externo que informa sobre seis passos a ter em conta na tomada de decisões. • Vídeo Explanation Vídeo tutorial, <i>step by step</i>, de como escrever um texto expositivo. • Vídeo Soar [Exclusivo para o professor] Vídeo externo da curta-metragem "Soar", intercalado com questões. Disponível a função de legendas on/off.
Aplicação / Consolidação	• Atividades Adjectives and adverbs Future Adjective degrees: comparatives and superlatives Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Link Grammar quiz – Adjectives and adverbs Link para vídeo externo com <i>quiz</i>. • Quiz Adjectives: comparative and superlative forms Questões de resposta automática com <i>feedback</i> imediato. • Jogo Who wants to be a MySelfie master?: Building dreams Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 1.3. • Kahoot Building dreams [Exclusivo para o professor] <i>Quiz</i> de revisão dos conteúdos da subunidade 1.3. • Simuladores Wheel of verbs: Future Speaking kickoff: Qualities for a successful life [Exclusivo para o professor]
Avaliação	• Teste interativo Building dreams (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Building dreams (II) Teste com 8 itens de resposta fechada e correção automática.

1.4 Amazing teens	
Apresentação de conteúdos	• Karaoke I was here Vídeo da canção acompanhado da letra. • Apresentação Young influential people [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática.

Apresentação de conteúdos	• Vídeo Mr Indifferent [Exclusivo para o professor] Vídeo externo da curta-metragem "Mr Indifferent", intercalado com questões. Disponível a função de legendas on/off. • Gramáticas Purpose Clauses Linking words – contrast Past perfect Animações explicativas dos conteúdos gramaticais. • Vídeo Past Perfect Vídeo com vários clips de <i>trailers</i>, filmes ou séries televisivas, onde estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo. • Vídeo Millie Bobby Brown on empowering children [Exclusivo para o professor] Vídeo externo em que Millie Bobby Brown discursa no dia Mundial das crianças. • Links [Exclusivo para o professor] Ashoka young changemakers Making a difference (Lemn Sissay) Tiananmen The Arab Spring Hong Kong's Umbrella Movement Fridays For Future <i>Links</i> para vídeos externos de utilização facultativa. • Vídeo Prince Ea's speech – BGBF [Exclusivo para o professor] Vídeo externo em que Prince Ea discursa no <i>Bloomberg Global Business forum</i>. • Vídeo Speech Vídeo tutorial, <i>step by step</i>, de como escrever um discurso. • Glossário Interactive word list: It's a teens' world Glossário interativo que apresenta uma listagem de palavras e/ou expressões com a respetiva definição, tradução e áudio associado relativas à unidade 1.
Aplicação / Consolidação	• Atividades Purpose Clauses Linking words – contrast Past perfect Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Purpose clauses Questões de resposta automática com <i>feedback</i> imediato. • Simuladores Speaking kickoff: Problems and solutions [Exclusivo para o professor] Wheel of verbs: Perfect tenses • Jogo Who wants to be a MySelfie master?: Amazing teens Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 1.4. • Kahoot Amazing teens [Exclusivo para o professor] <i>Quiz</i> de revisão dos conteúdos da subunidade 1.4.
Avaliação	• Teste interativo Amazing teens (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Amazing teens (II) Teste com 8 itens de resposta fechada e correção automática.

Unit 2 – Global media, amazing tech

2.1 The net is neat!

Apresentação de conteúdos	• Vídeo Communication [Exclusivo para o professor] Vídeo externo de uma curta-metragem sobre a forma como as redes sociais têm afetado as relações pessoais. • Karaoke The social media song Vídeo da canção acompanhado da letra. • Apresentação Social media icons [Exclusivo para o professor] Apresentação em PowerPoint® com explicações e exercícios de vocabulário. • Vídeo Paper towns Vídeo externo do trailer do filme "Paper towns". • Gramáticas Passive (I) Passive (II) Animações explicativas dos conteúdos gramaticais. • Vídeo Passive Vídeo com vários clips de trailers ou filmes, onde estruturas verbais aparecem contextualizadas de forma natural em situações de diálogo. • Karaoke How far I'll go Vídeo da canção acompanhado da letra. • Links [Exclusivo para o professor] Hackers find missing people for fun Shawn Mendes Vine compilations Kate Upton does the dougie Advantages and disadvantages of social media How binge watching is changing everything Main film genres <i>Links para vídeos ou páginas web externos de utilização facultativa.</i> • Vídeo Atypical Vídeo externo do trailer da série "Atypical". • Vídeo The Crown Vídeo externo do trailer da série "The crown". • Vídeo Stranger Things Vídeo externo do trailer da série "Sense 8". • Vídeo Orange is the New Black Vídeo externo do trailer da série "Orange is the new black". • Vídeo Film review Vídeo tutorial, <i>step by step</i>, de como escrever um <i>film review</i>
Aplicação / Consolidação	• Atividades Passive (I) Passive (II) Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Passive Questões de resposta automática com <i>feedback</i> imediato. • Simuladores Speaking kickoff: Social media: pros and cons [Exclusivo para o professor] Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder • Jogo Who wants to be a MySelfie master?: The net is neat! Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 2.1.

	• Kahoot The net is neat! [Exclusivo para o professor] Quiz de revisão dos conteúdos da subunidade 2.1.
Avaliação	• Teste interativo The net is neat! (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo The net is neat! (II) Teste com 8 itens de resposta fechada e correção automática.

2.2 Safe & sound online

Apresentação de conteúdos	• Links [Exclusivo para o professor] Digital netiquette 10 most notorious cyber crimes Links para vídeos externos de utilização facultativa. • Vídeo The Circle Vídeo externo do trailer do filme "The circle". • Vídeo Prepositional verbs Vídeo com vários clips de <i>trailers</i>, filmes ou séries televisivas, onde estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo. • Gramática Connectors of cause and result Prepositional verbs Animação explicativa dos conteúdos gramaticais. • Vídeo I spent a day with paparazzi (part 1) [Exclusivo para o professor] Vídeo externo sobre o trabalho dos paparazzi – parte 1. • Vídeo I spent a day with paparazzi (part 2) [Exclusivo para o professor] Vídeo externo sobre o trabalho dos paparazzi – parte 2. • Vídeo Newspaper article Vídeo tutorial, <i>step by step</i>, de como escrever uma notícia. • Apresentação Fake or real? [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática.
Aplicação / Consolidação	• Atividade Connectors of cause and result Prepositional verbs Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Prepositional verbs Questões de resposta automática com <i>feedback</i> imediato. • Jogo Who wants to be a MySelfie master?: Safe & Sound online Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 2.2. • Kahoot Safe & Sound online [Exclusivo para o professor] Quiz de revisão dos conteúdos da subunidade 2.2.
Avaliação	• Teste interativo Safe & sound online (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Safe & sound online (II) Teste com 8 itens de resposta fechada e correção automática.

2.3 Step ahead with tech

Apresentação de conteúdos	• Gramáticas If-clauses - types 1 and 2 If-clauses - type 3 Animações explicativas dos conteúdos gramaticais.
----------------------------------	---

Apresentação de conteúdos	• Vídeo The Egyptian Pyramids [Exclusivo para o professor] Vídeo externo da curta-metragem "The Egyptian Pyramids", intercalado com questões. Disponível a função de legendas on/off. • Vídeo The Internet of Things – the revolution of interconnectivity [Exclusivo para o professor] Vídeo externo sobre ao conceito 'A internet das coisas'. • Vídeo Amazing tech gadgets 2020 [Exclusivo para o professor] Vídeo externo sobre 9 itens tecnológicos de 2020. • Vídeo Conditionals Vídeo com vários clips de <i>trailers</i>, filmes ou séries televisivas, onde estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo. • Vídeo Vehicles of the future [Exclusivo para o professor] Vídeo externo sobre os carros do futuro. • Vídeo Elon Musk: the city of the future [Exclusivo para o professor] Vídeo externo sobre uma cidade futurista. • Vídeo Diary entry Vídeo tutorial, <i>step by step</i>, de como escrever um diário.
Aplicação / Consolidação	• Atividades If-clauses – types 1 and 2 If-clauses – type 3 Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Conditionals Questões de resposta automática com feedback imediato. • Jogo Who wants to be a MySelfie master?: Step ahead with tech Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 2.3. • Kahoot Step ahead with tech [Exclusivo para o professor] Quiz de revisão dos conteúdos da subunidade 2.3. • Simulador Speaking kickoff: Gadgets [Exclusivo para o professor]
Avaliação	• Teste interativo Step ahead with tech (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Step ahead with tech (II) Teste com 8 itens de resposta fechada e correção automática.

2.4 Look up to life

Apresentação de conteúdos	• Vídeo #Eat together [Exclusivo para o professor] Vídeo externo sobre a importância de comer em família à mesa, intercalado com questões. Disponível a função de legendas on/off. • Vídeo Look up (part 1) [Exclusivo para o professor] Vídeo externo em que o poema 'Look up' é declamado por Gary Turk (parte 1). • Vídeo Look up (part 2) [Exclusivo para o professor] Vídeo externo em que o poema 'Look up' é declamado por Gary Turk (parte 2). • Karaoke Someone you loved Vídeo da canção acompanhado da letra. • Gramáticas Used to + infinitive Be / Get used to + ing Reported Speech – statements Reported Speech – questions Animações explicativas dos conteúdos gramaticais.
----------------------------------	--

Apresentação de conteúdos	• Links [Exclusivo para o professor] Facial recognition check-in at the Marriott China A London city guided tour Meet Sam: FCM's friendly travel-intelligent chatbot! Links para vídeos externos de utilização facultativa. • Vídeo Change [Exclusivo para o professor] Vídeo externo sobre a mudança no mundo moderno. • Vídeo Opinion text Vídeos tutoriais, <i>step by step</i>, de como escrever um texto de opinião. • Apresentação Culture expert [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática. • Glossário Interactive word list: Global Media, Amazing Tech Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado relativas à unidade 2.
Aplicação / Consolidação	• Atividades Used to + infinitive Be / Get used to + ing Reported Speech – statements Reported Speech – questions Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Used to, get used to and be used to Reported speech Questões de resposta automática com <i>feedback</i> imediato. • Simulador Speaking kickoff – Photos [Exclusivo para o professor] • Jogo Who wants to be a MySelfie master?: Look up to life Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 2.4. • Kahoot Look up to life [Exclusivo para o professor] Quiz de revisão dos conteúdos da subunidade 2.4.
Avaliação	• Teste interativo Look up to life (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Look up to life (II) Teste com 8 itens de resposta fechada e correção automática.

Unit 3 – Languages: a door to the world

3.1 New languages, new journeys

Apresentação de conteúdos	• Vídeo Can't skip freedom [Exclusivo para o professor] Vídeo externo sobre a importância de viver novas experiências e de viajar. • Vídeo International Literacy Day [Exclusivo para o professor] Vídeo externo sobre a importância da literacia. • Link Top ten underrated cities in Europe you need to visit [Exclusivo para o professor] Link para vídeo externo de utilização facultativa sobre 10 cidades subvalorizadas que devem ser visitadas • Apresentações [Exclusivo para o professor] Iconic landmarks Music genres Apresentações em PowerPoint® de exploração temática. • Vídeo Music Round [Exclusivo para o professor] Vídeo composto por excertos de 5 músicas. • Gramáticas Word formation – Prefixes Word formation – Suffixes
----------------------------------	--

	Relative pronouns and Relative clauses Animações explicativas dos conteúdos gramaticais. • Vídeo Argumentative essay Vídeo tutorial, <i>step by step</i>, de como escrever um texto argumentativo.
Aplicação / Consolidação	• Atividades Word formation – Prefixes Word formation – Suffixes Relative pronouns and Relative clauses Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Prefixes and suffixes Relative clauses Questões de resposta automática com feedback imediato. • Simuladores Speaking kickoff: Learning a language [Exclusivo para o professor] Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder • Jogo Who wants to be a MySelfie master?: New languages, new journeys Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 3.1. • Kahoot New languages, new journeys [Exclusivo para o professor] Quiz de revisão dos conteúdos da subunidade 3.1.
Avaliação	• Teste interativo New languages, new journeys (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo New languages, new journeys (II) Teste com 8 itens de resposta fechada e correção automática.

3.2 Go abroad, make a friend

Apresentação de conteúdos	• Apresentações London icons [Exclusivo para o professor] British English vs American English Apresentações em PowerPoint® de exploração temática e de vocabulário. • Vídeo Why study in London? [Exclusivo para o professor] Vídeo externo sobre as razões para estudar em Londres. • Vídeo British English vs American English [Exclusivo para o professor] Vídeo externo sobre a pronúncia em duas variantes de inglês. • Vídeo -Ing Form / To-Infinitive Vídeo com vários clips de <i>trailers</i>, filmes ou séries televisivas onde estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo. • Gramáticas Adjectives ending in -ed or -ing -Ing Form / To-Infinitive Animações explicativas dos conteúdos gramaticais. • Link Village Camps – International Summer Camp Portugal [Exclusivo para o professor] Link para vídeo externo de utilização facultativa sobre um campo de férias internacional. • Vídeo Formal email Vídeo tutorial, <i>step by step</i>, de como escrever um email formal.
--------------------------------------	---

	• Vídeo Catfish (trailer) Vídeo externo do trailer do filme "Catfish". • Glossário Interactive word list: Languages: a door to the world Glossário interativo que apresenta uma listagem de palavras e /ou expressões com a respetiva definição, tradução e áudio associado relativas à unidade 3.
Aplicação / Consolidação	• Atividades Adjectives ending in -ed or -ing -Ing Form / To-Infinitive Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes -ed and -ing adjectives Gerund/-ing form + to-infinitive Questões de resposta automática com <i>feedback</i> imediato. • Jogo Who wants to be a MySelfie master?: Go abroad, make a friend Jogo de aplicação de conhecimentos sobre os conteúdos da subunidade 3.2. • Kahoot Go abroad, make a friend [Exclusivo para o professor] <i>Quiz</i> de revisão dos conteúdos da subunidade 3.2.
Avaliação	• Teste interativo Go abroad, make a friend (I) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Go abroad, make a friend (II) Teste com 8 itens de resposta fechada e correção automática.

Extensive Reading	
Apresentação de conteúdos	• Vídeo Different [Exclusivo para o professor] Vídeo externo de uma curta-metragem sobre uma amizade entre dois adolescentes.

MyGIF – Grammar In Function	
Apresentação de conteúdos	• Links [Exclusivo para o professor] Impossible (James Arthur) Bruises (Lewis Capaldi) Underdog (Alicia Keys) <i>Links para videoclips externos das canções mencionadas, de utilização facultativa</i>

A crise pandémica obrigou as escolas a transformar as suas práticas, adaptando-as a um contexto de ensino e aprendizagem a distância, num ambiente totalmente virtual e mediado por tecnologias que a maioria dos docentes e alunos não dominava, mas de que muito rapidamente se apropriaram.

O regresso ao ensino presencial, no início do ano letivo 2020-21, se por um lado ficou marcado pela eventual necessidade de recorrer de novo a modelos de ensino a distância ou misto, tornou também evidente que, mesmo presencialmente, é possível mobilizar recursos e plataformas digitais para a construção de novos cenários de ensino e de aprendizagem, num modelo de ensino híbrido.

O conceito de ensino híbrido, ou *blended learning*, resulta da combinação da aprendizagem presencial com ambientes *online*, promovendo uma diferenciação dos tempos, dos lugares, dos modos e dos ritmos de aprendizagem, para que os alunos aprendam mais e melhor.

As sugestões que aqui apresentamos visam, assim, não só auxiliar os docentes na eventual transição para modelos de E@D ou mistos, mas também potenciar a inovação sustentada e a flexibilidade no modelo presencial, tirando partido do uso das tecnologias digitais para a melhoria do processo de ensino e aprendizagem, aliando com sucesso as vantagens da sala de aula física aos benefícios da educação digital.

Planificar

O que são ambientes híbridos de aprendizagem e quais as suas vantagens?

Os ambientes híbridos de aprendizagem, muitas vezes designados pela expressão inglesa *blended learning*, são um modelo flexível que combina ambientes físicos e virtuais de aprendizagem no desenvolvimento de projetos ou de outras atividades de ensino-aprendizagem, sem haver necessidade de professores e alunos partilharem o mesmo espaço físico e os mesmos tempos de aprendizagem. Trata-se de um modelo que exige uma cuidadosa planificação pedagógica sobre como e quando usar os diferentes

ambientes, físicos e digitais, para atividades presenciais ou a distância, trabalho autónomo ou colaborativo, interação social e aplicação prática, tendo em vista proporcionar aos alunos contextos de aprendizagem mais ricos, diversificados e adaptados aos ritmos e características de cada aprendiz.

Relativamente à sua estrutura, os ambientes híbridos compreendem uma componente humana (professores e alunos, eventualmente especialistas convidados e encarregados de educação), conteúdos pedagógicos (recursos, os tradicionais, mas especialmente os digitais), um ambiente físico (a sala de aula) e digital (as plataformas tecnológicas) e as interações entre eles.

A aprendizagem híbrida apresenta inúmeras vantagens. Por um lado, assenta na ideia de que os alunos deixam de ser recetores passivos de conhecimento e de que o professor já não é a única fonte de informação. Combinar o ensino presencial na escola com atividades realizadas à distância, em ambientes *online*, planificadas e apoiadas pelos professores, desenvolve a capacidade de aprendizagem autónoma e autorregulada, potencia a aprendizagem ao longo da vida e oferece instrumentos que facilitam a personalização e a diferenciação. Ao usar ambientes e recursos *online*, está-se simultaneamente a apoiar o desenvolvimento das competências digitais dos alunos, ferramentas indispensáveis para o exercício de uma cidadania plena, ativa e criativa na sociedade da informação e do conhecimento em que estamos inseridos.

As atividades letivas presenciais são indispensáveis para o desenvolvimento das competências sociais dos alunos, para o bem-estar pessoal, para o sentido de pertença à comunidade e para a relação pedagógica professor/aluno, tão importante para o sucesso da aprendizagem no caso de crianças e jovens. A abordagem híbrida, sem prescindir dessa componente fundamental de interação pedagógica em sala de aula, permite ao professor propor novas soluções de ensino e de aprendizagem, habitualmente baseadas no uso de tecnologias digitais, com processos mais centrados no aluno, no desenvolvimento de competências transversais e na aprendizagem por projetos,

O conceito de ensino híbrido resulta da combinação da aprendizagem presencial com ambientes *online*, promovendo uma diferenciação dos tempos, dos lugares, dos modos e dos ritmos de aprendizagem, para que os alunos aprendam mais e melhor.

que valorizem o pensamento crítico e criativo, o trabalho colaborativo e as capacidades de comunicação. Neste sentido, é uma abordagem que pode ser implementada de forma eficaz tanto no ensino básico como no secundário, desde que na comunidade escolar haja uma compreensão clara das suas vantagens e seja precedida de organização e planeamento. Na opinião de Moreira, J. A., & Horta,¹ uma das grandes vantagens deste modelo é a sua flexibilidade «na forma como se gere o tempo, como os conteúdos são ministrados, como os alunos interagem com os recursos, com os seus pares e com o professor. Enquanto no ambiente *online* e físico, o formato é escolhido e usado em exclusividade e, portanto, sem os benefícios do outro, o *blended learning* pode oferecer o melhor de ambas as realidades, o melhor desses mundos, numa experiência integrada e única.»

Que plataformas devo privilegiar?

A escolha da plataforma de suporte aos ambientes híbridos de aprendizagem é uma das decisões mais importantes no processo de planificação. Os modelos mais comuns são os sistemas de gestão de aprendizagem (LMS – Learning Management Systems) ou sistemas de gestão de conteúdos de aprendizagem (LCMS – Learning Content Management Systems), podendo também usar-se outro tipo de ferramentas de colaboração e discussão, combinadas com elementos de suporte, orientação e avaliação. A maioria das plataformas mais usadas (Moodle, Google Classroom ou Microsoft Teams) disponibiliza o essencial das atividades relacionadas com a gestão do processo de ensino e aprendizagem em ambientes digitais, nomeadamente ferramentas de comunicação, de gestão de conteúdos e atividades e avaliação.

O ideal será que a própria escola contratualize, organize e disponibilize à comunidade escolar uma plataforma adequada ao modelo de ensino que pretende adotar, e que essa plataforma seja usada por todos os professores. Isso, contudo, não significa que alunos e docentes fiquem limitados aos recursos oferecidos por essa plataforma, sendo pelo contrário

desejável que se diversifique a utilização de conteúdos e ferramentas digitais, se possível integrando-os na própria plataforma, e salvaguardando, naturalmente, as questões de privacidade e segurança dos alunos, no respeito pelo disposto no Regulamento Geral sobre a Proteção de Dados.

Para a implementação de um modelo de ensino híbrido baseado em tecnologias digitais, será essencial que a plataforma, do ponto de vista do docente, permita, de forma fácil, incorporar e gerir atividades de comunicação de um para um e de um para muitos, de forma síncrona e assíncrona, a distribuição e monitorização de atividades e tarefas, a avaliação das aprendizagens e formas rápidas de *feedback*.

Do ponto de vista dos aprendentes, as plataformas deverão favorecer a aprendizagem autorregulada, permitindo que os alunos organizem, processem, analisem e interpretem informação, que planeiem, monitorem e reflitam sobre a sua própria aprendizagem, que forneçam evidências do progresso, que partilhem ideias e encontrem soluções criativas. Deverão ainda oferecer a oportunidade de trabalhar colaborativamente, de apresentar/enviar o trabalho ao docente e de receber rápido *feedback*. É ainda importante que as plataformas contemplem procedimentos de autenticação que comprovem a identidade dos alunos, de forma a evitar-se a existência de dúvidas sobre a autoria das atividades realizadas.

Que modelos de planificação existem e como planificar?

A escola deverá dispor de um Plano de Ação para o Desenvolvimento Digital (PADD), instrumento fundamental para o desenvolvimento digital da escola. Este PADD implica a identificação das infraestruturas, conectividade e equipamento digitais, um planeamento e desenvolvimento eficazes da capacidade digital, incluindo capacidades organizativas atualizadas, a identificação do nível de proficiência digital e formas de capacitação dos professores e o acesso a conteúdos de aprendizagem de elevada qualidade e a plataformas seguras que respeitem a privacidade e as normas éticas. Desejavelmente, esse plano deverá também incluir a referência a modelos de planificação.

A planificação de modelos híbridos de educação deverá dar preferência a atividades que favoreçam o

¹ Moreira, J. A., & Horta, M. J. (2020). Educação e ambientes híbridos de aprendizagem. Um processo de inovação sustentada. *Revista UFG*, 20(26). *Online*. Disponível em <https://doi.org/10.5216/revuufg.v20.66027>. Consultado em 29-11-2020

desenvolvimento de competências transversais e interdisciplinares de forma integrada e articulada, incluindo a Educação para a Cidadania, pelo que desejavelmente realizar-se-á no contexto do Conselho de Turma, em articulação com o Plano de Trabalho de Turma e antes do início das atividades letivas. O trabalho colaborativo dos docentes será importante não só nesta fase de planificação, como ao longo de todo o processo.

Sugere-se uma diversificação das modalidades de trabalho, privilegiando, contudo, as modalidades de trabalho colaborativo, em pares ou em grupos mais alargados, usando as tecnologias digitais para promover o envolvimento ativo e criativo dos alunos na construção do seu próprio conhecimento. Estratégias pedagógicas que fomentem as competências transversais dos alunos, a reflexão e a expressão criativa, de forma transdisciplinar (por exemplo, no âmbito de um DAC²), conduzem habitualmente à realização de aprendizagens mais significativas. Abrir a aprendizagem a problemáticas da vida atual, envolvendo os alunos em atividades práticas, na investigação científica ou na resolução de problemas concretos, que se traduzam, por exemplo, na realização de tarefas que permitam aos alunos expressar-se através de meios digitais, modificando e criando conteúdo digital (por exemplo, vídeos, áudios, fotos, apresentações digitais, blogues, páginas *web*, *wikis*, e-portefólios, diários digitais de aprendizagem...) será um fator de motivação adicional e com resultados sempre surpreendentes. É fundamental, nestes casos, trabalhar o tema dos direitos de autor e das licenças que se aplicam aos conteúdos digitais, bem como a forma de referenciar fontes e atribuir licenças, e capacitar os alunos para gerir riscos e usar tecnologias digitais de forma segura e responsável.

Será também importante que a planificação considere oportunidades de aprendizagem personalizada no âmbito da diferenciação pedagógica (por exemplo,

Estratégias pedagógicas que fomentem as competências transversais dos alunos, a reflexão e a expressão criativa, de forma transdisciplinar conduzem habitualmente à realização de aprendizagens mais significativas.

dar a diferentes alunos diferentes tarefas digitais para atender a necessidades individuais de aprendizagem, preferências e interesses) e ter em linha de conta que, em particular nas atividades realizadas a distância, poderão surgir dificuldades práticas ou técnicas (por exemplo, acesso a dispositivos e recursos digitais ou falta de competências digitais), devendo por isso prever-se formas de apoio para os alunos que necessitem.

Existem vários modelos de planificação de ambientes híbridos de aprendizagem, como o dos cenários de aprendizagem da

European Schoolnet³ (<https://fcl.eun.org/toolset3>) ou os do Clayton Christensen Institute⁴. Seja qual for o modelo adotado, a planificação deverá prever as aprendizagens a realizar e a sua calendarização, os recursos necessários, a descrição clara das tarefas e da forma como os recursos irão ser usados, a avaliação e o papel dos alunos e do(s) professor(es) em cada uma das etapas. Mais à frente, mostraremos como a conceção de e-atividades se concretiza mediante a aplicação destes modelos.

Selecionar e criar recursos e e-atividades

O que são bons recursos para educação digital e onde encontrá-los?

É essencial que o docente disponha das competências necessárias para usar, criar, partilhar e planificar a utilização de recursos educativos digitais de forma efetiva e responsável. Em ambientes *online*, os recursos digitais são a principal forma de contacto dos alunos com os conteúdos curriculares, pelo que uma cuidadosa seleção é fundamental para o sucesso da aprendizagem esperada. Naturalmente, a avaliação e seleção de recursos deverá estar sempre orientada para o objetivo específico de aprendizagem e ter em conta o contexto, a abordagem pedagógica e o nível de competência dos alunos.

² Os DAC – domínios de autonomia curricular – constituem uma opção curricular de trabalho interdisciplinar e ou articulação curricular, cuja planificação deve identificar as disciplinas envolvidas e a forma de organização. (Decreto-Lei n.º 55/2018 – Artigo 9.º)

³ Ver exemplos em português em https://fcl.eun.org/pt_PT/tool3p1

⁴ <https://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

No Quadro Europeu de Competência Digital para Educadores – DigCompEdu⁵, a competência dos professores para avaliar recursos é destacada em diferentes níveis de complexidade: avaliar a qualidade de recursos digitais – em termos gerais e com base em critérios básicos, como por exemplo, local de publicação, autoria, comentários de outros utilizadores. A um nível intermédio, mas de maior exigência, pede-se ao professor que seja capaz de avaliar a fiabilidade de recursos digitais e a sua adequação para o grupo de aprendentes e objetivo de aprendizagem específico. Finalmente a um nível mais elevado de exigência pede-se ao professor para avaliar a fiabilidade e adequação do conteúdo com base numa combinação de critérios, verificando também a sua precisão e neutralidade.

A Internet oferece um manancial imensurável de recursos educativos digitais, desde fotografias, documentação escrita sob a forma de textos, que podem ser combinados com gráficos, fluxogramas, diagramas, tabelas, bases de dados, histórias digitais, animações, vídeos, objetos digitais tridimensionais e representações espaciais, representações de realidade virtual ou aumentada, simulações, manuais digitais, jogos, ambientes virtuais, recursos educativos abertos, *ebooks*, videojogos sérios ou comerciais com finalidades educativas (por exemplo, Minecraft), repositórios de recursos digitais e outras plataformas de conteúdos e recursos. Em Portugal temos excelentes plataformas de recursos livres, como a Casa das Ciências (<https://www.casadas-ciencias.org>), a RTP Ensina (<https://ensina.rtp.pt>), o Portal Pordata (<https://www.pordata.pt>) ou a Khan Academy (<https://pt-pt.khanacademy.org>), e soluções comerciais de muito boa qualidade, de que são exemplo as plataformas das editoras escolares, como a Aula Digital da Leya (<https://auladigital.leya.com>). Sendo produzidos por equipas de profissionais que asseguram o rigor, a diversidade e a consistência dos recursos, os conteúdos da **Aula Digital** oferecem um grau de confiança e valor acrescidos relativamente aos recursos livres da Internet, e estão alinhados com o currículo e orientados para objetivos estritamente pedagógicos. A Aula Digital fornece também suporte e instrumentos de apoio à exploração dos

próprios recursos, facilitando sobremaneira o trabalho do docente.

Mas como selecionar os recursos mais adequados no meio de tanta diversidade?

A BECTA⁶, uma agência governamental britânica para as tecnologias na educação, identifica um conjunto de princípios de qualidade dos recursos educativos digitais:

- o recurso favorece a inclusão e o acesso;
- o recurso é desafiante e motivador e potencia o envolvimento dos alunos na aprendizagem;
- o recurso tem potencial para uma aprendizagem efetiva e eficaz;
- o recurso propicia uma avaliação formativa e orientada para apoiar o progresso na aprendizagem;
- o recurso favorece uma rigorosa avaliação sumativa;
- o recurso é inovador e propicia abordagens pedagógicas inovadoras;
- o recurso é fácil de usar pelos alunos;
- o recurso tem uma elevada convergência curricular.

Evidentemente, este processo exige tempo e experiência, pelo que também aqui o trabalho colaborativo de docentes é fundamental, e existem comunidades *online* muito ativas, onde milhares de professores partilham as suas experiências de sucesso em ambientes digitais e esclarecem as dúvidas mais comuns. Em ensino híbrido, devemos privilegiar a diversidade de recursos, tirando partido do multimédia que os ambientes digitais oferecem, e, sobretudo, evitar a tentação de usar apenas os mesmos materiais usados nas aulas presenciais (o que funciona bem em regime presencial não será necessariamente eficaz quando o aluno não está na presença do professor). Deve-se também verificar se os recursos usam uma linguagem clara e objetiva e que seja entendida pelos alunos numa utilização autónoma. E, finalmente, ponderar possíveis restrições para a utilização ou reutilização de recursos digitais (por exemplo, direitos de autor, tipo de ficheiro, requisitos técnicos, disposições legais, acessibilidade).

⁵ http://area.dge.mec.pt/download/DigCompEdu_2018.pdf

⁶ BECTA (2007) *Quality Principles for digital learning resources. Summary Information. Online*. Disponível em https://laeremiddel.dk/wp-content/uploads/2012/07/Quality_principles.pdf. Consultado em 29-11-2020.

O docente poderá também desenvolver atividades de **curadoria de recursos**, procedendo, de forma sistemática, à identificação, validação, descrição e disponibilização de recursos digitais de forma organizada (por exemplo, de acordo com temas do currículo). Existem ferramentas digitais que facilitam esse processo, como o Wakelet (<https://wakelet.com>), o Flipboard (<https://flipboard.com>), o Symbaloo (<https://www.symbaloo.com>) e o Diigo (<https://www.diigo.com>). Este tipo de atividade assegurará ao docente um banco de recursos quando tiver de selecionar materiais para a conceção das e-atividades e poderá ser igualmente um precioso auxílio nas atividades de investigação dos alunos.

Como criar recursos para ensino digital?

Constituindo uma atividade bastante exigente e complexa, frequentemente a cargo de equipas multidisciplinares (especialistas de conteúdo, especialistas em *design* de materiais, especialistas em *design* gráfico e de interface, programadores, gestor de projeto, etc.), a produção de recursos educativos digitais de elevada complexidade (animações, interatividade, simulações, gamificação, realidade virtual, gestão de bases de dados) não está ao alcance do comum dos docentes. Contudo, a maioria dos professores possui competências que, de forma simples, lhe permitem criar e ou adaptar recursos digitais (por exemplo, apresentações, partilhadas no Slideshare, num serviço na nuvem ou na plataforma da escola), integrando animações, *links*, multimédia ou elementos interativos, que permitem tirar partido das vantagens de um recurso digital. Fazer modificações básicas a recursos educativos abertos, respeitando os termos de licenciamento dos mesmos, para os adequar ao seu contexto de aprendizagem (por exemplo, edição ou exclusão de elementos, adaptação das configurações gerais ou combinação de diferentes recursos) é também uma forma de criar recursos. A simples gravação de um vídeo (com o próprio telemóvel) com o docente a explicar um conteúdo mais complexo ou a demonstrar um procedimento, e a sua publicação numa plataforma de partilha de vídeos ou na plataforma da escola, é outro excelente exemplo fácil de executar.

Estas são ações rotineiras que requerem pouco planeamento e criatividade, mas, cada vez mais, as

plataformas *online* oferecem, mesmo nas suas versões gratuitas, oportunidades de criar recursos educativos digitais de qualidade que constituem excelentes oportunidades de aprendizagem e avaliação em ensino híbrido.

Destacamos aqui algumas:

- criação de páginas *web*: Webnode (<https://www.webnode.pt>), Google Sites (<https://sites.google.com>), Wix (<https://pt.wix.com>);
- criação de uma apresentação: Prezi (<https://prezi.com>), Microsoft Sway (<https://sway.office.com>), Nearpod (<https://nearpod.com>), Slido (<https://www.sli.do>), Adobe Spark (<https://spark.adobe.com/pt-BR>);
- criação de testes de avaliação formativa: Kahoot! (<https://kahoot.com/>), Quizizz (<https://quizizz.com>), Socrative (<https://socrative.com>), Google Forms (<https://www.google.com/forms>), Wordwall (<https://wordwall.net/pt>);
- criação de pequenos vídeos sobre temas do currículo: Powtoon (<https://www.powtoon.com>), Biteable (<https://biteable.com>), Kizoa (<https://www.kizoa.com>), Moovly (<https://www.moovly.com>);
- criação de infográficos sobre temas do currículo: Piktochart (<https://piktochart.com>), Genial.ly (<https://www.genial.ly/en>), Infogram (<https://infogram.com/pt>), Canva (https://www.canva.com/pt_pt/criar/infografico), Visme (<https://www.visme.co>);
- criação de um mapa mental ou mural digital para apresentar informação de forma organizada: Mindomo (<https://www.mindomo.com/pt>), Padlet (<https://padlet.com>), Popplet (<https://popplet.com>).

Será aconselhável começar com recursos fáceis de produzir e de disponibilizar *online*, numa linguagem clara e acessível para os alunos, e experimentar diferentes ângulos de abordagem (a Internet está cheia de conteúdos sobre todos os assuntos, pelo que a originalidade é muito valorizada pelos alunos). Se necessário, poderá pedir-se ajuda na escola aos colegas mais experientes.

Seja qual for o tipo de recurso produzido ou adaptado, é essencial o respeito pelos direitos de autor (os direitos de autor têm exceções para finalidades educativas, mas deverão respeitar-se essas

exceções e identificar sempre os autores). No caso de se produzirem conteúdos próprios, deve-se considerar a sua partilha e possibilidade de reutilização, atribuindo-lhes, por exemplo, uma licença Creative Commons⁷.

Como criar atividades para ensino digital?

A operacionalização dos modelos de ensino e aprendizagem híbridos concretiza-se na criação e disponibilização aos alunos de e-atividades, que podem combinar trabalho realizado em sala aula com trabalho a distância em plataformas digitais. A conceção de e-atividades deverá ser articulada em conselho de turma, numa perspetiva interdisciplinar, ponderando a carga de trabalho pedida aos alunos, o tipo de ferramentas a utilizar e a calendarização das atividades, para evitar sobrecarga de trabalho. Deve ter-se em conta que tarefas e exercícios a distância demoram mais tempo a concluir em casa devido a diferentes fatores.

Uma e-atividade deve identificar claramente os objetivos de aprendizagem e dar instruções claras, sucintas e de fácil leitura para a tarefa pedida, a fim de evitar interpretações erradas. Os recursos, tanto os físicos como os digitais, deverão estar corretamente identificados, e devemos assegurar-nos de que os mesmos são facilmente acedidos e entendidos por todos os alunos.

A e-atividade deve também clarificar o tipo de participação esperada dos alunos em cada uma das tarefas e indicar o tempo previsto para a sua realização, bem como a forma de devolução ao professor e a data limite para a conclusão. O equilíbrio entre o tempo atribuído para desenvolver as atividades e a sua complexidade é fundamental para assegurar o sucesso das mesmas. Deverá ser também flexível, isto é, passível de se ir adaptando em função do *feedback* recolhido, e ser acompanhada de uma rubrica de avaliação, de que falaremos adiante.

No desenho das e-atividades deve-se privilegiar o trabalho colaborativo e as metodologias de trabalho de projeto e, em função do tipo de atividade, poderão prever-se atividades síncronas a distância, organizadas e dinamizadas pelos próprios alunos, mas preferencialmente com a supervisão do professor.

Como se disse a propósito da planificação, no desenho das e-atividades deve-se privilegiar o trabalho colaborativo e as metodologias de trabalho de projeto e, em função do tipo de atividade, poderão prever-se atividades síncronas a distância, organizadas e dinamizadas pelos próprios alunos, mas preferencialmente com a supervisão do professor. As e-atividades, nas modalidades de ensino híbrido, têm como principal objetivo ajudar o aluno a construir o seu próprio conhecimento, a partir da interação com os colegas, com o professor e com os recursos digitais, valorizando por isso a aprendizagem autónoma e autorregulada. Uma e-atividade bem estruturada tem de ser motivadora, envolvente e intencional, promover uma aprendizagem ativa e uma forte interação e comunicação, e estar associada a uma avaliação adequada que verifique se os objetivos estão a ser cumpridos, presumindo por isso um acompanhamento regular da parte do professor.

As tecnologias digitais são excelentes ferramentas no apoio à diferenciação pedagógica e à educação personalizada, algo a ter em conta na conceção de e-atividade, que deverá dar resposta às diferentes expectativas e capacidades de cada aluno. No caso de atividades colaborativas, deverão adotar-se estratégias

inclusivas que promovam a participação de todos os membros do grupo, incentivando, por exemplo, a interajuda entre alunos, quer ao nível da realização das tarefas quer ao nível da regulação interpares. Poderão ser atribuídas funções específicas aos alunos de uma turma, mediante as suas competências, como, por exemplo, tutores digitais, que ajudam os colegas na utilização das tecnologias; delegado de turma, que fomenta a participação dos colegas na execução das tarefas propostas e ajuda a monitorizá-las; moderadores nas atividades de comunicação, entre outros.

Paralelamente, deveremos estar atentos ao bem-estar emocional dos alunos e a situações de cansaço físico ou psicológico, solicitando com frequência *feedback* sobre a carga de trabalho, o estado emocional e as preferências e ritmos de aprendizagem.

⁷ <https://creativecommons.org>.

Gestão da comunicação e das interações

Que regras estabelecer para uma comunicação clara e eficaz?

Os modelos de ensino híbrido e o uso de plataformas digitais incluem frequentemente espaços de interação e o estabelecimento de comunicações regulares entre professores e alunos e entre alunos, usando ferramentas que se regem por códigos e formas de conduta próprias. É por isso importante definir previamente, e de preferência em conjunto com os alunos, regras claras de comunicação e netiqueta entre aluno/professor, entre aluno/aluno e entre professor/pais/encarregados de educação.

Aqui ficam algumas sugestões para a elaboração de um código de conduta:

- ser empático, cordial e construtivo nas interações com os alunos e incentivar a adoção desses princípios na interação entre pares;
- gerir as expectativas de interação (definir o prazo máximo de resposta aos alunos): não se deve responder na hora a qualquer mensagem ou dúvida de aluno, mesmo fora do horário de trabalho (a menos que seja urgente, deve interagir-se apenas durante o horário laboral);
- ter em conta o contexto de comunicação assíncrona (a ausência de linguagem não verbal pode gerar ambiguidade e/ou interpretações erradas: ponderar o uso da crítica demasiado dura, da ironia e do humor);
- em canais geridos por alunos, nomear ou eleger um moderador;
- monitorizar com regularidade as comunicações entre pares em ambiente aberto (por exemplo, nos fóruns) e intervir quando necessário.

Quais as ferramentas de comunicação mais adequadas a cada contexto?

A comunicação pedagógica a distância ocorre em formato síncrono e assíncrono. Exceto em casos de interrupção de ensino presencial, como na recente situação pandémica, deverão privilegiar-se, nas modalidades de ensino híbrido, as ferramentas de comunicação assíncrona.

Em termos de **comunicação síncrona**, as ferramentas disponíveis são o *chat*, a audioconferência e a

videoconferência. Estas ferramentas permitem o contacto direto entre aluno(s) e professor, ou entre alunos, simulando o ambiente de sala de aula e proporcionando um *feedback* imediato; promovem também a espontaneidade, o que pode ser fundamental em determinadas circunstâncias. Em ambientes de ensino híbrido, a sua utilização poderá justificar-se no caso de trabalhos de grupo, permitindo que alunos comuniquem entre si para organização do trabalho, para esclarecimento de dúvidas suscitadas pelas atividades e para sessões de *brainstorming* (por exemplo de preparação para a realização de atividades e planificação de tarefas).

Entre as ferramentas de **comunicação assíncrona**, encontram-se o *email* (que pode ser usado como lista de distribuição) e os fóruns de discussão (que podem assumir formas distintas em diferentes plataformas ou aplicações). Embora as ferramentas de comunicação assíncrona possam ser usadas autonomamente pelos alunos (no respeito pelas regras de comunicação estabelecidas), elas devem ser sempre, sobretudo em ambientes abertos como, por exemplo, no caso de fóruns da turma, supervisionadas pelo docente.

Dependendo do tipo de atividade, a ação do docente pode incidir sobre:

- mensagens ou perguntas para fomentar a discussão;
- elaboração de uma síntese da discussão;
- mensagens relacionadas com o conteúdo das atividades (recursos ou esclarecimentos adicionais sobre o tema da atividade ou a tarefa a realizar);
- mensagens relacionadas com o processo (esclarecimento de dúvidas no uso das tecnologias digitais, clarificação de procedimentos sobre a realização e o envio de trabalhos, discussão sobre as etapas do trabalho);
- orientações sobre etiqueta: código de conduta, decisões sobre plágio, netiqueta, tom das discussões;
- resposta a perguntas ou dúvidas dos alunos e *feedback* aos trabalhos.

Como usar as ferramentas de comunicação ao serviço da aprendizagem e da avaliação?

Enquanto instrumento da ação pedagógica, as ferramentas de comunicação são, *per se*, valiosos recursos ao serviço da aprendizagem e da avaliação.

O perfil dos alunos à saída da escolaridade obrigatória preconiza, nas competências da área de Informação e comunicação, que os alunos sejam capazes de «colaborar em diferentes contextos comunicativos, de forma adequada e segura, utilizando diferentes tipos de ferramentas (analógicas e digitais), com base nas regras de conduta próprias de cada ambiente.»⁸

É por isso importante que o uso das ferramentas de comunicação seja cuidadosamente planificado, associado a objetivos de aprendizagem e objeto de avaliação, seja qual for a área curricular, por exemplo, mediante o uso de uma rubrica de avaliação.

No caso das mensagens em fóruns, as mais ricas do ponto de vista pedagógico, o docente deve informar previamente os alunos de que as suas participações serão objeto de avaliação e divulgar os critérios de avaliação de cada mensagem (que poderão ser, por exemplo, a dimensão, o acrescentar valor ao debate, e serem suportadas em citações criteriosas e/ou terem anexos significativos. Podem, por exemplo, usar-se cinco níveis de avaliação: 0 – sem qualquer interesse; 1 – com algum interesse; 2 – com interesse; 3 – com muito interesse; 4 – com interesse excepcional. No final, o docente deverá sintetizar o conteúdo e as eventuais conclusões da discussão, ou, em alternativa, solicitar a um ou mais alunos que realizem um texto síntese dos contributos dos colegas.

Feedback e avaliação

Que modalidades, instrumentos e técnicas de avaliação devo privilegiar?

A avaliação constitui um processo regulador do ensino e da aprendizagem, que orienta o percurso escolar dos alunos e certifica as aprendizagens desenvolvidas, e que tem por objetivo central a melhoria do ensino e da aprendizagem. Baseia-se num processo contínuo de intervenção pedagógica que compreende as seguintes

É importante que o uso das ferramentas de comunicação seja cuidadosamente planificado, associado a objetivos de aprendizagem e objeto de avaliação, seja qual for a área curricular, por exemplo, mediante o uso de uma rubrica de avaliação.

modalidades de avaliação: diagnóstica, formativa e sumativa.

A **avaliação diagnóstica** realiza-se sempre que seja considerado oportuno, sendo essencial para fundamentar a definição das atividades, para a adequação de metodologias, de conteúdos e objetivos e dos próprios instrumentos de avaliação. É igualmente um instrumento importante para a definição de estratégias de diferenciação pedagógica e poderá também ser útil para a constituição de grupos de trabalho.

Nas modalidades de ensino digital, como em todas as atividades pedagógicas,

deve privilegiar-se a **avaliação formativa**, recorrendo a uma variedade de instrumentos de recolha de informação adequados à diversidade das aprendizagens e às circunstâncias em que ocorrem. Este tipo de avaliação, de caráter contínuo e sistemático, permite aos professores, aos alunos e aos encarregados de educação obter informação atualizada sobre o desenvolvimento do ensino e da aprendizagem, com vista ao ajustamento de processos e estratégias (autorregulação do processo e da aprendizagem).

As plataformas e ferramentas digitais oferecem um conjunto de vantagens que ajudam a transformar a avaliação formativa num instrumento ativo e contínuo de melhoria das aprendizagens, tornando os processos mais rápidos, transparentes e eficazes. Janet Looney (2019)⁹ identifica algumas dessas vantagens:

- **feedback** rápido (em tempo real) e de suporte às etapas seguintes de aprendizagem com um nível de dificuldade adequado;
- suporte para as escolhas dos alunos (para personalizar a aprendizagem e como fator de motivação intrínseca);
- ambientes de aprendizagem imersiva para apoiar a aprendizagem contextualizada;
- ferramentas para dispositivos móveis que permitem a avaliação da aprendizagem «a qualquer hora e em qualquer lugar»;

⁸ MINISTÉRIO DA EDUCAÇÃO (2016). *Perfil dos Alunos à Saída da Escolaridade Obrigatória*. Online. Disponível em: https://www.dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf. Consultado em 30-11-2020, pág. 22.

⁹ LOONEY, J. (2019). *Digital Formative Assessment: A review of the literature*. Online. Disponível em: <http://www.eun.org/documents/411753/817341/Assess%40Learning+Literature+Review/be02d527-8c2f-45e3-9f75-2c5cd596261d>. Consultado em 30-11-2020, pp. 8-9.

- oportunidades de autoavaliação e de avaliação por pares;
- acesso a recursos e a exemplos *online*;
- recolha de dados para melhor compreender os processos e contextos de aprendizagem e análise desses dados a fim de prever o progresso dos alunos e adaptar a aprendizagem;
- potencial para uma integração mais consistente das avaliações formativa e sumativa;
- oportunidades para os alunos conceberem os seus próprios objetivos e estratégias de aprendizagem.

Quanto aos **instrumentos e técnicas** de avaliação, eles deverão ser o mais diversificados possíveis, podendo incluir a **observação** (que permite recolher dados no momento em que estão a acontecer, sem criar situações artificiais, proporcionando o retorno imediato do resultado da aprendizagem) e **métodos e técnicas orais** (por exemplo, aquando da apresentação oral de trabalhos ou a sua discussão/defesa), que são os mais fáceis de aplicar.

Nas **apresentações orais** deverá valorizar-se não a reprodução do conhecimento, mas sobretudo o pensamento crítico e o pensamento criativo, a capacidade de pensar de modo abrangente e em profundidade, de forma lógica, analisando informação, experiências ou ideias de forma crítica, argumentando com recurso a critérios implícitos ou explícitos.

Quanto aos **métodos escritos**, além dos tradicionais testes escritos, existem outros instrumentos mais adequados à avaliação em ambientes digitais, de que destacamos os seguintes:

- trabalhos escritos (ensaios, relatórios, análises de textos, fichas de resolução de exercícios, redação de textos originais, apresentações, mapas mentais, infográficos...). Neste tipo de trabalhos, deverão adotar-se estratégias *anti-Google*, isto é, os alunos deverão ser desafiados a analisar e investigar questões (usando a Internet e outras fontes de informação), distinguindo o que sabem do que pretendem descobrir e adotando as estratégias adequadas para investigar e responder às questões iniciais. Deve valorizar-se a análise crítica das conclusões a que chegam, reformulando, se necessário, as estratégias adotadas, e contrariar e condenar

sistematicamente o plágio e apresentação acrítica da informação. Muitos destes trabalhos podem também ser avaliados mediante técnicas orais.

- trabalhos práticos. Estes podem ser realizados presencialmente ou em modalidades híbridas, propondo, neste último caso, atividades cujos resultados possam ser documentados por escrito, áudio ou vídeo, pelo aluno ou por terceiros, e posteriormente enviados ou apresentados ao professor ou à turma;
- participação em fóruns;
- e-portefólios ou diários de aprendizagem. Estes são os instrumentos mais ricos do ponto de vista da aprendizagem, pois permitem desenvolver e avaliar competências de nível elevado (descrever, comentar, relacionar, avaliar, criar). A sua componente digital possibilita o recurso a formas diversas de produção ou organização de conteúdos (fotografia, multimédia) que documentam as fases do trabalho e convocam diferentes tipos de literacias.

A utilização de e-portefólios ou diários de aprendizagem permite aos alunos utilizar e dominar instrumentos diversificados para pesquisar, descrever, avaliar, validar e mobilizar informação, de forma crítica e autónoma, verificando diferentes fontes documentais e a sua credibilidade, e organizar a informação recolhida de acordo com um plano, com vista à elaboração e à apresentação de um novo produto ou experiência de aprendizagem. É também uma excelente forma de desenvolver as competências digitais dos aprendentes.

Exemplos de elementos a avaliar:

- seleção dos materiais e sua relação com as aprendizagens;
- texto descritivo/explicativo;
- análise crítica;
- evidências de aprendizagem;
- navegação, formatação e acessibilidade;
- citações e respeito pelos direitos de autor;
- elementos multimédia.

Outra forma de usar a avaliação ao serviço da aprendizagem é a prática da **autoavaliação**, que pode ser realizada antes, durante ou após as atividades. Esta poderá revestir-se de uma reflexão crítica, com

questões orientadoras, ou de uma discussão num fórum. O resultado deste processo servirá de instrumento autorregulador para o aluno e, para o professor, será um indicador de necessidade de revisão e/ou aprofundamento das atividades propostas.

Importa também referir o uso das tecnologias digitais para **avaliação entre pares**, mediante critérios predefinidos, que contribui para construção colaborativa de conhecimento em ambientes digitais e para a aprendizagem entre pares.

Muitas das plataformas de ensino digital permitem manter os pais informados acerca do percurso dos alunos e dos resultados da sua avaliação, assegurando assim uma participação mais informada na vida escolar do seu educando.

Qual a importância do feedback no ensino digital?

Dar *feedback* formativo frequente, rápido, oportuno e direcionado aos alunos é um fator crítico de sucesso da aprendizagem em ambientes digitais. Ainda que muitas ferramentas permitam conceber atividades de *feedback* automático (o caso dos testes de resposta fechada), este muitas vezes não é mais do que a devolução do resultado de uma tarefa/questão e não deverá substituir o *feedback* pessoal, formativo e formador, por parte do docente.

Na criação de atividades de aprendizagem em ambientes híbridos, o professor deverá por isso prever a necessidade de dar um *feedback* regular aos alunos, usando as tecnologias digitais para monitorizar remotamente o seu progresso e intervir quando necessário, permitindo a autorregulação e oferecendo soluções para ultrapassar dificuldades ou para aprofundar conhecimentos. Poder-se-á inclusivamente antecipar as necessidades de orientação dos alunos, criando, por exemplo, uma secção de ajuda ou de perguntas frequentes (FAQ) ou tutoriais em vídeo.

Para ser efetivo, o *feedback* deve evidenciar as competências já adquiridas pelos alunos e oferecer novas possibilidades de aprendizagem e de evidência das mesmas. Um *feedback* focado apenas na identificação de erros é pouco útil e só terá verdadeiro impacto se incidir naquilo

que o aluno precisa de fazer para cumprir a tarefa, oferecendo, se necessário, novas estratégias ou novos recursos para atingir os objetivos. Uma forma de fornecer um *feedback* eficaz será estabelecer uma comparação com critérios de avaliação ou rubricas, descrevendo aquilo que o aluno já alcançou e fornecendo sugestões sobre o que ainda pode ser melhorado. O *feedback* deverá por isso ocorrer durante o processo de realização da atividade e não após o seu final.

Além deste *feedback* formativo e avaliativo, em modalidades de ensino digital é também essencial o *feedback* interacional, nomeadamente mensagens de incentivo ou simplesmente a confirmação de recebimento de trabalhos ou execução de tarefas.

Como construir instrumentos de registo de avaliação mais objetivos, transparentes e potenciadores da aprendizagem?

A avaliação das aprendizagens pressupõe a existência de critérios que traduzam claramente o que é desejável que os alunos aprendam e a descrição dos diferentes níveis de desempenho. Estes instrumentos de registo são comumente designados de rubricas (a partir do inglês *rubric*) de avaliação ou descritores de desempenho. Habitualmente, as rubricas apresentam-se sob a forma de uma matriz com indicação de um conjunto de critérios que contemplem todas as aprendizagens que o aluno tem de realizar na execução da tarefa, e, para cada critério, os diferentes níveis de desempenho qualitativo (que variam idealmente entre 3 e 5). Cada nível de desempenho é descrito de forma detalhada e clara para o aluno e pode ser associado a uma escala de valores, permitindo assim ao professor criar registos de avaliação mais transparentes e coerentes com os objetivos de aprendizagem.

As rubricas podem ser usadas para avaliar qualquer tipo de trabalho, como pesquisas, trabalhos em grupo, apresentações, resenhas, portefólios, debates, produção de *podcasts*, vídeos, etc., sendo extremamente úteis em qualquer modalidade e nível de ensino, pois além de facilitarem o trabalho do docente, podem ser usadas pelos alunos como instrumento orientador do seu trabalho, ao serviço da aprendizagem autónoma e autorregulada.

Dar *feedback* formativo frequente, rápido, oportuno e direcionado aos alunos é um fator crítico de sucesso da aprendizagem em ambientes digitais.

Entre as vantagens das rubricas de avaliação, salientamos as seguintes:

- permitem o **envolvimento dos alunos no processo de aprendizagem e avaliação** (por exemplo, sugerindo critérios para a elaboração das rubricas pelas quais os seus trabalhos e projetos serão avaliados);
- **reduzem a subjetividade** da avaliação (o processo de avaliação torna-se mais transparente e o aluno compreenderá mais facilmente o desempenho que se espera dele numa tarefa de avaliação, e quais são os aspetos que vão ser o foco da avaliação);
- ajudam o professor a dar melhor *feedback* ao aluno;
- melhoraram a **motivação e a confiança dos alunos**, pelo facto de os ajudar a compreender a forma de alcançar um bom desempenho;
- **encorajam o pensamento crítico** («se discutirmos previamente com os alunos os critérios presentes nas grelhas, estaremos a explicitar alguns elementos importantes no pensamento crítico que, de outro modo, omitiríamos considerando-os implícitos», Stevens & Levi¹⁰);
- facilitam a **compreensão das expectativas com o trabalho**. A rubrica deixa claro quais as características que o trabalho deve possuir para obter a excelência. Permite que o aluno faça uma autoavaliação permanente do seu trabalho e seja mais autónomo no processo de aprendizagem;
- ajudam a **clarificar objetivos de aprendizagem complexos** assegurando avaliações consistentes. Os alunos percebem melhor o que se espera deles, mesmo em tarefas complexas, podendo usar a rubrica como um guia para um bom desempenho e permitindo-lhes perceber porque é que o seu trabalho é bom ou mau;
- **reduzem o trabalho** do professor, pois tornam a avaliação mais rápida e menos subjetiva.

Algumas plataformas de LMS já permitem a **avaliação por rubricas** (por exemplo, a Microsoft Teams,

a Google Classroom e as versões mais recentes do Moodle). Existem diversas ferramentas *online*¹¹ e aplicações para dispositivos móveis que facilitam a criação de rubricas e oferecem exemplos, sugestões e modelos que podem ser adaptados. Estas ferramentas, contudo, são menos vantajosas do que as rubricas disponibilizadas pelas plataformas LMS, pois aí «as rubricas de avaliação são criadas e enviadas ao mesmo tempo que a atividade que o professor pretende realizar, clarificando previamente, numa lógica de *feed up*, o que se espera que cada aluno faça. Além disso, agilizam e potenciam a oportunidade, a especificidade e a personalização do *feedback* do professor, a avaliação pelos pares e a própria autoavaliação, permitindo uma gestão mais eficaz da informação recolhida.»¹²

Uma boa rubrica de avaliação deverá ser:

- **adequada** às tarefas ou produtos que se pretende avaliar;
- **Explícita** quanto aos níveis de desempenho (no seu conjunto, deve descrever qualquer resultado possível sobre o desempenho de um aluno) e quanto ao que se espera do aluno em cada nível;
- **clara e objetiva** quanto à linguagem e terminologia utilizada (devem ser entendidas pelo aluno) – quanto mais objetiva for a sua descrição, mais fácil será para o professor a avaliação do trabalho ou tarefa e, para o aluno, alcançar o resultado esperado e entender a classificação obtida;
- **formativa**. Embora a rubrica possa ser usada como instrumento de classificação, ela deverá estar sobretudo ao serviço da aprendizagem autorregulada, contribuindo para ajudar os alunos a aprender e os professores a ensinar.

Vários exemplos de rubricas de avaliação (da responsabilidade da Direção Regional da Educação dos Açores), para diferentes tipologias de trabalhos, poderão ser encontrados em <https://view.genial.ly/5ebf2d0e8e243b0d5a32fadb/guide-rubricas>.

¹⁰ Stevens, D. & Levi, A. (2005). Introduction to Rubrics: an assessment tool to save grading time, convey effective feedback and promote student learning. Sterling, Virginia: Stylus Publishing.

¹¹ Algumas ferramentas são, por exemplo, QuickRubric, EssayTagger, RubricMaker, iRubric ou Rubistar.

¹² Machado, E. (2020). *Práticas de avaliação formativa em contextos de aprendizagem e ensino a distância*. Online. Disponível em: https://www.researchgate.net/publication/340940505_Praticas_de_avaliacao_formativa_em_contextos_de_aprendizagem_e_ensino_a_distancia. Consultado em 30-11-2020.

Unit 1



UNIT 1

I. Graded worksheets

Standard

Reading	80
Listening	88
Writing	92
Speaking	94
Grammar	96
Vocabulary	105

Inclusion

Reading	110
Listening	114
Writing	116
Speaking	117
Grammar	118
Vocabulary	127

Audioscripts	131
---------------------------	-----

Answer key	133
-------------------------	-----

II. Assessment

Progress test (1.1 / 1.2)	138
Progress test (1.3 / 1.4)	143
Progress test - inclusion (1.1 / 1.2)	148
Progress test – inclusion (1.3 / 1.4)	153
Exam-style test	158

Audioscripts	164
---------------------------	-----

Answer key	166
-------------------------	-----



I. Graded worksheets

- Standard
- Inclusion

Standard worksheets

1.1 Reading

Name _____ No. _____ Class: _____ Date _____

BLACKMAIL

It's a weirdly **subtle** conversation. I almost don't notice I'm being blackmailed. We're sitting in metal folding chairs backstage, and Martin Addison says: "I read your email."

"What?" I look up.

5 "Earlier. In the library. Not on purpose, obviously."

"You read my email?"

"Well, I used the computer right after you," he says, "and when I typed in Gmail, it **pulled up** your account. You probably should have logged out."

10 I stare at him, **dumbfounded**.

He actually smiles. "Anyway, I thought it might interest you that my brother is gay."

"Um. Not really."

He looks at me.

15 "What are you trying to say?" I ask.

"Nothing. Look, Spier, I don't have a problem with it. It's just not that big of a deal."

Except it's a little bit of a disaster, actually. Or possibly an **epic** disaster, depending on whether Martin can keep his mouth shut.

20 "This is really **awkward**," Martin says. "Anyway, it's pretty obvious that you don't want people to know."

I mean. I guess I don't. Except the whole coming out thing doesn't really **scare** me. I don't think it scares me. It's a giant holy box of awkwardness, and I won't pretend I'm looking forward to it. But it probably wouldn't be the end of the world. Not for me.

"I actually think people would be **cool** about it," Martin says. "You should be who you are."

25 I don't even know where to begin with that. Some straight kid who **barely** knows me, advising me on coming out. I kind of have to roll my eyes.

"Okay, well, whatever. I'm not going to show anyone," he says.

"Show anyone?" I ask.

He **blushes** and something about his expression makes my stomach clench.

30 "Did you – did you take a screenshot or something?"

"Well," he says, "I wanted to talk to you about that."

"Sorry – you took a screenshot?"

He purses his lips together and stares over my shoulder. "Anyway," he says, "I know you're friends with Abby Suso, so I wanted to ask."

35 "Seriously? Or maybe we could go back to you telling me why you took a screenshot of my emails."

He pauses. "I mean, I guess I'm wondering if you want to help me talk to Abby."

I almost laugh. "So what – you want me to put in a good word for you?"

He looks at me, and it suddenly clicks. This Abby thing. This is what he wants from me.

40 This, in exchange for not **broadcasting** my private emails.



Becky Albertalli, *Simon vs The Homo Sapiens Agenda*. New York: Harper Collins, 2015

1. Choose from the highlighted words to find synonyms and antonyms for the following.

SYNONYMS	ANTONYMS
a. astonished _____	a. direct _____
b. embarrassing _____	b. closed down _____
c. frighten _____	c. unimpressive _____
d. hardly _____	d. annoyed _____
e. spreading _____	e. pales _____

2. Say if the following sentences are True or False and quote from the text to justify your choice.

a. Martin logged in to Simon's Gmail account.

T F

b. Martin believes Simon will identify with his brother.

T F

c. Martin thinks people wouldn't mind if they found out about his secret.

T F

d. Martin and Simon know each other well.

T F

3. Answer the following questions about the text.

3.1 What does Martin find out about Simon?

3.2 How does Martin feel about what he finds out about Simon?

3.3 How can we see that Simon has contradictory feelings about revealing his secret?

3.4 Why has Martin taken a screenshot of Simon's email?

3.5 Do you think Simon will give in to Martin's blackmail? Why/Why not?

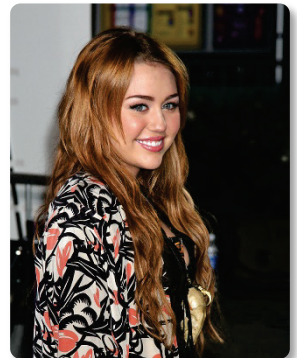
1.2 Reading

Name _____ No. _____ Class: _____ Date _____

CELEBRITIES AND DEPRESSION

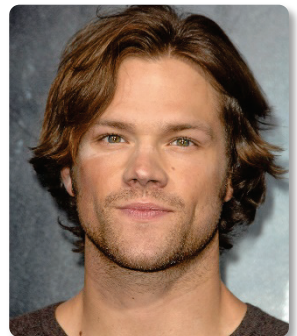
Miley Cyrus

“I went through a time where I was really depressed. I locked myself in my room and my dad had to break my door down. I had really bad skin, and I felt really bullied because of **that**. But I never was depressed because of the way someone else made me feel, I just was depressed. And every person can benefit from talking to somebody. I’m the most anti-medication person, but some people need medicine, and there was a time where I needed **some** too. There’s not much that I’m closed off about, and the universe gave me all that so I could help people feel like they don’t have to be something they’re not or feel like they have to fake happy. There’s nothing worse than being fake happy.”



Jared Padalecki

“I have been passionate about people dealing with mental illness and struggling with depression, or addiction, or having suicidal thoughts for a long time and, strangely enough, it’s almost like the life I live, as well,” he told *Variety*. “I was 25 years old. I had my own TV show. I had dogs that I loved and tons of friends and I was getting adoration from fans and I was happy with my work, but I couldn’t figure out what **it** was; it doesn’t always make sense is my point. It’s not just people **who** can’t find a job, or can’t fit in in society that struggle with depression sometimes.”



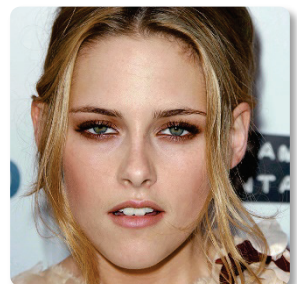
Zayn Malik

“I found it really frustrating that, even now that I was being upfront about what the issue was, some people still found reasons to doubt **it**. But that’s the industry. It’s an aspect of this job that I have to deal with, and I’m trying to accept it. The thing is, I love performing. I love the buzz. I don’t want to do any other job. That’s why my anxiety is so upsetting and difficult to explain. It’s this thing that swells up and blocks out your rational thought processes. Even when you know you want to do something, know that it will be good for you, that you’ll enjoy it when you’re doing it, the anxiety is telling you a different story. It’s a constant battle within yourself.”



Kristen Stewart

“Between ages 15 and 20, it was really intense. I was constantly anxious. I was kind of a control freak. If I didn’t know how something was going to turn out, I would make myself ill, or just be locked up or inhibited in a way that was really debilitating. I’ve come out the other end not hardened but strong. I have an ability to persevere that I didn’t have before. It’s like when you fall on your face so hard and the next time, you’re like: Yeah, so? I’ve fallen on my face before.”



<https://www.harpersbazaar.com/celebrity> (adapted; accessed in January 2021)

1. Fill in the table.

SAY WHO...	CELEBRITY'S NAME
a. became very anxious when not everything could be under their control.	_____
b. felt bullied because of their body image.	_____
c. realised some people didn't believe they were struggling with anxiety issues.	_____
d. relied on medication to feel better.	_____
e. stated that anyone can feel depressed.	_____

2. Complete these sentences.

- a. Miley thinks that when she speaks openly about her problems, _____

- b. Jared didn't really understand why he felt depressed because _____

- c. Although Zayn gets anxious while performing, _____

- d. It was difficult for Zayn to balance his anxiety issues with things _____

- e. One of the positive outcomes from Kristen's past anxiety problems is that she now _____

3. Find synonyms for these words in Zayn Malik's text.

- a. frank _____
- b. suspect _____
- c. manage _____
- d. expands _____
- e. endless _____

4. Say who or what the highlighted words in the text refer to.

- a. that (line 4) _____
- b. some (line 7) _____
- c. it (line 18) _____
- d. who (line 19) _____
- e. it (line 24) _____

1.3 Reading

Name _____ No. _____ Class: _____ Date _____

IMPORTANT DECISIONS FOR TEENS

The six most important decisions you'll ever make:

- **School.** What are you going to do about your education?
- **Friends.** What type of friends will you choose? What kind of friend will you be?
- 5 • **Parents.** Are you going to get along with your parents?
- **Dating and sex.** Who will you date and what will you do about sex?
- **Addictions.** What will you do about smoking, drinking, drugs, and other addictive stuff?
- **Self-Worth.** Will you choose to like yourself?



- 10 Many decisions you make as a teen can impact your life forever. Saying “yes” to one thing means saying “no” to another. That’s why decisions can be hard sometimes.

School: why is what you choose to do about education such a big decision? Probably because what you do about it will open doors of opportunity or slam them shut for a very long time.

- 15 **Friends:** some teens find it easy to make good friends. For many, though, it’s a struggle as they don’t seem to fit in. Or they’re judged because they don’t have a perfect body or wear the right clothes. Who you choose as friends and the kind of friend you choose to be is a huge decision.

- 20 **Parents:** some tips on sustaining positive relations with your parents include telling the truth; understanding what’s important to them; earning trust; helping out without being asked.

Dating and sex: it’s one of the most important decisions you’ll ever make. Times have changed, and you’d better get really clear on what kind of people you’re going to date and what you’re going to do about sex. If you don’t, someone else will make the decision for you – and you don’t want that.

- 25 **Addictions:** it’s a new and unforgiving world when facing today’s addictions. How do you avoid the addiction trap? Make your own decisions and don’t give in to peer pressure. Do not let your friends drink and drive.

- 30 **Self-worth:** if your self-confidence or lack of it comes from how you stack up on the good-looks gauge, you’ve got serious problems. Obviously, there’s so much more to healthy self-worth than beauty and biceps. It’s a matter of learning to get your security from within, not from without – or from what others say about you.

- 35 If you make smart choices around each of the six decisions, you can be happy and healthy today, and ready for tomorrow. Of course, you’ll make mistakes during your teen years, face many struggles, and have many highs and lows. Nevertheless, by simply making smarter choices starting today, your teenage journey can be so much smoother.

I like what the poet Robert Frost had to say about the importance of decisions. “Two roads diverged in a wood, and I – I took the one less travelled by, and that has made all the difference.”

<https://eu.publicopiniononline.com> (adapted; accessed in January 2021)

1. Find evidence for these statements in the text.

- a. Being honest, showing compassion and lending a hand voluntarily are some key factors in establishing a healthy relationship with parents.

- b. It's important to have a well-defined idea about your romantic relationship and sex issues.

- c. You must be strong-willed and think for yourself when it comes to addictions.

- d. Self-confidence may be affected when appearance is your top priority.

- e. Despite all the challenges you go through, your life path becomes easier when you choose wisely right from the beginning.

2. Find synonyms for these words in paragraphs two, three and four (lines 10-18).

- a. affect

- b. tough

- c. criticised

- d. flawless

3. Find antonyms for these words in paragraphs seven and eight (lines 25-31).

- a. tolerant

- b. encourage

- c. forbid

- d. trivial

4. Explain the meaning of these expressions from the text concerning:

- a. school – “it will open doors of opportunity or slam them shut for a very long time.” (line 13)

- b. self-confidence – “It's a matter of learning to get your security from within, not from without.” (lines 30-31)

- c. decision making – “Two roads diverged in a wood, and I – I took the one less travelled by, and that has made all the difference.” (lines 36-37)

1.4 Reading

Name _____ No. _____ Class: _____ Date _____

AMAZING TEENS

Courtnei Sutton

Courtnei Sutton, a senior at Forest Hill High School, engages in a variety of extracurricular activities. In addition to membership in her school's art, math, foreign language and Beta clubs, she serves as
5 director of her school's student choir and captain of its cheer team.

Being on the cheer team led her to be less reserved and come out of her shell. She says: "Cheerleading has helped me become the person and leader I am today by practicing hard work, patience and being able to communicate well with my team."

10 Outside of school, Sutton volunteers at the Cottage Grove nursing home and works its summer feeding program, for which she helps feed homeless people. She says that volunteering makes her grateful for her blessings, and keeps her in the mindset of always giving back.

An honor-roll student in the top five of her class's academic rankings, Sutton thanks her
15 parents and sisters for supporting her and appreciates her teacher, Rigel Robinson, for going out of his way to make sure she excels.

Sutton plans to attend Jackson State University and major in elementary education.



Phoebe Xu

20 In addition to being a National Merit Finalist high school senior, Phoebe Xu has held leadership positions in her chosen extracurriculars.

"Having the mentality of 'As long as you work hard, it will pay off' has really been driven into me. I need to do my best. Being able to work hard is a lifelong lesson that I will always carry with me in
25 any situation that I'm in," Xu says.

The 18-year-old attends St Andrew's Episcopal School and serves as captain of its women's soccer team, which won the State Championships this year. She started playing soccer in fourth grade and has since been voted Best Offensive Player during her 8th through 10th grade years. "Being able to be on these teams has really helped me grow
30 as a player and as a person, because I know I can always depend on my teammates," Xu says.

At school, Xu leads a section of The Period Movement, a nationwide group that sends feminine hygiene products to places like homeless shelters and prisons. "We've worked to increase awareness about period poverty, because there's so much inequality there," she
35 says. "Not everyone can afford to go buy a couple products every month. One of the main things that our group is working on is getting rid of the tampon tax in every state. Women shouldn't be held back because they can't have clean sanitation." Xu aspires to become a doctor. "I want to help those around me the best way I can," she says.



<https://www.jacksonfreepress.com/news/2020> (adapted; accessed in January 2021)

1. Find words in the first five paragraphs of the text that fit the following definitions:

- a. an activity at a school pursued in addition to the normal course of study _____
- b. the fact of belonging or being associated with a group _____
- c. works for an organisation without being paid _____
- d. a fixed attitude, disposition or mood _____
- e. performs exceptionally well _____

2. Match the words on the left with a suitable synonym on the right. There are two extra words.

a. engages (line 2)

b. homeless (line 11)

c. lifelong (line 23)

d. afford (line 34)

1. enduring

2. participates

3. forever

4. manage to pay

5. invest

6. destitute

3. Find evidence for the following statements in the text about Courtni.

- a. Courtni used to be shy.

- b. She is a high-achiever student.

- c. She wants to be a primary school teacher.

4. Find the following information about Phoebe.

- a. How old she probably was when she started playing soccer.

- b. Her playing position on the soccer team.

- c. The name of the national group she leads.

- d. What the group does.

- e. The legal change they are pursuing in the country.

1.1 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a reporter from *TIME* magazine talking about the teen of the year, Tyler Gordon. Choose the correct answer.



- 1.1 Tyler used a wheelchair for almost two years because of
- a. hip and legs surgery that went wrong.
 - b. a vitamin D deficiency.
 - c. a bullying episode.
- 1.2 He refused to speak in elementary school as
- a. it was easier for him to nod or to point.
 - b. he didn't like his stutter.
 - c. he was afraid of bullying.
- 1.3 At ten, Tyler won a school art contest with a portrait of
- a. black icons who inspire him.
 - b. his school's principal.
 - c. his mother.
- 1.4 Tyler's rise to stardom started when
- a. celebrities asked to have their portraits painted.
 - b. a portrait of the Central Park Five was sold for \$100,000 at auction.
 - c. a portrait of a famous NBA player rapidly spread on the internet.
- 1.5 Tyler's virtual painting classes on Instagram have almost
- a. 50,000 followers.
 - b. 15,000 followers.
 - c. 1,500 followers.
- 1.6 With his online tutorials named "Tongue Tye'd" he intends to show that
- a. art can help teens defeat their problems.
 - b. he doesn't stutter anymore.
 - c. art also has challenges.



1.2 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a TV host talking about the actress Demi Lovato and her documentary *Stay Strong*. Say if the sentences are True or False.

CD4
[track 21]

- | | | |
|---|---|---|
| a. Demi's show addresses issues from her past and present. | T | F |
| b. She has fallen into the same old habits after the treatment. | T | F |
| c. She states that taking care of oneself is a continuous process. | T | F |
| d. Demi felt invincible while filming the documentary. | T | F |
| e. She still leads a harmful lifestyle. | T | F |
| f. Honesty is important for Demi as she wants to be a role-model for girls. | T | F |

2. Listen to the text again and correct the false answers. Write the letter and the answer at the beginning of each line.

3. Listen to the song and complete it with the missing words.

CD4
[track 22]

Scars to your beautiful

Video at  aula
digital

She just wants to be beautiful
She goes **a.** _____, she knows no limits
She craves **b.** _____, she praises an image
She prays to be sculpted by the **c.** _____
Oh, she don't see the light that's shining
Deeper than the eyes can find it
Maybe we have made her **d.** _____
So she tries to cover up her **e.** _____
And cut her woes away
'Cause **f.** _____ don't cry
After their face is made

But there's a hope that's waiting for you in the dark
You should know you're beautiful just the way you are
And you don't have to **g.** _____ a thing
The world could change its heart
No **h.** _____ to your beautiful
We're stars and we're beautiful



Alessia Cara, *Scars to your beautiful* (abridged)

1.3 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a psychologist talking about the most important decisions and challenges affecting your teenage years. Complete the summary with no more than two words for each answer.

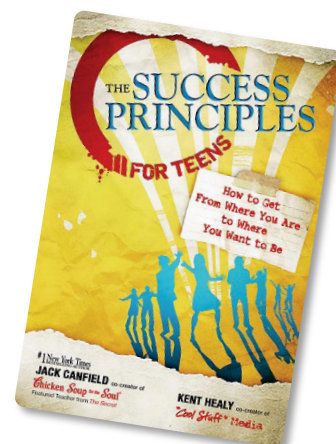


Peer pressure is a constant **a.** _____ because your friends may influence you to make **b.** _____. Sometimes it's difficult to choose between your friends' decisions and what you know **c.** _____. You should be given diverse roles, experiences and responsibilities so that you can figure out what makes **d.** _____. This path of self-discovery can, however, be **e.** _____. You also have to make important **f.** _____ by the time you finish secondary school. These include selecting which college to **g.** _____ to as well as choosing an **h.** _____ major in the near future. In the long-term you have to choose a **i.** _____. After secondary school graduation, you may prefer to find a job which is **j.** _____ and engaging to you. Stress is also part of your life: pressure from **k.** _____ and **l.** _____ can cause stress. Another factor for stress is associated with **m.** _____ problems.

2. Listen to a summary of the book *The Success Principles For Teens*. Answer the questions by filling in the table. Write one or two words for each answer.



WHAT	a. don't habits and skills depend on?	_____
	b. can habits and skills help us achieve?	grades, _____, money, respect, _____
	c. did the author collect in his book?	_____
	d. can greatly affect our future?	_____ to the challenges
	e. are the real limits to our potential?	Those we _____
	f. happens when we know the value of our strengths?	They'll _____
	g. happens when we accept our successes?	They'll _____



1.4 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to the historical report about three teenagers who made history and find the answers for the following questions.

CD5
[track 1]

1.1 JOAN OF ARC



- a. How old was Joan when she led the French army to victory? _____
- b. What war was being fought? _____
- c. What year was Joan captured? _____
- d. How did she die? _____
- e. What happened in 1920? _____

1.2 LOUIS BRAILLE



- a. What year was the Braille language developed? _____
- b. How old was Louis when he developed it? _____
- c. How old was he when he turned blind? _____
- d. How many characters does the Braille system consist of? _____
- e. What year was the first book in Braille published? _____
- f. What kind of book was it? _____

1.3 MALALA YOUSAFZAI



- a. What year did Malala receive a Nobel Prize? _____
- b. Who did she speak out against? _____
- c. How old was she when she made her first speech? _____
- d. What happened when she was 15? _____

2. Listen to the story of the amazing Dafne Almazán and identify and correct the wrong information in the sentences below.

CD5
[track 2]

- a. Dafne became a psychologist at the age of twelve.
- b. She received her doctorate degree when she was fourteen.
- c. She is finishing a doctorate in education.
- d. She speaks English, French, Latin and Japanese.
- e. She teaches languages at a school for gifted children.



Writing – Email

Name _____ No. _____ Class: _____ Date _____

Imagine that you have a secret that you wouldn't want anybody to know because you would feel embarrassed or vulnerable about it.

One day, one of your classmates finds out about it and blackmails you into doing something for him/her in exchange for his/her silence. You don't feel comfortable with what he/she is asking you to do, but you don't want your secret to be revealed. You don't know what to do.

Write an email to a Help Page recounting the story and asking for advice.



Dear _____

Greet

Set the context and the participants in the story: present and describe people, activities, place and time.

Tell the events as they happened following a time-structure sequence.

Use a new paragraph for each stage of the story.

Express how you feel about what happened.

Ask for advice.

Close and sign your email.

Writing – Speech

Name _____ No. _____ Class: _____ Date _____

You are asked to write a speech to be delivered on your school platform to celebrate Students' Day.

It should be about:

HOW TODAY'S GENERATION WILL CHANGE THE WORLD FOR THE BETTER

Write your speech.

[illegible]

1.1/1.2 Speaking

Name _____ No. _____ Class: _____ Date _____

ROLE-PLAY

Pair work/interaction

In pairs, role-play the following situation.

STUDENT A

Your parents are putting pressure on you to decide about your future path. You are not very self-confident and your self-esteem is low and you have no idea what you want to do with your life. You ask your friend to give you some advice on the options.

STUDENT B

You have decided from an early age what you want to do with your life; you're self-reliant, you know you will succeed. Your best friend is the opposite and asks for some advice which may help him weigh his options.

ORAL PRESENTATION

Group work/production

Join in groups of three and prepare a 15-20-minute PowerPoint® presentation on the following topic:

Celebrities who overcame their growing-up issues

Guidelines

STEP 1: Do some research and find a celebrity who had to struggle with difference or difficulty.

STEP 2: Identify his/her issue and describe what it consists of (anorexia; stuttering; dyslexia; etc.).

STEP 3: State the causes and consequences of the above-mentioned issue.

STEP 4: Present tips on how to overcome or live with it.

STEP 5: Talk about the main achievements of the celebrity you have chosen in step 1, despite his/her difficulty or difference.



1.3/1.4 Speaking

Name _____ No. _____ Class: _____ Date _____

THREE-MINUTE PITCH

Individual work/production

Your group of friends is organising a campaign to show the school community the importance of doing volunteer work with the elderly in your community. You have called it “**Generation Mix: Teens making a difference**”.

Present a pitch to try to convince people to join in and support your campaign.

Don't forget to:

- introduce yourself – tell people who you are and what you stand for;
- define the problem and explain why your audience should care;
- explain your solution to that specific social problem;
- ask for help;
- thank them for their time.



DISCUSSION

Group work/production

There is going to be a debate on TV on the topic:

Teens can actually make a difference in today's world

There will be several representatives discussing the different ideas surrounding the topic.

Join in groups of four and prepare a 20-minute show.

ROLE 1: The **moderator**, who will introduce the participants, launch the discussion, ask the questions and give the floor to each speaker throughout the debate.

ROLE 2: A **teenage representative**, who maintains that teenagers play an important role in today's society and should be given a voice on relevant issues.

ROLE 3: A **politician**, who believes that no one under 21 is mature or responsible enough to be involved in “serious” issues concerning society or world matters.

ROLE 4: A **psychologist**, who will explain all the issues teens have to go through and how giving them a participative voice may/may not be a positive boost to their confidence and responsibility.



1.1 Present simple/Present continuous

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences using the verbs in the present simple or continuous.

- a. It _____ (usually / take) me one hour to get ready for school.
- b. I _____ (not like) history much, but I manage. I _____ (only / have) it once a week.
- c. Don't be silly! You look great. You _____ (not put) on weight at all!
- d. What is David doing there?! He _____ (not / usually / sit) at the front!
- e. Is there anything wrong with me today? Everybody _____ (stare) at me!
- f. I feel nobody _____ (like) me... I _____ (get) more and more depressed every day...

2. Read the answers and then ask the right questions using the present simple or continuous.

- a. What _____ ?
At the moment? I'm checking the new posts on my Instagram.
- b. Where _____ ?
My mother? She works at the hospital.
- c. Why _____ ?
She's getting a tattoo because all of her friends have got one too.
- d. _____ ?
The film Mandalorian? No, I don't know it.
- e. _____ ?
My friend Chris? No, he doesn't live near me.
- f. _____ ?
Yes, I'm having a lovely time at my new school.

3. Each of the following sentences is wrong. Rewrite the sentences correctly.

- a. Are you having a lot of friends at school?

- b. I stay at Carol's tonight. We have a sleepover! I'm so excited!

- c. We're usually texting each other until midnight every night.

- d. These girls always make fun of me! I'm not understanding why!

- e. Does she invite a lot of people from school to her birthday party on Saturday?

1.1 Past simple/Past continuous

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences using the past simple and the past continuous.

- a. I _____ (cry) outside the classroom when my friends _____ (come) and _____ (give) me a group hug.
- b. While he _____ (leave) the classroom, he _____ (see) that his friends _____ (wait) for him outside.
- c. The teacher _____ (catch) him while he _____ (send) a message to this boy.
- d. Last night I _____ (turn) off the notifications because I _____ (study) hard and I _____ (not want) to be distracted.
- e. While the speaker _____ (tell) his story of bullying, he _____ (get) very emotional.

2. Rewrite the sentences so that they keep the same meaning. Use one of the verbs given in the negative form.

like sit down remember win wake up

- a. They were late for the first class because they overslept.
They were late for the first class because _____ on time.
- b. We forgot to invite Kamala to the party! She will be so angry!
_____. She will be so angry!
- c. Our team was losing at half time, but we managed to pull through!
_____, but we managed to pull through!
- d. I hated it when some of my classmates made fun of others at primary school!

- e. We were still standing up when the teacher arrived in the classroom

3. Write sentences to describe what happened. Use the past simple and the past continuous.



- a. While we _____ b. I was _____ c. When Sarah _____
- _____

1.2 Present perfect/Past simple

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with the present perfect and choose the correct word.

- a. My sister Meredith _____ (struggle) with depression **since / for** ages.
- b. Peer pressure _____ (be) considered a serious issue for teenagers **recently / ever**.
- c. I _____ (not discuss) my bullying experience with anyone **already / yet**.
- d. Most teens _____ (feel) the stress of excelling at school **for / since** childhood.
- e. **How long / When** _____ (you / know) about his eating disorder?

2. Complete the dialogues with the past simple or the present perfect.

- a. – _____ (see) Demi Lovato's *Stay Strong* documentary?
– Yes, I _____ (see) it a couple of days ago on MTV.
– _____ (you / like) it?
– Very much! I _____ (never / see) Demi looking so vulnerable.
- b. – I _____ (finish) the book *Wintergirls* last night.
– Really? I _____ (not / even / start) reading it! I have an essay to hand in soon and I _____ (not / finish) yet.
- c. – Guess who I _____ (just / meet) on the street?! Remember that girl with freckles who _____ (bully) everyone at primary school?
– Belinda Norton?! No way!
– You wouldn't believe how much she _____ (change) since the last time we _____ (see) her!

3. Identify and correct the mistakes in the following sentences.

- a. My best friend and I have met at this school five years ago.

- b. I have attended this school since three years.

- c. We haven't been at Alex's birthday party last Saturday.

- d. "Have you already fallen out with your BFF?" "No, never!"

- e. "When have you started your counselling sessions?" "Two months ago."

1.2 Modal verbs

Name _____ No. _____ Class: _____ Date _____

1. Read the sentences and identify the situation conveyed by each modal.

prohibition possibility suggestion ability advice permission

- a. Shall we invite our friends over for lunch this Saturday? _____
- b. Can I leave earlier today, Miss? I have a medical appointment. _____
- c. You can choose a wide range of books from our class's reading list. _____
- d. You are so intolerant! You should be more respectful of other people's opinions. _____
- e. He can speak Spanish so fluently. Has he lived in Spain? _____
- f. You mustn't use your mobile phone on a plane. _____

2. Complete the sentences with an appropriate modal verb. More than one option is possible in some sentences.

- a. We _____ have told her the truth from the beginning. Now, it's too late.
- b. Miss Davis, _____ we listen to the song "Lovely", by Billie Eilish and Khalid again?
- c. _____ you play the guitar when you were six?
- d. You _____ step on the grass. Read the sign!
- e. I _____ go to Paris this summer, but I'm not sure yet.
- f. Sorry, you _____ use my computer now. I need it to answer some work emails.

3. Rephrase the sentences using a modal verb. Don't change the meaning of the sentences. Start as suggested.

- a. It's advisable to ask for help when you're feeling down.
You _____
- b. It's essential to obey the company's regulations.
You _____
- c. Sam is unlikely to be at home this weekend. He said he wanted to visit his parents.
Sam _____ because he wanted to visit his parents.
- d. It's not possible to meet the project deadline as we had agreed initially.
We _____
- e. It's not a very good idea to share your feelings so openly with strangers.
I don't think you _____
- f. Kate won't probably want to go with us to the party.
Kate _____

1.3 Future forms

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option to complete the sentences.

- a. I **will meet / am meeting** my tutor next Tuesday at 3 p.m. He **will call / is calling** in case something else **will come / comes up**.
- b. My parents believe it **will be / is going to be** easy for me to find a successful career in Marketing when I **will finish / finish** my degree.
- c. I promise I **will make / am making** an effort to be more responsible from now on. Next year I **will be / am being** a top student!
- d. Ricky **will study / is going to study** law. He wants to follow in his grandfather's footsteps.

2. What would you say in the following situations?

- 2.1 You are running late and you are going to miss your first class if you have to walk to school.
 - a. – Mum, will you drive me to school today?
 - b. – Mum, are you going to drive me school today?
 - c. – Mum, do you drive me to school today?
- 2.2 I'm struggling with my essay for the English lesson! I really need to get a good mark!
 - a. – I come over to your place tonight and help you.
 - b. – I'm coming over to your place tonight and help you.
 - c. I'll come over to your place tonight and help you.
- 2.3 Have you decided what topic to write about in your essay?
 - a. – I've thought a lot about it. I'll write about future perspectives for young entrepreneurs.
 - b. – I've thought a lot about it. I am going to write about future perspectives for young entrepreneurs.
 - c. – I've thought a lot about it. I write about future perspectives for young entrepreneurs.

3. Complete the second sentence using a future form so that it has a similar meaning to the first sentence (use 3 to 4 words).

- a. Stephen intends to set up his own business online as soon as he gathers all the means and support.
Stephen _____ up his own business online as soon as he gathers all the means and support.
- b. Ella's teachers promised to help her apply for the internship on graphic design.
Ella's teachers _____ apply for the internship on graphic design.
- c. I have a meeting with my tutors on Friday at 4 p.m. to discuss my future options.
I _____ on Friday at 4 p.m. to discuss my future options.
- d. I feel a bit sick. I'd better stay home today.
I _____ today. I feel a bit sick.

1.3 Degrees of adjectives

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with a comparative or superlative form.

- a. Paul is much _____ (**talkative**) now than when he was a child.
- b. Is Ann a _____ (**good**) athlete than I am?
- c. Lucy is _____ (**thoughtful**) Michael. Both show empathy towards others.
- d. Craig is by far (friendly) monitor we've had at the summer camp.
- e. Louis and Patrick always have lots to do, but they're _____ (**busy**) this week. They even went home earlier.
- f. Diana is _____ (**forgetful**) person I've ever met.

2. Complete the sentences with the comparative or superlative of one of the adjectives from the box.

creative ambitious charming big optimistic hot easy

- a. Adam is easily _____ person I know. He sees the glass half full in every situation.
- b. My career choice wasn't _____ it might seem. I had to make compromises.
- c. I think you made _____ mistake of your life by not pursuing your dream.
- d. Kim is _____ me. She works hard to be successful while I prefer to have fun.
- e. Today is a lot _____ yesterday. The temperature has risen considerably.
- f. They are _____ ones in class. They usually have ideas totally outside the box.
- g. We couldn't have found a _____ place to relax. Everything was so delightful.

3. Complete the second sentence so that it has a similar meaning to the first sentence. Write no more than four words.

- a. Can't you think of a more imaginative excuse?
Is this _____ you can think of?
- b. I couldn't have done my work any faster.
I did the work _____ I could.
- c. I never thought my school results would be this bad.
My school results were much _____ I had thought.
- d. There isn't a girl as sweet as Mary in the whole world.
Mary is _____ in the whole world.
- e. I'm more outgoing than my siblings.
My siblings are _____ me.

1.4 Clauses of purpose and contrast

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- They gave the speech **despite / although / however** all the criticism.
- You need to find a more user-friendly name **to / so as to / so that** we can access it more easily.
- However / In spite of / Even though** a lot has been done by youth activists, they need to continue fighting.
- Keanu Reeves has dyslexia; **although / nevertheless / whereas** it hasn't stopped him from being a superstar.
- I'm going to be brief in my speech today **so as to / so as not to / in order that** take too much of your time.



2. Match each pair of sentences with a suitable connector.

a. We only asked for her help	in order that	1. be informed about world events.
b. Their campaign was a success	despite	2. his attempts to persuade me.
c. I read the newspaper	whereas	3. she wouldn't feel left out.
d. I didn't accept his excuses	so as to	4. ours was a failure.

3. Join these pairs of sentences using the connectors in brackets. Make any necessary changes.

- They seem determined and motivated. They aren't reliable. (**however**)

- I watched the documentary *Youth Unstoppable*. I wanted to know more about these teen climate activists. (**so that**)

- Thomas worked hard for the campaign. He didn't have any success, though. (**despite**)

- We volunteer in a nursing home. We want to provide company for the elderly. (**to**)

- Jane set the alarm clock. She didn't want to arrive late at the campaign rally. (**so as not to**)

- Millie Bobby Brown spoke out on behalf of children. She was only fourteen years old. (**although**)

1.4 Past perfect/Past simple

Name _____ No. _____ Class: _____ Date _____

1. Match the sentences on the left with their answers on the right.

a. Why did you decide to be part of *volunteer.com*?

b. Why were you so sad yesterday?

c. Where did you put my laptop?

d. You didn't join the Zoom meeting yesterday.

e. Didn't you have dinner at that Mexican restaurant last night?

1. Back where I had found it before I used it.

2. I had lost my username and password, but now I've got them.

3. I realised I had spent too much time on myself.

4. It had closed down after all.

5. My best friend had made some unpleasant remarks.

2. Complete the sentences with the verbs in the past simple or past perfect.

a. Mikhail _____ (pass) the casting to get the part, because he _____ (practise) a lot in the weeks before.

b. I _____ (never go) out with a girl before, so I _____ (feel) very nervous on my first date.

c. Leni _____ (be) really sad because no one _____ (answer) her application.

d. We _____ (stay) at home last night because we _____ (arrange) to binge watch Netflix together.

e. Thierry _____ (feel) much better after he _____ (tell) his parents about his decision.

3. Complete the text with the missing verbs in the past simple and past perfect. Sometimes both can be used.

Susan is a 16-year-old teen who a. _____ (decide) she b. _____ (want) to make a difference after she c. _____ (watch) a report on local TV on the living conditions of homeless people in her city. She d. _____ (not know) much about the issue before she e. _____ (witness) the harsh reality in that report. A few weeks later she f. _____ (launch) a fundraising campaign because she g. _____ (see) how successful these could be. Before she h. _____ (present) the idea online, though, she i. _____ (do) her research to get some statistical data on the homeless population. Then she j. _____ (organise) all the information she k. _____ (gather) before and l. _____ (publish) her well-documented fundraising project. As she m. _____ (plan) it so carefully, the campaign n. _____ (end) up gathering around £4,000 in a few weeks and she was really proud to be able to make a difference in some homeless people's lives.



1. Overall verb tenses

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- 1.1 Julia _____ her stuff in the classroom when I last saw her.
a. packed b. had packed c. has packed d. was packing
- 1.2 I believe Richard _____ his depression very soon.
a. overcame b. overcomes c. will overcome d. is overcoming
- 1.3 Sylvia and Ted _____ at this school since the beginning of the school year.
a. have been b. were c. are d. had been
- 1.4 My friends and I _____ the bus to school in the morning.
a. are always taking b. always take c. will always take d. take always
- 1.5 I _____ at Claire's tonight. We have to finish our science project.
a. will stay b. stay c. am staying d. have stayed

2. Ask the right question for the answers.

- a. When _____
Malala made her first public speech at age 11.
- b. What _____
My mother is working on the coverage of presidential elections right now.
- c. Where _____
My friend Sasha? He comes from Russia.
- d. What _____
The teacher was assigning project work when I arrived in class.

3. Complete the fable below with the correct verb tense.

The Bear and the Two Travellers

Two men a. _____ (travel) together when a bear suddenly b. _____ (meet) them on their path. One of them c. _____ (climb) up quickly into a tree and d. _____ (conceal) himself in the branches. The other, seeing that he must be attacked, e. _____ (fall) flat on the ground, and when the bear f. _____ (come) up and felt him with his snout, and smelt him all over, he g. _____ (hold) his breath, and feigned the appearance of death as much as he could. The bear soon h. _____ (leave) him, for it is said he i. _____ (not / touch) a dead body. When he was quite gone, the other traveller j. _____ (descend) from the tree, and jocularly inquired of his friend what it was the bear k. _____ (whisper) in his ear. "He gave me this advice," his companion replied. "Never travel with a friend who l. _____ (desert) you at the approach of danger."



<https://aesopfables.com> (adapted; accessed in January 2021)

1.1/1.2 Vocabulary

Name _____ No. _____ Class: _____ Date _____

PERSONALITY ADJECTIVES / ADJECTIVES DESCRIBING FEELINGS

1. Complete each sentence with an adjective from the box.

kind easy-going lazy bad-tempered polite reliable

- a. Peter is always _____ in the mornings. He gets angry at the slightest thing.
- b. I wish everyone could be as _____ as Jack. He's so relaxed and friendly.
- c. Still in bed at lunchtime? Get up! Don't be _____.
- d. I can always count on Ann to keep things on the right track. She's so _____.
- e. Martha is so considerate and helpful. I've never met anyone as _____ as her.
- f. Joe always says "thank you", "please" and "excuse me". What a _____ child!

2. Write the words in the box under the correct definition to describe someone who:

annoying sensible indifferent selfish generous dull

a. only thinks of himself

b. is reasonable and practical.

c. isn't interesting or exciting.

d. is willing to give money or help freely.

e. isn't interested in someone or something.

f. makes you feel slightly angry and impatient.

3. Match the adjectives with their correct meanings to form complete sentences.

People who are/feel:

a. thrilled

b. puzzled

c. terrified

d. furious

e. stunned

1. are so shocked or upset that they can't even move.

2. are very angry.

3. show extreme fear about something.

4. are extremely pleased, happy and excited.

5. feel perplexed and confused.

4. Match the adjectives with their correct meanings to form complete sentences.

I thought my parents would be a. _____ to see what a successful artist I've been, but they were so b. _____ that they shouted at me. To be honest, I was c. _____ as I didn't know what to think. Now, I'm d. _____ to tell them I'm getting married since I'm only 18!

1.3 Vocabulary

Name _____ No. _____ Class: _____ Date _____

FALSE FRIENDS / COMMON EXPRESSIONS USING DEGREES OF ADJECTIVES

1. Match the words in column A with their synonyms in column B and their possible confusing meaning in column C.

COLUMN A	COLUMN B	COLUMN C
a. actually	1. creativity	a. accomplish
b. legends	2. help	b. currently
c. ingenuity	3. myths	c. hold
d. realise	4. really	d. naivety
e. support	5. understand	e. subtitles

2. Complete the sentences with words in columns A or C.

- In his _____, Brian believed no one would be so mean as to undermine his success.
- If Sylvia continues with her positive attitude, she will _____ so many good things in life!
- As you grow up, you _____ that being proactive will open many doors along the way.
- They are _____ employing workers, so I'm going to apply as I've already got my degree.
- You should surround yourself with friends and family who can _____ you in difficult times.
- Some teens have made a real difference in the world and are treated as real _____.

3. The degrees of adjectives in the following expressions have been mixed up. Rearrange the underlined words in the correct expressions.

- Louder than life. _____
- Larger said than done. _____
- Actions speak easier than words. _____
- He who laughs last, laughs sweetest. _____
- The grass is longest on the other side. _____
- The forbidden fruit is the greener. _____

4. Complete the sentences with an expression from exercise 3.

- I wanted to set up my own business online, but I realised after a while that it is _____.
- My sister is always the heart of the family gatherings. Everyone agrees that she is _____.
- What you do in life is more important than what you say you'll do. I really believe that _____.

1.4 Vocabulary

Name _____ No. _____ Class: _____ Date _____

QUALITIES TO BE SUCCESSFUL

1. Match the qualities on the left to their definition on the right.

a. curiosity	1. The ability to depend on yourself or your own abilities to do things or make decisions.
b. intuition	2. The ability to identify and manage one's own emotions, understand what they mean, and how they can affect other people.
c. initiative	3. The ability to judge what needs to be done and take action, especially without suggestion from other people.
d. perseverance	4. The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
e. generosity	5. The ability to understand something immediately based on your feelings rather than facts.
f. integrity	6. The continued effort to do or achieve something despite difficulties, failure or opposition.
g. empathy	7. The quality of being honest and having strong moral principles.
h. self-reliance	8. The quality of being willing to consider ideas and opinions that are new or different from your own.
i. emotional intelligence	9. The spirit and action of freely and frequently giving to others.
j. open-mindedness	10. The strong desire to know or learn something.

2. Fill in the gaps with one of the qualities above.

- He never gave up his dreams of being a scientist, despite the difficulties. It was this same _____ that helped him win the Teen of the Year award.
- Today's society values people with _____ – people who set things in motion and don't stand still waiting for things to get done.
- You can only be a good leader if you try to put yourself in other people's shoes and show _____ towards them.
- Greta Thunberg showed all her _____ when she donated 500,000 euros of her Gulbenkian Prize to environmental organisations.
- The people I most like to be friends with are non-judgemental, unbiased and tolerant; there is an _____ about them that I really appreciate.

1. Overall vocabulary

Name _____ No. _____ Class: _____ Date _____

1. Fill each gap with one word from the box.

support respectful demeaning threatens embarrassed
devalued terrified hits self-esteem realise

Abusive relationships

Dating violence is any intentional behaviour that harms, **a.** _____, or endangers the physical or emotional safety of self or others. The abuse may be physical when the abuser **b.** _____, kicks, pushes or shoves the victim. It may also be verbal, when the abuser uses extreme language with the intent of **c.** _____ or degrading the victim. The tragedy is that the victim with low **d.** _____ will often seek the love and approval of his/her abuser. This latter type of abuse is sometimes **e.** _____ by society.

If you **f.** _____ someone you know is in an abusive relationship, show him/her some **g.** _____. Don't be judgemental or make them feel **h.** _____ about the situation. Don't pressure the victim to talk about the abuse as they may feel **i.** _____ to speak up. Be **j.** _____ of their feelings, but report the situation to the authorities.

1. Complete each gap with one word from the box.

selfish sensible bad-tempered compassionate
lazy honest loyal hard-working

Positive and negative personality traits

Some, if not most, of your personality traits are likely to be positive. For example:

- being **a.** _____ by always telling the truth means you are someone who can be trusted;
- being persistent and **b.** _____ will help you keep going no matter what;
- being **c.** _____ and sympathetic means you relate well to others;
- being **d.** _____ means you're reasonable and make wise decisions;
- being **e.** _____ is a great quality, as your friends know they have your constant support;

What would life be without balance? Whether we like to admit it or not, some of our personality traits are also likely to be negative. For example:

- being rigid and **f.** _____, unyielding to the needs of others are not endearing qualities;
- being **g.** _____ and full of excuses is sure to drive others away, too;
- being **h.** _____ will turn people away since you easily become angry and annoyed.

Inclusion worksheets

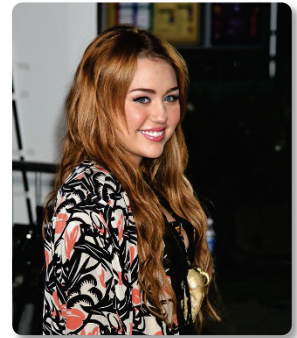
1.2 Reading

Name _____ No. _____ Class: _____ Date _____

CELEBRITIES AND DEPRESSION

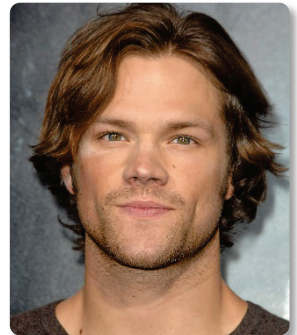
Miley Cyrus

"I went through a time where I was really depressed. I locked myself in my room and my dad had to break my door down. I had really bad skin, and I felt really bullied because of **that**. But I never was depressed because of the way someone else made me feel, I just was depressed. And every person can benefit from talking to somebody. I'm the most anti-medication person, but some people need medicine, and there was a time where I needed **some** too. There's not much that I'm closed off about, and the universe gave me all that so I could help people feel like they don't have to be something they're not or feel like they have to fake happy. There's nothing worse than being fake happy."



Jared Padalecki

"I have been passionate about people dealing with mental illness and struggling with depression, or addiction, or having suicidal thoughts for a long time and, strangely enough, it's almost like the life I live, as well," he told *Variety*. "I was 25 years old. I had my own TV show. I had dogs that I loved and tons of friends and I was getting adoration from fans and I was happy with my work, but I couldn't figure out what it was; it doesn't always make sense is my point. It's not just people **who** can't find a job, or can't fit in in society that struggle with depression sometimes."



Zayn Malik

"I found it really frustrating that, even now that I was being upfront about what the issue was, some people still found reasons to doubt it. But that's the industry. It's an aspect of this job that I have to deal with, and I'm trying to accept it. The thing is, I love performing. I love the buzz. I don't want to do any other job. That's why my anxiety is so upsetting and difficult to explain. It's this thing that swells up and blocks out your rational thought processes. Even when you know you want to do something, know that it will be good for you, that you'll enjoy it when you're doing it, the anxiety is telling you a different story. It's a constant battle within yourself."



<https://www.harpersbazaar.com/celebrity> (adapted; accessed in January 2021)

1. Fill in the table.

SAY WHO...	CELEBRITY'S NAME
a. felt bullied because of their body image.	_____
b. realised some people didn't believe they had anxiety problems.	_____
c. used medication to feel better.	_____
d. said that anyone can feel depressed.	_____

2. Match the phrases (a-d) with the most suitable ending (1-4).

a. Miley thinks that when she speaks openly about her problems,	1. he wouldn't like to have any other job.
b. Jared didn't really understand why he felt depressed because	2. he wanted or enjoyed doing, or with things that would be beneficial for him to do.
c. Although Zayn gets anxious while performing,	3. it will help people to realize they don't have to pretend to be someone else or to be happy.
d. It was difficult for Zayn to balance his anxiety issues with things	4. he had lots of friends and fans, and he loved his work.

3. Match the words or expressions on the left with their synonyms on the right.

a. swells up	1. manage
b. deal with	2. endless
c. upfront	3. frank
d. doubt	4. expands
e. constant	5. suspect

4. Match these words with their reference.

a. that (line 4)	1. the issue
b. some (line 8)	2. people who can't find a job or fit in
c. it (line 18)	3. medicine
d. who (line 19)	4. the fact that he felt anxiety
e. it (line 24)	5. bad skin

1.4 Reading

Name _____ No. _____ Class: _____ Date _____

AMAZING TEENS

Courtnei Sutton

Courtnei Sutton, a senior at Forest Hill High School, engages in a variety of extracurricular activities. In addition to membership in her school's art, math, foreign language and Beta clubs, she serves as director of her school's student choir and captain of its cheer team.

Being on the cheer team led her to be less reserved and come out of her shell. She says: "Cheerleading has helped me become the person and leader I am today by practicing hard work, patience and being able to communicate well with my team."

Outside of school, Sutton volunteers at the Cottage Grove nursing home and works its summer feeding program, for which she helps feed homeless people. She says that volunteering makes her grateful for her blessings and keeps her in the mindset of always giving back.

An honor-roll student in the top five of her class's academic rankings, Sutton thanks her parents and sisters for supporting her and appreciates her teacher, Rigel Robinson, for going out of his way to make sure she excels.

Sutton plans to attend Jackson State University and major in elementary education.



Phoebe Xu

In addition to being a National Merit Finalist high school senior, Phoebe Xu has held leadership positions in her chosen extracurriculars.

"Having the mentality of 'As long as you work hard, it will pay off' has really been driven into me. I need to do my best. Being able to work hard is a lifelong lesson that I will always carry with me in any situation that I'm in," Xu says.

The 18-year-old attends St Andrew's Episcopal School and serves as captain of its women's soccer team, which won the State Championships this year. She started playing soccer in fourth grade and has since been voted Best Offensive Player during her 8th through 10th grade years. "Being able to be on these teams has really helped me grow as a player and as a person, because I know I can always depend on my teammates," Xu says.

At school, Xu leads a section of The Period Movement, a nationwide group that sends feminine hygiene products to places like homeless shelters and prisons. "We've worked to increase awareness about period poverty, because there's so much inequality there," she says. "Not everyone can afford to go buy a couple products every month. One of the main things that our group is working on is getting rid of the tampon tax in every state. Women shouldn't be held back because they can't have clean sanitation." Xu aspires to become a doctor. "I want to help those around me the best way I can," she says.



<https://www.jacksonfreepress.com/news/2020> (adapted; accessed in January 2021)

1. Match the following definitions with the given words from the first five paragraphs of the text.

a. An activity at a school pursued in addition to the normal course of study.

b. The fact of belonging or being associated with a group.

c. Works for an organisation without being paid.

d. A fixed attitude, disposition or mood.

e. Performs exceptionally well.

1. mindset

2. membership

3. extracurricular

4. excels

5. volunteers

2. Match the words on the left with a suitable synonym on the right.

a. engages (line 2)

b. homeless (line 11)

c. lifelong (line 23)

d. afford (line 34)

1. enduring

2. participates

3. manage to pay

4. destitute

3. Find evidence for the following statements in the text about Courtnei.

a. Courtnei used to be shy.

b. She is a high-achiever student.

c. She wants to be a primary school teacher.

4. Answer the questions about Phoebe.

4.1 How old was she when she started playing soccer?

4.2 What was her playing position on the soccer team?

4.3 What's the name of the national group she leads?

4.4 What do they send to homeless shelters and prisons?

4.5 What's her dream job?

1.2 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a TV host talking about the actress Demi Lovato and her show *Stay Strong*. Say if the sentences are True or False.

CD4
[track 21]

- | | | |
|---|---|---|
| a. Demi's show Stay Strong is a documentary. | T | F |
| b. It was broadcast on Clevver TV. | T | F |
| c. Demi says she is cured now. | T | F |
| d. Demi felt very exposed while filming the show. | T | F |
| e. She doesn't lead a healthy lifestyle. | T | F |
| f. She doesn't want to influence other girls. | T | F |
| g. If you like, you can comment on Demi's story. | T | F |

3. Listen to the song and complete it with the missing words.

CD4
[track 22]

Video at  aula digital

Scars to your beautiful

She just wants to be beautiful
She goes **a.** _____, she knows no limits
She craves **b.** _____, she praises an image
She prays to be sculpted by the **c.** _____
Oh, she don't see the light that's shining
Deeper than the eyes can find it
Maybe we have made her **d.** _____
So she tries to cover up her **e.** _____
And cut her woes away
'Cause **f.** _____ don't cry
After their face is made

But there's a hope that's waiting for you in the dark
You should know you're beautiful just the way you are
And you don't have to **g.** _____ a thing
The world could change its heart
No **h.** _____ to your beautiful
We're stars and we're beautiful



Alessia Cara, *Scars to your beautiful* (abridged)

1.4 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to the historical report about three teenagers who made history and complete the sentences.

CD5
[track 1]

1.1 JOAN OF ARC



- a. At 13, Joan led the _____ army in a major victory against the _____.
- b. As a result, King regained his kingdom.
- c. Joan was captured by the English in _____.
- d. She died burned at the stake in _____.
- e. In 1920 she was canonised and became _____.

1.2 LOUIS BRAILLE



- a. Louis Braille developed Braille language when he was _____ years old.
- b. He had been blind since the age of _____.
- c. The Braille system consists of a system of _____ characters.
- d. The raised dots on paper are read by using _____.
- e. The first Braille book was a _____ book.
- f. It was published in _____.

1.3 MALALA YOUSAFZAI



- a. Malala received a Nobel Peace Prize when she was _____ years old.
- b. She spoke out against the _____.
- c. She made her first public speech at the age of _____.
- d. When she was 15, she survived an _____.

2. Listen to the story of the amazing Dafne Almazán and correct the wrong information in the underlined words.

CD5
[track 2]

- a. Dafne became a psychologist at the age of twelve.
- b. She received her doctorate degree when she was fourteen.
- c. She is finishing a doctorate in education.
- d. She speaks English, French, Latin and Japanese.
- e. She teaches languages at a school for gifted children.



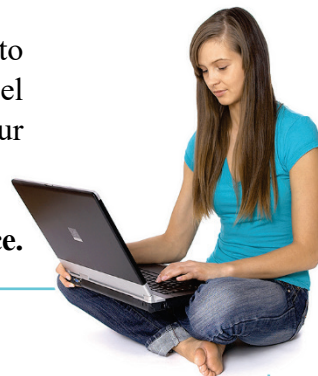
Writing – Email

Name _____ No. _____ Class: _____ Date _____

Imagine that you have a secret that you wouldn't want anybody to know because you would feel embarrassed or vulnerable about it.

One day, one of your classmates finds out about it and blackmails you into doing something for him/her in exchange for his/her silence. You don't feel comfortable with what he/she is asking you to do, but you don't want your secret to be revealed. You don't know what to do.

Write an email to a Help Page recounting the story and asking for advice.



Dear _____

I have a secret: _____

Everything happened _____

That day _____

Meanwhile _____

Then _____

I feel really _____

Could you please _____

Greet

Say what your secret is.

Set the context: when, where
and the people involved.

Tell the events as they happened
following a time-structure
sequence.

Use a new paragraph for each
stage of the story.

Express how you feel about what
happened.

Ask for advice.

Close and sign your email.

1. Speaking

Name _____ No. _____ Class: _____ Date _____

ROLE-PLAY

Pair work/interaction

In pairs, role-play the following situation.

STUDENT A

Your parents are putting pressure on you to decide about your future path. You are not very self-confident and your self-esteem is low and you have no idea what you want to do with your life. You ask your friend to give you some advice on the options.

*Check the Useful language on MyGPS, page 236.

STUDENT B

You have decided from an early age what you want to do with your life; you're self-reliant, you know you will succeed. Your best friend is the opposite and asks for some advice which may help him weigh his options.

ORAL PRESENTATION

Individual work/production

Choose one of the issues below that may affect teenagers while growing up and prepare a 7 to 10-minute presentation.

- Anorexia
- Bullying
- Peer pressure
- Online addiction
- Depression and mental health

You may follow the guidelines given below:

- Give a definition of your chosen issue or describe it briefly.
- Find two or three causes of the problem.
- Choose two or three consequences of the problem.
- Give some tips to people who may be dealing with similar issues.

1.1 Present simple/Present continuous

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- a. It **usually takes / is usually taking** me one hour to get ready for school.
- b. I **don't like / am not liking** history much, but I manage. I **only have / am only having** it once a week.
- c. Don't be silly! You look great. You **don't put / are not putting** on weight at all!
- d. What is David doing there?! He **doesn't usually sit / isn't usually sitting** at the front!
- e. Is there anything wrong with me today? Everybody **stares / is staring** at me!

2. Write the sentences in the negative and interrogative form.

- a. At the moment I'm checking the new posts on my Instagram.

NEG: _____

INT: _____

- b. My mother works at the hospital.

NEG: _____

INT: _____

- c. She's getting a tattoo like all of her friends.

NEG: _____

INT: _____

- d. I know the film *Mandalorian*.

NEG: _____

INT: _____

3. Rewrite the sentences replacing the underlined mistakes with the correct form of the verb.

- a. Are you having a lot of friends at school?

- b. I stay at Carol's tonight. We have a sleepover! I'm so excited!

- c. We are usually texting each other until midnight every night.

- d. These girls always make fun of me! I am not understanding why!

- e. Does she invite a lot of people from school to her birthday party on Saturday?

1.1 Past simple/Past continuous

Name _____ No. _____ Class: _____ Date _____

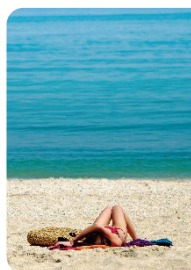
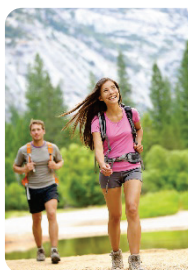
1. Choose the correct option.

- 1.1 I _____ outside the classroom when my friends _____ me a group hug.
 a. cried... was giving b. was crying... gave c. cried... gave
- 1.2 While he _____ the classroom, he _____ his friends outside.
 a. left... was seeing b. was leaving... saw c. was leaving... was seeing
- 1.3 The teacher _____ him while he _____ a message to this boy.
 a. caught... was sending b. was catching... sent c. was catching... was sending
- 1.4 Last night I _____ off the notifications because I _____ to be distracted.
 a. turned... wasn't wanting b. was turning... didn't want c. turned... didn't want
- 1.5 While the speaker _____ his story of bullying, he _____ very emotional.
 a. told... was getting b. was telling... got c. told... got

2. Rewrite the sentences so that they keep the same meaning using the verbs in the negative form.

- a. They were late for the first class because they overslept.
 They were late for the first class because they _____ (**not wake up**) on time.
- b. We forgot to invite Kamala to the party! She will be so angry!
 We _____ (**not remember**) to invite Kamala to the party! She will be so angry!
- c. Our team was losing at half time, but we managed to pull through!
 Our team _____ (**not win**), but we managed to pull through!
- d. I hated it when some of my classmates made fun of others at primary school!
 I _____ (**not like**) if when some of my classmates made fun of others at primary school!
- e. We were standing up when the teacher arrived in the classroom.
 We _____ (**not sit down**) arrived in the classroom.

3. Write sentences to describe what happened. Use the past simple and the past continuous.



- a. While we _____ (**hike**) in the mountains, we _____ (**see**) a bear.
- b. I _____ (**lie**) on the beach when it _____ (**start**) to rain.
- c. When Sarah _____ (**knock**) on their door, they _____ (**have**) dinner.

1.2 Present perfect/Past simple

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with the present perfect and choose the correct word.

- a. My sister Meredith _____ (**struggle**) with depression **since / for** ages.
- b. Peer pressure _____ (**be**) considered a serious issue for teenagers **recently / ever**.
- c. I _____ (**not discuss**) my bullying experience with anyone **already / yet**.
- d. Most teens _____ (**feel**) the stress of excelling at school **for / since** childhood.
- e. **How long / When** _____ (**you / know**) about his eating disorder?

2. Complete the dialogues by choosing between the past simple and the present perfect.

- a. – **Did you see / Have you seen** Demi Lovato's *Stay Strong* documentary?
– Yes, I **saw / have seen** it a couple of days ago on MTV.
– **Did you like / Have you liked** it?
– Very much! I **never saw / have never seen** Demi looking so vulnerable.
- b. – I **finished / Have finished** the book *Wintergirls* last night.
– Really? I **didn't even start / haven't even started** reading it! I have an essay to hand in soon and I **didn't finish / haven't finished** yet.
- c. – Guess who I **just met / have just met** on the street?! Remember that girl with freckles who **bullied / has bullied** everyone at primary school?
– Belinda Norton?! No way!
– You wouldn't believe how much she **changed / has changed** since the last time we **saw / have seen** her!

3. Correct the underlined mistakes in the following sentences.

- a. My best friend and I have met at this school five years ago.

- b. I have attended this school since three years.

- c. We haven't been at Alex's birthday party last Saturday.

- d. Have you already fallen out with your BFF? – No, never!

- e. When have you started your counselling sessions? – Two months ago.

1.2 Modal verbs

Name _____ No. _____ Class: _____ Date _____

1. Read the sentences and identify the situation conveyed by each modal.

- a. Shall we invite our friends over for lunch this Saturday? **Suggestion / Advice**
- b. Can I leave earlier today, Miss? I have a medical appointment. **Ability / Permission**
- c. You can choose a wide range of books from our class's reading list. **Ability / Possibility**
- d. You are so intolerant! You should be more respectful of other people's opinions. **Advice / Prohibition**
- e. He can speak Spanish so fluently. Has he lived in Spain? **Ability / Possibility**
- f. You mustn't use your mobile phone on a plane. **Advice / Prohibition**

2. Choose the appropriate modal verb.

- a. We **should / must** have told her the truth from the beginning. Now, it's too late.
- b. Miss Davis, **can / might** we listen to the song "Lovely", by Billie Eilish and Khalid again?
- c. **Can / Could** you play the guitar when you were six?
- d. You **mustn't / shall not** step on the grass. Read the sign!
- e. I **should / might** go to Paris this summer, but I'm not sure yet.
- f. Sorry, you **can't / can** use my computer now. I need it to answer some work emails.

3. Choose from the box the most appropriate modal verb to complete the second sentence.

should can't must shouldn't may

- a. It's advisable to ask for help when you're feeling down.
You _____ ask for help when you're feeling down.
- b. It's essential to obey the company's regulations.
You _____ obey the company's regulations.
- c. Sam is unlikely to be at home this weekend. He said he wanted to visit his parents.
Sam _____ not be at home this weekend because he wanted to visit his parents.
- d. It's not possible to meet the project deadline as we had agreed initially.
We _____ meet the project deadline as we had agreed initially.
- e. It's not a very good idea to share your feelings so openly with strangers.
I don't think you _____ share your feelings so openly with strangers.

1.3 Future forms

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option to complete the sentences.

- a. I **will see / am seeing** my tutor next Tuesday at 3 p.m.
- b. **Will you call / Are you calling** in case something else **will come / comes up**, please?
- c. My parents believe it **will be / is going to be** easy for me to get a successful career in marketing when I **will finish / finish** my degree.
- d. I **will make / am making** an effort to be more responsible from now on, I swear. Next year I **will be / am being** a top student!
- e. Ricky **will study / is going to study** law. He wants to follow in his grandfather's footsteps.

2. Which of the sentences above expresses:

- a. an intention _____
- b. a belief or hope _____
- c. an arrangement _____
- d. a request _____
- e. a promise _____

3. What would you say in the following situations?

- 3.1 You are running late and you are going to miss your first class if you have to walk to school.
 - a. – Mum, will you drive me to school today?
 - b. – Mum, are you going to drive me to school today?
- 3.2 I'm struggling with my essay for the English lesson! I really need to get a good mark!
 - a. – I come over to your place tonight and help you.
 - b. – I'll come over to your place tonight and help you.
- 3.3 Have you decided what topic to write about in your essay?
 - a. – I've thought a lot about it. I'll write about future perspectives for young entrepreneurs.
 - b. – I've thought a lot about it. I am going to write about future perspectives for young entrepreneurs.

4. Complete the sentences using *will*, *be going to* or the present continuous, according to the situation.

- a. Stephen _____ (**set up**) his own business online. (**intention**)
- b. Ella's teachers _____ (**help**) her apply for the internship on graphic design. (**promise**)
- c. I _____ (**meet**) my tutors on Friday at 4 p.m. to discuss my future options. (**arrangement**)
- d. I feel a bit sick today. I think I _____ (**stay**) home. (**instant decision**)

1.4 Degrees of adjectives

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- a. Paul is much **more talkative than / the most talkative** when he was a child.
- b. Is Ann **the best / a better** athlete than I am?
- c. Lucy is **as thoughtful as / more thoughtful than** Michael. Both show empathy towards others.
- d. Craig is by far **friendlier than / the friendliest** monitor we've had at the summer camp.
- e. Louis and Patrick are **the busiest / less busy** this week than usual.
- f. Diana is **more forgetful / the most forgetful** person I've ever met.

2. Complete the sentences with the comparative form of the adjectives in brackets.

- a. Kim is _____ (**ambitious**) me. She works hard while I prefer to have fun.
- b. Today is a lot _____ (**hot**) yesterday. The temperature has risen considerably.
- c. We couldn't have found a _____ (**charming**) place to relax.
- d. My career choice wasn't _____ (**easy**) it might seem. I had to make compromises.

3. Complete the sentences with the superlative of the adjectives in brackets.

- a. Adam is _____ (**optimistic**) person I know. He sees the glass half full in every situation.
- b. I think you made _____ (**big**) mistake of your life by not pursuing your dream.
- c. They are _____ (**creative**) ones in class. They usually have ideas totally outside the box.
- d. Today was _____ (**happy**) day of my life!

4. Write comparative sentences.

- a. I / run / fast / you _____
- b. This exercise / easy / the previous one _____
- c. Cars / expensive / bicycles _____
- d. Adults / tall / children _____

5. Write superlative sentences.

- a. Mark / good / friend / ever _____
- b. I / fantastic / time / on my holidays _____
- c. Julie / outgoing / person / you / will meet _____
- d. Today / cold / day / of the year _____

1.4 Clauses of purpose and contrast

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- They gave the speech **despite / although** all the criticism.
- You need to find a more user-friendly name **to / so that** we can access it more easily.
- However / Even though** a lot has been done by youth activists, they need to continue fighting.
- Keanu Reeves has dyslexia; **nevertheless / whereas** it hasn't stopped him from being a superstar.
- I'm going to be brief in my speech today **so as to / so as not to** take too much of your time.



2. Match each pair of sentences with a suitable connector.

a. We only asked for her help	in order that	1. be informed about world events.
b. Their campaign was a success	despite	2. his attempts to persuade me.
c. I read the newspaper	whereas	3. she wouldn't feel left out.
d. I didn't accept his excuses	so as to	4. ours was a failure.

3. Complete the sentences by choosing a connector from the box.

so that to although despite however so as not to

- They seem determined and motivated; _____, they aren't reliable.
- I watched the documentary *Youth Unstoppable* _____ I could know more about these teen climate activists.
- _____ working hard for the campaign, Thomas didn't have any success.
- We volunteer in a nursing home _____ provide company for the elderly.
- Jane set the alarm clock _____ arrive late at the campaign rally.
- _____ Millie Bobby Brown was only fourteen years old, she spoke out on behalf of children.

1.4 Past perfect/Past simple

Name _____ No. _____ Class: _____ Date _____

1. Match the sentences on the left with their answers on the right.

a. Why did you decide to be part of *volunteer.com*?

b. Why were you so sad yesterday?

c. Where did you put my laptop?

d. You didn't join the Zoom meeting yesterday.

e. Didn't you have dinner at that Mexican restaurant last night?

1. Back where I had found it before I used it.

2. No, I had lost my username and password, but now I've got them.

3. I realised I had spent too much time on myself.

4. It had closed down after all.

5. My best friend had made some unpleasant remarks.

2. Complete the sentences with the verbs in the past simple or past perfect.

- a. Mikhail passed the casting to get the part because he _____ (**practise**) a lot in the weeks before.
- b. I _____ (**never go**) out with a girl before, so I felt very nervous on my first date.
- c. Leni _____ (**be**) really sad because no one had answered her application.
- d. We stayed at home last night because we _____ (**arrange**) to binge watch Netflix together.
- e. Thierry felt much better after he _____ (**tell**) his parents about his decision.

3. Choose the correct option to complete the text.

- a. Susan is a 16-year-old teen **who wanted / had wanted** to make a difference after she **watched / had watched** a report on local TV on the living conditions of homeless people in her city.
- b. She **didn't know / hadn't known** much about the issue before she **witnessed / had witnessed** the harsh reality in that report.
- c. A few weeks later she **launched / had launched** a fundraising campaign because she **saw / had seen** how successful these could be.
- d. Before she **presented / had presented** the idea online, though, she **did / had done** her research to get some statistic data on the homeless population.
- e. As she **planned / had planned** it so carefully, the campaign **ended / had ended** up gathering around £4,000 in a few weeks and she was really proud to be able to make a difference in some homeless people's lives.



1. Overall verb tenses

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- 1.1 Julia _____ her stuff in the classroom when I last saw her.
a. packed b. has packed c. was packing
- 1.2 I believe Richard _____ his depression very soon.
a. overcame b. overcomes c. will overcome
- 1.3 Sylvia and Ted _____ at this school since the beginning of the school year.
a. have been b. were c. are
- 1.4 My friends and I _____ the bus to school in the morning.
a. always take b. will always take c. take always
- 1.5 I _____ at Claire's tonight. We have to finish our science project.
a. have stayed b. stay c. am staying

2. Ask the right question for the underlined answers.

- a. When did _____
Malala made her first public speech at age 11.
- b. What is _____
My mother is working on the coverage of presidential elections right now.
- c. Where does _____
My friend Sasha? He comes from Russia.
- d. What was _____
The teacher was assigning project work when I arrived in class.

3. Complete the fable below by choosing the correct verb tense.

The Bear and the Two Travellers

Two men **a. were travelling / travelled** together when a bear suddenly **b. met / had met** them on their path. One of them **c. climbed / was climbing** up quickly into a tree and concealed himself in the branches. The other, seeing that he must be attacked, fell flat on the ground, and when the bear **d. came / had come** up and felt him with his snout, and smelt him all over, he held his breath, and feigned the appearance of death as much as he could. The bear soon left him, for it is said he **e. will not touch / doesn't touch** a dead body. When he was quite gone, the other traveller **f. descended / was descended** from the tree, and jocularly inquired of his friend what it was the bear **g. had whispered / whispers** in his ear. "He gave me this advice," his companion replied. "Never travel with a friend who **h. deserts / deserted** you at the approach of danger."



<https://aesopfables.com> (adapted; accessed in January 2021)

1.1/1.2 Vocabulary

Name _____ No. _____ Class: _____ Date _____

PERSONALITY ADJECTIVES / ADJECTIVES DESCRIBING FEELINGS

1. Choose the most suitable adjective.

- a. Peter is always **lazy** / **bad-tempered** in the mornings. He gets angry at the slightest thing.
- b. I wish everyone could be as **easy-going** / **kind** as Jack. He's so relaxed and friendly.
- c. Still in bed at lunchtime? Get up! Don't be **reliable** / **lazy**.
- d. I can always count on Ann to keep things on the right track. She's so **reliable** / **polite**.
- e. Martha is so considerate and helpful. I've never met anyone as **easy-going** / **kind** as her.
- f. Joe always says "thank you", "please" and "excuse me". What a **polite** / **bad-tempered** child!

2. Write the words in the box under the correct definition to describe someone who:

annoying sensible indifferent selfish generous dull

a. only thinks of himself.

b. is reasonable and practical.

c. isn't interesting or exciting.

d. is willing to give money or help freely.

e. isn't interested in someone or something.

f. makes you feel slightly angry and impatient.

3. Match the adjectives with their correct meanings to form complete sentences.

People who are/feel:

a. thrilled

b. puzzled

c. terrified

d. furious

1. are very angry.

2. show extreme fear about something.

3. are extremely pleased, happy and excited.

4. feel perplexed and confused.

1.3 Vocabulary

Name _____ No. _____ Class: _____ Date _____

FALSE FRIENDS / COMMON EXPRESSIONS USING DEGREES OF ADJECTIVES

1. Match the words in column A with their synonyms in column B and their possible confusing meaning in column C.

COLUMN A	COLUMN B	COLUMN C
a. actually	1. creativity	A. accomplish
b. legends	2. help	B. currently
c. ingenuity	3. myths	C. hold
d. realise	4. really	D. naivety
e. support	5. understand	E. subtitles

2. Choose the correct option.

- In his **ingenuity** / **naivety**, Brian believed everybody would help him.
- If Sylvia continues with her positive attitude, she will **realise** / **accomplish** so many good things in life!
- As you grow up, you **realise** / **accomplish** that being proactive will open many doors along the way.
- They are **actually** / **currently** employing workers, so I'm going to apply as I've already got my degree.
- You should surround yourself with friends and family who can **support** / **hold** you in difficult times.
- Some teens have made a real difference in the world and are treated as real **legends** / **subtitles**.

3. Complete the following expressions with the adjectives in the box.

- _____ than life.
- _____ said than done.
- Actions speak _____ than words.
- He who laughs last, laughs _____.
- The grass is _____ on the other side.
- The forbidden fruit is the _____.

longest
greener
easier
larger
sweetest
louder

4. Complete the sentences with an expression from exercise 3.

- I wanted to set up my own business online, but I realised after a while that it is _____.
- My sister is always the heart of the family gatherings. Everyone agrees that she is _____.
- What you do in life is more important than what you say you'll do. I really believe that _____.

1.4 Vocabulary

Name _____ No. _____ Class: _____ Date _____

QUALITIES TO BE SUCCESSFUL

1. Choose the word that fits each definition.

- 1.1 The ability to depend on yourself or your own abilities to do things or make decisions.
a. integrity b. self-reliance c. intuition
- 1.2 The ability to identify and manage one's own emotions, understand what they mean, and how they can affect other people.
a. intuition b. emotional intelligence c. generosity
- 1.3 The ability to judge what needs to be done and take action, especially without suggestion from other people.
a. initiative b. perseverance c. intuition
- 1.4 The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
a. curiosity b. emotional intelligence c. empathy
- 1.5 The ability to understand something immediately based on your feelings rather than facts.
a. generosity b. open-mindedness c. intuition
- 1.6 The continued effort to do or achieve something despite difficulties, failure or opposition.
a. empathy b. perseverance c. integrity
- 1.7 The quality of being honest and having strong moral principles.
a. integrity b. intuition c. empathy
- 1.8 The quality of being willing to consider ideas and opinions that are new or different from your own.
a. pen-mindedness b. generosity c. curiosity
- 1.9 The spirit and action of freely and frequently giving to others.
a. initiative b. generosity c. empathy
- 1.10 The strong desire to know or learn something.
a. curiosity b. self-reliance c. intuition

2. Choose from the words above to complete the sentences.

- a. He never gave up his dreams of being a scientist, despite the difficulties. It was this same _____ that helped him win the Teen of the Year award.
- b. Today's society values people with _____ – people who set things in motion and don't stand still waiting for things to get done.
- c. Greta Thunberg showed all her _____ when she donated 500,000 euros of her Gulbenkian Prize to environmental organisations.

1. Overall vocabulary

Name _____ No. _____ Class: _____ Date _____

1. Fill each gap with one word from the box.

support respectful threatens embarrassed terrified realise

Abusive relationships

Dating violence is any intentional behaviour that harms, **a.** _____, or endangers the physical or emotional safety of self or others. If you **b.** _____ someone you know is in an abusive relationship, show him/her some **c.** _____. Don't be judgemental or make them feel **d.** _____ about the situation. Don't pressure the victim to talk about the abuse as they may feel **e.** _____ to speak up. Be **f.** _____ of their feelings, but report the situation to the authorities.

2. Fill each gap with one word from the box.

sensible compassionate honest loyal hard-working

Positive personality traits

Some, if not most, of your personality traits are likely to be positive. For example:

- being **a.** _____ by always telling the truth means you are someone who can be trusted;
- being persistent and **b.** _____ will help you keep going no matter what;
- being **c.** _____ and sympathetic means you relate well to others;
- being **d.** _____ means you're reasonable and make wise decisions;
- being **e.** _____ is a great quality, as your friends know they have your constant support;

3. Complete each gap with one word from the box.

selfish bad-tempered lazy

Negative personality traits

What would life be without balance? Whether we like to admit it or not, some of our personality traits are also likely to be negative. For example:

- being rigid and **a.** _____, unyielding to the needs of others are not endearing qualities;
- being **b.** _____ and full of excuses is sure to drive others away, too;
- being **c.** _____ will turn people away since you easily become angry and annoyed.

<https://examples.yourdictionary.com> (adapted; accessed in January 2021)

Unit 1 – Audioscripts

1.1 LISTENING

1. Listen to a reporter from *TIME* magazine talking about the teen of the year, Tyler Gordon.

High school freshman Tyler Gordon has faced more challenges than some people experience in a lifetime. He used a wheelchair for nearly two years after breaking bones in his legs and hips because of a vitamin D deficiency. He was born deaf and underwent surgery at age 5 that gave him some hearing, but he still speaks with a stutter. In elementary school, he got bullied so much that he barely spoke.

"His escape was to not speak at all; he'd nod his head or point, he was so afraid," says Gordon's mother Nicole Kindle. But at 10, Gordon found his artistic voice. After watching his mom paint, he decided to try it himself and won first place in a school art contest with a portrait he'd made of the principal. In the four years since, he's painted more than 500 portraits of Black icons who inspire him, most recently Vice President-elect Kamala Harris, who called him right before Thanksgiving to tell him he's "amazing" and has a "gift."

"Sometimes I can't talk and get words out, so I speak through my art," Gordon says. Painting helps him move past the bullying, which he still experiences; he lost a front tooth in one incident earlier this year. "It helps me take my mind somewhere else. I don't want to keep thinking about that same moment for the rest of my life."

His big break came in 2018, when his portrait of NBA star Kevin Durant went viral and caught the eye of the player's mother, who bought it for \$300. Celebrities started calling for commissions. Among the stars he's painted and met are Janet Jackson, Kevin Hart, Jennifer Lopez and Alex Rodriguez. In 2019, a portrait of the Central Park Five fetched more than \$100,000 at auction, and he won a 2020 Global Child Prodigy Award.

Media interviews and speaking engagements have helped Gordon combat his fear of public speaking, and he hosts virtual painting classes every Wednesday on Instagram, where he boasts nearly 50,000 followers.

"Since he started painting, I can't get the kid to be quiet," says Kindle. "He's not afraid of the stutter anymore." Now, by starting his own online platform for video tutorials called "Tongue Tye'd", he hopes he can show other kids how to overcome their challenges with art as well.

<https://time.com> (adapted; accessed in January 2021)

1.2 LISTENING

1. Listen to a TV host talking about the actress Demi Lovato and her documentary *Stay Strong*.

I'm Joslyn Davis in Hollywood with the Clevver TV rundown on Demi Lovato's highly anticipated *Stay Strong* special from MTV. The show aired last night and Demi opened up more than ever in the documentary-style production, talking about everything from how things ran out of control in her life to where she stands right now.

Demi was very candid even saying that she can't say she hasn't thrown up or cut herself since leaving treatment and also adding that, quote, "I don't think I'm fixed. People think that you're like a car in a body shop. You go in, they fix you, and you're out. It takes constant fixing."

Now, this was a challenge for Demi and she said she felt very vulnerable during shooting this documentary, but she says it's worth it if one girl out there can connect with what she's gone through. Demi explained that today, right now, she is living a really healthy lifestyle. She also explained that she is being so open because she wants to be an example to girls out there.

You guys let us know what you thought of Demi's openness and willingness to really put everything out there and feel free to share your thoughts and support down in comment section and don't forget to subscribe to Clevver TV on YouTube for non-stop scoop as it breaks. Thanks so much for watching Clevver TV. I'm Joslyn Davis and we'll see you next time.

<https://www.youtube.com> (adapted; accessed in January 2021)

2. Listen to the song "Scars to your beautiful".

She just wants to be beautiful
She goes unnoticed, she knows no limits
She craves attention, she praises an image
She prays to be sculpted by the sculptor
Oh, she don't see the light that's shining
Deeper than the eyes can find it
Maybe we have made her blind
So she tries to cover up her pain
And cut her woes away
'Cause cover girls don't cry
After their face is made
But there's a hope that's waiting for you in the dark
You should know you're beautiful just the way you are
And you don't have to change a thing
The world could change its heart
No scars to your beautiful
We're stars and we're beautiful

Alessia Cara, *Scars to your beautiful* (abridged)

1.3 LISTENING

1. Listen to a psychologist talking about the most important decisions and challenges affecting your teenage years.

Teen years aren't easy. As you begin to assert your independence, you face a variety of choices – how to express yourself, who to hang out with and what path to take for the future. You might struggle to fit in with your peers as you discover who you are and what you believe. Understanding the decisions and challenges you have to face might give you a little help.

Peer pressure

Peer pressure is an ongoing challenge. Influence from your friends can lead you to make risky decisions, such as whether you choose to drink alcohol or do drugs. You are definitely more likely to take risks when you're around your friends – friends who might also be taking similar risks. Peer pressure, then, represents both a challenge and decision, as you struggle to choose between what you know is right and what your friends are doing.

Self-discovery

Teens are rife with potential, but you might face challenges as you struggle to discover the activities, interests and paths that appeal to you. Teens learn by trying out different roles, responsibilities and experiences. However, when you do not have access to such learning opportunities, you might have a hard time discovering what makes you happy. This path to self-discovery is a challenge during the tumultuous teenage years.

Plans Beyond High School

Even though the teen years might seem carefree, you have to make major life decisions as high school graduation nears. Some of these decisions include choosing which colleges to apply to, selecting a school to attend and choosing an academic major, for the short term, and career path, for the long term. Some of you might enter the working world upon graduation, which requires you to find a job that interests and engages you. These future-oriented decisions have major consequences on your life trajectory.

Stress

When you are busy hopping from one social event to the next, you might not think that stress is a major part of your life, but you experience stress in a number of ways. Conflicting pressure from friends and parents to behave a certain way can cause stress. Changing friendships and relationships with both friends and family can contribute to stress, as can body image issues. Stress can be a continuing challenge for you as you move through your adolescence.

<https://education.gov> (adapted; accessed in January 2021)

2. Listen to a summary of the book *The Success Principles For Teens*.

Have you ever wondered why some people are so successful, and others are not? The truth is, they are not born that way. It took them some time and effort to develop habits and skills that made them effective. Those habits and skills reflect some universal principles. They don't depend on our circumstances. Even better, they can help us achieve so many different things, like good grades, great friendships, money, respect, happiness. But how do you discover those principles? Here's great news – you don't have to figure them out all by yourself. Jack Canfield did an awesome job collecting the 20 essential principles for you. His book, *The Success Principles*, is a kind of a roadmap – or a recipe – that you can follow with confidence. We all have different goals, and your situation might be unique. Luckily, there is a recipe for success that works for everyone. Before you begin, remember two things. Firstly, the challenges you are facing at the moment are not going to affect your future as much as you think – but the way you react to them will influence it tremendously. Secondly, no one can use these principles for you. It is completely up to you. Are you ready to commit to success? Please keep in mind the following – “The only real limits to our potential are those we give ourselves.” “If you only pursue what other people think is realistic, you will never discover what you really want or experience what you really deserve. Appreciate your strengths, and they will get stronger. Acknowledge your successes, and they will multiply.”

<https://www.thehopefullinstitute.com> (adapted; accessed in January 2021)

1.4 LISTENING

1. Listen to the historical report about three teenagers who made history.

Once in a while, a very savvy and smart kid makes a difference and changes the course of History. Here are three people who left their mark at a young age.

Joan of Arc

At age 13, believing she was on a mission from God, but having no military experience, Joan of Arc led the French army in a major victory against the English at Orléans during the Hundred Years' War and helped make it possible for

Charles VII to regain the kingdom in 1429. Joan of Arc was captured by the English in 1430 and burned at the stake in 1431. She became a French national hero and was, at long last, canonised in 1920, becoming Saint Joan of Arc.

Louis Braille

The Braille language for the blind was developed by Louis Braille in 1824, when he was just 15 years old. He tweaked it and expanded it after that, but, having been blind himself since the age of 3, he was inspired at a young age to conceive of a way to read and write. Braille consists of a code of 63 characters, each made up of one to six raised dots arranged in a six-position matrix or cell. The dots are embossed on paper and are read by using one's fingers. He published the first Braille book, a three-volume history book, in 1837.

Malala Yousafzai

In 2014, at age 17, Malala Yousafzai became the youngest recipient of the Nobel Peace Prize. The young activist from Pakistan had become famous for speaking out against the Taliban and encouraging young girls like herself to pursue an education. She made her first public speech alerting for the cause when she was only 11 years old. She attracted international attention when she survived an attempt on her life at age 15.

<https://www.britannica.com> (adapted; accessed in January 2021)

2. Listen to the story of the amazing Dafne Almazán.

In the heart of Mexico City is a school exclusively for gifted children and at the heart of that school is a gifted 16-year-old prodigy named Dafne Almazán. Dafne is a child prodigy who became the world's youngest psychologist at the age of 13. And *Forbes* magazine named her one of Mexico's most powerful women. At 14 she received her master's in education and right now she is finishing a doctorate in law. As that isn't enough, Dafne speaks English, French, Latin and Mandarin and finds time during the day to study them all. Did I say that she's only 16? It is estimated that there are over 1 million gifted children in Mexico with a talent waiting to be tapped, so Dafne is committed to nurturing the vast talent of the gifted children of Mexico; that's why she teaches psychology at the school she once graduated from.

<https://www.youtube.com> (adapted; accessed in January 2021)

Unit 1 – Answer key

1. Standard worksheets

READING

1.1 READING

1.
SYNONYMS: a. dumbfounded (line 10); b. awkward (line 19); c. scare (line 21); d. barely (line 25); e. broadcasting (line 40)
ANTONYMS: a. subtle (line 1); b. pulled up (line 8); c. epic (line 17); d. cool (line 24); e. blushes (line 29)
2.
a. F: "...and when I typed in Gmail, it pulled up your account. You probably should have logged out" (lines 7-9)
b. T: "Anyway, I thought it might interest you that my brother is gay." (lines 10-11)
c. T: "I actually think people would be cool about it..." (line 24)
d. F: "Some straight kid who barely knows me, advising me on coming out." (line 25-26)
3.
3.1 Martin finds out that Simon has a different sexual orientation.
3.2 He is okay with it and thinks it is not a problem.
3.3 He says that if people knew, it would be a disaster, but then states that he is not scared and it would probably be okay if people knew.
3.4 Because he wanted to use it to talk Simon into doing something for him in exchange for keeping his secret.
3.5 Personal answer.

1.2 READING

1.
a. Kristen; b. Miley; c. Zayn; d. Miley; e. Jared
2.
a. it will help people to realize they don't have to pretend to be someone else or to be happy.
b. he had lots of friends and fans, and he loved his work.
c. he wouldn't like to have any other job.
d. he wanted or enjoyed doing, or with things that would be beneficial for him to do.
e. has the ability to persevere.
3. a. upfront (line 22); b. doubt (line 23); c. deal with (lines 24-25); d. swells up (line 27); e. constant (line 31)
4. a. bad skin; b. medicine; c. the reason for his depression; d. people who can't find a job or fit into society; e. the fact that he felt anxious

1.3 READING

1.
a. "some tips on sustaining positive relations with your parents include telling the truth; understanding what's important to them; earning trust; helping out without being asked." (line 18-20)
b. "you'd better get really clear on what kind of people you're going to date and what you're going to do about sex." (lines 22-23)
c. "How do you avoid the addiction trap? Make your own decisions and don't give in to peer pressure." (lines 25-26)
d. "if your self-confidence or lack of it comes from how you stack up on the good-looks gauge, you've got serious problems." (line 28-29)
e. "by simply making smarter choices starting today, your teenage journey can be so much smoother." (line 34-35)
2.
a. impact (line 10); b. hard (line 11); c. judged (line 16); d. perfect (line 16)

3.
a. unforgiving (line 25); b. avoid (line 26); c. let (line 27); d. serious (line 29)

4.
a. School may give you lots of opportunities in the future or may close them dramatically for a long period of time depending on how much importance you decide to give to your education.
b. It's important to understand that self-confidence should be come from personality, positive thoughts and feelings and not from concerns about your appearance.
c. When it's time to make a difficult decision, the easiest path is not always the best option since there are other paths which may bring more benefits in the long run.

1.4 READING

1.
a. extracurricular (line 3), b. membership (line 3); c. volunteers (line 10); d. mindset (line 12); e. excels (line 16)
2.
a. 2; b. 6; c. 1; d. 4
3.
a. "Being on the cheer team led her to be less reserved and come out of her shell." (line 6-7)
b. "An honor-roll student in the top five of her class's academic rankings..." (line 14)
c. "Sutton plans to attend Jackson State University and major in elementary education." (line 17)
4.
a. Probably around 10 years old (she was in fourth grade)
b. Offensive player
c. The Period Movement.
d. It sends feminine hygiene products to places like homeless shelters and prisons.
e. To abolish the tampon tax in every state.

LISTENING

1.1 LISTENING

- 1.1 b; 1.2 c; 1.3 b; 1.4 c; 1.5 a; 1.6 a

1.2 LISTENING

1.
a. T; b. F; c. T; d. F; e. F; f. T
2.
b. She hasn't thrown up or cut herself since leaving treatment.
d. She felt vulnerable while filming the documentary.
e. Right now, she's living a really healthy lifestyle.
3.
a. unnoticed; b. attention; c. sculptor; d. blind; e. pain; f. cover girls; g. change; h. scars

1.3 LISTENING

1.
a. challenge; b. risky decisions; c. is right; d. you happy; e. a challenge; f. life decisions; g. apply; h. academic; i. career path; j. interesting; k. parents; l. friends; m. body image
2.
a. circumstances; b. great friendships, happiness; c. 20 principles; d. our reactions; e. give ourselves; f. get stronger; g. multiply

1.4 LISTENING

1.
1.1 a. 13; b. Hundred Years' War; c. 1430; d. Burned at the stake; e. She became a Saint/She was canonised.
1.2 a. 1824, b. 15; c. 3; d. 63; e. 1837; f. History book
1.3 a. 2014; b. Taliban; c. 11; d. Survived an attempt on her life

2.
a. At the age of 13 (not 12); b. A Master's degree (not a Doctorate); c. in law (not in Education); d. and Mandarin (not Japanese); e. Psychology (not Languages)

GRAMMAR

1.1 PRESENT SIMPLE/PRESENT CONTINUOUS

1.
a. usually takes; b. don't like; only have; c. are not putting; d. doesn't usually sit; e. is staring; f. likes; am getting
2.
a. are you doing at the moment?
b. does your mother work?
c. is she getting a tattoo?
d. Do you know the film *Mandalorian*?
e. Does your friend Chris live near you?
f. Are you having a good time at your new school?
3.
a. Do you have a lot of friends at school?
b. I am staying at Carol's tonight. We are having a sleepover. I'm so excited!
c. We usually text each other until midnight every night.
d. These girls are always making fun of me! I don't understand why!
e. Is she inviting a lot of/many people from school to her birthday party on Saturday?

1.1 PAST SIMPLE/ PAST CONTINUOUS

1.
a. was crying; came; gave; b. was leaving; saw; were waiting; c. caught; was sending; d. turned; was studying; didn't want; e. was telling; got
2.
a. they didn't wake up
b. We didn't remember to invite Kamala to the party!
c. Our team wasn't winning at half time
d. I didn't like it when some of my classmates made fun of others at primary school!
e. We weren't sitting down (yet) when the teacher arrived in the classroom.
3.
a. While we were hiking/walking in the mountains, we saw a bear/a bear showed up.
b. I was lying on the beach when it started to rain.
c. When Sarah knocked on the door/arrived, they were having lunch/dinner.

1.2 PRESENT PERFECT/PAST SIMPLE

1.
a. has struggled; for; b. has been; recently; c. haven't discussed; yet; d. have felt; since; e. How long; have you known
2.
a. Have you seen; saw; Did you like it?; have never seen
b. finished; haven't even started; haven't finished
c. have just met or just met; bullied; has changed; saw
3.
a. My best friend and I met at this school five years ago.
b. I have attended this school for three years.
c. We weren't at Alex's birthday party last Saturday.
d. "Have you ever fallen out with your BFF?" "No, never!"
e. "When did you start your counselling sessions?" "Two months ago."

1.2 MODAL VERBS

1.
a. suggestion; b. permission; c. possibility; d. advice; e. ability; f. prohibition

2.
a. should/could; b. may/could; c. Could; d. mustn't; e. may/might; f. can't
3.
a. You should ask for help when you're feeling down.
b. You must obey the company's regulations.
c. Sam may not be at home this weekend. He said he wanted to visit his parents.
d. We can't meet the project deadline as we had agreed initially.
e. I don't think you should share your feelings so openly with strangers.
f. Kate might not want to go with us to the party.

1.3 FUTURE FORMS

1.
a. am meeting; will call; comes up
b. will be; finish
c. will make; will be
d. is going to study
2.
2.1 a.; 2.2 c.; 2.3 b.
3.
a. is going to set; b. will help her; c. am meeting my tutors; d. will stay home

1.3 DEGREES OF ADJECTIVES

1.
a. more talkative; b. better; c. as thoughtful as; d. the friendliest; e. less busy; f. the most forgetful
2.
a. the most optimistic; b. as easy as; c. the biggest; d. more ambitious than; e. hotter than; f. the most creative; g. more charming
3.
a. the most imaginative excuse; b. as fast as; c. worse than; d. the sweetest girl; e. less outgoing than

1.4 CLAUSES OF PURPOSE AND CONTRAST

1.
a. despite; b. so that; c. Even though; d. nevertheless; e. so as not to
2.
a. in order that 3; b. whereas 4; c. so as to 1; d. despite 2
3.
a. They seem determined and motivated; however, they aren't reliable.
b. I watched the documentary *Youth Unstoppable* so that I could know more about these teen climate activists.
c. Despite working hard for the campaign, Thomas didn't have any success.
d. We volunteer in a nursing home to provide company for the elderly.
e. Jane set the alarm clock so as not to arrive late at the campaign rally.
f. Although Millie Bobby Brown was only fourteen years old, she spoke out on behalf of children.

1.4 PAST PERFECT / PAST SIMPLE

1.
a. 3; b. 5; c. 1; d. 2; e. 4
2.
a. passed; had practised; b. had never gone out; felt; c. was; had answered; d. stayed; had arranged; e. felt; had told or told
3.
a. decided; b. wanted; c. had watched/watched; d. didn't know; e. had witnessed/witnessed; f. launched; g. had seen; h. presented; i. had done; j. organised; k. had gathered; l. published; m. had planned; n. ended

1. OVERALL VERB TENSES

1.1 d; 1.2 c; 1.3 a; 1.4 b; 1.5 c

2.

a. did Malala make her first public speech?

b. is your mother working on right now?

c. does your friend Sasha come from?

d. was the teacher doing when you arrived in class?

3. a. were travelling; b. met; c. climbed; d. concealed; e. fell;

f. came; g. held; h. left; i. will not touch/doesn't touch;

j. descended; k. had whispered; l. deserts

VOCABULARY

1.1 / 1.2 PERSONALITY ADJECTIVES / ADJECTIVES DESCRIBING FEELINGS

1.

a. bad-tempered; b. easy-going; c. lazy; d. reliable; e. kind; f. polite

2.

a. selfish; b. sensible; c. dull; d. generous; e. indifferent; f. annoying

3.

a. 4; b. 5; c. 3; d. 2; e. 1

4.

a. thrilled; b. furious; c. puzzled; d. terrified

1.3 FALSE FRIENDS / COMMON EXPRESSIONS USING DEGREES OF ADJECTIVES

1.

a. 4/B; b. 3/E; c. 1/D; d. 5/A; e. 2/C

2.

a. naivety; b. accomplish; c. realise; d. currently; e. support; f. legends

3.

a. Larger than life. b. Easier said than done. c. Actions speak louder than words. d. He who laughs last, laughs longest. e. The grass is greener on the other side. f. The forbidden fruit is the sweetest.

4.

a. easier said than done; b. larger than life; c. actions speak louder than words

1.4 QUALITIES TO BE SUCCESSFUL

1.

a. 10; b. 5; c. 3; d. 6; e. 9; f. 7; g. 4; h. 1; i. 2; j. 8

2.

a. perseverance; b. initiative; c. empathy; d. generosity; e. open-mindedness

1. OVERALL VOCABULARY

1.

a. threatens; b. hits; c. demeaning; d. self-esteem; e. devalued; f. realise; g. support; h. embarrassed; i. terrified; j. respectful

2.

a. honest; b. hard-working; c. compassionate; d. sensible; e. loyal; f. selfish; g. lazy; h. bad-tempered

2. Inclusion worksheets

READING

1.2 READING

1. a. Miley; b. Zayn; c. Miley; d. Jared

2. a. 3; b. 4; c. 1; d. 2

3. a. 4; b. 1; c. 3; d. 5; e. 2

4. a. 5; b. 3; c. 1; d. 2; e. 4

1.4 READING

1. a. 3; b. 2; c. 5; d. 1; e. 4

2.

a. 2; b. 4; c. 1; d. 3

3.

a. "Being on the cheer team led her to be less reserved..." (line 6)

b. "An honor-roll student in the top five of her class's academic rankings..." (line 14)

c. "Sutton plans to attend Jackson State University and major in elementary education..." (line 17)

4.1 Probably around 10 years old (she was in fourth grade).

4.2 Offensive player.

4.3 The Period Movement.

4.4 Feminine hygiene products.

4.5 Doctor.

LISTENING

1.2 LISTENING

1.

a. T; b. F; c. F; d. T; e. F; f. F; g. T

2.

a. unnoticed; b. attention; c. sculptor; d. blind; e. pain; f. cover girls; g. change; h. scars

1.4 LISTENING

1.1 a. French; English; b. Charles VII; c. 1430; d. 1431; e. Saint Joan of Arc

1.2 a. 15; b. 3; c. 63; d. the fingers; e. history; f. 1837

1.3 a. 17; b. Taliban; c. 11; d. attempt on her life

2.

a. thirteen; b. Master's; c. law; d. Mandarin; e. law

GRAMMAR

1.1 PRESENT SIMPLE/PRESENT CONTINUOUS

1.

a. usually takes; b. don't like; only have; c. are not putting; d. doesn't usually sit; e. is staring

2.

a. At the moment I'm not checking my new posts on Instagram. / Are you checking your new posts on Instagram at the moment?

b. My mother doesn't work at the hospital. / Does your mother work at the hospital?

c. She is not getting a tattoo like all of her friends. / Is she getting a tattoo like all of her friends?

d. I don't know the film *Mandalorian*. / Do you know the film *Mandalorian*?

3.

a. Do you have a lot of friends at school?

b. I am staying at Carol's tonight. We are having a sleepover. I'm so excited!

c. We usually text each other until midnight every night.

d. These girls are always making fun of me! I don't understand why!

e. Is she inviting a lot of/many people from school to her birthday party on Saturday?

1.1 PAST SIMPLE/PAST CONTINUOUS

1.1 b; 1.2 b; 1.3 a; 1.4 c; 1.5 b

2.

a. they didn't wake up; b. didn't remember; c. wasn't winning; d. didn't like; e. weren't sitting down

3.

a. were hiking; saw; b. was lying; started; c. knocked; were having

1.2 PRESENT PERFECT/PAST SIMPLE

1.
a. has struggled; for, b. has been; recently; c. haven't discussed; yet; d. have felt; since; e. How long; have you known
2.
a. Have you seen; saw; Did you like it?; have never seen
b. finished; haven't even started; haven't finished
c. have just met or just met; bullied; has changed; saw
3.
a. My best friend and I **met** at this school five years ago.
b. I have attended this school **for** three years.
c. We **weren't** at Alex's birthday party last Saturday.
d. "Have you **ever** fallen out with your BBF?" "No, never!"
e. "When **did you start** your counselling sessions?" "Two months ago."

1.2 MODAL VERBS

1.
a. Suggestion; b. Permission; c. Possibility; d. Advice; e. Ability; f. Prohibition
2.
a. should; b. can; c. Could; d. mustn't; e. might; f. can't
3.
a. should; b. must; c. may; d. can't; e. should

1.3 FUTURE FORMS

1.
a. am seeing; b. Will you call; comes up; c. will be; finish; d. will make; am going to be; e. is going to study
2.
a. sentence e; b. sentence c; c. sentence a.; d. sentence b; e. sentence d.
3.1 a; 3.2 b; 3.3 b
4.
a. is going to set up; b. will help; c. am meeting; d. I will stay

1.4 DEGREES OF ADJECTIVES

1.
a. more talkative than; b. a better; c. as thoughtful as; d. the friendliest; e. less busy; f. the most forgetful
2.
a. more ambitious than; b. hotter than; c. more charming; d. as easy as
3.
a. the most optimistic; b. the biggest; c. the most creative; d. the happiest
4.
a. I run faster than you. b. This exercise is easier than the previous one. c. Cars are more expensive than bicycles. d. Adults are taller than children.
5.
a. Mark is the best friend ever. b. I had the most fantastic time on my holidays. c. Julie is the most outgoing person you will meet. d. Today was the coldest day of the year.

1.4 CLAUSES OF PURPOSE AND CONTRAST

1.
a. despite; b. so that; c. Even though; d. nevertheless; e. so as not to
2.
a. in order that 3.; b. whereas 4.; c. so as to 1.; d. despite 2.
3.
a. however; b. so that; c. Despite; d. to; e. so as not to; f. Although

1.4 PAST PERFECT / PAST SIMPLE

1.
a. 3; b. 5; c. 1; d. 2; e. 4
2.
a. had practised; b. had never gone; c. was; d. had arranged; e. had told
3.
a. wanted; had watched; b. didn't know; had witnessed; c. launched; had seen; d. presented; had done; e. had planned; ended

1. OVERALL VERB TENSES

- 1.1 c; 1.2 c; 1.3 a; 1.4 a; 1.5 c
2.
a. Malala make her first public speech?
b. your mother working on right now?
c. your friend Sasha come from?
d. the teacher doing when you arrived in class?
3.
a. were travelling; b. met; c. climbed; d. came; e. will not touch/doesn't touch; f. descended; g. had whispered; h. deserts

VOCABULARY

1.1 PERSONALITY ADJECTIVES / ADJECTIVES DESCRIBING FEELINGS

1.
a. bad-tempered; b. easy-going; c. lazy; d. reliable; e. kind; f. polite
2.
a. selfish; b. sensible; c. dull; d. generous; e. indifferent; f. annoying
3.
a. 3; b. 4; c. 2; d. 1

1.3 FALSE FRIENDS / COMMON EXPRESSIONS USING DEGREES OF ADJECTIVES

1.
a. 4/B; b. 3/E; c. 1/D; d. 5/A; e. 2/C
2.
a. naivety; b. accomplish; c. realise; d. currently; e. support; f. legends
3.
a. Larger; b. Easier; c. louder; d. longest; e. greener; f. sweetest
4.
a. easier said than done; b. larger than life; c. actions speak louder than words

1.4 QUALITIES TO BE SUCCESSFUL

- 1.1 b; 1.2 b; 1.3 a; 1.4 c; 1.5 c; 1.6 b; 1.7 a; 1.8 a; 1.9 b; 1.10 a
2. a. perseverance; b. initiative; c. generosity

1. OVERALL VOCABULARY

1.
a. threatens; b. realise; c. support; d. embarrassed; e. terrified; f. respectful
2.
a. honest; b. hard-working; c. compassionate; d. sensible; e. loyal
3.
a. selfish; b. lazy; c. bad-tempered

II. Assessment

- Progress Test (1.1 / 1.2)
- Progress Test (1.3 / 1.4)
- Progress Test – inclusion (1.1 / 1.2)
- Progress Test – inclusion (1.3 / 1.4)
- Exam-style Test

1.1/1.2 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to three teenagers talking about bullying and fitting in. Match the speakers in column A with the ideas they express in column B. All the ideas are used once.



COLUMN A	COLUMN B
Speaker 1	a. He/She suggests what to do to prevent bullying from happening.
Speaker 2	b. He/She was able to ignore an unpleasant situation and moved on.
Speaker 3	c. He/She has experienced bullying first-hand.
	d. He/She shows a high level of self-esteem.
	e. He/She states that it is impossible not to notice bullying going on.
	f. He/She advises you to expose bullying situations at once.

2. Listen to the text about Billie Eilish and complete it with the ten missing words.



Billie Eilish became the youngest Grammy award winner in history at 18 years old. But her
a. _____ was not easy. On the way to her big wins, Billie struggled with clinical
b. _____ and suicidal thoughts.

Billie believes that her rise to success led her to feel c. _____ in the world as her friends
could no longer relate to her d. _____. At 16 years old, it can be challenging to survive high
school, let alone survive being one of the biggest e. _____ stars on the pop scene.

She entered into f. _____ for her depression and claims that today she is doing much
better and now has the g. _____ and skillset to help her work through hurdles that
sometimes still h. _____. She now uses her i. _____ platform to tell her
story about mental j. _____ in hopes of helping others who are too afraid to speak up.

3. Listen to the report about the importance of celebrities speaking up about mental health issues and complete the sentences with no more than three words.



- a. Among the many problems celebrities have been battling with are mental illness, substance abuse and _____.
- b. Ten years ago celebrities wouldn't reveal they had issues because they felt both _____.
- c. They chose to hide their struggles because they feared the industry would _____.
- d. Nowadays they want to tell their stories in order to break _____.
- e. Sharing your story is seen as a way to work _____.
- f. People battling with mental health disorders should _____.
- g. These people are said to live in _____.
- h. If you seek support, you may be able to _____.

READING

You are going to read a letter that a woman entering her sixties wrote to her 16-year-old self.

DEAR 16-YEAR-OLD SELF

As a woman entering her sixties, what would I say to my 16-year-old self? That's an interesting question. But to do this, I need to go back there to that young girl of 16. I was on a fairly traditional path. I came from a large family and felt so secure and loved, even though we were poor and I knew my parents were struggling to make ends meet. I loved learning new things and I was curious. I enjoyed my school work and loved the achievement of gaining good grades. I was very conscientious and put everything into whatever it was I was doing. My 16-year-old self hadn't thought a great deal about the future although I always knew I wanted to go to university and I loved learning languages. I wanted to teach and make a difference. I was also a romantic and often dreamed about meeting my true love one day!

Now I look back at my 16-year-old self and I say to her what a roller coaster ride of a life you are going to have. You will learn that failure is an amazing teacher. You will be overwhelmed at both the heroism and cruelty of people. Through it all you will keep that optimistic view of life that you gained as a young girl and your belief that most people are decent and are doing **their** best to live in a complex and uncertain world.

Whatever you do, you will put your heart and soul into it. You will win some and lose some!

You will be grateful for so much you previously took for granted. You will learn that we all have such potential, if only we can harness it, and you will learn the importance of following your passions.

You will remain open to learning and curious about the world.

You will be so proud of yourself for the times you step out of your comfort zone. You won't shy away from challenges. In fact, you'll embrace **them** and through them you'll become stronger and more resilient.

Dear 16-year-old, finally I just want to share a powerful quote with you that has held me in good stead and sums up how I am living my life.

"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom." – Victor Frankl

<https://ideapod.com> (adapted; accessed in January 2021)



1. Find synonyms for the following words in the first paragraph.

- a. return _____
- b. quite _____
- c. trying hard _____
- d. triumph _____
- e. responsible _____

2. Say who or what the following words refer to.

- a. their (line 19) _____
- b. it (line 20) _____
- c. them (line 27) _____

3. Find evidence in the text for the following ideas.

- a. You will learn a lot from the mistakes you make.

- b. You will experience both victory and defeat.

- c. You will be thankful for things in your life you failed to appreciate before.

- d. You will be pleased to be able to push yourself into unfamiliar situations.

4. Explain the meaning of the underlined expressions as they are used in the text.

- a. "my parents were struggling to make ends meet" (lines 6-7)

- b. "what a roller coaster ride of a life you are going to have" (lines 15-16)

- c. "you will put your heart and soul into it." (line 20)

USE OF LANGUAGE

1. Complete the text with the missing phrases given in the box. There is one extra phrase.

can set you up can still get may help you manage may struggle may not have

You make potentially life-altering decisions every single day. However, you **a.** _____ skills to make healthy decisions yet. As a result, you **b.** _____ when you're faced with decisions like: Should I get a job? What should I say to a friend who offers me a cigarette? Should I ask someone out on a date? Good decision-making skills **c.** _____ for success later in life. Additionally, good decision-making skills **d.** _____ your stress levels better.

<https://www.verywellfamily.com> (adapted; accessed in January 2020)

2. Choose from the list of adjectives given the one that best describes the people below. There are two extra words.

selfish annoying dull sensible kind lazy

- a.** I always go to my father for good advice. I really trust his good judgement and wisdom. He is a really _____ person.
- b.** You are asking Lewis for help?! Forget it! He is only concerned about his own personal profit. He is the most _____ person I know!
- c.** The main character in this book lacks liveliness and interest. In fact, I find it quite _____.
- d.** Alice is always considerate about other people's feelings and is always willing to help everybody. She is really _____.

3. Complete the sentences using the present simple, present continuous, past simple or past continuous.

- a.** Last week, while I _____ (**go**) through my future options, I _____ (**come**) across some very interesting information about courses abroad.
- b.** When Christine finally _____ (**get**) to the shop, they _____ (**close**) down for the holiday.
- c.** _____ (**she / still / look**) at herself in the mirror?! She _____ (**look**) great! Let's go!
- d.** At primary school, I _____ (**not feel**) accepted; now that I'm in high school, it _____ (**not get**) any better!
- e.** What _____ (**you / think**) about yesterday when I _____ (**meet**) you in the street? You looked so absent-minded.

4. Choose the correct option in each sentence.

- a. Lately, many celebrities **admitted / have admitted** to suffering from stress and anxiety since their teenage years.
- b. Ann: How long **did she have / has she had** self-esteem issues?
Paul: I'm not sure, but she's still coping with it currently.
- c. I **already had / have already had** a few counselling sessions and it is helping a lot.
- d. When **did you start / have you started** to feel the need to share your story with others?
- e. Many celebrities **missed / have missed** good job opportunities when they were young due to depression.

5. Rephrase the sentences using a modal verb. Start them as suggested and don't change the meaning of the sentences.

- a. I would advise you to show more initiative.
You _____
- b. I will probably go to university after high school. I don't know yet.
I _____. I don't know yet.
- c. She is able to make friends quite easily.
She _____
- d. I don't think it's a good idea to postpone important decisions.
You _____
- e. It is mandatory to fill in the college application before the deadline.
We _____

WRITING

Imagine that you have just arrived in a new school. You don't know anybody and you are kind of shy, so you are finding it difficult to make friends. You are feeling lonely and don't know what to do.

Write an email to a Help Page recounting what has happened so far, expressing your feelings and asking for advice.



1.3/1.4 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to a reporter talking about Skye McKey, an American teen who strives to help others. Say if the sentences are True or False.

 CD5
[track 6]

- a. Skye McKey received the Rotary Youth Leadership Award for volunteering at Wingfield High School. ☐ T ☐ F
- b. The Rotary Club chooses candidates who offer their time to help the community and have leadership competencies. ☐ T ☐ F
- c. The Rotary Club's motto is that you should put someone else's interest ahead of your own personal interests. ☐ T ☐ F
- d. She packs lunches, collects trash, and cleans up areas in Africa and Haiti. ☐ T ☐ F
- e. She's currently a model and belongs to the cheerleading team. ☐ T ☐ F
- f. In the future, she intends to volunteer abroad. ☐ T ☐ F

2. Now listen about Shakerra Bolton. Answer the questions in note form using no more than four words for each one.

 CD5
[track 7]

- a. What is Shakerra Bolton's role at her church? _____
- b. When did she join the National Honour Society? _____
- c. Who does she help at Jackson public schools? _____
- d. What does the Ladybug organisation intend to improve? _____
- e. Who does she hand out food to? _____
- f. Besides performing arts, what does she want to study at university? _____

3. Listen to a reporter talking about three of the world's top entrepreneurs born in the 2000s.

 CD5
[track 8]

Shubham Banerjee Mikaila Ulmer Jenk Oz

- a. created a useful art, tech, and science website for children. _____
- b. used LEGO and robotics to create his/her product. _____
- c. entered a business competition at the age of four. _____
- d. performs and sings. _____
- e. created Braille printers to help people with limited vision obtain expensive tech. _____
- f. is the youngest CEO in Britain. _____
- g. shares her/his revenues with a specific organisation. _____
- h. is the youngest businessperson to receive venture capital funding. _____

READING

Read the text carefully.

SUCCESS PRINCIPLES

To get what you really want in life, first of all, you need to know what it is that you want. To discover that, stop trying to
5 live someone else's dreams and get rid of other people's ideas of who you are and who you ought to be. Then think about what you're excited about, and
10 what really inspires you. Once you've found your drive, you'll know what you want in life. Put all your attention into that direction, and the energy will
15 flow that way, thanks to the Law of Attraction. Then you can take the next step and discover your purpose and your real mission in life. Everybody is here with a reason, and you are no exception. Think about your talents and the needs of the world. What do you want your life to be about? It might take time to find the right answer, but start drafting **it** now. Don't do things merely because
20 "you have to." Whatever you're doing, ask yourself what you are doing and why you're doing it. In the end, a clear sense of a mission will boost your performance and **it** will give you overall satisfaction.



If you expect everything to work against you, you're doomed. But if you expect the support from the world around you and hope for the best, the best will show up. There's
25 something good in every negative event too; you only need to see it. Even a tragedy can bring out an opportunity, but only for those who identify **it**. A proven way to learn to recognise the best is to believe that the world is giving you the experiences you need to become the best you can be. Another way to grow as an individual is to set meaningful goals and pursue them relentlessly. The pursuit of our goals expands our vision and shapes our characters.

30 Whenever you imagine yourself struggling or telling yourself you aren't good enough for something, it slows you down and keeps you inside your comfort zone. Yes, the comfort zone feels good. Inside **it**, you're safe from any stress – in the short term. But if you accept its boundaries, you'll find yourself imprisoned, unable to do anything exceptional. To change your comfort zone, stop saying "I can't" and similar stuff, and imagine your life the
35 way you want it. Visualisation is the key. If you clearly and vividly see yourself succeeding, it will activate your creativity. Even more than that, visualising the best focuses your brain on available resources that help you reach your goals.

<https://www.thehopefullinstitute.com> (adapted; accessed in January 2021)

1. Say what or who these words refer to.

- a. it (line 19) _____
- b. it (line 21) _____
- c. it (line 26) _____
- d. it (line 32) _____

2. Find synonyms for these words in the first paragraph.

- a. eliminate _____
- b. motivation _____
- c. aim _____
- d. abilities _____
- e. improve _____

3. Go through the text and find the sentences in which the author gives the following pieces of advice.

- a. Forget about the expectations other people have for you.

- b. If you're really focused on what you want, you will succeed.

- c. Do not wait to start making plans about what you want for your life.

- d. Always ask yourself about the purposes of your actions.

- e. Don't be pessimistic.

- f. See something positive in all the setbacks you encounter.

4. Answer the following questions. Use your own words as far as possible.

- 4.1 According to the text, what is the only way for you to do something extraordinary in life?

- 4.2 Why is "visualisation" seen as the key to success?

USE OF LANGUAGE

1. Complete the text with the words from the box. There's one extra word.

famous sensible perseverance planning fame fulfilment
committed purposes hard-working essential accomplishing

Everybody wants to succeed in life. For some, success means **a.** _____ whatever they desire or dream. For many it is the name, **b.** _____ and social position. Whatever the meaning of success, it comes to those who are sincere, **c.** _____, loyal and **d.** _____ to their goals. Success has been man's greatest motivation. It brings pleasure, pride, and it gives a sense of **e.** _____. Everybody hopes to be successful in life, but success smiles on those who have a proper approach, planning, vision and **f.** _____. A proper and **g.** _____ application of all these things is bound to bear fruit. It is very difficult to set out on a journey without knowing one's goals and **h.** _____. Clarity of the objective is **i.** _____ to succeed in life. An approach with appropriate **j.** _____ is certain to bring success.

<https://www.thefreshreads.com> (adapted; accessed in January 2021)

2. Choose the correct option to complete the sentences.

- 2.1** My parents believe that the right choices _____ me far in life.
a. are getting **b.** will get **c.** get
- 2.2** I _____ surprised because Adrian _____ about his future career options until today
a. was... hadn't thought **b.** had been... hadn't thought **c.** had been... didn't think
- 2.3** I'm really worried about my poor school results lately, so I _____ a meeting with the counsellor at 11 a.m. tomorrow. Everything has been arranged.
a. will have **b.** am going to have **c.** am having
- 2.4** We _____ our project by the time you _____.
a. finished... arrived **b.** had finished... arrived **c.** finished... had arrived
- 2.5** I intend to be a scientist one day, that's why I _____ for a degree in chemistry.
a. will apply **b.** apply **c.** am going to apply

3. Complete the second sentence so that it has a similar meaning to the first sentence. You must use between three and five words, including the words in brackets.

- a.** Lucy has worked harder than me to pursue her goals. (**as**)
I haven't worked _____ Lucy to pursue my goals.
- b.** I've never met such an ingenious person as Kevin. (**by far**)
Kevin is _____ person I've ever met.
- c.** Self-help books aren't nearly as popular as they were a few years ago. (**less**)
Self-help books _____ they were a few years ago.
- d.** My father is the most optimistic person in our family. (**than**)
My father is _____ anyone else in our family.

4. Rewrite these sentences using the connectors in brackets. Make any necessary changes.

a. Brad has been working relentlessly. He hopes to win the employee of the year award. **(so that)**

b. We challenged them to step outside their comfort zone. They didn't want to take that risk. **(despite)**

c. These ideas are debatable. They are important as a starting point for our new project. **(however)**

d. I marked the date of the meeting on my digital planner. I didn't want to forget about it. **(so as not to)**

e. Ashley doesn't usually cope well with stressful situations. She managed to handle yesterday's event with patience and calmness. **(even though)**

WRITING

Write an explanation text about the importance of setting life goals as a teen.

Write no less than 160 words.

1.1/1.2 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to three teenagers talking about bullying and fitting in. Match the speakers in column A with the ideas they express in column B. All the ideas are used once.



COLUMN A	COLUMN B
Speaker 1	a. He/She suggests what to do to prevent bullying from happening.
Speaker 2	b. He/She was able to ignore an unpleasant situation and move on.
Speaker 3	c. He/She has experienced bullying first-hand.
	d. He/She shows a high level of self-esteem.
	e. He/She states that it is impossible not to notice bullying going on.
	f. He/She advises you to expose bullying situations at once.

2. Listen to the text about Billie Eilish and complete it with the ten missing words.



Billie Eilish became the youngest Grammy award winner in history at 18 years old. But her
a. _____ was not easy. On the way to her big wins, Billie struggled with clinical
b. _____ and suicidal thoughts.

Billie believes that her rise to success led her to feel c. _____ in the world as her friends
could no longer relate to her d. _____. At 16 years old, it can be challenging to survive high
school, let alone survive being one of the biggest e. _____ stars on the pop scene.

She entered into f. _____ for her depression and claims that today she is doing
much better and now has the g. _____ and skillset to help her work through hurdles
that sometimes still h. _____. She now uses her i. _____ platform to tell her
story about mental j. _____ in hopes of helping others who are too afraid to speak up.

3. Listen to the report about the importance of celebrities speaking up about mental health issues and complete the sentences with one word.



- a. Among the many problems celebrities have been battling with are mental illness, substance abuse and eating _____.
b. Ten years ago celebrities wouldn't reveal they had issues because they felt _____.
c. They chose to hide their struggles because they feared the industry would deny them _____.
d. Nowadays they want to tell their stories in order to break down _____.
e. Sharing your story is seen as a way to work through your _____.
f. People battling with mental health disorders should seek _____ help.
g. These people are said to live in fear and _____.
h. If you seek support, you may be able to be _____ again.

READING

You are going to read a letter that a woman entering her sixties wrote to her 16-year-old self.

DEAR 16-YEAR-OLD SELF

As a woman entering her sixties, what would I say to my 16-year-old self? That's an interesting question. But to do this, I need to go back there to that young girl of 16. I was on a fairly traditional path. I came from a large family and felt so secure and loved, even though we were poor and I knew my parents were struggling to make ends meet. I loved learning new things and I was curious. I enjoyed my school work and loved the achievement of gaining good grades. I was very conscientious and put everything into whatever it was I was doing. My 16-year-old self hadn't thought a great deal about the future although I always knew I wanted to go to university and I loved learning languages. I wanted to teach and make a difference. I was also a romantic and often dreamed about meeting my true love one day!

Now I look back at my 16-year-old self and I say to her what a roller coaster ride of a life you are going to have. You will learn that failure is an amazing teacher. You will be overwhelmed at both the heroism and cruelty of people. Through it all you will keep that optimistic view of life that you gained as a young girl and your belief that most people are decent and are doing **their** best to live in a complex and uncertain world.

Whatever you do, you will put your heart and soul into it. You will win some and lose some!

You will be grateful for so much you previously took for granted. You will learn that we all have such potential, if only we can harness **it**, and you will learn the importance of following your passions.

You will remain open to learning and curious about the world.

You will be so proud of yourself for the times you step out of your comfort zone. You won't shy away from challenges. In fact, you'll embrace **them** and through them you'll become stronger and more resilient.

Dear 16-year-old, finally I just want to share a powerful quote with you that has held me in good stead and sums up how I am living my life.

"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom." – Victor Frankl

<https://ideapod.com> (adapted; accessed in January 2021)



1. Match the following words with their synonyms from the first paragraph.

a. return

b. quite

c. trying hard

d. triumph

e. responsible

1. struggling

2. achievement

3. fairly

4. conscientious

5. go back

2. Match the words with who or what they refer to. There is one extra word/expression you do not need to use.

a. their (line 20)

b. it (line 24)

c. them (line 28)

1. potential

2. passions

3. challenges

4. most people

3. Choose from the underlined sentences in the text the one that matches each of the following ideas.

a. You will be pleased to be able to push yourself into unfamiliar situations.

b. You will be thankful for things in your life you failed to appreciate before.

c. You will experience both victory and defeat.

d. You will learn a lot from the mistakes you make.

4. Choose the most suitable meaning of the following expressions as they are used in the text.

4.1 “my parents were struggling to make ends meet” (lines 6-7)

a. to have enough money to survive

b. to fulfil life goals

4.2 “what a roller coaster ride of a life you are going to have” (lines 16-17)

a. a fun life

b. life full of ups and downs

4.3 “you will put your heart and soul into it.” (line 21)

a. be fully committed

b. fall in love

USE OF LANGUAGE

1. Complete the text with the missing phrases given in the box.

can set you up may help you manage may struggle may not have

You make potentially life-altering decisions every single day. However, you **a.** _____ skills to make healthy decisions yet. As a result, you **b.** _____ when you're faced with decisions like: Should I get a job? What should I say to a friend who offers me a cigarette? Should I ask someone out on a date? Good decision-making skills **c.** _____ for success later in life. Additionally, good decisionmaking skills **d.** _____ your stress levels better.

<https://www.verywellfamily.com> (adapted; accessed in January 2021)

2. Choose from the list of adjectives given the one that best describes the people below.

selfish dull sensible kind

- a.** I always go to my father for good advice. I really trust his good judgement and wisdom. He is a really _____ person.
- b.** You are asking Lewis for help?! Forget it! He is only concerned about his own personal profit. He is the most _____ person I know!
- c.** The main character in this book lacks liveliness and interest. In fact, I find it quite _____.
- d.** Alice is always considerate about other people's feelings and is always willing to help everybody. She is really _____.

3. Complete the sentences using the present simple, present continuous, past simple or past continuous.

- a.** Last week, while I _____ (**go**) through my future options, I came across some very interesting information about courses abroad.
- b.** When Christine finally got to the shop, they _____ (**close**) down for the holiday.
- c.** Is she still looking at herself in the mirror?! She (**look**) great! Let's go!
- d.** At primary school, I _____ (**not feel**) accepted; now that I'm in high school, it _____ (**not get**) any better!
- e.** What _____ (**you / think**) about yesterday when I met you in the street? You looked so absent-minded.

4. Choose the correct option in each sentence.

- a. Lately, many celebrities **admitted / have admitted** to suffering from stress and anxiety since their teenage years.
- b. Ann: How long **did she have / has she had** self-esteem issues?
Paul: I'm not sure, but she's still coping with it currently.
- c. I **already had / have already had** a few counselling sessions and it is helping a lot.
- d. When **did you start / have you started** to feel the need to share your story with others?
- e. Many celebrities **missed / have missed** good job opportunities when they were young due to depression.

5. Complete the sentences replacing the underlined part with a modal verb.

- a. I would advise you to show more initiative.
You _____
- b. I will probably go to university after high school. I don't know yet.
I _____. I don't know yet.
- c. She is able to make friends quite easily.
She _____
- d. I don't think it's a good idea to postpone important decisions.
You _____
- e. It is mandatory to fill in the college application before the deadline.
We _____

WRITING

Imagine that you have just arrived in a new school. You don't know anybody and you are kind of shy, so you are finding it difficult to make friends. You are feeling lonely and don't know what to do.

Write an email to a Help Page recounting what has happened so far, expressing your feelings and asking for advice.



1.3/1.4 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to a reporter talking about Skye McKey, an American teen who strives to help others. Say if the sentences are True or False.

 CD5
[track 6]

- a. Skye McKey received the Rotary Youth Leadership Award for volunteering at Wingfield High School. **T** **F**
- b. The Rotary Club chooses candidates who offer their time to help the community and have leadership competencies. **T** **F**
- c. The Rotary Club's motto is that you should put someone else's interest ahead of you own personal interests. **T** **F**
- d. She packs lunches, collects trash, and cleans up areas in Africa and Haiti. **T** **F**
- e. She's currently a model and belongs to the cheerleading team. **T** **F**
- f. In the future, she intends to volunteer in different countries. **T** **F**

2. Now listen about Shakerra Bolton and answer the questions in note form using no more than two words.

 CD5
[track 7]

- a. What is Shakerra Bolton's role at her church? Youth
- b. When did she join the National Honour Society? In
- c. Who does she help at Jackson public schools? Students with
- d. What does the Ladybug organisation intend to improve? Young people's
- e. Who does she hand out food to? _____ in need
- f. Besides performing arts, what does she want to study at university?

3. Listen to a reporter talking about three of the world's top entrepreneurs born in the 2000s.

 CD5
[track 8]

Shubham Banerjee Mikaila Ulmer Jenk Oz

Decide who:

- a. created a useful art, tech, and science website for children. _____
- b. used LEGO and robotics to create his/her product. _____
- c. entered a business competition at the age of four. _____
- d. performs and sings. _____
- e. created Braille printers to help people with limited vision obtain expensive tech. _____
- f. is the youngest CEO in Britain. _____
- g. shares her/his revenues with a specific organisation. _____
- h. is the youngest businessperson to receive venture capital funding. _____

READING

Read the text carefully.

SUCCESS PRINCIPLES

- To get what you really want in life, first of all, you need to know what it is that you want. To discover that, stop trying to
- 5 live someone else's dreams and get rid of other people's ideas of who you are and who you ought to be. Then think about what you're excited about, and
- 10 what really inspires you. Once you've found your drive, you'll know what you want in life. Put all your attention into that direction, and the energy will
- 15 flow that way, thanks to the Law of Attraction. Then you can take the next step and discover your purpose and your real mission in life. Everybody is here with a reason, and you are no exception. Think about your talents and the needs of the world. What do you want your life to be about? It might take time to find the right answer, but start drafting it now. Don't do things merely because
- 20 "you have to." Whatever you're doing, ask yourself what you are doing and why you're doing it. In the end, a clear sense of a mission will boost your performance and it will give you overall satisfaction.
- If you expect everything to work against you, you're doomed. But if you expect the support from the world around you and hope for the best, the best will show up. There's
- 25 something good in every negative event too; you only need to see it. Even a tragedy can bring out an opportunity, but only for those who identify it. A proven way to learn to recognise the best is to believe that the world is giving you the experiences you need to become the best you can be. Another way to grow as an individual is to set meaningful goals and pursue them relentlessly. The pursuit of our goals expands our vision and shapes our characters.
- 30 Whenever you imagine yourself struggling or telling yourself you aren't good enough for something, it slows you down and keeps you inside your comfort zone. Yes, the comfort zone feels good. Inside it, you're safe from any stress – in the short term. But if you accept its boundaries, you'll find yourself imprisoned, unable to do anything exceptional. To change your comfort zone, stop saying "I can't" and similar stuff, and imagine your life the
- 35 way you want it. Visualisation is the key. If you clearly and vividly see yourself succeeding, it will activate your creativity. Even more than that, visualising the best focuses your brain on available resources that help you reach your goals.



<https://www.thehopefullinstitute.com> (adapted; accessed in January 2021)

1. Match the words with who or what they refer to. There is one extra word you do not need to use.

a. it (line 19)	1. opportunity
b. it (line 21)	2. comfort zone
c. it (line 26)	3. performance
d. it (line 32)	4. the answer
	5. sense of mission

2. Match these words with their synonyms from the text.

a. eliminate	1. talents
b. motivation	2. purpose
c. aim	3. get rid of
d. abilities	4. boost
e. improve	5. drive

3. Choose from the underlined sentences in the text the one that matches each of the following pieces of advice.

a. If you're really focused on what you want, you will succeed.

b. See something positive in all the setbacks you encounter.

c. Do not wait to start making plans about what you want for your life.

d. Forget about the expectations other people have for you.

e. Don't be pessimistic.

f. Always ask yourself about the purposes of your actions.

4. Complete these sentences.

a. If we want to do something extraordinary in life, we have to _____.

b. Our creativity will be activated if _____.

USE OF LANGUAGE

1. Complete the text with the words from the box.

sensible perseverance planning fame fulfilment
committed purposes hard-working essential accomplishing

Everybody wants to succeed in life. For some, success means **a.** _____ whatever they desire or dream. For many it is the name, **b.** _____ and social position. Whatever the meaning of success, it comes to those who are sincere, **c.** _____, loyal and **d.** _____ to their goals. Success has been man's greatest motivation. It brings pleasure, pride, and it gives a sense of **e.** _____. Everybody hopes to be successful in life, but success smiles on those who have a proper approach, planning, vision and **f.** _____. A proper and **g.** _____ application of all these things is bound to bear fruit. It is very difficult to set out on a journey without knowing one's goals and **h.** _____. Clarity of the objective is **i.** _____ to succeed in life. An approach with appropriate **j.** _____ is certain to bring success.

<https://www.thefreshreads.com> (abridged and adapted accessed in January 2021)

2. Choose the correct option to complete the sentences.

- 2.1** My parents believe that the right choices _____ me far in life.
a. are getting **b.** will get
- 2.2** I _____ surprised because Adrian _____ about his future career options until today.
a. was... hadn't thought **b.** had been... didn't think
- 2.3** I'm really worried about my poor school results lately, so I _____ a meeting with the counsellor at 11 a.m. tomorrow. Everything has been arranged.
a. will have **b.** am having
- 2.4** We _____ our project by the time you _____.
a. had finished... arrived **b.** finished... had arrived
- 2.5** I intend to be a scientist one day, that's why I _____ for a degree in chemistry.
a. will apply **b.** am going to apply

3. Complete the second sentence so that it has a similar meaning to the first sentence. You must use between three and five words, including the words in brackets.

- a.** Lucy has worked **harder** than me to pursue her goals. (**as**)
I haven't worked _____ Lucy to pursue my goals.
- b.** I've never met such an **ingenious** person as Kevin. (**by far**)
Kevin is _____ person I've ever met.
- c.** Self-help books aren't nearly as **popular** as they were a few years ago. (**less**)
Self-help books _____ they were a few years ago.
- d.** My father is the most **optimistic** person in our family. (**than**)
My father is _____ anyone else in our family.

4. Rewrite these sentences starting as suggested. Make any necessary changes.

- a. Brad has been working relentlessly. He hopes to win the employee of the year award.
Brad has been working relentlessly so that _____
- b. We challenged them to step outside their comfort zone. They didn't want to take that risk.
Despite _____
- c. These ideas are debatable. They are important as a starting point for our new project.
These ideas are debatable; however, _____
- d. I marked the date of the meeting on my digital planner. I didn't want to forget about it.
I marked the date of the meeting on my digital planner so as not to _____
- e. Ashley doesn't usually cope well with stressful situations. She managed to handle yesterday's event with patience and calmness.
Even though _____

WRITING

Write an explanation text about the importance of setting life goals as a teen. Write no less than 100 words.

Exam-style test

Name _____ No. _____ Class: _____ Date _____

PART A – LISTENING

Text 1

You will hear a text about three teenagers who stood out at a young age and tried to make a difference.



1. For item 1, match the names (Jordan, Bellen or Ian) in column A with the ideas they express in column B. All the ideas are used once.

COLUMN A	COLUMN B
Jordan Bellen Ian	1. Wants to encourage non-discriminatory behaviour. 2. Is worried about his classmates' living conditions. 3. Grew up with a physical disability. 4. Wasn't accepted as a volunteer. 5. Got the community involved in his/her project. 6. Saw his/her message disseminate rapidly. 7. Believes creativity comes from the need to adjust.

Text 2

You will hear a motivational speech about coping with being different.



2. For items 2.1 to 2.7, choose the correct option (a, b or c).

- 2.1 An important way to cope with difference is
- a. to develop positive social interactions.
 - b. to have good social media contacts.
 - c. to have a sense of well-being.
- 2.2 You can be seen as “different” due to
- a. social rejection.
 - b. overweight issues.
 - c. bullying.
- 2.3 Being assertive involves
- a. calling people by their names.
 - b. putting people down if needed.
 - c. speaking up about your feelings.

- 2.4** One way to be assertive is
- a.** to focus on other people's behaviour towards you.
 - b.** to appreciate being called "weird".
 - c.** to speak in the first person.
- 2.5** Another way to be assertive is
- a.** to establish limits.
 - b.** to ignore being called names.
 - c.** to keep distance from those who call you "weird".
- 2.6** You should get help from someone
- a.** as soon as you're physically bullied.
 - b.** even if you are only verbally bullied once in a while.
 - c.** if you're constantly bullied both physically and verbally.
- 2.7** To cope with being different it may help
- a.** to choose someone to get inspiration from.
 - b.** to stand out in the crowd.
 - c.** to be original and unique.

PART B – USE OF ENGLISH AND READING

- 1. Connect items in columns A and C using the appropriate linking word/expression from column B.**

Two of them are not needed. Write only the sequences of numbers.

COLUMN A	COLUMN B	COLUMN C
1. Teens should start by establishing life goals	4. even though	9. they should not be seen as obstacles but as challenges.
2. Setbacks will always occur in the course of our lives;	5. in order to	10. they may sometimes seem too ambitious.
3. We should always follow our dreams	6. despite	11. they can set a course of action.
	7. so that	
	8. however,	

You are going to read a text giving advice on how to achieve success in life.

MAKE IT HAPPEN

No one is entitled to a great life. Not even you, unfortunately. So stop blaming anyone and **take** full responsibility for your life. Don't complain. Do something instead. Your thoughts, beliefs, and actions are more important than anything that is going on around you. Commit to finding the solution to the challenges you're facing. You can make things
5 better, so take control. Start with your beliefs. Choose to believe in yourself. Yes, that is a matter of choice. After all, you only get what you expect. So stop expecting failures. Don't disempower yourself. As long as you believe that you can achieve your goals, you can make it possible.

Although fear is natural and you can't
10 just shoo **it** off (nobody can!), you can decide that you won't let your fears hold you back. To deal with your fears and put them aside, all you have to do is to notice that most of the threats that you face are
15 not life-threatening at all. So even if some of them come true, they are not likely to ruin your life. As long as you are aware of that, you'll be able to live with the fear, but without letting it control your life and
20 actions. Behind every successful person there are years of discipline, training, education, practice, and sacrifice. Be willing to put in time and effort. Decide to get things done. **Take** it as a challenge, keep going and build momentum.

You can't make a perfect action plan. Just **take** an imperfect one and use feedback to
25 adjust the course. So what if you make mistakes? A mistake is just feedback. Once you start moving toward any goal, you'll be getting compliments, criticism, suggestions, direction, advice, and so forth. That's feedback. You can use **it** to adjust your course, or you can get paralysed by it – you choose your response. Another thing that you choose is who you're spending your time with. So, who do you let influence your future? Certainly not the people
30 who complain all the time or make you feel miserable. Go out and find people who are successful and passionate about life.

If you settle for a half-effort, you won't be successful. Give your best effort and do **it** all the time. Whatever you do, be dedicated to excellence. Give more, and you'll become more. Exceed everyone's expectations. Always do "a little bit more". Confront the impossible if
35 you have to, and you'll find out what is really possible and what your true capabilities are. Raise your standards, ditch mediocrity, demand more of yourself, stand above the crowd, and get more from your life. Now, take action. Hoping and dreaming is not enough. Make it happen.



<https://www.thehopefullinstitute.com> (adapted; accessed in January 2021))

- 2. Match the ideas in column A with the corresponding paragraph in column B. One of the paragraphs is not needed. Write only the letters and the paragraph numbers.**

COLUMN A	COLUMN B
a. Do your best. Just do it!	Paragraph 1
b. You are in charge, so you decide what is possible.	Paragraph 2
c. Learn from the setbacks on the way.	Paragraph 3
	Paragraph 4

- 3. Choose the correct option (a, b, c or d) to complete the sentences according to the text. Write only the numbers and the letters.**

3.1 Which of the following is not given as a piece of advice in paragraph 1?

- a. Be proactive.
- b. Expect the worst.
- c. Be self-reliant.
- d. Empower yourself.

3.2 “Shoo it off”, in paragraph 2, means

- a. delay it.
- b. fight it.
- c. avoid it.
- d. deal with it.

3.3 According to paragraph 2, the threats you may come across in life

- a. will mostly come true.
- b. will hold you back at times.
- c. may ruin your life.
- d. are not as alarming as you might think.

3.4 In paragraph 3 we learn that feedback

- a. can come in many forms.
- b. arises from a perfect action plan.
- c. leads to mistakes.
- d. prevents you from moving on.

3.5 Which of the following is not given as a piece of advice in paragraph 4?

- a. Be bold.
- b. Go above and beyond.
- c. Don't settle for averageness.
- d. Meet other people's expectations.

4. Match each word in column A with the expression it refers to in column B. Two of the options are not used. Write only the letters and the numbers.

COLUMN A	COLUMN B
a. it (line 8)	1. advice
b. it (line 10)	2. fear
c. it (line 27)	3. your best effort
	4. mistake
	5. feedback

5. Match each word in column A with the word in column B that can replace it in the text. Two of the options are not used. Write only the letters and the numbers.

COLUMN A	COLUMN B
a. take (line 2)	1. consent
b. Take (line 23)	2. accept
c. take (line 24)	3. assume
	4. suffer
	5. acknowledge

6. Read the following paragraphs about how to deal with being different.

Three sentences have been removed from it. From sentences 1. to 5., choose the one which fits each gap (a to c). Two of the sentences are not used. Write only the letters and the numbers.

Don't define yourself as completely different from other people. **a.** _____ .
Instead, look at how you are similar to others.

For instance, we are all human beings and share many of the same genes. In fact, we actually share 98% of our genes with chimpanzees. **b.** _____. We are all living, breathing creatures.

If you feel very different from certain people, identify your commonalities. **c.** _____. You may begin to notice just how alike we are in certain respects.

1. Some examples might include having certain interests, or speaking a certain language.
2. So we aren't that different from them either.
3. Perhaps you see different qualities as flaws.
4. This can lead to you feeling ostracised, left-out or rejected.
5. Being different isn't all bad.

PART C – WRITTEN INTERACTION AND PRODUCTION

- 1. You have recently received some unpleasant text messages and nasty comments on your social media. You are starting to feel bullied as they are becoming more and more frequent. Write an email to a Help Page asking for some help.**

- Tell the counsellor about the problem.
- Tell him/her about two things you have already done to try to stop it.
- Ask him/her to give you some tips.

Write your text in 60-80 words.

- 2. “The key to success is to focus on goals, not obstacles.”**

Your school has asked students to write a speech giving your opinion on this quote. In your opinion what is the key to a successful future life?

Write the text for your speech to your school community on the topic.

Write a minimum of 160 words.

Remember to:

- Grab people’s attention with a strong introduction.
- Emphasise three main points, with examples to support them.
- Conclude by encouraging people to take action.

Unit 1 – Audioscripts

1.1/1.2 TEST

1. Listen to three teenagers talking about bullying and fitting in.

Speaker 1

In my old school I got bullied a lot and it would be for really stupid reasons. They would just find things to pick on you. As soon as the bullying starts, you need to put a stop to it. You need to go directly to someone as soon as it happens because, if not, the bullies will know that and they can just think that they can keep taking advantage of you.

Speaker 2

Unfortunately, I've witnessed some bullying before. In high school the way it is nowadays it is kind of hard not to, which is a really unfortunate thing. I think that, if everyone really just saw the good in people, then there wouldn't be as much bullying. And so, that's what I try to do, I try to see the good in everybody as much as I can and I try to welcome others or at least console them.

Speaker 3

I saw this one group and it looked really fun and I wanted to be part of it, but I don't know if they were trying maliciously not to have me, like, be part of their group. I don't think that that was their intent, but I do think that they were oblivious to me and they just, kind of, "Oh, hi!" and then just walked away, you know, and it kind of hurt. But then I realized that I didn't really need to be part of that group because, I thought, there are other people out there that really want to be my friend. Those people didn't want to be my friend. But there are people who do want to be my friend and those are the people I should pursue friendships with.

<https://kidshealth.org> (adapted; accessed in January 2021)

2. Listen to the text about Billie Eilish.

Billie Eilish became the youngest Grammy award winner in history at 18 years old. But her **journey** was not easy. On the way to her big wins, Billie struggled with clinical **depression** and suicidal thoughts.

Billie believes that her rise to success led her to feel **alone** in the world as her friends could no longer relate to her **lifestyle**. At 16 years old, it can be challenging to survive high school, let alone survive being one of the biggest **rising** stars on the pop scene. She entered into **treatment** for her depression and claims that today she is doing much better and now has the **tools** and skillset to help her work through hurdles that sometimes still **arise**. She now uses her **celebrity** platform to tell her story about mental **illness** in hopes of helping others who are too afraid to speak up.

3. Listen to the report about the importance of celebrities speaking up about mental health issues.

Over the past few years, more and more celebrities are speaking out about their battle with mental illness, substance abuse, and eating disorders, but it did not always use to be like this. A little over ten years ago, many celebrities were too ashamed to speak out about their real-life struggles because there was such an enormous stigma surrounding these topics. Celebrities were nervous; they could be blacklisted from the industry and denied jobs if others knew about their mental health disorders.

However, times have drastically changed, and although there is still stigma surrounding mental health, more and more people are using their platform to tell their story in hopes of breaking down the barriers and helping others who are fighting similar battles. Social media, a blog, or any creative outlet to share your story with others can be a way to work through your emotions, but it can also help an endless amount of people. If you or someone you know is battling a mental health disorder, it is essential to seek professional help. Living in fear and silence is never okay. Seeking support can allow you to regain control of your happiness and maybe even give you the power to share your journey with others.

<https://www.akuamindbody.com> (adapted; accessed in January 2021)

1.3/1.4 TEST

1. Listen to a reporter talking about Skye McKey, an American teen who strives to help others.

Wingfield High School sophomore Skye McKey is no stranger to volunteerism. The Capital Area Sunset Rotary Club has recently recognised her community-service efforts by awarding her the Rotary Youth Leadership Award. The organisation selects nominees who demonstrate leadership skills and offer their own time to give back to the community, so as to exemplify the Rotary Club's motto, "Service before self."

McKey's acts of service include volunteering with the annual Mississippi Book Festival, packing lunches for people in need within her community, and collecting trash and otherwise cleaning up local areas.

With the Rotary Club, she also builds food packages for people in need from areas like Africa, Haiti and more.

Beyond volunteerism, McKey models with Elite Modelling Squad and will be on her school's cheerleading team beginning next school year. Her favourite school subject is English, and she has an interest in attending Spelman College in Atlanta – with one of her main goals being to eventually be able to travel to and volunteer in different countries around the world.

2. Now listen about Shakerra Bolton.

Shakerra Bolton, a 17-year-old junior at Lanier High School, has joined her school's choir, the National Honour Society and the Ladybug Club all in the past year.

Bolton has been a singer since age 5 and is also the youth choir director at her church, Greater Harvest Missionary Baptist Church in Jackson.

Since joining the National Honour Society in 2019, Bolton has been performing community service throughout Jackson and also helps Jackson Public Schools students in younger year groups.

The Ladybug Club is a mentoring organisation that teaches Jackson young people to improve their social skills. With the programme, Bolton assists young adults in her community with voter registration and helps to distribute food to local children in need.

After graduating, Bolton plans to attend either Mississippi State University or the University of Southern Mississippi and major in business administration and the performing arts.

<https://www.jacksonfreepress.com>
(adapted; accessed in January 2021)

3. Listen to a reporter talking about three of the world's top entrepreneurs born in the 2000s.

Shubham Banerjee created Brago when he was just twelve years old. This company creates Braille printers to help the visually impaired access expensive technology. His invention uses LEGO and robotics to design a product and sell it at less than half the price of others on the market. Banerjee is the youngest entrepreneur to receive Venture Capital funding.

Mikaila Ulmer was four years old when she entered a children's business competition. Fascinated by bees, she decided to sweeten her great grandmother's flaxseed lemonade recipe with honey. She began selling her Me & The Bees Lemonade at youth entrepreneurial events and was an instant success. At the age of 11, she negotiated an \$11 million distribution deal with Whole Foods. She donates a percentage of her profits to Texas Beekeepers Associations, hence her slogan "Buy a Bottle... Save a Bee".

At age 14, **Jenk Oz** is the youngest CEO in Britain. When he was 8 years old, he decided to create iCookKid, a website that covers everything from art, tech and science for children. Not only is Jenk an entrepreneur with \$63,000 in revenue, but he also acts in West End theatre productions and records his own music.

<https://real-leaders.com> (adapted; accessed in January 2021)

EXAM-STYLE TEST

1. You will hear a text about three teenagers who stood out at a young age and tried to make a difference.

For **Jordan Reeves**, having a limb difference has helped her envision a more accessible world. The 14-year-old designer and activist was born with a left arm that stopped growing beneath her elbow, a physical difference that helped ignite her passion for design. "A lot of kids with disabilities have a different point of view on the world, because the world isn't made for us really," she says. "We have this great design mindset because we grow up problem-solving. It's a pretty cool thing."

Bellen Woodard is only 10 years old, but she's on a mission for inclusion. She has created her own line of crayons in tones that reflect the wide spectrum of skin colors she sees in the world, claiming the title of world's first crayon activist. "My different shades of peaches and browns can hopefully match everyone including me and my friends and my classmates. Just everyone," she says. Her crayons have proved a great age-appropriate tool to spread a message of inclusion and she was surprised by how quickly her message spread.

Ian McKenna was in third grade when he learned that nearly a quarter of the kids at his Austin school weren't getting enough to eat at home. He wanted to help, but local volunteer organisations turned him away, saying he was too young. So he decided to find his own solution. As he was good at gardening, McKenna persuaded his school to set aside space for a garden, then he asked the community for donations of seeds and equipment.

Other students donated their time. Within months, McKenna's garden was producing lettuces, spinach, tomatoes, cucumbers and squash for students and their families.

<https://time.com> (adapted; accessed in January 2021)

2. You will hear a motivational speech about coping with being different.

People are not all the same. We don't all look the same, act the same, have the same abilities, or have the same religion or values. Some people can walk, see, talk, and hear easily, while others need help with these things or have different ways of doing them. In order to deal with being different, you should learn to cope with it healthily.

One way of doing it is to be confident and have positive relationships with others. We need social connection, and to feel like we fit in somewhere, in order to have a positive sense of wellbeing. People are drawn to positive and confident individuals. You will need confidence to face your fears and meet new people. Another way to cope with being different is to be assertive with bullies. Unfortunately, being different, including having a disability or being overweight, can sometimes increase social rejection or bullying. If certain people put you down or call you names, you can deal with this appropriately by being assertive with them. Assertiveness means being open about how you think and feel, while being respectful toward the other person.

An example of assertiveness is using, "I statements." An example would be if you said, "I feel angry when you say that I am weird." Here, you focus on your own feelings instead of on the other person's behaviour. Their behaviour is secondary to how you feel. You could follow up this statement with further explanation by saying, "I am different, but we all are. I would appreciate it if you didn't call me weird. I respect you, and I expect to be treated fairly in return."

Another way to be assertive is to set a boundary. For example, you could say, "I would like for you to stop calling me weird. If you decide to continue, I will need to get distance from you. I won't tolerate being called names." If you are bullied consistently either verbally or physically, get help from teachers, counsellors, or the principal of your school.

Finally, it can help to learn about "different" people. Look up Led Zeppelin, Martin Luther King, and the hippie movement, there is a lot to learn from them. They are, in the opinion of some, the original unique and cool people. They stood out in a crowd, dared to be different, and some of them even risked their lives in order to fight for what they believed in. Develop a role model or personal hero that you can look up to. Think about how this person might act and behave if she was in your situation.

<https://www.wikihow.com> (adapted; accessed in January 2021)

Unit 1 – Answer key

STANDARD TESTS

1.1/1.2 TEST

LISTENING

1.

Speaker 1: c, f; **Speaker 2:** a, e; **Speaker 3:** b, d

2.

a. journey; b. depression; c. alone; d. lifestyle; e. rising; f. treatment; g. tools; h. arise; i. celebrity; j. illness

3.

a. eating disorders; b. ashamed and nervous; c. deny them jobs; d. down the barriers; e. through your emotions; f. seek professional help; g. fear and silence; h. be happy again

READING

1.

a. go back (line 3); b. fairly (line 4); c. struggling (line 6); d. achievement (line 9); e. conscientious (line 10)

2.

a. most people; b. whatever you do; c. challenges

3.

a. "You will learn that failure is an amazing teacher" (line 16); b. "You will win some and lose some" (lines 20-21); c. "You will be grateful for so much you previously took for granted" (line 22); d. "You will be so proud of yourself for the times you step out of your comfort zone" (line 26)

4.

a. to manage their money in order to have enough for everyday life; b. a life full of ups and downs, good things and bad things; c. do the best you possibly can

USE OF LANGUAGE

1.

a. may not have; b. may struggle; c. can set you up; d. may help you manage

2.

a. sensible; b. selfish; c. dull; d. kind

3.

a. was going; came; b. got; were closing; c. is she still looking; looks; d. didn't feel, isn't getting; e. were you thinking; met

4.

a. have admitted; b. has she had; c. have already had; d. did you start; e. missed

5.

a. should show more initiative; b. may/might go to university after high school; c. can make friends quite easily; d. shouldn't postpone important decisions; e. must fill in the college application before the deadline.

1.3/1.4 TEST

LISTENING

1.

a. F; b. T; c. T; d. F; e. F; f. T

2.

a. youth choir director; b. in 2019; c. students with bad marks; d. young people's social skills; e. local children in need; f. business administration

3.

a. Jenk Oz; b. Shubham Banerjee; c. Mikaila Ulmer; d. Jenk Oz; e. Shubham Banerjee; f. Jenk Oz; g. Mikaila Ulmer; f. Shubham Banerjee

READING

1.

a. the answer; b. sense of mission; c. opportunity; d. comfort zone

2.

a. get rid of (line 6); b. drive (line 11); c. purpose (line 16); d. talents (line 18); e. boost (line 21)

3.

a. "...get rid of other people's ideas of who you are and who you ought to be." (lines 6-8) b. "Put all your attention into that direction, and the energy will flow that way..." (lines 13-15) c. "It might take time to find the right answer, but start drafting it now." (lines 18-19) d. "Whatever you're doing, ask yourself what you are doing and why you're doing it." (lines 20-21) e. "If you expect everything to work against you, you're doomed." (line 23) f. "There's something good in every negative event too; you only need to see it." (lines 24-25)

4.

4.1 The only way to do something extraordinary is to step outside our comfort zone. We should be more positive and imagine life as we want it to be.

4.2 Visualisation is the key to success because when we see, without a doubt, that we're able to be successful, we'll be more creative and focus more on the existing resources that will help us accomplish our goals.

USE OF LANGUAGE

1.

a. accomplishing; b. fame; c. hard-working; d. committed; e. fulfilment; f. perseverance; g. sensible; h. purposes; i. essential; j. planning

2.1 b; **2.2.** a; **2.3.** c; **2.4.** b; **2.5.** c

3.

a. as hard as; b. by far the most ingenious; c. are much less popular than; d. more optimistic than

4.

a. Brad has been working relentlessly so that he can win the employee of the year award.

b. Despite us challenging them to step outside their comfort zone, they didn't want to take that risk.

c. These ideas are debatable; however, they are important as a starting point for our new project.

d. I marked the date of the meeting on my digital planner so as not to forget about it.

e. Even though Ashley doesn't usually cope well with stressful situations, she managed to handle yesterday's event with patience and calmness.

INCLUSION TESTS

1.1/1.2 TEST

LISTENING

1.

Speaker 1: c, f; **Speaker 2:** a, e; **Speaker 3:** b, d

2.

a. journey; b. depression; c. alone; d. lifestyle; e. rising; f. treatment; g. tools; h. arise; i. celebrity; j. illness

3.

a. disorders; b. ashamed; c. jobs; d. barriers; e. emotions; f. professional; g. silence; h. happy

READING

1.

a. 5; b. 3; c. 1; d. 2; e. 4

2.
a. 4; b. 1; c. 3

3.
a. "You will be so proud of yourself for the times you step out of your comfort zone." (line 26) b. "You will be grateful for so much you previously took for granted." (line 22) c. "You will win some and lose some." (lines 21-22) d. You will learn that failure is an amazing teacher." (line 16)

4.1 a; 4.2 b; 4.3 a

USE OF LANGUAGE

1.
a. may not have; b. may struggle; c. can set you up; d. may help you manage
2.
a. sensible; b. selfish; c. dull; d. kind
3.
a. was going; b. were closing; c. looks; d. didn't feel, isn't getting; e. were you thinking
4.
a. have admitted; b. has she had; c. have already had; d. did you start; e. missed
5.
a. should; b. may/might; c. can; d. shouldn't; e. must

1.3/1.4 TEST

LISTENING

1.
a. F; b. T; c. T; d. F; e. F; f. T
2.
a. choir director; b. 2019; c. bad marks; d. social skills; e. local children; f. business administration
3.
a. Jenk Oz; b. Shubham Banerjee; c. Mikaila Ulmer; d. Jenk Oz; e. Shubham Banerjee; f. Jenk Oz; g. Mikaila Ulmer; h. Shubham Banerjee

READING

1.
a. 4; b. 5; c. 1; d. 2
2.
a. 3; b. 5; c. 2; d. 1; e. 4
3.
a. "Put all your attention into that direction, and the energy will flow that way" (lines 13-15) b. "There's something good in every negative event too; you only need to see it." (lines 24-25) c. "It might take time to find the right answer, but start drafting it now." (lines 18-19) d. "get rid of other people's ideas of who you are and who you ought to be." (lines 6-8) e. "If you expect everything to work against you, you're doomed." (line 23) f. "Whatever you're doing, ask yourself what you are doing and why you're doing it." (lines 20-21)
4.
a. change our comfort zone. b. we see ourselves succeeding.

USE OF LANGUAGE

1.
a. accomplishing; b. fame, c. hard-working; d. committed; e. fulfilment; f. perseverance; g. sensible; h. purposes; i. essential; j. planning
- 2.1 b; 2.2 a; 2.3 b; 2.4 a; 2.5 b
3.
a. as hard as; b. by far the most ingenious; c. much less popular than; d. more optimistic than
4.
a. he can win the employee of the year award.
b. us challenging them to step outside their comfort zone, they didn't want to take that risk.
c. they are important as a starting point for our new project.
d. forget about it.
e. Ashley doesn't usually cope well with stressful situations, she managed to handle yesterday's event with patience and calmness.

EXAM-TYPE TEST

LISTENING

1.
Jordan: 3, 7; Bellen: 1, 6; Ian: 2, 4, 5
2.1 a; 2.2 b; 2.3 c; 2.4 c; 2.5 a; 2.6 c; 2.7 a

USE OF ENGLISH AND READING

1.
1/7/11; 2/8/9; 3/4/10
2.
a. Paragraph 4; b. Paragraph 1; c. Paragraph 2
3.1 b; 3.2 c; 3.3 d; 3.4 a; 3.5 d
4.
a. 2; b. 5; c. 3
5.
a. 3; b. 5; c. 2
6.
a. 4; b. 2; c. 1

TEST 1.1 / 1.2

Mark scheme 1 (R + LG + W = 200p)						
Listening:	1. 6 × 10p	2. 10 × 6p	3. 8 × 10p			= 200p
Reading:	1. 5 × 3p	2. 3 × 5p	3. 4 × 5p	4. 3 × 10p		= 80p
Language:	1. 4 × 3p	2. 4 × 2p	3. 5 × 5p	4. 5 × 3p	5. 5 × 4p	= 80p
Writing:						= 40p

Mark scheme 2 (R + LG = 200p)						
Listening:	1. 6 × 10p	2. 10 × 6p	3. 8 × 10p			= 200p
Reading:	1. 5 × 3p	2. 3 × 5p	3. 4 × 6p	4. 3 × 12p		= 90p
Language:	1. 4 × 5p	2. 4 × 2,5p	3. 5 × 7p	4. 5 × 4p	5. 5 × 5p	= 110p
Writing:						= 200p

TEST 1.3 / 1.4

Mark scheme 1 (R + LG + W = 200p)						
Listening:	1. 6 × 10p	2. 6 × 10p	3. 8 × 10p			= 200p
Reading:	1. 4 × 5p	2. 5 × 4p	3. 6 × 5p	4. 2 × 5p		= 80p
Language:	1. 10 × 2p	2. 5 × 3p	3. 4 × 5p	4. 5 × 5p		= 80p
Writing:						= 40p

Mark scheme 2 (R + LG = 200p)						
Listening:	1. 6 × 10p	2. 6 × 10p	3. 8 × 10p			= 200p
Reading:	1. 4 × 5p	2. 5 × 4p	3. 6 × 5p	4. 2 × 10p		= 90p
Language:	1. 10 × 3p	2. 5 × 4p	3. 4 × 5p	4. 5 × 6p		= 110p
Writing:						= 200p

EXAM-STYLE TEST

Mark scheme 1 (L + LG + R + W = 200)						
Listening:	1. 3 × 8p	2. 7 × 3p				= 45p
Reading:	1. 3 × 10p					= 30p
Language:	2. 3 × 5p	3. 5 × 3p	4. 3 × 5P	5. 3 × 5p	6. 3 × 5p	= 75p
Writing:	1. 20p	2. 40p				= 60p

Unit 2

Unit 2



UNIT 2

I. Graded worksheets

Standard

Reading	172
Listening	180
Writing	184
Speaking	186
Grammar	188
Vocabulary	197

Inclusion

Reading	202
Listening	206
Writing	208
Speaking	209
Grammar	210
Vocabulary	219

Audioscripts	223
---------------------------	-----

Answer key	225
-------------------------	-----

II. Assessment

Progress test (2.1 / 2.2)	230
Progress test (2.3 / 2.4)	235
Progress test - inclusion (2.1 / 2.2)	239
Progress test – inclusion (2.3 / 2.4)	244
Exam-style test	248

Audioscripts	254
---------------------------	-----

Answer key	256
-------------------------	-----



I. Graded worksheets

- Standard
- Inclusion

Standard worksheets

2.1 Reading

Name _____ No. _____ Class: _____ Date _____

FOUR REASONS WHY THE INTERNET IS AMAZING

1. It keeps us connected

The internet connects us. No matter how far from our loved ones we may be, various websites, apps and programs allow us to stay in touch with **them**. For example, when I was studying abroad in Canada, my cell phone didn't get service and I was effectively cut off
5 from my friends and family back home. Thanks to the Internet, I was still able to message and even FaceTime them.

2. We can be exposed to new things

Whether it comes from searching for something specific or just coming across something new while scrolling through social media, we can come across new things at any time.
10 These things can be concepts, ideas, or products. Sometimes, we can even find something that we have never heard of that we end up loving. For example, I posted a Tweet asking for book recommendations. I received many recommendations from at least eight different people, and all of their recommendations were books that I had never heard of and that I would have been unlikely to encounter on my own. Of course, we can encounter some bad
15 things as well, but how badly we are affected by **them** is completely dependent on us.

3. We can easily find entertainment

With streaming services such as Netflix and Hulu becoming increasingly popular, it isn't difficult to find something to watch. Both of **them** give us thousands of movies and television shows that are available at our fingertips. Even if we're searching for free entertainment,
20 YouTube videos and Twitch livestreams of every kind are available. As I'm writing this article, I'm watching one of my favorite YouTubers/live streamers play a video game live on Twitch. I, along with the hundreds of other people watching, are thoroughly entertained and having a good time bonding over this experience that would not be made possible without the Internet.

25 4. We Can Make New Friends

When I was younger, my mom always warned me to be careful about talking to people on the Internet. They could be pretending to be someone just to get you to trust **them** so they can get something out of you. However, this isn't always the case. There are often people who are genuine in the way they interact with you. Sure, you should exercise caution when
30 interacting with others online, but don't let that deter you from reaching out and making new friends.

Are there negative aspects to being so reliant on the Internet? Sure there are. However, they can be overlooked to see the benefits that the Internet supplies us with. The Internet is truly one of the most amazing technological advances in recent history, and we are lucky to have it.

<https://www.theodysseyonline.com> (adapted, accessed in January 2021)

1. Say who or what the following words refer to.

- a. them (line 2) _____
- b. them (line 15) _____
- c. them (line 18) _____
- d. them (line 27) _____

2. Match the following words from the text with their opposites. There are two extra words.

a. cut off (line 4)

b. unlikely (line 14)

c. bonding (line 23)

d. genuine (line 29)

e. deter (line 30)

1. possibly

2. deceptive

3. disconnected

4. probably

5. encourage

6. truthful

7. connected

3. Find the required information in the text and write it in note form.

- a. What happened to the author's cell phone in Canada.

- b. The kind of things you can come across on social media.

- c. What the author did to find book recommendations.

- d. The advantage of Netflix and Hulu.

- e. Where you can find free entertainment online.

4. Answer the following questions using your own words as much as possible.

- 4.1 What did the author's mother warn him about?

- 4.2 Does he agree with her? Explain.

- 4.3 What does he think we should do about that?

- 4.4 How does he see the negative aspects of the Internet?

2.2 Reading

Name _____ No. _____ Class: _____ Date _____

FOUR ETIQUETTE RULES TO MAINTAIN A GOOD ONLINE REPUTATION

Online communication can make or break your online reputation. So, it's smart to follow certain rules of the road – or the net – to assure that you don't tarnish any relationships. These cyberspace standards of behavior are known as netiquette.

Rule 1: What frequently gets people into trouble when communicating online is that they easily forget they are communicating with real people. There's a person behind the words you're reading. It's easier to shoot back a response to a negative comment because you're looking at text on a screen rather than looking at someone in the eyes. There's something liberating about being potentially anonymous, or at least faceless, that ignites a feeling of freedom to say things that you would never say in person.

Rule 2: The information overload in today's society can be overwhelming. It's important to respect people's time, keeping your online communication succinct and to the point. It's also wise to keep in mind that your communications, whether they're in the form of emails or online posts, take up space in storage systems. Bombarding mailing lists with large files or unnecessary data is not looked upon favorably.

Rule 3: Spelling and grammar are meaningful in online communication. Content also is key. Before you post about "knowing" something, be sure you actually know what you're talking about. Swearing or posting comments that you know will cause controversy is just poor netiquette. It's also important to keep in mind that writing a message in all caps is considered poor online etiquette because it is commonly understood to be the equivalent of shouting at the recipient.

Rule 4: An important netiquette rule is discretion. You should not publicly identify or post private information about someone, especially as a form of punishment or revenge. You should also avoid snooping around in someone else's computer or email to find out information that normally wouldn't be open to you. With everything written down, it can be tempting for others to try to gain access to our private information.

The ability to reach out to real people with one quick click of a button can be wonderful. You're given access to new worlds of information. But this ease of communication – and ability to speak behind the cloak of your devices without face-to-face contact – brings up several issues that can present real challenges. Cyberbullying and toxic social media behavior are two of the many forms of poor online behavior. Another issue you should remember is that your digital footprint will follow you as you grow up. Once your words or photos are online, you may not be able to take them back or delete them.

One toxic post or picture could make it tougher for you to get into a school or land a particular job.

<https://us.norton.com> (adapted; accessed in January 2021)

1. Match the rules with their most suitable titles.

a. Rule 1

b. Rule 2

c. Rule 3

d. Rule 4

1. Make yourself look good online

2. Remember the person

3. Respect one another's privacy

4. Share sensibly

2. Find synonyms for the following words in the text referring to Rule 2.

a. excess _____

b. brief _____

c. remember _____

d. superfluous _____

e. regarded as _____

3. Say if the sentences are True or False. Justify your choice with a sentence from the text.

a. You may react online with words you wouldn't use in face-to-face communication. T F

b. Sending heavy files or useless posts may be inappropriate as it wastes device memory. T F

c. You write messages in capital letters to show politeness online. T F

d. You should post private posts when you are mad at someone or feel disrespected. T F

e. It is possible that whatever you post online can stay there forever. T F

4. Briefly explain the meaning of the following phrases/sentences.

a. "Online communication can make or break your online reputation." (line 1)

b. "ability to speak behind the cloak of your devices" (line 28)

c. "your digital footprint will follow you as you grow up" (line 31)

2.3 Reading

Name _____ No. _____ Class: _____ Date _____

A DAY IN THE LIFE OF 2100

January 1, 2100, 6:15 a.m.

After a night of heavy partying on New Year's Eve, you are sound asleep. Suddenly, your wall screen lights up. A friendly, familiar face appears on the screen. It's Molly, the software program you bought recently. Molly announces cheerily, "John, wake up. You are needed at the office. In person. It's important." "Now wait a minute, Molly! You've got to be kidding," you grumble. "It's New Year's Day. What could possibly be so important anyway?"



Slowly you drag yourself out of bed and reluctantly head off to the bathroom. While washing your face, hundreds of hidden DNA and protein sensors in the mirror, toilet, and sink silently spring into action, analysing the molecules you emit in your breath and bodily fluids, checking for the slightest hint of any disease at the molecular level. Leaving the bathroom, you wrap some wires around your head, **which** allow you to telepathically control your home: you mentally raise the temperature of the apartment, turn on some soothing music, tell the robotic cook in your kitchen to make breakfast and brew some coffee, and order your magnetic car to leave the garage and be ready to pick you up. As you enter the kitchen, you see the mechanical arms of the robotic cook preparing eggs just the way you like **them**. Then you put in your contact lenses and connect to the internet. Blinking, you see the internet as **it** shines onto the retina of your eye. While drinking hot coffee, you start scanning the headlines that flash in your contact lenses.

You finish breakfast, dress, and dash out the door. Your car, which drove itself out of the garage, is waiting for you outside. You telepathically order the car to take you to your office as quickly as possible. The magnetic car instantly accesses the internet, the GPS, and billions of chips hidden in the road that constantly monitor traffic.

Your magnetic car takes off silently, floating on a cushion of magnetism created by the superconducting pavement. You love cruising in your magnetic car. There are no bumps or potholes to worry about since it's hovering over the road. Best of all, you rarely need to fuel **it** up, since there is almost no friction to slow it down. You remember when the superconducting highway first opened. The media lamented that the familiar age of electricity was coming to a close, ushering in the new age of magnetism. Actually, you don't miss the age of electricity one bit. Glancing outside, seeing sleek cars, trucks, and trains whizzing past you in the air, you realize that magnetism is the way to go.

Michio Kaku, *Physics of the Future*, New York: Doubleday, 2011 (adapted)

1. Find words for the following definitions in paragraphs one and two.

- a. In a happy and optimistic way. _____
- b. In an unwilling and hesitant way. _____
- c. Having a gently calming effect. _____
- d. Looking over or reading something quickly. _____

2. Find words or expressions that mean the opposite of the following words in paragraph four.

- a. loudly _____
- b. accelerate _____
- c. celebrated _____
- d. beginning _____

3. Say who or what the following words refer to.

- a. which (line 19) _____
- b. them (line 24) _____
- c. it (line 25) _____
- d. it (line 34) _____

4. Answer the following questions in note form, according to the text.

How...?

- a. is your health checked? _____
- b. do you control your home? _____
- c. does your car work? _____
- d. is your breakfast prepared? _____
- e. do you connect to the internet? _____
- f. does your car monitor traffic? _____

5. Complete the sentences according to the text. Use up to five words.

- a. John was woken up by _____
- b. In the bathroom, sensors are installed in _____
- c. You visualise online information in _____
- d. You love travelling in your car because _____
- e. The age of magnetism replaced _____

2.4 Reading

Name _____ No. _____ Class: _____ Date _____

ALONE TOGETHER

Online connections were first conceived as a substitute for face-to-face contact when the latter was for some reason impractical: Don't have time to make a phone call? Shoot off a text message. But very quickly, the text message became the connection of choice. We'd rather text than talk. We avoid making telephone calls, fearful that they "reveal too much". We choose keyboards over the human voice. It is more efficient, we say. Things that happen in "real time" take too much time.

We become inseparable from our smartphones. As this happens, we remake ourselves and our relationships with each other through our new intimacy with machines. People talk about web access on their smartphones as "the place for hope" in life, the place where loneliness can be defeated. We look to the network to defend us against loneliness even as we use it to control the intensity of our connections.

The young people are among the first to grow up with an expectation of continuous connection: always on, and always on them. All of this makes them fluent with technology, but brings a set of new insecurities. They nurture friendships on social-networking sites and then wonder if they are among friends. They are connected all day, but are not sure if they have communicated. They become confused about companionship. Can they find it in their lives on the screen?

If you're spending three, four or five hours a day in an online game or virtual world, there's got to be someplace you're not. And that someplace you're not is often with your family and friends – sitting around, playing Scrabble face-to-face, taking a walk, watching a movie together in the old-fashioned way.

Life in a media bubble has come to seem natural. So has the end of a certain public etiquette: on the street, we speak into the invisible microphones on our mobile phones and appear to be talking to ourselves. We share intimacies with the air as though unconcerned about who can hear us or the details of our physical surroundings. And, as we instant-message, email, text, and Twitter, technology redraws the boundaries between intimacy and solitude. We are lonely but fearful of intimacy. Gradually, we come to see our online life as life itself, as we feel more and more alone together.

Sherry Turkle, *Alone together. Why we expect more from technology and less from each other*, New York: Basic Books, 2013 (adapted)



1. Find antonyms for these words in paragraphs one and two.

- a. confident _____
- b. unproductive _____
- c. distant _____
- d. despair _____
- e. companionship _____

2. Find synonyms for these words in paragraphs three and four.

- a. prospect _____
- b. nonstop _____
- c. develop _____
- d. question _____
- e. traditional _____

3. Say in which paragraph you can find the following information.

- a. Social media has made it harder to create meaningful connections and commitments. _____
- b. Technology replaces human intimacy and offers hope of companionship. _____
- c. It's important to have real-life bonding moments. _____
- d. We have lost conversation skills and replaced them with social media connections. _____
- e. The boundary between social media identity and real life is getting more and more blurred. _____

4. Complete the sentences with no more than six words.

- a. Texting is more efficient than _____
- b. People go online so as not to _____
- c. Although teens are tech experts, they show lack of confidence when _____
- d. People aren't worried if everyone is able to hear them even though _____
- e. People are constantly connected to each other; however, they _____

5. Choose the correct answer.

The author's main purpose is to

- a. discuss the advantages and disadvantages of online connections.
- b. explain how technology has altered the way interactions occur.
- c. show how technology replaces face-to-face communications.
- d. justify the importance of technology in our daily lives.

2.1 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to the text about TikTok and complete the text with the missing words.

CD5
[track 11]

TikTok is a **a.** _____ social media platform, whose main focus is on short, bite-sized videos. Users can customise their videos with **b.** _____, stickers and background music, and then share them with the TikTok community. Once shared, people can like, **c.** _____ on or share a video. What sets TikTok apart from other social media platforms is that users can freely **d.** _____ videos from other users. They can then share these videos to other social media platforms to **e.** _____ an even bigger **f.** _____. This is perhaps the main reason why the platform has gained so much **g.** _____ over the past few years. In addition to this, **h.** _____ challenges have also contributed to the platform's growth. Users and **i.** _____ alike come up with challenges that eventually become viral and compel other users to participate. These challenges are also highly effective for enticing **j.** _____ to join the platform.

2. Listen to the announcement of Hulu's new docuseries about sisters Charli and Dixie D'Amelio and match the girls with the correct information.

CD5
[track 12]

a. Charli	1. is number one on Tik Tok.
	2. wishes to have a career in music.
	3. has got one of the fastest growing YouTube channels.
b. Dixie	4. is the younger sister.
	5. has got over 100 million followers.
	6. is ranked within TikTok's top ten creators.



3. Listen to a report about three advantages of social media and choose the correct option.

3.1 Worldwide connectivity brought about by social media

CD5
[track 13]

- a.** is a foreseeable prospect.
- b.** can be accessed with a click.
- c.** is a personal benefit.

3.2 Social media also allows you to

- a.** find like-minded people.
- b.** find people you dislike.
- c.** find interesting sites.

3.3 Getting notifications on social media can

- a.** prevent child abduction.
- b.** provide real-time local warnings.
- c.** prevent terrible storms from heading your way.

2.2 Listening

Name _____ No. _____ Class: _____ Date _____

- 1. Listen to an expert stating five rules of etiquette in cyberspace and match the rules on the left with a suitable title on the right.**



a. Rule 1	1. Use respectful language
b. Rule 2	2. Respect people's privacy
c. Rule 3	3. Respond to emails promptly
d. Rule 4	4. Make real people a priority
e. Rule 5	5. Choose friends wisely

- 2. Listen to the text again and complete the sentences with four words.**

- a. When you're around people, you shouldn't be checking _____, _____.
- b. Things you shouldn't write online if you wouldn't say them face to face are: expressing _____.
- c. If you don't really want to be in touch with someone, you should neither accept a friendship invitation nor _____.
- d. Before you forward information sent to you, you should check with _____.
- e. You can ignore or delete _____.
- f. You shouldn't take more _____ to reply to an email.

- 3. Listen to a podcast on how to identify fake news and choose the correct option.**



- 3.1** When coming across news from an unknown page, you should check
- a. the credibility of the site.
 - b. the research behind the article.
 - c. the author of the article.
- 3.2** Which is not considered a critical attitude towards a piece of news?
- a. Understanding the purpose of the message.
 - b. Mistrusting the apparent credibility of the message.
 - c. Getting emotionally connected to the message.
- 3.3** You should question the authenticity of a piece of news if
- a. it is based on quotes and dates.
 - b. the cited expert is unknown.
 - c. it is lacking survey evaluations and statistics.



2.3 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a scientist's predictions about the future. Choose the correct option.

CD5
[track 16]

- 1.1** Computers will be everywhere because
- a. computer power will become twice as large every 8 months.
 - b. we can access information from a cloud service.
 - c. they will be incredibly cheap.
- 1.2** One of the advantages of mapping the neural pathways of the brain will be to enable people who
- a. are paralysed to use thought to control devices.
 - b. are paralysed to use computer generated devices to their benefit.
 - c. have a mental illness to have an excellent quality of life.
- 1.3** In a few decades, there may be genetic improvement because
- a. it will be cheap to repair damaged and dysfunctional genes.
 - b. damaged and dysfunctional genes may be cured with gene therapy.
 - c. parents will decide on their children's physical and psychological traits.
- 1.4** The author thinks that changing the genetic heritage of humans
- a. is highly beneficial.
 - b. should make us question its limits.
 - c. should make us question its benefits.
- 1.5** Humans may live longer if we understand
- a. why we are almost 100% genetically identical to chimps.
 - b. what aging really implies.
 - c. how the build-up of errors in genes and cells can be mended.
- 1.6** Scientists will be able to detect signs of cancer long before the tumor appears by using
- a. DNA chips.
 - b. chemotherapy.
 - c. tiny sensors inserted in our body.



2.4 Listening

Name _____ No. _____ Class: _____ Date _____

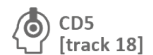
1. Listen to a podcast comparing teens' free time now and in the past and complete the text with the missing words.



Teens are masters at keeping themselves **a.** _____ in the hours after school until way past **b.** _____. When they're not doing their homework (and when they are) they're **c.** _____ and on their phones, **d.** _____, sharing, scrolling, you name it. Of course, before everyone had an Instagram **e.** _____, teens kept themselves busy too, but they were more likely to do their **f.** _____ on the phone, or in person when hanging out at the mall. It may have looked like a lot of **g.** _____ hanging around, but what they were doing was **h.** _____, trying out skills, and succeeding and failing in tons of tiny real-time **i.** _____ that teens today are missing out on.



2. Listen to a podcast about the impacts of technology in your physical health and choose the correct option.



2.1 Which of the following is not a symptom of eyestrain?

- a.** Blurred vision.
- b.** Dry eyes.
- c.** Short-sightedness.

2.2 The 20-20-20 rule includes

- a.** 20 minutes of screen, 20 minutes of break, 20 minutes moving your feet.
- b.** 20 minutes of screen, 20 seconds taking your eyes off the screen, moving 20 steps away from the screen.
- c.** 20 minutes of screen, 20 seconds taking your eyes off the screen, looking at something 20 feet away from the screen.

2.3 After sitting in the same position for a long time

- a.** stand up and stretch your muscles.
- b.** sit straight and strain your brain.
- c.** walk around the room every 10 minutes.

2.4 You should avoid electronic devices

- a.** after taking a bath.
- b.** one hour or two before going to sleep.
- c.** while doing calming activities.

Writing – Newspaper article

Name _____ No. _____ Class: _____ Date _____

There have been several cyberbullying complaints to the Board and the school council is investigating the case to try to identify the bullies and to find out how serious a problem they may have on their hands.

You are going to write a newspaper article for your school's monthly edition reporting the events.

[illegible]

Headline:

Use a short eye-catching sentence that sums-up the main idea of the story and grabs the reader's attention.

Byline:

Write your name and the date the article was published on.

Lead or “intro”:

Start with an introductory sentence that summarises the key details of the story. It should answer the six classic questions (5 Ws and 1H): WHO, WHAT, WHEN, WHERE, WHY and HOW.

Body:

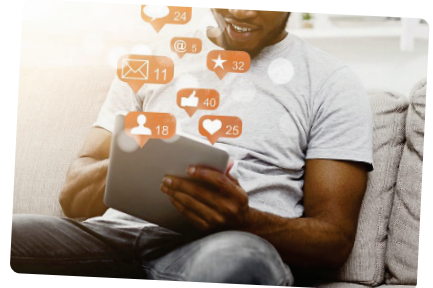
Write a detailed description of what happened, how people reacted and why this event is significant. You can use quotations in direct speech to include someone's point of view. Leave the least important information for last.

Writing – Opinion text

Name _____ No. _____ Class: _____ Date _____

You are going to write an opinion text about the role of social media in personal relationships, keeping the following quote in mind:

“Relationships are harder now because conversations become texting, arguments become phone calls and feelings become status updates.”



Title:

Write the quotation.

Introduction:

- Explain what the quotation means in a clear and straightforward way.
- Give a general opinion about the topic. You may end with a question, a surprising statement or a fact.

Body:

- Express your opinion providing three arguments.
- Each paragraph should have a different argument.
- Support your opinion with examples.
- Use different phrases for giving reasons and expressing opinions.
- Use different linking words for adding or contrasting ideas.

Conclusion:

- Sum up your ideas and restate your opinion.
- Establish a comparison with the quote's main message.

2.1/2.2 Speaking

Name _____ No. _____ Class: _____ Date _____

60-SECOND PRESENTATION

Individual work/production

Your group of friends is organising a survey to find out which social media app the school community is using the most and the reasons why.

In 60 seconds, tell the class which social media app you use the most and why.

Don't forget to:

- Identify the app and state what you can do with it.
- Present at least one reason why you prefer it to any other similar app.

At the end, decide together as a class, which social media app is chosen by the most people and the main reason why.

PAIR WORK DISCUSSION

Pair work/interaction

Look at the four pictures below predicting what life in the future will look like.

You and your partner will have to choose one of them to illustrate your common vision of the future. Follow these steps:

- Working in pairs, choose a picture each.
- Try to convince your partner that your picture should be the one chosen as the most believable in terms of predictions. You have one minute to convince your partner. Exchange roles.
- Decide on a picture you both agree on and tell the class about it.



2.3/2.4 Speaking

Name _____ No. _____ Class: _____ Date _____

DEBATE

Group work/interaction

Join into groups and prepare a debate about the topic:

TECHNOLOGY: GOOD OR BAD?

- Divide the class into two groups/sides: one will argue in favour of, the other against the topic.
- Each group brainstorms ideas and makes a list of three arguments and evidence to support each argument (facts and figures, real-life examples, etc.).
- Each team chooses three spokespersons for the debate. Each spokesperson has 3 minutes to talk.
- Each team should choose one note-taker to note down and briefly present a summary of the arguments at the end of the debate.

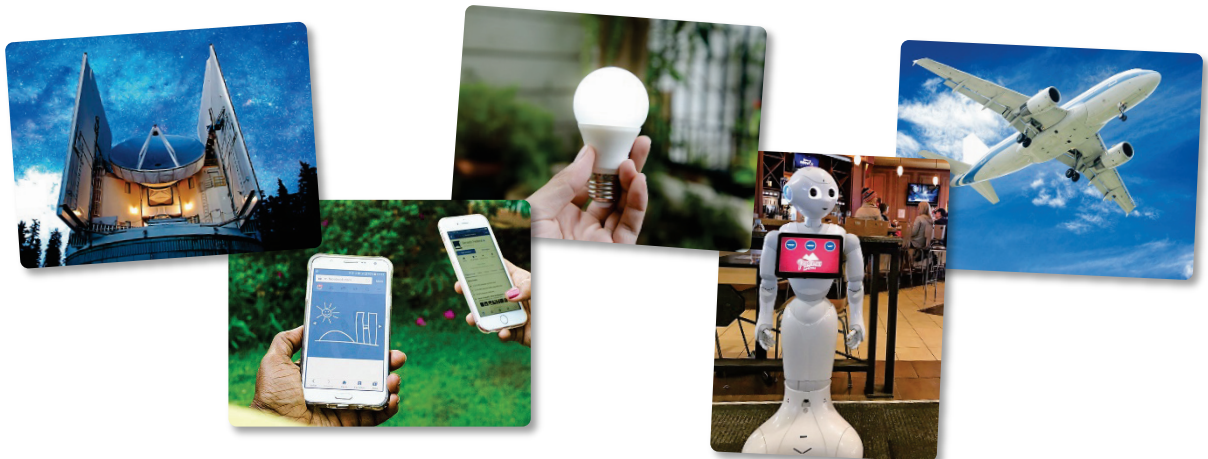
GROUP WORK PRESENTATION

Group work/production

Join in groups of three and prepare a 15-20 minute PowerPoint^(R) presentation on the following topic:

LIFE-CHANGING INVENTIONS

- Brainstorm ideas to choose the three inventions you want to focus on.
- Do some research and find information about them.
- Identify the inventor, the date and place of invention.
- Describe the changes/effects/consequences of the inventions.



2.1 Passive

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct verb forms.

- a. 40 million photos **upload / are uploaded** every day on Twitter by 100 million active users.
- b. The reality series **will take / will be taken** viewers inside the lives of celebrities 24/7.
- c. The latest headlines **can read / can be read** on Twitter.
- d. I **have raised / have been raised** some money for charity, using social media platforms.
- e. The use of online social networks in education **has supported / has been supported** by several educational technology researchers.
- f. The professional social network named LinkedIn **launched / was launched** in 2003.
- g. Live streaming **may expose / may be exposed** children to age inappropriate content.

2. Fill in the gaps with the correct passive form.

- a. At this very moment, millions of accounts _____ (**hack**) by scammers worldwide.
- b. TikTok _____ (**use**) by young adults under 24 years old.
- c. Instagram _____ (**buy**) by Facebook for \$ 1 billion in 2012.
- d. Lately, potential customers _____ (**target**) through strong social media platforms.
- e. Some say that, in the future, traditional classrooms _____ (**replace**) by virtual learning.
- f. In the past, my photos on Instagram _____ (**see**) by everyone as my account wasn't private.

3. Rewrite the following sentences in the passive. Leave the agent out when it is not needed.

- a. By 2022, short and long-form video content will dominate social media.

- b. We have challenged TikTok users to post dance choreographies.

- c. Only 51% of teens use Facebook today.

- d. 60% of marketing and sales departments are using social media to raise awareness of brands.

- e. Some teens described YouTube as a search engine, but also as a tool for entertainment.

- f. Nowadays, you can access information at the click of a button.

- g. The company was planning out a social marketing strategy in today's 9 a.m. meeting.

2.1 Passive with double object verbs

Name _____ No. _____ Class: _____ Date _____

1. Complete the second sentence so that it has a similar meaning to the first sentence. Write between three and five words, including the word given.

- a. They will give Jim a new iPhone for his birthday. **(be)**
Jim _____ a new iPhone for his birthday.
- b. Charles has written a friendly thank-you note to me. **(I)**
_____ a friendly thank-you note by Charles.
- c. The TV host tells the contenders the regulations at the beginning of the contest. **(told)**
At the beginning of the contest, _____ the regulations by the TV host.
- d. They may send us a TikTok dance challenge tonight. **(be)**
We _____ a TikTok dance challenge tonight.
- e. Kylie Jenner is surprising a fan at a talk show this evening. **(by)**
A fan _____ Kylie Jenner at a talk show this evening.
- f. Sophia asked her teen sons how the Discord platform worked. **(asked)**
Sophia's _____ how the Discord platform worked.

2. Rewrite the following sentences in the passive in the two possible ways. Leave the agent out when it is not needed.

- a. Yesterday, Logan showed Olivia the benefits of mobile apps in our daily lives.

- b. Cooper is sending us a DM on Instagram right now.

- c. They may offer the staff some online Excel^(R) training.

- d. Someone has promised Carol an autographed poster of Ariana Grande..

- e. Noah will buy Jack a sci-fi book for Kindle.

2.2 Connectors of cause and result

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- a. Our firm was hacked; **consequently / as a result of**, sensitive data was stolen.
- b. I use antivirus software **so / because** it detects automated malicious software.
- c. Crime rates decreased **as / owing to** the installation of surveillance cameras.
- d. **As / Due to** the mayor believes surveillance cameras are an invasion of privacy, none have been installed in this city.
- e. Our company's reputation was seriously damaged **since / because of** a cyberattack.

2. Complete the sentences below with a suitable connector from the box.

because as a consequence of as because of therefore

- a. I forgot my password; _____ now I can't unlock my phone.
- b. We installed a phone tracking device _____ our teen's dubious friendships.
- c. _____ the high crime rates in certain cities, the use of CCTV surveillance has become a popular crime prevention measure.
- d. _____ I wanted to keep a watchful eye on my child, someone suggested installing a phone tracking app.
- e. I don't want CCTV to be installed _____ it gives people a false sense of security.

3. Rewrite these sentences using the connector given in brackets. Make any necessary changes.

- a. We decided to hire a cybersecurity professional. Our company was hacked. **(so)**

- b. My reputation was badly tarnished. Some defamatory comments were published on social media. **(as a result of)**

- c. Record companies sued an online music website. The website infringed copyright laws. **(because)**

- d. Bitcoin allows ransom demands to be paid anonymously. Some say Bitcoin helps to fuel ransomware attacks. **(since)**

- e. I have a spam filter. Very few phishing scams get through to my inbox. **(that's why)**

2.2 Prepositional verbs

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with a correct preposition.

- Do you worry _____ privacy issues online?
- People should be arrested _____ spreading potentially dangerous rumours.
- Frank is going to specialise _____ cybersecurity.
- I would like to know more _____ how to check facts online.
- I'm not sure if I agree _____ the installation of CCTV on the streets.

2. Complete the sentences below with a verb in the correct form and the preposition given.

2.1 *In*

- Mark Zuckerberg is going to _____ the cybersecurity debate tonight.
- The police have _____ identifying the robbers using CCTV footage.

2.2 *With*

- I wouldn't know how to _____ a hacker attack.
- Why do you still _____ fake news _____ all your family and friends?

2.3 *On*

- Believing in fake news or not _____ our ability to analyse its origin.
- My parents won't leave me alone! They _____ checking my security settings all the time!

2.4 *About*

- I was so tired that I _____ the files I had to send!
- After the cyberattack he had to _____ legal procedures to recover the data.

3. Match the sentence halves in columns A and B using a preposition.

COLUMN A		COLUMN B
a. I think you should apologise	on in for with about	1. so many coincidences.
b. Many people nowadays complain		2. your thoughtless behaviour online.
c. She doesn't believe		3. his source about the authenticity of the facts.
d. We should concentrate efforts		4. feeling deceived by online news.
e. The journalist who published the news was arguing		5. educating children about fake news.

2.3 If-clauses – Types 1 and 2

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with the verbs in the correct tense to form *if*-clauses type 1.

- a. We _____ (**buy**) this smartphone if the price _____ (**become**) more affordable.
- b. If Jane _____ (**need**) some tech information, the website Mashable _____ (**be**) useful.
- c. I _____ (**text**) you if I _____ (**hear**) the news.
- d. If educators _____ (**use**) AR in their lessons, they _____ (**improve**) learning.
- e. A chatbot _____ (**not have**) the ability to improvise if the conversation _____ (**not follow**) a certain path.

2. Complete the sentences with the verbs in the correct tense to form *if*-clauses type 2. Choose the verbs from the box.

ask not communicate unplug have run interview
prosper program be not exist

- a. If I _____ an AI robot, I _____ it to do all the housework.
- b. People _____ so efficiently if the internet _____.
- c. If I _____ you, I _____ from work-related technology after work hours.
- d. If Ann _____ Elon Musk, she _____ for his opinion about artificial intelligence.
- e. Your business _____ more rapidly if you _____ AR advertising campaigns.

3. Complete the second sentence so that it has a similar meaning to the first. Use between three and five words, including the word given.

- a. My advice to you is to develop a new chatbot for customer service. (**would**)
If _____ develop a new chatbot for customer service.
- b. You place your finger over the scanner to unlock your iPhone. (**will**)
If you place your finger over the scanner, your _____.
- c. Museums should use augmented reality to attract wider audiences. (**if**)
Museums would attract wider audiences _____ augmented reality.
- d. The company doesn't improve productivity because the staff isn't tech savvy. (**staff**)
If _____, the company would improve productivity.
- e. You can borrow my laptop as long as you promise to look after it. (**promise**)
I'll lend you my laptop _____ after it.
- f. John has a GPS app on his smartphone, so he never gets lost. (**have**)
If John _____ app on his smartphone, he would get lost sometimes.

2.4 If-clauses – Types 3

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with the verbs in the correct tense to form *if*-clauses type 3.

- a. If he _____ (have) the money at the time, he _____ (buy) a smartwatch.
- b. I _____ (not arrive) at the tech summit on time if you _____ (not give) me a lift.
- c. If you _____ (help) me with the ICT project, I _____ (already / finish).
- d. If I _____ (not do) a degree in computer science, I _____ (not get) the job as an AI software engineer.
- e. Julie _____ (believe) him if she _____ (not see) that revealing email.

2. Complete the second sentence so that it has a similar meaning to the first.

- a. I didn't know about the advantages of IoT. I didn't read the article.
If I had _____
- b. We visited a celebrity's smart home. Our friend invited us.
We wouldn't _____
- c. I took your iPad by mistake. I thought it was mine, not yours.
If I hadn't _____
- d. James didn't see Elon Musk at the conference. He wanted to talk to him about the Space X project.
If James _____
- e. The reporter wasn't well prepared. He didn't ask controversial questions about ethics and AI.
The reporter would have _____

3. Complete the second sentence so that it has a similar meaning to the first. Use between four and five words, including the word given.

- a. My order might arrive today. You have to sign for it. (will)
If my order _____ have to sign for it.
- b. I don't think you should buy a 360 modular camera. It's too expensive. (I)
If _____ buy a 360 modular camera because it's too expensive.
- c. Sam didn't concentrate, so he made a lot of mistakes in his essay about technology. (would)
If Sam _____ made fewer mistakes in his essay about technology.
- d. Give me some information about the latest tech trends and I'll agree to write the article. (if)
I'll agree to write the article _____ information about the latest tech trends.
- e. I lost her email address. I didn't send her an invitation to the conference. (sent)
I _____ an invitation to the conference if I hadn't lost her email address.

2.4 Reported speech (statements, orders, requests or advice)

Name _____ No. _____ Class: _____ Date _____

1. Rewrite Bill Gate's sentences in reported speech, starting with "He said that..."

- a. I met my future wife while I was studying law.

- b. The computer was born to solve problems that did not exist before.

- c. We'll always ask for feedback about our company's work.

- d. I'm stepping down as Microsoft's chairman this year.

- e. I dropped out of college in 1975 to pursue my business, Microsoft.



2. Report the following advice according to the situation. Start with "My friend told me..."

Get a new anti-virus! Don't believe everything you find online! Buy yourself a new one!

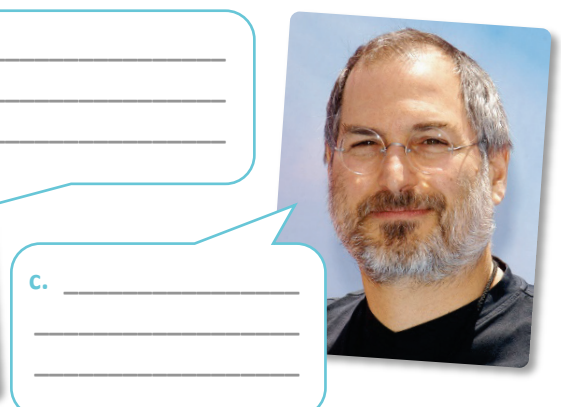
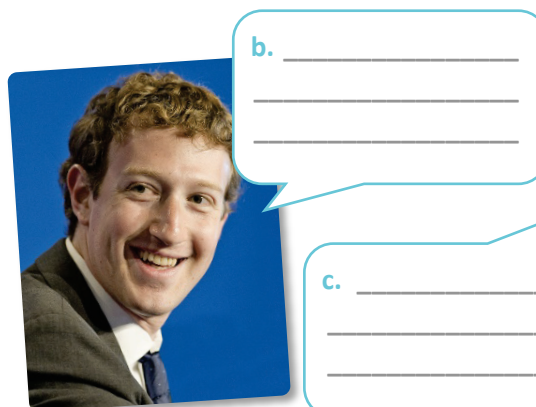
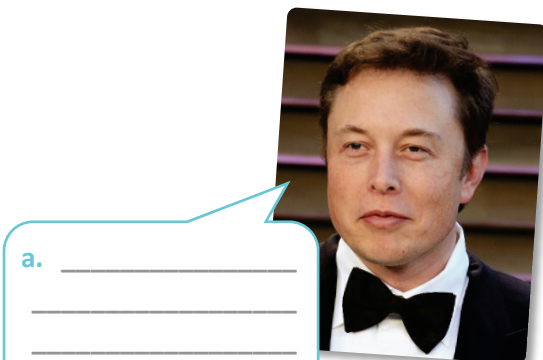
- a. The touchscreen on my phone isn't working properly! I can't even swipe up!

- b. There's this new robot for sale online that can even do your homework for you!

- c. Someone has broken into my Instagram page and hacked it!

3. Write the following statements in direct speech.

- a. Elon Musk told us to take risks and to do something bold. We wouldn't regret it.
- b. Mark Zuckerberg said people didn't care about what we said; they cared about what we built.
- c. Steve Jobs said that the computer was the most remarkable tool that we had ever come up with.



2.4 Reported speech (questions)

Name _____ No. _____ Class: _____ Date _____

1. Match the following questions with the answers and rewrite them in reported speech.

“Why didn’t you whatsapp me last night?” “When did you buy this robot cleaner?”
 “Will you instal intelligent devices in our new house?”
 “How many cameras does this smartphone have?”

- a. Sammy asked Samuel _____, and he answered: “I bought it online last month.”
- b. I asked my parents _____, and they said: “We don’t think so... they’re quite expensive.”
- c. My boyfriend wanted to know _____, and I said: “Because my battery was dead.”
- d. My brother asked the shop assistant _____, and she informed him: “This particular model has three.”

2. Read the following text and then rewrite it in dialogue form.

Patrick met Monique Stratford, a former classmate, in the street last week. He asked her how she was and she said she was fine and she was working for Google. He asked her if she worked in the Mountain View headquarters and she answered that she worked for Google in Zurich and that she had moved to Switzerland two years before. He wanted to know if she enjoyed working there and she said she loved it and if she could, she would never change jobs again. She then asked him what he did for a living and he stated that he was a computer technician. She wanted to know where he worked and he said he was working as a freelancer for the time being. She said she had to go and then told him to call her the following week because she would still be in town and he said he would and they said goodbye.

- Patrick a. _____
- Monique b. _____
- Patrick c. _____
- Monique d. _____
- Patrick e. _____
- Monique f. _____
- Patrick g. _____
- Monique h. _____
- Patrick i. _____
- Monique j. _____
- Patrick k. _____
- Monique and Patrick l. _____



2. Overall grammar

Name _____ No. _____ Class: _____ Date _____

1. Complete the second sentence so that it has a similar meaning to the first sentence. Include the word given.

- a. As everyone can be victims of cybercrime, authorities have been posting advice on how to protect ourselves. **(therefore)**
Everyone _____
- b. Brian lost all his files because he didn't save them in the cloud. **(wouldn't)**
If Brian _____
- c. Camilla got so many followers after creating the blog that she decided to become a full-time blogger. **(have)**
If Camilla _____
- d. Everyone should be more familiar with possible online threats so they can protect themselves. **(know)**
Everyone should _____
- e. How far will technology change the way we do things? **(did)**
My grandfather wondered _____
- f. I didn't post this awful picture of you! It wasn't me! **(posted)**
Robert swore that _____
- g. Is the IoT going to be prevalent in most cities in the next decade? **(following)**
The journalist wanted to know _____
- h. Keep your personal information private so as to be protected from phishing attacks. **(my)**
He advised me _____
- i. Someone has stolen my laptop from my locker! **(been)**
My laptop _____
- j. Stop checking your phone all the time when you're with me! **(his)**
Belinda asked her boyfriend _____
- k. The last user had left the email account open and someone pried into his messages. **(been)**
The email account _____
- l. The robbers were caught because there were CCTV cameras installed in the shop. **(of)**
The robbers were caught _____
- m. They will send me a reminder to my email. **(sent)**
I _____
- n. You spend the whole day on social media, that's why you miss out on so many interesting things happening around you. **(wouldn't)**
If you _____

2.1 Vocabulary

Name _____ No. _____ Class: _____ Date _____

INTERNET AND SOCIAL MEDIA RELATED WORDS

1. Choose the correct option to complete each sentence.

- 1.1 Famous social media personalities are called
a. memes b. followers c. trolls d. influencers
- 1.2 When you arrange with a group of people, through social media, to go to a public place at the same time to sing, dance or give funny performances you are part of
a. a flash mob b. a meme c. a profile d. a digital footprint
- 1.3 Someone who pretends on social media to be different to trick or attract other people is
a. a hacker b. an avatar c. a troll d. a catfish
- 1.4 Something that is very popular right now on the internet or on social media is said to be
a. streaming b. livecasting c. trending d. trolling
- 1.5 The practice of getting online users to financially contribute to a business project or a cause is called
a. crowdsourcing b. catfishing c. crowdfunding d. livecasting
- 1.6 The device that moves your cursor is called
a. keyboard b. mouse c. motherboard d. USB
- 1.7 Someone who will comment on your social media feed, usually in a mean way, to get a response from you is known as
a. an influencer b. a fan c. a troll d. a hater
- 1.8 When you want to know someone's personal interests, work, or relationship status you can find information on social media by checking his/her
a. profile b. blog c. linkedin d. vlog
- 1.9 A funny video, picture, or phrase that a lot of people send to each other on the internet for mutual enjoyment is called
a. flash mob b. meme c. trend d. gif
- 1.10 When a malicious software program self-replicates by copying itself to another program, it means that your computer has got
a. spam b. a virus c. a bug d. a firewall
- 1.11 A streaming live video from a wearable camera to a website is called
a. vlogging b. selfie c. skypeing d. lifecasting
- 1.12 The result of your online activity, such as the websites you visit, your comments on social media, your tagged photos, is known as your
a. posts b. cookies c. profile d. digital footprint

2.2 Vocabulary

Name _____ No. _____ Class: _____ Date _____

CYBERCRIMES

1. Complete the gaps (1 - 12) with the words from the box. Then name the cybercrime referred to (a - f).

intruder tricked intimidate adverts reputation steal false
harassment servers confidential password permission

a. _____

This cybercrime occurs when a criminal gains access to a user's personal information to 1. _____ funds, or access 2. _____ information. They can also open an internet account in your name or use your name to plan a criminal activity.

b. _____

This kind of cybercrime involves online 3. _____ where the user is subjected to a huge number of online messages and emails. Social media, websites and search engines are used to 4. _____ a user and instill fear.

c. _____

This type of attack involves hackers sending malicious email attachments or URLs to users to gain access to their accounts or computer. Users are 5. _____ into emails claiming they need to change their 6. _____ or update their billing information, giving criminals access.

d. _____

This kind of act is committed by an 7. _____ by accessing your computer system without your 8. _____. This criminal may break into systems to steal personal banking information, a corporation's data, etc.

e. _____

It's a 9. _____ statement someone makes about you, which they publish as a statement of fact, and which harms your personal and/or professional 10. _____. It may also cause financial loss and emotional distress.

f. _____

It is the name given to criminally controlled 11. _____. A piece of code hidden in the advert makes your computer go to criminal 12. _____. These then catalogue details about your computer, before choosing which piece of malware to send you.

2.3/2.4 Vocabulary

Name _____ No. _____ Class: _____ Date _____

INTERNET OF THINGS / TECH VERBS

1. Choose the most suitable words to complete the text about the Internet of Things (IoT).

networks wearable smartphones automation appliances
connected access data enhanced artificial



The term “IoT,” in its broadest sense, refers to everything that’s **a.** _____ to the internet. The Internet of Things is made up of devices, whether it’s **b.** _____ and tablets, connected cars, or **c.** _____ tools. When you combine these devices with automated systems, **d.** _____ intelligence, and the cloud, it’s possible to gather, analyse, and use **e.** _____ in a range of new and exciting ways.

In a sense, the Internet of Things brings **f.** _____ closer together, making sure that everything can work seamlessly on the same page. When your connected devices work more efficiently together, you can begin to benefit from **g.** _____ efficiency and productivity, increased **h.** _____ and better **i.** _____ to data. IoT isn’t just about connected **j.** _____ and smart homes. It’s about everything – from smart cities to using big data to improve collaboration in the workplace.

<https://www.ringcentral.co.uk/> (adapted, accessed in January 2021)

2. Complete the sentences with the most suitable verb.

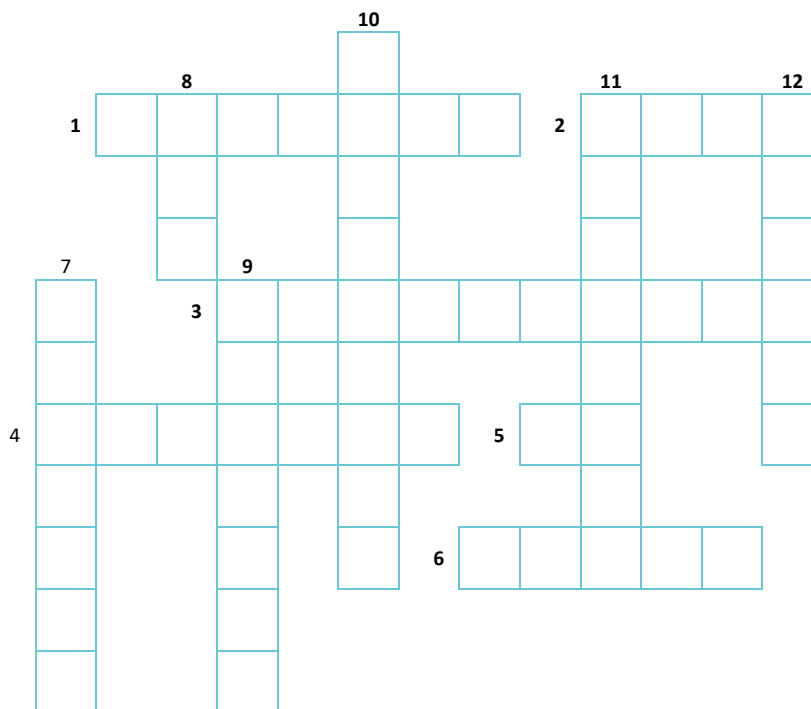
access bookmark download videotise uncloud digitize send

- a.** Google’s plan _____ to copyrighted texts has run into serious legal problems in the USA.
- b.** It’s easier to learn maths by watching a problem-solving video. That’s why I _____ the maths exercises to be viewed in class.
- c.** My dropbox is too full. I need to _____ some unnecessary files to get more storage space.
- d.** Do you want to _____ your favourite sites?
- e.** I forgot to _____ an important attachment in my email.
- f.** You don’t need to _____ the file in PDF format.
- g.** I can’t _____ the webpage you asked for right now. There’s no internet connection.

2. Overall vocabulary

Name _____ No. _____ Class: _____ Date _____

1. Follow the clues to complete the crossword with technology or internet-related words.



ACROSS

1. The gaining of unauthorised access to data in a system or computer.
2. Information processed or stored by a computer.
3. A device said to involve little trouble or effort is said to be...
4. A computer program designed to simulate conversation with human users.
5. The abbreviation for Artificial Intelligence.
6. The crime of obtaining the personal information of another person to use their identity to commit fraud is called identity...



DOWN

7. The removal of applications and data from a cloud computing platform.
8. An application, especially as downloaded by a user to a mobile device.
9. A fake online identity used to begin a deceptive relationship.
10. Give (someone) false or inaccurate information often inadvertently.
11. Convert pictures, text, or sound into a digital form that can be processed by a computer.
12. An image that represents you on the screen in an online game or chatroom.



Inclusion worksheets

2.2 Reading

Name _____ No. _____ Class: _____ Date _____

FOUR ETIQUETTE RULES TO MAINTAIN A GOOD ONLINE REPUTATION

Online communication can make or break your online reputation. So, it's smart to follow certain rules of the road – or the net – to assure that you don't tarnish any relationships. These cyberspace standards of behavior are known as netiquette.

Rule 1: What frequently gets people into trouble when communicating online is that they easily forget they are communicating with real people. There's a person behind the words you're reading. It's easier to shoot back a response to a negative comment because you're looking at text on a screen rather than looking at someone in the eyes. There's something liberating about being potentially anonymous, or at least faceless, that ignites a feeling of freedom to say things that you would never say in person.

Rule 2: The information overload in today's society can be overwhelming. It's important to respect people's time, keeping your online communication succinct and to the point. It's also wise to keep in mind that your communications, whether they're in the form of emails or online posts, take up space in storage systems. Bombarding mailing lists with large files or unnecessary data is not looked upon favourably.

Rule 3: Spelling and grammar are meaningful in online communication. Content also is key. Before you post about "knowing" something, be sure you actually know what you're talking about. Swearing or posting comments that you know will cause controversy is just poor netiquette. It's also important to keep in mind that writing a message in all caps is considered poor online etiquette because it is commonly understood to be the equivalent of shouting at the recipient.

Rule 4: An important netiquette rule is discretion. You should not publicly identify or post private information about someone especially as a form of punishment or revenge. You should also avoid snooping around in someone else's computer or email to find out information that normally wouldn't be open to you. With everything written down, it can be tempting for others to try to gain access to our private information.

The ability to reach out to real people with one quick click of a button can be wonderful. You're given access to new worlds of information. But this ease of communication – and ability to speak behind the cloak of your devices without face-to-face contact – brings up several issues that can present real challenges. Cyberbullying and toxic social media behavior are two of the many forms of poor online behavior. Another issue you should remember is that your digital footprint will follow you as you grow up. Once your words or photos are online, you may not be able to take them back or delete them.

One toxic post or picture could make it tougher for you to get into a school or land a particular job.

<https://www.harpersbazaar.com/celebrity> (adapted; accessed in January 2021)

1. Match the rules with their most suitable titles.

a. Rule 1	1. Make yourself look good online
b. Rule 2	2. Remember the person
c. Rule 3	3. Respect one another's privacy
d. Rule 4	4. Share sensibly

2. Match the words/expressions used in Rule 2 with their synonyms.

a. overload (line 10)	1. superfluous
b. succinct (line 11)	2. excess
c. Keep in mind (line 12)	3. remember
d. unnecessary (line 14)	4. regarded as
e. looked upon (line 14)	5. brief

3. Say if the sentences are True or False.

a. You may react online with words you wouldn't use in face-to-face communication.	T	F
b. Sending heavy files or useless posts may be seen as inappropriate.	T	F
c. You write messages in capital letters to show politeness online.	T	F
d. You should post private posts when you are mad at someone or feel disrespected.	T	F
e. It is possible that whatever you post online can stay there forever.	T	F

4. Choose the best explanation for the following phrases/sentences.

- 4.1** "Online communication can make or break your online reputation." (line 1)
a. build up or destroy b. motivate or discourage c. match or differ
- 4.2** "ability to speak behind the cloak of your devices" (line 28)
a. speak openly b. hide behind the screen c. protect your screen with a cover
- 4.3** "your digital footprint will follow you as you grow up" (line 31)
a. your online presence will grow b. your posts will remain online c. you will keep updated

2.3 Reading

Name _____ No. _____ Class: _____ Date _____

A DAY IN THE LIFE OF 2100

January 1, 2100, 6:15 a.m.

After a night of heavy partying on New Year's Eve, you are sound asleep. Suddenly, your wall screen lights up. A friendly, familiar
5 face appears on the screen. It's Molly, the software program you bought recently. Molly announces cheerily, "John, wake up. You are needed at the office. In person. It's important." "Now wait a minute, Molly!
10 You've got to be kidding," you grumble. "It's New Year's Day. What could possibly be so important anyway?"

Slowly you drag yourself out of bed and reluctantly head off to the bathroom. While
15 washing your face, hundreds of hidden DNA and protein sensors in the mirror, toilet, and sink silently spring into action, analysing the molecules you emit in your breath and bodily fluids, checking for the slightest hint of any disease at the molecular level. Leaving the bathroom, you wrap some wires around your head, **which** allow you to telepathically control
20 your home: you mentally raise the temperature of the apartment, turn on some soothing music, tell the robotic cook in your kitchen to make breakfast and brew some coffee, and order your magnetic car to leave the garage and be ready to pick you up. As you enter the kitchen, you see the mechanical arms of the robotic cook preparing eggs just the way you like **them**. Then you put in your contact lenses and connect to the internet. Blinking, you
25 see the internet as **it** shines onto the retina of your eye. While drinking hot coffee, you start scanning the headlines that flash in your contact lenses.

You finish breakfast, dress, and dash out the door. Your car, which drove itself out of the garage, is waiting for you outside. You telepathically order the car to take you to your office as quickly as possible. The magnetic car instantly accesses the internet, the GPS, and
30 billions of chips hidden in the road that constantly monitor traffic.

Your magnetic car takes off silently, floating on a cushion of magnetism created by the superconducting pavement. You love cruising in your magnetic car. There are no bumps or potholes to worry about, since it's hovering over the road. Best of all, you rarely need to fuel **it** up, since there is almost no friction to slow it down. You remember when
35 the superconducting highway first opened. The media lamented that the familiar age of electricity was coming to a close, ushering in the new age of magnetism. Actually, you don't miss the age of electricity one bit. Glancing outside, seeing sleek cars, trucks, and trains whizzing past you in the air, you realize that magnetism is the way to go.



Michio Kaku, *Physics of the Future*, New York: Doubleday, 2011 (adapted)

1. Match the words in paragraph one and two with the following definitions.

a. cheerily (line 7)	1. looking over or reading something quickly
b. reluctantly (line 14)	2. in a happy and optimistic way
c. soothing (line 20)	3. having a gently calming effect
d. scanning (line 26)	4. an unwilling and hesitant way

2. Match the words or expressions in paragraph four with their opposite.

a. silently (line 31)	1. celebrated
b. slow it down (line 34)	2. loudly
c. lamented (line 35)	3. beginning
d. coming to a close (line 36)	4. accelerate

3. Say who or what the following words refer to.

- a. which (line 19) _____
- b. them (line 24) _____
- c. it (line 25) _____
- d. it (line 34) _____

4. Answer the following questions with one or two words, according to the text.

How...?

- a. is your health checked? Through the use of hidden _____.
- b. do you control your home? Using _____.
- c. does your car work? Through _____.
- d. is your breakfast prepared? With help of a _____.
- e. do you connect to the internet? Using _____.

5. Choose the correct option to complete the sentences.

5.1 John was woken up by

- a. a robot
- b. a software program
- c. sensors

5.2 In the bathroom, there are no sensors installed in

- a. the mirror
- b. the toilet
- c. the shower

5.3 You love travelling in your car because

- a. it's self-driving
- b. it's fast
- c. it avoids bumps

2.1 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to the text about TikTok and complete the text with the missing words.

CD5
[track 11]

TikTok is a video-sharing social media **a.** _____, whose main focus is on short, bite-sized videos. Users can customise their videos with **b.** _____, stickers and background music, and then share them with the TikTok community. Once shared, people can like, **c.** _____ on or share a video. What sets TikTok apart from other social media platforms is that users can freely **d.** _____ videos from other users. They can then share these videos to other social media platforms to **e.** _____ an even bigger audience. This is perhaps the main reason why the platform has gained so much **f.** _____ over the past few years. In addition to this, **g.** _____ challenges have also contributed to the platform's growth. Users and **h.** _____ alike come up with challenges that eventually become viral and compel other users to participate. These challenges are also highly **i.** _____ for enticing non-users to join the platform.

2. Listen to the announcement of Hulu's new docuseries about sisters Charli and Dixie D'Amelio and match the girls with the correct information.

CD5
[track 12]

a. Charli	1. is number one on TikTok.
	2. wishes to have a career in music.
	3. has got one of the fastest growing YouTube channels.
b. Dixie	4. is the younger sister.
	5. has got over 100 million followers.
	6. is ranked within TikTok's top ten creators.



3. Listen to a report about three advantages of social media and choose the correct option.

CD5
[track 13]

3.1 Worldwide connectivity brought about by social media

- a.** is a foreseeable prospect.
- b.** can be accessed with a click.

3.2 Social media also allows you to

- a.** find like-minded people.
- b.** find people you dislike.

3.3 Getting notifications on social media can

- a.** prevent child abduction.
- b.** provide real-time local warnings.

2.4 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a podcast comparing teens' free time now and in the past and complete the text with the missing words.



Teens are masters at keeping themselves **a.** _____ in the hours after school until way past bedtime. When they're not doing their homework (and when they are) they're online and on their phones, **b.** _____, sharing, scrolling, you name it. Of course, before everyone had an Instagram **c.** _____, teens kept themselves busy too, but they were more likely to do their **d.** _____ on the phone, or in person when hanging out at the mall. It may have looked like a lot of **e.** _____ hanging around, but what they were doing was experimenting, trying out **f.** _____, and succeeding and failing in tons of tiny real-time **g.** _____ that teens today are missing out on.



2. Listen to a podcast about the impacts of technology in your physical health and choose the correct option.



2.1 Which of the following is not a symptom of eyestrain?

- a.** Blurred vision.
- b.** Short-sightedness.

2.2 The 20-20-20 rule includes

- a.** 20 minutes of screen, 20 minutes of break, 20 minutes moving your feet.
- b.** 20 minutes of screen, 20 seconds taking your eyes off the screen, looking at something 20 feet away from the screen.

2.3 After sitting in the same position for a long time,

- a.** stand up and stretch your muscles.
- b.** sit straight and strain your brain.

2.4 You should avoid electronic devices

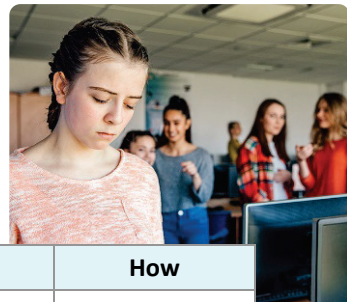
- a.** one hour or two before going to sleep.
- b.** while doing calming activities.

Writing – Newspaper article

Name _____ No. _____ Class: _____ Date _____

There have been several cyberbullying complaints to the Board and the school council is investigating the case trying to find the bullies and the how serious a problem they may have in hands.

You are going to write a newspaper article for your school's monthly edition reporting the events. Before you start, fill in the table below.



Who	What	When	Where	Why	How



In the last couple of weeks _____

The Board stated that _____

We were also informed that _____

Students at school told us _____

Everybody thinks _____

Headline:

Use a short eye-catching sentence that sums-up the main idea of the story and grabs the reader's attention.

Byline:

Write your name and the date the article was published on.

Lead or "intro":

Start with an introductory sentence that summarises the key details of the story. It should answer the six classic questions (5 Ws and 1H): WHO, WHAT, WHEN, WHERE, WHY and HOW.

Body:

Write a detailed description of what happened, how people reacted and why this event is significant. You can use quotations in direct speech to include someone's point of view. Leave the least important information for last.

Speaking

Name _____ No. _____ Class: _____ Date _____

60-SECOND PRESENTATION

Individual work/production



Your group of friends is organising a survey to find out which social media app the school community is using the most and the reasons why.

In 60 seconds, tell the class which social media app you use the most and why.

Don't forget:

- Identify the app and state what you can do with it.
- Present at least one reason why you prefer it to any other similar app.

At the end, decide together as a class, which social media app is chosen by the most people and the main reason why.

PAIR WORK DISCUSSION

Group work/production

Join in groups of three and prepare a 15-20 minute PowerPoint® presentation on the following topic:

LIFE-CHANGING INVENTIONS

- Brainstorm ideas to choose the three inventions you want to focus on.
- Do some research and find information about them.
- Identify the inventor, the date and place of invention.
- Describe the changes/effects/consequences of the inventions.

2.1 Passive

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct verb forms.

- a. 40 million photos **upload / are uploaded** every day on Twitter by 100 million active users.
- b. The reality series **will take / will be taken** viewers inside the lives of celebrities 24/7.
- c. The latest headlines **can read / can be read** on Twitter.
- d. I **have raised / have been raised** some money for charity, using social media platforms.
- e. The use of online social networks in education **has supported / has been supported by** several educational technology researchers.
- f. The professional social network named LinkedIn **launched / was launched** in 2003.
- g. Live streaming **may expose / may be exposed** children to age inappropriate content.

2. Choose the correct passive form.

- a. At this very moment, millions of accounts **are being hacked / are hacked** by scammers worldwide.
- b. TikTok **is used / are used** by young adults under 24 years old.
- c. Instagram **has been bought / was bought** by Facebook for \$1 billion in 2012.
- d. Lately, potential customers **were targeted / have been targeted** through strong social media platforms.
- e. Some say that in the future traditional classrooms **are replaced / will be replaced** by virtual learning.
- f. In the past, my Instagram photos **were seen / are seen** by everyone as my account wasn't private.

3. Complete the sentences with the correct passive form.

- a. By 2022, short and long-form video content will dominate social media.
By 2022, social media _____ by short and long-form video content.
- b. We have challenged TikTok users to post dance choreographies.
TikTok users _____ to post dance choreographies.
- c. Only 51% of teens use Facebook today.
Facebook _____ by only 51% of teens today.
- d. Some teens described YouTube as a search engine, but also as a tool for entertainment.
YouTube _____ by some teens as a search engine, but also as a tool for entertainment.
- e. Nowadays, you can access information at the click of a button.
Nowadays, information _____ at the click of a button.

2.1 Passive with double object verbs

Name _____ No. _____ Class: _____ Date _____

1. Complete the second sentence so that it has a similar meaning to the first sentence. Write between three and five words, including the word given.

- a. They will give Jim a new iPhone for his birthday. **(be)**
Jim _____ a new iPhone for his birthday.
- b. Charles has written a friendly thank-you note to me. **(I)**
_____ a friendly thank-you note by Charles.
- c. The TV host tells the contenders the regulations at the beginning of the contest. **(told)**
At the beginning of the contest, _____ the regulations by the TV host.
- d. They may send us a TikTok dance challenge tonight. **(be)**
We _____ a TikTok dance challenge tonight.
- e. Kylie Jenner is surprising a fan at a talk show this evening. **(by)**
A fan _____ Kylie Jenner at a talk show this evening.
- f. Sophia asked her teen sons how the Discord platform worked. **(asked)**
Sophia's _____ how the Discord platform worked.

2. Complete the sentences with the correct passive form.

- a. Yesterday, Logan showed Olivia the benefits of mobile apps in our daily lives.
Yesterday, Olivia _____ the benefits of mobile apps in our daily lives by Logan.
Yesterday, the benefits of mobile apps in our daily lives _____ to Olivia by Logan.
- b. Cooper is sending us a DM on Instagram right now.
We _____ a DM on Instagram by Cooper right now.
A DM _____ by Cooper on Instagram right now.
- c. They may offer the staff some online Excel^(R) training.
The staff _____ some online Excel^(R) training.
- d. Someone has promised Carol an autographed poster of Ariana Grande.
Carol _____ an autographed poster of Ariana Grande.
- e. Noah will buy Jack a sci-fi book for Kindle.
A sci-fi book for Kindle _____ to Jack by Noah.

2.2 Connectors of cause and result

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- a. Our firm was hacked; **consequently / as a result of**, sensitive data was stolen.
- b. I use antivirus software **so / because** it detects automated malicious software.
- c. Crime rates decreased **as / owing to** the installation of surveillance cameras.
- d. **As / Due to** the mayor believes surveillance cameras are an invasion of privacy, none have been installed in this city.
- e. Our company's reputation was seriously damaged **since / because of** a cyberattack.

2. Complete the sentences below with a suitable connector from the box.

because as a consequence of as because of therefore

- a. I forgot my password; _____ now I can't unlock my phone.
- b. We installed a phone tracking device _____ our teen's dubious friendships.
- c. _____ the high crime rates in certain cities, the use of CCTV surveillance has become a popular crime prevention measure.
- d. _____ I wanted to keep a watchful eye on my child, someone suggested installing a phone tracking app.
- e. I don't want CCTV to be installed _____ it gives people a false sense of security.

3. Rewrite these sentences using the connector given in brackets. Make any necessary changes. Start as suggested.

- a. We decided to hire a cybersecurity professional. Our company was hacked. **(so)**
Our company was hacked, _____
- b. Some defamatory comments were published on social media. My reputation was badly tarnished. **(as a result of)**
My reputation was badly tarnished _____
- c. Record companies sued an online music website. The website infringed copyright laws. **(because)**
Record companies sued an online music website _____
- d. Bitcoin allows ransom demands to be paid anonymously. Some say Bitcoin helps to fuel ransomware attacks. **(since)**
Some say Bitcoin helps to fuel ransomware _____
- e. I have a spam filter. Very few phishing scams get through to my inbox. **(that's why)**
I have a spam filter; _____

2.2 Prepositional verbs

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct preposition to complete the sentences.

- Do you worry **about / with** privacy issues online?
- People should be arrested **about / for** spreading potentially dangerous rumours.
- Frank is going to specialise **for / in** cybersecurity.
- I would like to know more **about / on** how to check facts online.
- I'm not sure if I agree **with / about** the installation of CCTV on the streets.

2. Complete the sentences below with the verb forms and the prepositions given. There is always one extra verb.

2.1 In: confide succeeded participate

- Mark Zuckerberg is going to _____ the cybersecurity debate tonight.
- The police have _____ identifying the robbers using CCTV footage.

2.2 With: share agree cope

- I wouldn't know how to _____ a hacker attack.
- Why do you still _____ fake news _____ all your family and friends?

2.3 On: depends concentrates insist

- Believing in fake news or not _____ our ability to analyse its origin.
- My parents won't leave me alone! They _____ checking my security settings all the time!

2.4 About: ask forgot complained

- I was so tired that I _____ the files I had to send!
- After the cyberattack he had to _____ legal procedures to recover the data.

3. Match the sentence halves in columns A and B using a preposition.

COLUMN A		COLUMN B
a. I think you should apologise	on in for with about	1. so many coincidences.
b. Many people nowadays complain		2. your thoughtless behaviour online.
c. She doesn't believe		3. his source about the authenticity of the facts.
d. We should concentrate efforts		4. feeling deceived by online news.
e. The journalist who published the news was arguing		5. educating children about fake news.

2.3 If-clauses – Types 1 and 2

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with the verbs in the correct tense to form *if*-clauses type 1.

- a. We _____ (**buy**) this smartphone if the price becomes more affordable.
- b. If Jane _____ (**need**) some tech information, the website Mashable will be useful.
- c. I will text you if I _____ (**hear**) the news.
- d. If educators use AR in their lessons, they _____ (**improve**) learning.
- e. A chatbot _____ (**not have**) the ability to improvise if the conversation doesn't follow a certain path.

2. Choose the correct option to form *if*-clauses type 2.

- a. If I had an AI robot, I **will program / would program** it to do all the housework.
- b. People wouldn't communicate so efficiently if the internet **didn't exist / doesn't exist**.
- c. If I **was / were** you, I would unplug from work-related technology after work hours.
- d. If Ann **interviews / interviewed** Elon Musk, she would ask for his opinion about artificial intelligence.
- e. Your business **would prosper / prospered** more rapidly if you ran AR advertising campaigns.

3. Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word given.

- a. My advice to you is to develop a new chatbot for customer service. (**would**)
If I were you, _____ a new chatbot for customer service.
- b. You place your finger over the scanner to unlock your iPhone. (**will**)
If you place your finger over the scanner, your iPhone _____.
- c. Museums should use augmented reality to attract wider audiences. (**if**)
Museums would attract wider audiences _____ augmented reality.
- d. The company doesn't improve productivity because the staff isn't tech savvy. (**staff**)
If _____, the company would improve productivity.
- e. You can borrow my laptop as long as you promise to look after it. (**promise**)
I'll lend you my laptop if _____ after it.
- f. John has a GPS app on his smartphone, so he never gets lost. (**didn't**)
If John _____ app on his smartphone, he would get lost sometimes.

2.4 *If*-clauses – Types 3

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option to form *if*-clauses type 3.

- a. If he had had the money at the time, he **would have bought / would buy** a smartwatch.
- b. I **won't arrive / wouldn't have arrived** at the tech summit on time if you hadn't given me a lift.
- c. If you **have helped / had helped** me with the ICT project, I would have already finished.
- d. If I **hadn't done / wouldn't have done** a degree in computer science, I wouldn't have got the job as an AI software engineer.
- e. Julie **would have believed / had believed** him if she hadn't seen that revealing email.

2. Complete the sentences with the verbs in the correct tense to form *if*-clauses type 3.

- a. If I _____ (**read**) the article, I would have known about the advantages of IoT.
- b. We _____ (**not visit**) a celebrity's smart home if our friend hadn't invited us.
- c. If I _____ (**know**) it was your iPad, I wouldn't have taken it by mistake.
- d. If James had seen Elon Musk at the conference, he _____ (**talk**) to him about the Space X project.
- e. The reporter would have asked controversial questions about ethics and AI if he _____ (**be**) well prepared.

3. Complete the second sentence so that it has a similar meaning to the first. Use between two and four words, including the word given.

- a. My order might arrive today. You have to sign for it. (**will**)
If my order arrives today, _____ to sign for it.
- b. I don't think you should buy a 360 modular camera. It's too expensive. (**I**)
If _____, I wouldn't buy a 360 modular camera because it's too expensive.
- c. Sam didn't concentrate, so he made a lot of mistakes in his essay about technology. (**had**)
If _____, he would have made fewer mistakes in his essay about technology.
- d. Give me some information about the latest tech trends and I'll agree to write the article. (**if**)
I'll agree to write the article _____ some information about the latest tech trends.
- e. I lost her email address. I didn't send her an invitation to the conference. (**sent**)
I _____ her an invitation to the conference if I hadn't lost her email address.

2.4 Reported speech (statements, orders, requests or advice)

Name _____ No. _____ Class: _____ Date _____

1. Rewrite Bill Gate's sentences in reported speech, by changing the words in bold.

- a. I **met my** future wife while I was studying law.

He said that he _____ future wife while _____ was studying law.

- b. The computer **was** born to solve problems that **did not exist** before.

He said that the computer _____ born to solve problems that _____ before.

- c. **We will** always ask for feedback about **our** company's work.

He said that _____ always ask for feedback about _____ company's work.

- d. I'm stepping down as Microsoft's chairman **this** year.

He said that he _____ stepping down as Microsoft's chairman _____ year.



2. Report the advice given in each situation.

- a. The touchscreen on my phone isn't working properly! – Buy yourself a new one!

My friend told me _____

- b. There's this new robot online that can even do your homework for you! – Don't believe everything you read online!

My friend told me _____

- c. Someone has broken into my Instagram page and hacked it! – Get a new anti-virus!

My friend told me _____

3. Write the following statements in direct speech by changing the underlined words.

- a. Elon Musk told us we **wouldn't regret** taking risks.

- b. Mark Zuckerberg said people **didn't care** about what we **said**; they **cared** about what we **built**.

- c. Steve Jobs said that the computer **was** the most remarkable tool that we **had** ever come up with.



a. You _____
_____ taking risks.



b. People _____
about what you _____;
they _____ about
what you _____.



c. The computer _____
the most remarkable tool
that we _____ ever come
up with.

2.4 Reported speech (questions)

Name _____ No. _____ Class: _____ Date _____

1. Rewrite the questions in reported speech using four words.

- a. "When did you buy this robot cleaner?"
Sammy asked Samuel when _____ robot cleaner.
- b. "Will you instal intelligent devices in our new house?"
I asked my parents _____ intelligent devices in our new house.
- c. "Why didn't you whatsapp me last night?"
My boyfriend wanted to know why _____ the night before.
- d. "How many cameras does this smartphone have?"
My brother asked the shop assistant how many _____.

2. Read the following text and then rewrite it in dialogue form.

Patrick met Monique Stratford, a former classmate, in the street last week. He asked her how she was and she said she was fine and she was working for Google; he asked her if she worked in the Mountain View headquarters and she answered that she worked for Google in Zurich and that she had moved to Switzerland two years before. He wanted to know if she enjoyed working there and she said she loved it and if she could, she would never change jobs again. She then asked him what he did for a living and he stated that he was a computer technician. She wanted to know where he worked and he said he was working as a freelancer for the time being. She said she had to go and then told him to call her the following week because she would still be in town and he said he would and they said goodbye.

Patrick a. How are you / were you?

Monique b. I am fine. I work / am working for Google.

Patrick c. Do you work / Did you work in the Mountain View headquarters?

Monique d. I work / worked for Google in Zurich. I moved / have moved to Switzerland two years ago.

Patrick e. Are you enjoying / Do you enjoy working there?

Monique f. I love it! If I can / could, I will / don't never change jobs again. What you do / do you do for a living?

Patrick g. I am / was a computer technician

Monique h. Where you work / do you work?

Patrick i. I work / am working as a freelancer for the time being.

Monique j. I have / will have to go. Call me next week / the week after. I will still be in town.

Patrick k. I do / will!

Monique and Patrick l. Bye / Hello.



2. Overall grammar

Name _____ No. _____ Class: _____ Date _____

1. Complete the second sentence so that it has a similar meaning to the first sentence. Use three words including the word given.

- a. Brian lost all his files because he didn't save them in the cloud. **(wouldn't)**
If Brian had saved his files in the cloud, he _____ them.
- b. Camilla got so many followers that she decided to become a full-time blogger. **(have)**
If Camilla hadn't got so many followers, she _____ to become a full-time blogger.
- c. Everyone should be more familiar with possible online threats so they can protect themselves. **(know)**
Everyone should _____ possible online threats so they can protect themselves
- d. How will technology change the world? **(would)**
My grandfather wondered how _____ the world.
- e. I didn't post this awful picture of you! **(posted)**
Robert swore that _____ that awful picture of me.
- f. Is AI going to be prevalent in most devices in the next decade? **(was)**
The journalist wanted to know _____ going to be prevalent in most devices in the following decade.
- g. Keep your personal information private so as to be protected from phishing attacks. **(my)**
He advised me _____ personal information private so as to be protected from phishing attacks.
- h. Someone has stolen my laptop from my locker!! **(been)**
My laptop _____ from my locker!
- i. Don't check your phone all the time! **(not)**
Belinda asked her boyfriend _____ his phone all the time.
- j. The last user had left the email account open and someone pried into his messages. **(been)**
The email account _____ open by the last user and someone pried into his messages.
- k. The robbers were caught because there were CCTV cameras installed in the shop. **(of)**
The robbers were caught _____ CCTV cameras installed in the shop.
- l. They will send me a reminder to my email. **(sent)**
I _____ a reminder to my email.
- m. You spend the whole day on social media, that's why you miss out on so many interesting things happening around you. **(spend)**
If _____ the whole day on social media, you wouldn't miss out on so many interesting things happening around you.

2.1 Vocabulary

Name _____ No. _____ Class: _____ Date _____

INTERNET AND SOCIAL MEDIA RELATED WORDS

1. Choose the correct option to complete each sentence.

- 1.1 Famous social media personalities are called
a. followers b. trolls c. influencers
- 1.2 When you arrange with a group of people, through social media, to go to a public place at the same time to sing, dance or give funny performances you are part of
a. a flash mob b. a meme c. a profile
- 1.3 Someone who pretends on social media to be different to trick or attract other people is
a. a catfish b. an avatar c. a hacker
- 1.4 Something that is very popular right now on the internet or on social media is said to be
a. streaming b. livecasting c. trending
- 1.5 The practice of getting online users to financially contribute to a business project or a cause is called
a. catfishing b. crowdfunding c. livecasting
- 1.6 The device that moves your cursor is called
a. keyboard b. mouse c. USB
- 1.7 Someone who will comment on your social media feed, usually in a mean way, to get a response from you is known as
a. an influencer b. a fan c. a troll
- 1.8 When you want to know someone's personal interests, work, or relationship status you can find information on social media by checking his/her
a. profile b. vlog c. linkedin
- 1.9 A funny video, picture, or phrase that a lot of people send to each other on the internet for mutual enjoyment is called
a. flash mob b. meme c. trend
- 1.10 When a malicious software program self-replicates by copying itself to another program, it means that your computer has got
a. spam b. a virus c. a bug
- 1.11 A streaming live video from a wearable camera to a website is called
a. vlogging b. selfie c. lifecasting
- 1.12 The result of your online activity, such as the websites you visit, your comments on social media, your tagged photos, is known as your
a. posts b. profile c. digital footprint

2.2 Vocabulary

Name _____ No. _____ Class: _____ Date _____

CYBERCRIMES

1. Complete the gaps (1 - 6) with the words from the box. Then choose, also from the box, the cybercrime referred to (a - f).

tricked intimidate reputation servers confidential permission
Malvertising Cyberstalking Identity theft Phishing Hacking Defamation

a. _____

This cybercrime occurs when a criminal gains access to a user's personal information to steal funds, or access 1. _____ information. They can also open an internet account in your name or use your name to plan a criminal activity.

b. _____

This kind of cybercrime involves online harassment where the user is subjected to a huge number of online messages and emails. Social media, websites and search engines are used to 2. _____ a user and instill fear.

c. _____

This type of attack involves hackers sending malicious email attachments or URLs to users to gain access to their accounts or computer. Users are 3. _____ into emails claiming they need to change their password or update their billing information, giving criminals access.

d. _____

This kind of act is committed by an intruder by accessing your computer system without your 4. _____. This criminal may break into systems to steal personal banking information, a corporation's data, etc.

e. _____

It's a false statement someone makes about you, which they publish as a statement of fact, and which harms your personal and/or professional 5. _____. It may also cause financial loss and emotional distress.

f. _____

It is the name given to criminally controlled adverts. A piece of code hidden in the advert makes your computer go to criminal 6. _____. These then catalogue details about your computer, before choosing which piece of malware to send you.

2.3/2.4 Vocabulary

Name _____ No. _____ Class: _____ Date _____

INTERNET OF THINGS / TECH VERBS

1. Choose the most suitable words from the box to complete the sentences about the Internet of Things (IoT).

networks wearable smartphones connected data artificial

- a. The term "IoT," in its broadest sense, refers to everything that's _____ to the internet.
- b. The Internet of Things is made up of devices, whether it's _____ and tablets, connected cars, or _____ tools.
- c. When you combine these devices with automated systems, _____ intelligence, and the cloud, it's possible to gather and use _____ in a range of new and exciting ways.
- d. In a sense, the Internet of Things brings _____ closer together, making sure that everything can work seamlessly on the same page.



<https://www.ringcentral.co.uk> (adapted, accessed in January 2021)

2. Complete the sentences with the most suitable verb.

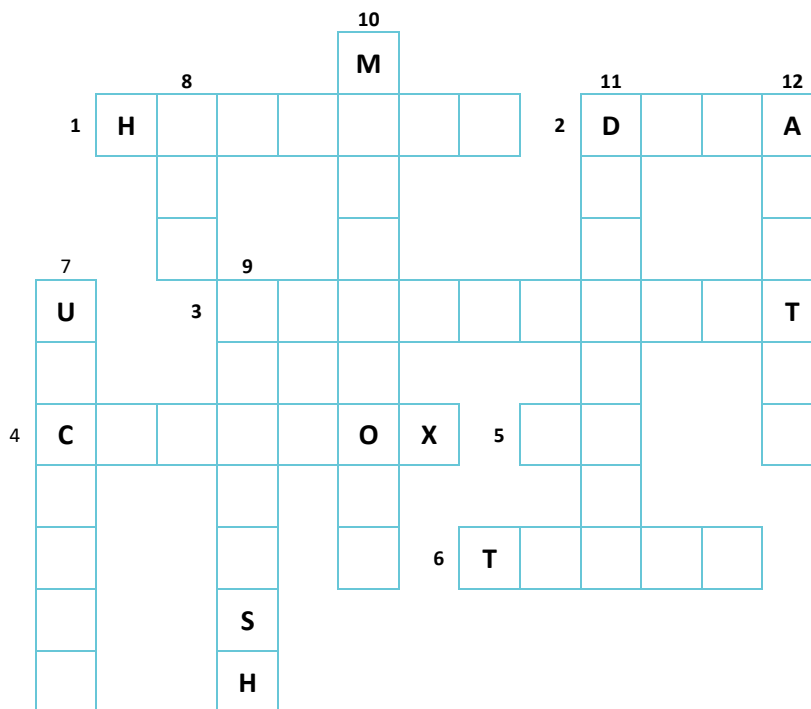
access bookmark download videotize uncloud digitize send

- a. Google's plan to _____ copyrighted texts has run into serious legal problems in the USA.
- b. It's easier to learn maths by watching a problem-solving video. That's why I _____ the maths exercises to be viewed in class.
- c. My dropbox is too full. I need to _____ some unnecessary files to get more storage space.
- d. Do you want to _____ your favourite sites?
- e. I forgot to _____ an important attachment in my email.
- f. You don't need to _____ the file in PDF format.
- g. I can't _____ the webpage you asked for right now. There's no internet connection.

2. Overall vocabulary

Name _____ No. _____ Class: _____ Date _____

1. Follow the clues to complete the crossword with technology or internet-related words.



ACROSS

1. The gaining of unauthorised access to data in a system or computer.
2. Information processed or stored by a computer.
3. A device said to involve little trouble or effort is said to be...
4. A computer program designed to simulate conversation with human users.
5. The abbreviation for Artificial Intelligence.
6. The crime of obtaining the personal information of another person to use their identity to commit fraud is called identity...



DOWN

7. The removal of applications and data from a cloud computing platform.
8. An application, especially as downloaded by a user to a mobile device.
9. A fake online identity used to begin a deceptive relationship.
10. Give (someone) false or inaccurate information often inadvertently.
11. Convert pictures, text, or sound into a digital form that can be processed by a computer.
12. An image that represents you on the screen in an online game or chatroom.



Unit 2 – Audioscripts

2.1 LISTENING

1. Listen to a text about TikTok.

TikTok is a video-sharing social media platform, whose main focus is on short, bite-sized videos. Users can customize their videos with filters, stickers and background music, and then share them with the TikTok community. Once shared, people can like, comment on or share a video. What sets TikTok apart from other social media platforms is that users can freely download videos from other users. They can then share these videos to other social media platforms to reach an even bigger audience. This is perhaps the main reason why the platform has gained so much popularity over the past few years. In addition to this, viral challenges have also contributed to the platform's growth. Users and brands alike come up with challenges that eventually become viral and compel other users to participate. These challenges are also highly effective for enticing non-users to join the platform.

<https://sproutsocial.com> (adapted, accessed in January 2021)

2. Listen to the announcement of Hulu's new docuseries about sisters Charli and Dixie D'Amelio.

Social media superstars and sisters Charli and Dixie D'Amelio have landed their own docuseries at Hulu. The eight-episode reality series, titled *The D'Amelio Show*, will take viewers inside the lives of Charli, 16, Dixie, 19, and their parents, Marc and Heidi, as they navigate their overnight rise to fame while remaining true to their family values.

At age 16, Charli was thrust into the spotlight as she became one of the biggest social media celebrities with over 150 million followers combined, and no. 1 on the TikTok platform in less than a year. The show will follow the teen as she works to balance fame and family life with relationships, making new friends in Los Angeles, dancing and battling online critics. Meanwhile, Dixie is also experiencing sudden success. She has over 78 million followers combined, one of the fastest growing YouTube channels, and is ranked within TikTok's top 10 mostfollowed creators. Instead of going to college in Alabama, Dixie chose to live in L.A., where she is pursuing a career in music.

As for Heidi and Marc, the pair moved across the country in support of their daughters' dreams. While doing the best to remain close as a family, they also want to protect their girls from the dark side of fame.

<https://people.com> (adapted, accessed in January 2021)

3. Listen to a report about three advantages of social media. Worldwide connectivity – Social Media has made the prospect of global connectivity just a mouse click away. You can quickly search for people with a wide variety of interests. This provides a personal benefit to the individual. Some of the ways you may use this ease of access to your advantage are to: meet new people, obtain employment opportunities, find like-minded people, get involved in the politics of your community, keep track of your local and worldwide news.

Shared interests – The search functions on these websites allow you to scan people's profiles quickly and find individuals with similar likes and dislikes to yourself. Then you can reach out and start building a relationship with these people. Regardless of the topic, social media makes the world smaller and allows you to learn from others with similar interests.

Real-time notifications – It's common for people from the same geographical area to connect to one another on social networks. This allows for the almost real-time sharing of information about the area. From missing child abductions to watching out for this terrible storm headed your way. This

allows communities to communicate in ways that were never possible before the advent of social media.

<https://www.academiaapps.com> (adapted, accessed in January 2021)

2.2 LISTENING

1. Listen to an expert stating five rules of etiquette in cyberspace.

The rules of etiquette are just as important in cyberspace as they are in the real world – and the evidence of poor netiquette can stick around to haunt you for much longer. Follow these basic rules of netiquette to avoid damaging your online and offline relationships.

Rule 1 – Nothing is more irritating than trying to have a conversation with someone who is engrossed in their phone or computer. Constantly checking your email, voicemail, or Facebook while you are around people is extremely annoying.

Rule 2 – Name-calling, cursing, expressing deliberately offensive opinions – if you wouldn't do it to the face of anyone who might conceivably see what you write, don't write it. This goes for any social media site, forum, chat room, or email message, even if you think it can't be traced back to you. It can.

Rule 3 – It is insulting to be dropped from someone's friend list on a social media site. So, think about it before sending a friend request or accepting an invitation. If you don't want to be in touch with someone, don't add them in the first place.

Rule 4 – Don't forward information sent to you without checking with the original sender first. You might think that we are all friends online, but your friends may not want their names and or email addresses publicized to people they do not even know.

Rule 5 – By all means, ignore and delete spam and unsolicited messages. But if you have given someone your email address, have the courtesy to reply to their message within a few days. If it is going to take longer to reply, email them and tell them that.

<https://www.verywellmind.com> (adapted, accessed in January 2021)

3. Listen to a podcast on how to identify fake news.

The spread of fake news online has become a major issue. The term "fake news" usually describes false information presented as news, with no verifiable facts and sources, but it's difficult to pin down. We're here to help with these three tips.

Tip 1: Check the news source

Be it Facebook, Twitter, or another source, you often come across news that comes from a page that you have never seen before. If this is the case, you should do a little research before believing the message and/or spreading it. You should ask yourself the following questions: Did the report appear on a trustworthy site? What other items are there here? What does the URL look like?

Tip 2: Develop a critical attitude

One of the reasons folks fall for dubious news is that it sounds credible, sometimes even more credible than the real thing. They often also have a catchy headline designed to shock the reader or appeal to them on an emotional level. That's why it's important to view the message rationally. Take a closer look at the message and ask yourself the following questions: Why was this message written? Do they want to influence me? Are they trying to sell me something? Am I being sent to another website?

Tip 3: Follow the sources

A properly researched report will contain many quotes, dates, and facts. Be it expert statements, survey evaluations, or statistics – serious news will not shy away from linking

them. If the “expert” is a stranger or friend of the author, there are no sources, and everything is based on hearsay, you may want to question the text. Is there any evidence that what was mentioned in the article really happened or were facts invented or distorted?

<https://www.avira.com> (adapted, accessed in January 2021)

2.3 LISTENING

1. Listen to a scientist’s predictions about the future.

I’ve interviewed more than 300 of the world’s top scientists, and many allowed me into laboratories where they are inventing the future. Their accomplishments and dreams are eye-opening. From my conversations with them, here’s a glimpse of what to expect in the coming decades.

According to Moore’s Law, computer power doubles every 18 months. That means, in a decade or so, chips will cost about a penny, the cost of scrap paper. Computers as we now know them will disappear; they will be everywhere and nowhere, ubiquitous yet hidden, just like electricity and running water. The cloud will follow us silently and seamlessly, carrying out our wishes anytime, anywhere.

In decades to come, we will control computers with our minds, not a mouse. The European Union and the United States are committing hundreds of millions of dollars to map the neural pathways of the brain, the next big project in science. This could alleviate the misery of those suffering from mental illness and allow paralyzed people to control computers, video games, appliances, wheelchairs and mechanical arms and legs with sheer thought.

In a few decades, parents may be able to choose many genetic characteristics of their children. Our genes will be sequenced and recorded at a cost of less than \$100. Many damaged and dysfunctional genes in our genome may be cured using gene therapy, possibly leading to genetic enhancement. Already, “smart mouse” and “mighty mouse” genes have been isolated that can create mice with superior memory and strength, and these genes have human counterparts.

This amounts to tinkering with the genetic heritage of the human race, so there must be a vigorous ethical debate about how far to push this technology.

The aging process may be slowed. We now roughly know what aging is: the buildup of errors, at the genetic and cellular level. Our life span might be extended if we can repair error-correcting mechanisms naturally found in cells. For example, we are 98.5 percent genetically identical to chimps, yet we live decades longer. Among a handful of genes are those that increase life spans. We will find these “age genes” soon.

In the meantime, DNA chips, perhaps placed in our toilets and bathroom mirrors, may detect telltale traces of cancer proteins and individual cancer colonies years before a tumor forms. With these tiny sensors constantly and silently analyzing our bodily fluids, the word “tumor” may be excised from our vocabulary.

With nanotechnology, scientists can target individual cancer cells and kill them, one by one, which may one day render chemotherapy obsolete.

<https://www.nytimes.com> (adapted, accessed in January 2021)

2.4 LISTENING

1. Listen to a podcast comparing teens’ free time now and in the past.

Teens are masters at keeping themselves occupied in the hours after school until way past bedtime. When they’re not doing their homework (and when they are) they’re online and on their phones, texting, sharing, trolling, scrolling, you name it. Of course before everyone had an Instagram account teens kept themselves busy too, but they were more likely to do their chatting on the phone, or in person when hanging out at the mall. It may have looked like a lot of aimless hanging around, but what they were doing was experimenting, trying out skills, and succeeding and failing in tons of tiny real-time interactions that teens today are missing out on.

<https://childmind.org> (adapted, accessed in January 2021)

2. Listen to a podcast about the impacts of technology in your physical health.

In this series of podcasts, learn about the psychological and physical health effects of technology, as well as how to create healthy habits and avoid overuse. Today we’ll talk about how technology use may increase the risk of physical issues.

1. Eyestrain

Technological devices, such as handheld tablets, smartphones, and computers, can hold a person’s attention for long periods. This may lead to eyestrain, which include blurred vision and dry eyes. When using any form of digital screen for longer periods of time, the American Optometric Association recommend using the 20-20-20 rule: after every 20 minutes of screen time, take a 20-second break to look at something at least 20 feet away.

2. Poor posture

The way many people use mobile devices and computers may also contribute to incorrect posture. If you find yourself sitting in the same position for hours at a time, such as sitting at a desk while studying, regularly standing or stretching may help reduce strain on the body. Additionally, taking short breaks, such as walking around the room every hour, may also help keep the muscles loose and avoid tension and incorrect posture.

3. Sleep problems

Using technology too close to bedtime may cause trouble sleeping. This effect has to do with the fact that blue light, such as the light from cell phones, e-readers, and computers, stimulates the brain. To avoid the potential impact of blue light on the brain, you can stop using electronic devices that emit blue light in the hour or two before bedtime, or, as an alternative, choose calming activities, such as reading a book, doing gentle stretches, or taking a bath before going to bed.

4. Reduced physical activity

Extended use of digital technologies promotes a more sedentary lifestyle, which is known to have negative health effects, such as obesity, heart disease, diabetes or premature death. Finding ways to take breaks from digital technologies may help promote a more active lifestyle.

<https://www.medicalnewstoday.com> (adapted, accessed in January 2021)

Unit 2 – Answer key

2. Standard worksheets

READING

2.1 READING

1.
a. loved ones; **b.** bad things; **c.** Netflix and Hulu; **d.** people on the internet
2.
a. 7; **b.** 4; **c.** 3; **d.** 2; **e.** 5
3.
a. It didn't have service. **b.** Concepts, ideas and products. **c.** He posted a Tweet asking for them. **d.** The amount of movies and TV shows easily available. **e.** YouTube and Twitch.
4.1. She warned him about being deceived by people he met on the internet.
4.2. He doesn't totally agree. He thinks there are people who are honest and not pretending to be who they are not.
4.3. We should be careful in our online interactions but not avoid them.
4.4. He thinks we can set them aside when compared with the huge benefits and advantages the internet has brought to our lives.

2.2 READING

1.
a. 2; **b.** 4; **c.** 1; **d.** 3
2.
a. overload (line 10); **b.** succinct (line 11); **c.** keep in mind (line 12); **d.** unnecessary (line 14); **e.** looked upon (line 14)
3.
a. T – "There's something liberating about being potentially anonymous, or at least faceless, that ignites a feeling of freedom to say things that you would never say in person." (lines 7-9)
b. T – "your communications, whether they're in the form of emails or online posts, take up space in storage systems." (lines 12-13)
c. F – "writing a message in all caps is considered poor online etiquette" (lines 18-19)
d. F – "You should not publicly identify or post private information about someone especially as a form of punishment or revenge" (lines 21-22)
e. T – "Once your words or photos are online, you may not be able to take them back or delete them." (lines 31-32)
4.
a. bring success or ruin; **b.** hide yourself behind the screen; **c.** whatever you post online will have future consequences

2.3 READING

1.
a. cheerily (line 8); **b.** reluctantly (line 15); **c.** soothing (line 20); **d.** scanning (line 26)
2.
a. silently (line 31); **b.** slow it down (line 34); **c.** lamented (line 35); **d.** coming to a close (line 36)
3.
a. wires; **b.** eggs; **c.** internet; **d.** magnetic car
4.
a. through hidden DNA and protein sensors; **b.** telepathically, using wires around your head; **c.** through magnetism; **d.** using a robotic cook with mechanical arms; **e.** using contact lenses; **f.** using billions of chips hidden in the road and GPS

5.

a. Molly, his software programme; **b.** the mirror, toilet, and sink; **c.** the retina of your eye; **d.** there are no bumps or potholes; **e.** the age of electricity

2.4 READING

1.
a. fearful (line 7); **b.** efficient (line 9); **c.** inseparable (line 11); **d.** hope (line 15); **e.** loneliness (line 17)
2.
a. expectation (line 19); **b.** continuous (line 19); **c.** nurture (line 21); **d.** wonder (line 22); **e.** old-fashioned (line 28)
3.
a. 3; **b.** 2; **c.** 4; **d.** 1; **e.** 5
4.
a. making a phone call; **b.** feel lonely; **c.** it comes to making genuine friendships; **d.** they are talking about private matters. **e.** are more and more alone together.
5. **b**

LISTENING

2.1 LISTENING

1.
a. video-sharing; **b.** filters; **c.** comment; **d.** download; **e.** reach; **f.** audience; **g.** popularity; **h.** viral; **i.** brands; **j.** non-users
2.
a. 1, 4, 5; **b.** 2, 3, 6
3.1 **b**; **3.2** **a**; **3.3** **b**

2.2 LISTENING

1.
a. 4; **b.** 1; **c.** 5; **d.** 2; **e.** 3
2.
a. email, voicemail, or Facebook; **b.** opinions, name-calling or cursing; **c.** send a friend request; **d.** the original sender first; **e.** spam and unsolicited messages; **f.** than a few days
3.1 **a**; **3.2** **c**; **3.3** **c**

2.3 LISTENING

- 1.1** **c**; **1.2** **a**; **1.3** **b**; **1.4** **b**; **1.5** **c**; **1.6** **a**

2.4 LISTENING

1.
a. occupied; **b.** bedtime; **c.** online; **d.** texting; **e.** account; **f.** chatting; **g.** aimless; **h.** experimenting; **i.** interactions
2.1 **c**; **2.2** **c**; **2.3** **a**; **2.4** **b**

GRAMMAR

2.1 PASSIVE

1.
a. are uploaded; **b.** will take; **c.** can be read; **d.** have raised; **e.** has been supported; **f.** was launched; **g.** may exposed
2.
a. are being hacked; **b.** is used; **c.** was bought; **d.** have been targeted; **e.** will be replaced; **f.** were seen
3.
a. By 2022, social media will be dominated by short and long-form video content.
b. TikTok users have been challenged to post dance choreographies.
c. Facebook is used by only 51% of teens today.
d. Social media is being used to raise awareness of brands by 60% of marketing and sales departments.

- e. YouTube was described by some teens as a search engine, but also as a tool for entertainment.
f. Nowadays information can be accessed at the click of a button. g. A social marketing strategy was being planned out by the company in today's 9 a.m. meeting.

2.1 PASSIVE WITH DOUBLE OBJECT VERBS

1. a. will be given; b. I have been written; c. the contenders are told; d. may be sent; e. is being surprised by; f. teen sons were asked
2. a. Yesterday, Olivia was shown the benefits of mobile apps in our daily lives by Logan. / Yesterday, the benefits of mobile apps in our daily lives were shown to Olivia.
b. We are being sent a DM by Cooper on Instagram right now. / A DM is being sent to us by Cooper on Instagram right now.
c. The staff may be offered some online Excel[®] training. / Some online Excel training may be offered to the staff.
d. Carol has been promised an autographed poster of Ariana Grande. / An autographed poster of Ariana Grande has been promised to Carol.
e. Jack will be bought a sci-fi book for Kindle by Noah. / A sci-fi book for Kindle will be bought for Jack by Noah.

2.2 CONNECTORS OF CAUSE AND RESULT

1. a. consequently; b. because; c. owing to; d. as; e. because of
2. a. therefore; b. because of; c. As a consequence of; d. As; e. because
3. a. Our company was hacked, so we decided to hire a cybersecurity professional.
b. As a result of some defamatory comments published on social media, my reputation was badly tarnished.
c. Record companies sued an online music website because it infringed copyright laws.
d. Since Bitcoin allows ransom demands to be paid anonymously, some say *Bitcoin* helps to fuel ransomware attacks.
e. I have a spam filter; that's why very few phishing scams get through to my inbox.

2.2 PREPOSITIONAL VERBS

1. a. about; b. for; c. in; d. about; e. with
- 2.1 a. participate in; b. succeeded in; 2.2 a. cope with/deal with; b. share... with; 2.3 a. depends on; b. insist on; 2.4 a. forgot about; b. ask about
3. a. for 2; b. about 4; c. in 1; d. on 5; e. with 3

2.3 IF-CLAUSES – TYPES 1 AND 2

1. a. will buy; becomes; b. needs; will be; c. will text; hear; d. use; will improve; e. won't have; doesn't follow
2. a. had; would program; b. wouldn't communicate; didn't exist; c. were; would unplug; d. interviewed; would ask; e. would prosper; ran
3. a. I were you, I would; b. iPhone will unlock; c. if they used; d. the staff was/were tech savvy; e. if you promise to look; f. didn't have a GPS

2.4 IF-CLAUSE – TYPE 3

1. a. had had; would have bought; b. wouldn't have arrived; hadn't given; c. had helped; would have already finished;

- d. hadn't done; wouldn't have got; e. would have believed; hadn't seen

2.

- a. read the article, I would have known about the advantages of IoT.
b. have visited a celebrity's smart home if our friend hadn't invited us.
c. thought the iPad was mine, I wouldn't have taken it by mistake.
d. had seen Elon Musk at the conference, he would have talked to him about the Space X project.
e. asked controversial questions about ethics and AI if he had been well prepared.
3. a. arrives today, you will; b. I were you, I wouldn't; c. had concentrated, he would have; d. if you give me some; e. would have sent her

2.4 REPORTED SPEECH (STATEMENTS, ORDERS, REQUESTS OR ADVICE)

1. a. He said that he had met his future wife while he was studying law.
b. He said that the computer had been born to solve problems that had not existed before.
c. He said that they would always ask for feedback about their company's work.
d. He said that he was stepping down as Microsoft's chairman that year.
e. He said that he had dropped out of college in 1975 to pursue his business, Microsoft.
2. a. My friend told me to buy myself a new phone.
b. My friend told me not to believe everything I found online.
c. My friend told me to get a new anti-virus.
3. a. Take risks and do something bold. You won't regret it.
b. People don't care about what we say. They care about what we build.
c. The computer is the most remarkable tool that we have ever come up with.

2.4 REPORTED SPEECH (QUESTIONS)

1. a. when he had bought that robot cleaner; b. if they would instal intelligent devices in our new house; c. why I hadn't whatsapped him the night before; d. how many cameras that smartphone had
2. a. – How are you, Monique?
b. – I am fine. I'm working for Google!
c. – Do you work in the Mountain View headquarters?
d. – No, I work for Google in Zurich. I moved to Switzerland two years ago.
e. – Do you enjoy working there?
f. – I love it! If I can, I will never change jobs again! So, what about you, what do you do for a living?
g. – I am a computer technician.
h. – Where do you work?
i. – I am working as a freelancer for the time being.
j. – Great. I have to go now. Call me next week. I will still be in town
k. – I will.
l. – Bye.

2. OVERALL GRAMMAR

1. a. Everyone can be victims of cybercrime; therefore authorities have been posting advice on how to protect ourselves.

- b.** If Brian had saved all his files in the cloud, he wouldn't have lost them.
- c.** If Camilla hadn't got so many followers after creating the blog, she wouldn't have decided to become a full-time blogger.
- d.** Everyone should know more about possible online threats so they can protect themselves.
- e.** My grandfather wondered how far technology would change the way we did things.
- f.** Robert swore that he hadn't posted that awful picture of me, that it hadn't been him!
- g.** The journalist wanted to know if the IoT was going to be prevalent in most cities in the following decade.
- h.** He advised me to keep my personal information private so as to be protected from phishing attacks.
- i.** My laptop has been stolen from my locker!
- j.** Belinda asked her boyfriend to stop checking his phone all the time when he was with her!
- k.** The email account had been left open by the last user and someone pried into his messages.
- l.** The robbers were caught because of the CCTV cameras installed in the shop.
- m.** I will be sent a reminder to my email.
- n.** If you didn't spend the whole day on social media, you wouldn't miss out on so many interesting things happening around you.

VOCABULARY

2.1 INTERNET AND SOCIAL MEDIA RELATED WORDS

1.
1.1 d; 1.2 a; 1.3 d; 1.4 c; 1.5 c; 1.6 b; 1.7 c; 1.8 a; 1.9 b; 1.10. b; 1.11 d; 1.12 d

2.2 CYBERCRIMES

1. **a.** Identity theft: 1. steal; 2. confidential; **b.** Cyberstalking: 3. harassment; 4. intimidate; **c.** Phishing: 5. tricked; 6. password; **d.** Hacking: 7. intruder; 8. permission; **e.** Defamation; 9. false; 10. reputation; **f.** malvertising: 11. adverts, 12. servers

2.3/ 2.4 INTERNET OF THINGS / TECH VERBS

1.
a. connected; **b.** smartphones; **c.** wearable; **d.** artificial; **e.** data; **f.** networks; **g.** enhanced; **h.** automation; **i.** access; **j.** appliances
2.
a. digitise; **b.** videotise; **c.** uncloud; **d.** bookmark; **e.** send; **f.** download; **g.** access

2. OVERALL VOCABULARY

1. hacking; 2. data; 3. convenient; 4. chatbot; 5. AI; 6. theft; 7. uncloud; 8. app; 9. catfish; 10. misinform; 11. digitise; 12. avatar

2. Inclusion worksheets

READING

2.2 READING

1. **a.** 2; **b.** 4; **c.** 1; **d.** 3
2. **a.** 5; **b.** 4; **c.** 1; **d.** 3; **e.** 2
3. **a.** T; **b.** T; **c.** F; **d.** F, **e.** T
4.1 a; 4.2 b; 4.3 b

2.3 READING

1. **a.** 2; **b.** 5; **c.** 3; **d.** 1; **e.** 4
2. **a.** 2; **b.** 4; **c.** 1; **d.** 3
3. **a.** wires; **b.** eggs; **c.** internet; **d.** magnetic car

4. **a.** sensors; **b.** wires; **c.** magnetism; **d.** robotic cook; **e.** contact lenses
5.1 b; 5.2 c; 5.3 c

LISTENING

2.1 LISTENING

1.
a. platform; **b.** filters; **c.** comment; **d.** download; **e.** reach; **f.** popularity; **g.** viral; **h.** brands; **i.** effective
2.
a. 1, 4, 5; **b.** 2, 3, 6
3.1 b; 3.2 a; 3.3 b

2.4 LISTENING

1.
a. occupied; **b.** texting; **c.** account; **d.** chatting; **e.** aimless; **f.** experimenting; **g.** interactions
2.
2.1 b; 2.2 b; 2.3 a; 2.4 a

GRAMMAR

2.1 PASSIVE

1. **a.** are uploaded; **b.** will take; **c.** can be read; **d.** have raised; **e.** have been supported; **f.** was launched; **g.** may expose
2. **a.** are being hacked; **b.** is used; **c.** was bought; **d.** have been targeted; **e.** will be replaced; **f.** were seen
3. **a.** will be dominated; **b.** have been challenged; **c.** is used; **d.** was described; **e.** can be accessed.

2.1 PASSIVE WITH DOUBLE OBJECT VERBS

1.
a. will be given; **b.** I have been written; **c.** the contenders are told; **d.** may be sent; **e.** is being surprised by; **f.** teen sons were asked
2.
a. was shown; were shown; **b.** are being sent; is being sent; **c.** may be offered; **d.** has been promised; **e.** will be bought.

2.2 CONNECTORS OF CAUSE AND RESULT

1.
a. consequently; **b.** because; **c.** owing to; **d.** As; **e.** because of
2.
a. therefore; **b.** because of; **c.** As a consequence of; **d.** As; **e.** because
3.
a. so we decided to hire a cybersecurity professional.
b. as a result of defamatory comments published on social media.
c. because it infringed copyright laws.
d. since it allows ransom demands to be paid anonymously.
e. that's why very few phishing scams get through to my inbox.

2.2 PREPOSITIONAL VERBS

1.
a. about; **b.** for; **c.** in; **d.** about; **e.** with
- 2.1 **a.** participate in; **b.** succeeded in; 2.2 **a.** cope with; **b.** share with; 2.3 **a.** depends on; **b.** insist on; 2.4 **a.** forgot about; **b.** ask about
3.
a. for – 2; **b.** about – 4; **c.** in – 1; **d.** on – 5; **e.** with – 3

2.3 IF-CLAUSES-TYPES 1 AND 2

1.
a. will buy; **b.** needs; **c.** hear; **d.** will improve; **e.** won't have

2.
a. would program; b. didn't exist; c. were; d. interviewed;
e. would prosper
3.
a. I would develop; b. will unlock; c. if they used; d. the staff was/were tech savvy; e. you promise to look; f. didn't have a GPS

2.4 /F-CLAUSES-TYPE 3

1.
a. would have bought; b. wouldn't have arrived; c. had helped;
d. hadn't done; e. would have believed
2.
a. had read; b. wouldn't have visited; c. had known; d. would have talked; e. had been
3.
a. you will have; b. I were you; c. Sam had concentrated; d. if you give me some information; e. would have sent

2.4 REPORTED SPEECH (STATEMENTS, ORDERS, REQUESTS OR ADVICE)

1.
a. had met; his; he
b. had been; had not existed.
c. they; would; their
d. was; that
2.
a. to buy myself a new phone.
b. not to believe everything I read online.
c. to get a new anti-virus.
3.
a. won't regret
b. don't care; say; care; build
c. is; have

2.4 REPORTED SPEECH (QUESTIONS)

1.
a. he had bought that; b. if they would instal; c. why I hadn't whatsapped him; d. that smartphone had cameras
2.
a. are you; b. am working; c. Do you work; d. work; moved;
e. Do you enjoy; f. can; will; do you do; g. am; h. do you work;
i. am working; j. have; next week; k. will; l. Bye.

2. OVERALL GRAMMAR

- 1.a. wouldn't have lost; b. wouldn't have decided; c. know more about; d. technology would change; e. he hadn't posted;
f. if AI was; g. to keep my; h. has been stolen; i. not to check;
j. had been left; k. because of the; l. will be sent; m. you didn't spend

VOCABULARY

2.1 INTERNET AND SOCIAL MEDIA RELATED WORDS

- 1.1 c; 1.2 a; 1.3 a; 1.4 c; 1.5 b; 1.6 b; 1.7 c; 1.8 a; 1.9 b; 1.10. b;
1.11 c; 1.12 c

2.2 CYBERCRIMES

1. a. Identity theft: 1. confidential; b. Cyberstalking:
2. intimidate; c. Phishing: 3. tricked; d. Hacking: 4. permission;
e. Defamation: 5. reputation; f. Malvertising: 6. servers.

2.3/2.4 INTERNET OF THINGS / TECH VERBS

1.
a. connected; b. smartphones; wearable; c. artificial; data;
d. networks

2.
a. digitise; b. videotise; c. uncloud; d. bookmark; e. send;
f. download; g. access

2. OVERALL VOCABULARY

1. hacking; 2. data; 3. convenient; 4. chatbot; 5. AI; 6. theft;
7. uncloud; 8. app; 9. catfish; 10. misinform; 11. avatar

II. Assessment

- Progress Test (2.1 / 2.2)
- Progress Test (2.3 / 2.4)
- Progress Test – inclusion (2.1 / 2.2)
- Progress Test – inclusion (2.3 / 2.4)
- Exam-style Test

2.1/2.2 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to a report about fake news. Say if the sentences are True or False.

 CD5
[track 19]

- | | | |
|--|----------------------------|----------------------------|
| a. Americans consider false news a major problem alongside racism and terrorism. | ☐ T | ☐ F |
| b. We read and share fake information mainly because its content is misleading. | ☐ T | ☐ F |
| c. People tend to believe that information shared by family and friends on social media is accurate. | ☐ T | ☐ F |
| d. The information we read on social media seems as trustworthy as the one given by experts. | ☐ T | ☐ F |
| e. A media bubble is a set of people who have similar opinions. | ☐ T | ☐ F |
| f. Social media supports a wide range of opinions which help us detect fake news. | ☐ T | ☐ F |
| g. Fake news promotes a simple but sensational narrative about ordinary events. | ☐ T | ☐ F |
| h. Stories covering topics that trigger emotions and feelings are amongst the most popular. | ☐ T | ☐ F |

2. Listen to a report about fake news on social media. Answer the questions by completing the answers. Write no more than six words.

 CD5
[track 20]

How...	a. do you fight fake news on social media?	When you _____
	b. do social media platforms make money?	By _____
	c. is the news on your feed filtered?	Based on _____
	d. can you help prevent the spread of fake news?	By _____
	e. can social media be a powerful tool?	When managed with _____

3. Listen to a journalist giving tips on how to spot fake news. Fill in the gaps with one word.

 CD5
[track 21]

- Check for the author's name. Is the name _____ or missing? Most authors who put time into _____ articles will likely have their name attached to it.
- News articles should provide you with facts from several _____. If the article _____ only one side of the arguments, readers aren't seeing the full story.
- Older articles may not be _____. People sharing an older article may discover that some information has been _____ or debunked.
- Is the article or online content informative in some way? Try to think critically about the information you receive. Be _____! Can you _____ the facts? Are sources offered?

READING

Read the news article carefully.

FAKE NEWS HEADLINES

Encountering fake news headlines in social media more than once lowers people's ethical disapproval of these publications and makes people more likely to share them on social media, according to a new *Psychological Science* study.

The rise of technology and the growing popularity of social media created ample opportunities for the circulation of fake news articles that are intentionally false and misleading. Despite spreading questionable information, fake news articles were found to be more likely to go viral which further increases their reach in society. These trends explain the need for developing a better understanding of how people interact with fake news and what promotes social media users to share these articles further.

The researchers conducted a study exploring how seeing fake news headlines multiple times affects people's perception of these articles. Drawing on existing knowledge, researchers were interested in how seeing the same misleading headline repeatedly affects one's ethical assessment of it and one's propensity to share it.

The study relied on four experiments involving 2,587 participants in total. The experiments examined whether deliberate consideration would affect participants' ethical perceptions as well as their intentions to like and share the reviewed fake news articles with others.

Experimental results indicate that repeatedly encountering an article on social media makes it seem less unethical to share it. In three out of four experiments, participants demonstrated greater likelihood to like and share fake news articles despite being explicitly told that the articles were false.

"The results should be of interest to citizens of contemporary democracies," said Daniel A. Effron, a London Business School associate professor of organisational behaviour. "Misinformation can strengthen political polarisation and undermine democracy, so it is important for people to understand when and why it spreads."

<https://www.psypost.org> (adapted; accessed in February 2021)



1. Find synonyms for the following words in paragraphs two and three.

- a. doubtful _____
- b. influence _____
- c. encourages _____
- d. carried out _____
- e. tendency _____

2. Say who or what the following words refer to.

- a. them (line 5) _____
- b. it (line 19) _____
- c. their (line 22) _____
- d. it (line 30) _____

3. Explain the meaning of these expressions.

- a. "Drawing on existing knowledge" (line 17)

- b. "participants demonstrated greater likelihood to... share fake news articles" (lines 24-25)

4. Complete the sentences with ideas from the text.

- a. People's ethical approval of fake news headlines increases _____

- b. Technology and social media platforms have intensified _____

- c. Researchers wanted to know if participants' ethical awareness changed when they _____

- d. The results of the experiments are crucial for democratic states since they may indicate that

USE OF LANGUAGE

1. Complete the sentences with the words/expressions from the box. Two aren't used.

catfish lifecasting profile crowdfunding virus digital footprint

- a. _____ is an excellent idea. It allows you to go online to ask users for small contributions to support projects and causes on a global level.
- b. The more time we spend online, the more of a _____ we leave.
- c. Virtual money scammers often target elderly women to _____ because they are lonely and want to feel that someone loves them.
- d. You must register and create a personal online _____ before using this site.

2. Match the words on the left with their definitions on the right. Two definitions aren't used.

- a. phishing
- b. identity theft
- c. malvertising
- d. hacking
- e. cybercrime
- f. cyberstalking

1. A malicious form of internet advertising used to spread malware.
2. Theft of funds by an attacker pretending to be the owner of an account.
3. The repeated use of electronic communications to harass or frighten someone, for example by sending threatening emails.
4. The act of gaining unauthorised access to a computer system or network.
5. Unlawful action against any person using a computer, its systems, and its online or offline applications.
6. Using fake email messages to get personal information from internet users.
7. The action of damaging the good reputation of someone.
8. Misusing personal information by getting access to a victim's credit card, bank statements and personal computer.

3. Rewrite the following sentences in the passive. Leave the agent out when it is not needed. Start as suggested.

- a. Google and Facebook will shortly announce new measures to tackle fake news.
New measures _____
- b. Lots of websites publish fake news stories for entertainment and parody.
Fake news stories _____
- c. Someone has sent me some popular digitally manipulated photographs.
I _____
- d. Content creators are using sensationalist and untruthful headlines to gain more website visitors.
Sensationalist _____
- e. The journalist gave us a few tips to spot false information online.
We _____

4. Choose the correct option to complete each sentence.

- 4.1** _____ the rapid spread of misinformation, fact-checking has become more prevalent in journalism in recent years.
- a. As b. Consequently c. As a result of
- 4.2** Fake news may lead to confusion about social and political issues; _____, it's important to read news from different sources.
- a. since b. as a result of c. therefore
- 4.3** My parents think I'm careless and irresponsible _____ I've shared some misleading posts.
- a. because b. because of c. so
- 4.4** Modern editing software has made it easy for people to create fake images. _____, only 50% of online users can tell when images are fake.
- a. So b. As a consequence c. Thus
- 4.5** You should apologise _____ publishing an untrue story.
- a. about b. for c. with
- 4.6** Some cybersecurity firms specialise _____ exposing misinformation.
- a. in b. on c. about
- 4.7** Why do you insist _____ reading news on those parody websites? They're not funny at all!
- a. with b. in c. on

WRITING

With the continuing growth of the Internet, fake news is everywhere.

Write a newspaper article with a fake story invented by you.

Write no less than 160 words.

2.3/2.4 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to Matthew Evans, the IoT programme head at TechUK, explaining the Internet of Things and complete the text with the missing words.



In the broadest sense, the term IoT includes everything connected to the internet, but it is increasingly being used to define objects that **a.** _____ to each other. Simply, the Internet of Things is made up of devices – from simple **b.** _____ to smartphones and **c.** _____ – connected together.

By combining these connected devices with **d.** _____ systems, it is possible to gather information, **e.** _____ and create an action to help someone with a particular **f.** _____, or learn from a process. In reality, this ranges from smart **g.** _____ to beacons in shops and beyond. It's about networks, it's about devices, and it's about **h.** _____. IoT allows devices on closed **i.** _____ internet connections to communicate with others and the Internet of Things brings those networks together. It gives the opportunity for devices to communicate **j.** _____ different networking types creating a much more connected world.

2. Listen to the opinion of a tech entrepreneur about the two next big developments in technology and say if the sentences are True or False.



- | | | |
|--|----------|----------|
| a. AI working independently of humans is still science fiction. | T | F |
| b. Robots will be able to help other AI systems learn faster. | T | F |
| c. Different types of AI will have to be programmed separately. | T | F |
| d. AI will be able to learn skills, replicate tasks but not understand ideas. | T | F |
| e. VR enhances reality as we know it. | T | F |
| f. VR and AR are connected to the IoT. | T | F |
| g. The internet of experiences is a new industry created by VR and AR. | T | F |

3. Listen to the two technologies predicted to improve the environment and healthcare and answer the questions in note form.



- a.** How many solar panels will Solarcity Gigafactory produce in a day? _____
- b.** What will be the consequence of this production in terms of the price of solar energy? _____
- c.** What global problem will this production help solve? _____
- d.** What country proposed a \$50 trillion global energy grid? _____
- e.** What year do they propose to have it installed? _____
- f.** What therapies will replace chemotherapy? _____
- g.** What diseases will be able to be treated within one or two years? _____
- h.** What's the name of genetically engineered immune cells which will potentially wipe out cancer? _____

READING

You are going to read a text on the positive impact of technology on family life.

HOW TECHNOLOGY IS CHANGING OUR FAMILY LIFE

We are living in an era where technology runs our lives. Today, over three-quarters of the world's population own
5 phones. There is improved communication, and the data which is shared every day has dramatically increased.

Technology has had a
10 significant impact on our own homes. There was a time when junior was glued to the TV while dad was busy reading the paper. Kids today are busy

15 texting their friends while parents are reading newspapers from their phones and iPads. Times have changed, and there will be greater changes in the future. So, **this** leads us to ask: has technology had a positive impact in our homes? Let's take a look.



One of the positive impacts of technology at home is improved communication.

Gone are the days when you had to shout, when you were in another part of the house if
20 you wanted to ask for anything. Now, since everybody currently owns cell phones, you just call the other family member. Also, communication has been made easier so that parents can check on their kids when **they** are far away. Therefore, if anything is wrong, a phone call can ease the concern. Also, the new messaging platforms give family members the chance to set up groups where **they** can interact with each other. Therefore, a family member who
25 is miles away can still communicate with the other family members. So much better than letters, or talking only when you got together for a special event.

Another positive side of technology is that it has eased tracking.

Most technology apps have tracking apps such as GPS. With apps like **this** when
30 an individual is in trouble, it is easy for the family members to track them and provide assistance. Some even allow automatic accident detection (when the car is moving fast and then suddenly stops) or tracking if the user is speeding or not.

The third positive impact is improved security.

There are a lot of appliances at home which have implemented the Internet of Things. This can also be seen in terms of home security systems that are giving peace to families
35 in their own homes. For instance, emergency alarms come in handy in case of a robbery, or when there is a fire. This ensures that the family, neighbours, and all the relevant authorities are alerted in time.

<https://www.tmcnet.com> (adapted; accessed in February 2021)

1. Find opposites for the following words in the first and second paragraphs.

- a. worsened _____
- b. diminished _____
- c. irrelevant _____
- d. disconnected _____
- e. idle _____

2. Say who or what the following words refer to.

- a. this (line 16) _____
- b. they (line 22) _____
- c. they (line 24) _____
- d. this (line 28) _____

3. Complete the following sentences according to the ideas expressed in the text.

- a. Family members can easily interact with each other now through _____
- b. Tracking apps allow for families to _____
- c. Emergency alarms can prove to be very useful if _____

4. Explain the meaning of the underlined expressions as they are used in the text.

- a. "technology runs our lives" (line 2) _____
- b. "a phone call can ease the concern." (line 22-23) _____
- c. "emergency alarms come in handy." (line 35) _____

USE OF LANGUAGE

1. Complete the text with the missing words in the box.

quality share amount communication face-to-face
bond high screen think interact

Let's look into one of the most serious negative consequence that technology has had in our homes. It is, of course, too much time on the **a.** _____.

The **b.** _____ of time which people spend looking at their phones, tablets, iPads, computers, and laptops is at an all-time **c.** _____. It is sad when parents or kids come home from work and school and all they **d.** _____ of is going in front of the TV, or gluing their eyes on their phones. In this case, the family will lack **e.** _____ time to interact with each other.

We know we mentioned that phones have improved **f.** _____, but it is clear that they have deteriorated **g.** _____ contact. Gone are the days when families would gather around the dining table, or in the living area, and **h.** _____ stories about their day. It is essential that we appreciate the need to communicate and **i.** _____ with each other personally. As family members, you should learn to put away the gadgets and **j.** _____ with each other.

<https://www.tmcnet.com> (adapted; accessed in February 2021)

2. Choose the correct option to complete the sentences.

- a. In the past, teens **used to be / used to being** more independent as there was less chance of being controlled by the parents.
- b. Parents and teens easily **got used to / were used to** being reachable all the time as it gives both a sense of protection.
- c. "What are you doing?" "I'm texting my mother. She **used to get / is used to getting** a text message from me every afternoon to make sure I'm OK."

3. Complete the sentences using the correct verb tenses.

- a. Charlie keeps all the pictures he takes on his smartphone. I am always telling him that if he _____ **(not save)** them elsewhere, eventually he _____ **(lose)** them.
- b. If I _____ **(not waste)** so much time scrolling through Instagram, I _____ **(have)** more time to prepare for last week's final exams.
- c. Your house has been broken into?! Don't you think it _____ **(be)** more difficult for robbers to get in if you _____ **(instal)** a security alarm when I told you to?
- d. Edward never goes out! He spends so much time on social media that he often feels depressed and lonely. He _____ **(not feel)** so depressed if he _____ **(leave)** the house to interact with people.
- e. Have you really posted that picture of Colton without his consent?! You know that he _____ **(not talk)** to you again if he _____ **(find)** out it was you, don't you?

4. Rephrase the sentences starting them as suggested. Don't change the meaning of the sentences.

- a. Ronaldo is the most famous footballer in the world; that's why he has 250 million Instagram followers.
If Ronaldo _____
- b. I became so addicted to social media maybe because I didn't have many real-life friends.
If I _____
- c. "I can't predict the future of technology, but I think it will bring about overwhelming life changes."
Elon Musk said _____
- d. "Our city will be a pioneer and will be the first to obtain the best IoT technology available starting next year."
The Mayor told the citizens _____
- e. "Does your generation realise how the world changed in the last decade because of you?"
The reporter asked Bill Gates _____

WRITING

Write an **opinion text** with the following quote as a starting point:

"The internet is no longer a web we connect to. Instead, it's a computerised, networked, interconnected world we live in."

Bruce Schneier

2.1/2.2 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to a report about fake news. Say if the sentences are True or False.

 CD5
[track 19]

- | | | |
|--|----------------------------|----------------------------|
| a. Americans consider false news a major problem alongside racism and terrorism. | ☐ T | ☐ F |
| b. We read and share fake information mainly because its content is misleading. | ☐ T | ☐ F |
| c. People tend to believe that information shared by family and friends on social media is accurate. | ☐ T | ☐ F |
| d. The information we read on social media seems as trustworthy as the one given by experts. | ☐ T | ☐ F |
| e. A media bubble is a set of people who have similar opinions. | ☐ T | ☐ F |
| f. Social media supports a wide range of opinions which help us detect fake news. | ☐ T | ☐ F |
| g. Fake news promotes a simple but sensational narrative about ordinary events. | ☐ T | ☐ F |
| h. Stories covering topics that trigger emotions and feelings are amongst the most popular. | ☐ T | ☐ F |

2. Listen to a report about fake news on social media. Answer the questions by completing the answers. Write no more than three words.

 CD5
[track 20]

How...	a. do you fight fake news on social media?	When you understand the goals _____
	b. do social media platforms make money?	By _____ to ad companies
	c. is the news on your feed filtered?	Based on previously _____
	d. can you help prevent the spread of fake news?	By _____ When managed with appropriate _____
	e. can social media be a powerful tool?	_____

3. Listen to a journalist giving tips on how to spot fake news. Fill in the gaps with one word.

 CD5
[track 21]

- Check for the author's name. Is the name _____ or missing? Most authors who put time into _____ articles will likely have their name attached to it.
- News articles should provide you with facts from several _____. If the article _____ only one side of the arguments, readers aren't seeing the full story.
- Older articles may not be _____. People sharing an older article may discover that some information has been _____ or debunked.
- Is the article or online content informative in some way? Try to think critically about the information you receive. Be _____! Can you _____ the facts? Are sources offered?

READING

Read the news article carefully.

FAKE NEWS HEADLINES

Encountering fake news headlines in social media more than once lowers people's ethical disapproval of these publications and makes people more likely to share **them** on social media, according to a new *Psychological Science* study.

The rise of technology and the growing popularity of social media created ample opportunities for the circulation of fake news articles that are intentionally false and misleading. Despite spreading questionable information, fake news articles were found to be more likely to go viral which further increases their reach in society. These trends explain the need for developing a better understanding of how people interact with fake news and what promotes social media users to share these articles further.

The researchers conducted a study exploring how seeing fake news headlines multiple times affects people's perception of these articles. Drawing on existing knowledge, researchers were interested in how seeing the same misleading headline repeatedly affects one's ethical assessment of **it** and one's propensity to share it.

The study relied on four experiments involving 2,587 participants in total. The experiments examined whether deliberate consideration would affect participants' ethical perceptions as well as **their** intentions to like and share the reviewed fake news articles with others.

Experimental results indicate that repeatedly encountering an article on social media makes it seem less unethical to share it. In three out of four experiments, participants demonstrated greater likelihood to like and share fake news articles despite being explicitly told that the articles were false.

"The results should be of interest to citizens of contemporary democracies," said Daniel A. Effron, a London Business School associate professor of organisational behaviour. "Misinformation can strengthen political polarisation and undermine democracy, so it is important for people to understand when and why **it** spreads."

<https://www.psypost.org> (adapted; accessed in February 2021)



1. Match the words from the text on the left with their synonyms on the right.

a. questionable (line 12)	1. carried out
b. reach (line 13)	2. tendency
c. promotes (line 14)	3. doubtful
d. conducted (line 16)	4. influence
e. propensity (line 19)	5. encourages

2. Match the words from the text with who or what they refer to on the right.

a. them (line 5)	1. participants
b. it (line 19)	2. misleading headline
c. their (line 22)	3. fake news publications
d. it (line 30)	4. misinformation

3. Choose the most suitable answer to explain the meaning of these expressions.

- 3.1** “Drawing on existing knowledge...” (line 17)
- a. To use knowledge we will gain from future experiences.
 - b. To use previous knowledge to help understand something.
- 3.2** “participants demonstrated greater likelihood to... share fake news articles” (lines 24-25)
- a. Participants showed a bigger probability of sharing fake news articles.
 - b. Participants liked sharing fake news articles.

4. Choose the most suitable answer to complete the sentences.

- 4.1** People’s ethical approval of fake news headlines increases
- a. when they read fake news more than once.
 - b. when they share fake news on social media.
- 4.2** Technology and social media platforms have intensified
- a. the popularity of fake news headlines.
 - b. the circulation of fake news articles.
- 4.3** Researchers wanted to know if participants’ ethical awareness changed when they
- a. read fake articles for the first time.
 - b. thought carefully about them.
- 4.4** The results of the experiments are crucial for democratic states since they may indicate that
- a. misinformation can strengthen political polarisation and weaken democracy.
 - b. people don’t understand when and why it happens.

USE OF LANGUAGE

1. Complete the sentences with the words/expressions from the box.

catfish profile crowdfunding digital footprint

- a. _____ is an excellent idea. It allows you to go online to ask users for small contributions to support projects and causes on a global level.
- b. The more time we spend online, the more of a _____ we leave.
- c. Virtual money scammers often target elderly women to _____ because they are lonely and want to feel that someone loves them.
- d. You must register and create a personal online _____ before using this site.

2. Match the words on the left with their definitions on the right.

- a. phishing
- b. identity theft
- c. malvertising
- d. hacking
- e. cybercrime
- f. cyberstalking

- 1. A malicious form of internet advertising used to spread malware.
- 2. The repeated use of electronic communications to harass or frighten someone, for example by sending threatening emails.
- 3. The act of gaining unauthorised access to a computer system or network.
- 4. Unlawful action against any person using a computer, its systems, and its online or offline applications.
- 5. Using fake email messages to get personal information from internet users.
- 6. Misusing personal information by getting access to a victim's credit card, bank statements and personal computer.

3. Write the correct passive form of the verbs.

- a. Google and Facebook will announce new measures to tackle fake news.
New measures _____ by Google and Facebook to tackle fake news.
- b. Lots of websites publish fake news stories for entertainment and parody.
Fake news stories _____ by lots of websites for entertainment and parody.
- c. Someone has sent me some popular digitally manipulated photographs.
I _____ some popular digitally manipulated photographs.
- d. Content creators are using sensationalist and untruthful headlines to gain more website visitors.
Sensationalist and untruthful headlines _____ by content creators to gain more website visitors.
- e. The journalist gave us a few tips to spot false information online.
We _____ a few tips to spot false information online by the journalist.

4. Choose the correct option to complete each sentence.

- 4.1 _____ the rapid spread of misinformation, fact-checking has become more prevalent in journalism in recent years.
a. Consequently b. As a result of
- 4.2 Fake news may lead to confusion about social and political issues; _____, it's important to read news from different sources.
a. since b. therefore
- 4.3 My parents think I'm careless and irresponsible _____ I've shared some misleading posts.
a. because b. so
- 4.4 Modern editing software has made it easy for people to create fake images. _____, only 50% of online users can tell when images are fake.
a. So b. As a consequence
- 4.5 You should apologise _____ publishing an untrue story.
a. about b. for
- 4.6 Some cybersecurity firms specialise _____ exposing misinformation.
a. on b. in
- 4.7 Why do you insist _____ reading news on those parody websites? They're not funny at all!
a. with b. on

WRITING

With the continuing growth of the internet, fake news is everywhere.

Write a newspaper article with a fake story invented by you.

Write no less than 100 words.

2.3/2.4 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to Matthew Evans, the IoT programme head at TechUK, explaining the Internet of Things and complete the statement with the missing words.



In the broadest sense, the term IoT includes everything connected to the internet, but it is increasingly being used to define objects that **a.** _____ to each other. Simply, the Internet of Things is made up of devices – from simple sensors to smartphones and wearables – connected together.

By combining these connected devices with **b.** _____ systems, it is possible to gather information, analyse it and create an action to help someone with a particular **c.** _____, or learn from a process. In reality, this ranges from smart mirrors to beacons in shops and beyond. It's about networks, it's about devices, and it's about **d.** _____. IoT allows devices on closed private internet connections to communicate with others and the Internet of Things brings those networks together. It gives the opportunity for devices to communicate **e.** _____ different networking types creating a much more connected world.

2. Listen to the opinion of a tech entrepreneur about the two next big developments in technology and say if the sentences are True or False.



- | | | |
|--|----------|----------|
| a. AI working independently of humans is still science fiction. | T | F |
| b. Robots will be able to help other AI systems learn faster. | T | F |
| c. Different types of AI will have to be programmed separately. | T | F |
| d. AI will be able to learn skills, replicate tasks but not understand ideas. | T | F |
| e. VR enhances reality as we know it. | T | F |
| f. VR and AR are connected to the IoT. | T | F |
| g. The internet of experiences is a new industry created by VR and AR. | T | F |

3. Listen to the two technologies predicted to improve the environment and healthcare and fill in the blanks with the missing information.



- a.** Solarcity Gigafactory will produce _____ solar panels in a day.
- b.** _____ proposed to build a \$50 trillion global energy grid.
- c.** They propose to have the grid installed by the year _____.
- d.** The therapies that will replace chemotherapy are genetic editing and _____.
- e.** The diseases that will be able to be treated within one or two years are _____, multiple sclerosis and _____.
- f.** The genetically engineered cells which will potentially cure cancer are called _____.

READING

You are going to read a text on the positive impact of technology on family life.

HOW TECHNOLOGY IS CHANGING OUR FAMILY LIFE

We are living in an era where technology runs our lives. Today, over three-quarters of the world's population own
5 phones. There is improved communication, and the data which is shared every day has dramatically increased.

Technology has had a
10 significant impact on our own homes. There was a time when junior was glued to the TV while dad was busy reading the paper. Kids today are busy
15 texting their friends, while parents are reading newspapers from their phones and iPads. Times have changed, and there will be greater changes in the future. So, **this** leads us to ask: has technology had a positive impact in our homes? Let's take a look.



One of the positive impacts of technology at home is improved communication.

Gone are the days when you had to shout, when you were in another part of the house if
20 you wanted to ask for anything. Now, since everybody currently owns cell phones, you just call the other family member. Also, communication has been made easier so that parents can check on their kids when **they** are far away. Therefore, if anything is wrong, a phone call can ease the concern. Also, the new messaging platforms give family members the chance to set up groups where **they** can interact with each other. Therefore, a family member who
25 is miles away can still communicate with the other family members. So much better than letters, or talking only when you got together for a special event.

Another positive side of technology is that it has eased tracking.

Most technology apps have tracking apps such as GPS. With apps like **this** when
30 an individual is in trouble, it is easy for the family members to track them and provide assistance. Some even allow automatic accident detection (when the car is moving fast and then suddenly stops) or tracking if the user is speeding or not.

The third positive impact is improved security.

There are a lot of appliances at home which have implemented the Internet of Things. This can also be seen in terms of home security systems that are giving peace to families
35 in their own homes. For instance, emergency alarms come in handy in case of a robbery, or when there is a fire. This ensures that the family, neighbours, and all the relevant authorities are alerted in time.

<https://www.tmcnet.com> (adapted accessed in February 2021)

1. Match the words from the text with their opposites.

a. improved (line 5)

b. increased (line 8)

c. significant (line 10)

d. glued (line 12)

e. busy (line 13)

1. irrelevant

2. idle

3. worsened

4. diminished

5. disconnected

2. Say who or what the following words refer to.

a. this (line 16)

b. they (line 22)

c. they (line 24)

d. this (line 28)

3. Complete the following sentences with two words according to the ideas expressed in the text.

a. Family members can easily interact with each other now through _____

b. Tracking apps allow for families to _____

c. Emergency alarms can prove to be very useful if there is _____

4. Choose the best meaning for the underlined expressions as they are used in the text.

4.1 “technology runs our lives...” (line 2)

a. makes us live faster

b. is in charge of our lives

4.2 “a phone call can ease the concern.” (lines 22-23)

a. explain the issues

b. lessen the worries

4.3 “emergency alarms come in handy.” (line 35)

a. are useful

b. are easy to find

USE OF LANGUAGE

1. Complete the text with the missing words in the box.

share communication bond screen think

Let's look into one of the most serious negative consequence that technology has had in our homes. It is, of course, too much time on the **a.** _____.

The amount of time which people spend looking at their phones, tablets, iPads, computers, and laptops is at an all-time high. It is sad when parents or kids come home from work and school and all they **b.** _____ of is going in front of the TV, or gluing their eyes on their phones. In this case, the family will lack quality time to interact with each other.

We know we mentioned that phones have improved **c.** _____, but it is clear that they have deteriorated face-to-face contact. Gone are the days when families would gather around the dining table, or in the living area, and **d.** _____ stories about their day. It is essential that we appreciate the need to communicate and interact with each other personally. As family members, you should learn to put away the gadgets and **e.** _____ with each other.

<https://www.tmcnet.com> (adapted; accessed in February 2021)

2. Choose the correct option to complete the sentences.

- a. In the past, teens **used to be / used to being** more independent as there was less chance of being controlled by the parents.
- b. Parents and teens easily **got used to / were used to** being reachable all the time as it gives both a sense of protection.
- c. "What are you doing?"
"I'm texting my mother. She **used to get / is used to getting** a text message from me every afternoon to make sure I'm OK."

3. Complete the sentences using the correct verb tenses.

- a. If Charlie _____ (**not save**) his pictures elsewhere, eventually he will lose them.
- b. If I hadn't wasted so much time scrolling through Instagram, I _____ (**have**) more time to prepare for last week's final exams.
- c. Your house has been broken into?! Don't you think it would have been more difficult for robbers to get in if you _____ (**instal**) a security alarm when I told you to?
- d. Edward _____ (**not feel**) so depressed if he left the house and his social media life to interact with people.
- e. You know that Colton _____ (**not talk**) to you again if you post that picture of him without his consent, don't you?

4. Complete the second sentence so that it has a similar meaning to the first sentence. Don't change the meaning of the sentences.

- a. Ronaldo is the most famous footballer in the world; that's why he has 250 million Instagram followers.
If Ronaldo _____ the most famous footballer in the world, he _____ 250 million Instagram followers.
- b. I became so addicted to social media maybe because I didn't have many real-life friends.
If I _____ more real-life friends, maybe I _____ so addicted to social media.
- c. "I can't predict the future of technology, but I think it will bring about overwhelming life changes."
Elon Musk said _____ predict the future of technology, but _____ it _____ bring about overwhelming life changes.
- d. "Our city will be a pioneer and will be the first to obtain the best IoT technology available starting next year."
The Mayor told the citizens _____ city _____ be a pioneer and _____ be the first to obtain the best IoT technology available starting _____ year.
- e. "Does your generation realise how the world changed in the last decade because of you?"
The reporter asked Bill Gates _____ generation _____ how the world _____ in the decade because of _____.

WRITING

Write an **opinion text** with the following quote as a starting point:

"The internet is no longer a web we connect to. Instead, it's a computerised, networked, interconnected world we live in."

Bruce Schneier

Exam-style test

Name _____ No. _____ Class: _____ Date _____

PART A – LISTENING

1. You will hear three teenagers talking about technology.



For item 1, match the names (Mia, Jacob or Liam) in column A with the ideas they express in column B. All the ideas are used once.

COLUMN A	COLUMN B
Mia	1. Says technology can entertain you in boring situations.
Jacob	2. Believes we are being led into addictive behaviour.
Liam	3. Refers to several websites which may link you to potential employers.
	4. Identifies GPS as a most convenient device.
	5. Stresses how cheap communication has become.
	6. Says we lose track of time when on social media.
	7. Rejoices over not needing to learn a foreign language any longer.

2. You will hear a counsellor talking about technology and social skills.



For items 2.1 to 2.7, choose the correct option (a, b or c).

- 2.1 For the speaker, one of the most negative aspects of technology is that it leads to
- a. the development of social skills.
 - b. the loss of 21st century skills.
 - c. the change to online social skills.
- 2.2 70% to 80% of a message is put across through
- a. face-to-face interactions.
 - b. nonverbal communication.
 - c. online devices.
- 2.3 Elon Musk's words imply that
- a. our online life is becoming part of who we are.
 - b. we are becoming less human.
 - c. we are becoming cyborgs.
- 2.4 Poor social skills are making it harder for people to communicate
- a. online.
 - b. offline.
 - c. online and offline.

- 2.5** The individuals the speaker calls “loudmouths”
- a.** are considered valuable and worthy.
 - b.** have a lot of interesting ideas.
 - c.** feel everything they say is important and worth saying.
- 2.6** People who fit into the “loudmouth” category are usually
- a.** confident and well-spoken.
 - b.** quiet and nervous.
 - c.** self-confident and reassured.
- 2.7** The “anxious type of character”
- a.** has difficulty expressing their ideas.
 - b.** is often misunderstood.
 - c.** is quick to speak up.

PART B – USE OF ENGLISH AND READING

- 3. Connect items in columns A and C using the appropriate linking word/expression from column B.**

Two of them are not needed. Write only the sequences of numbers.

COLUMN A	COLUMN B	COLUMN C
1. Millennials sometimes feel uncomfortable interacting face to face 2. The development of social skills will become harder and harder 3. Teens show the most addictive behaviour concerning social media;	4. therefore 5. if 6. because 7. due to 8. that’s why	9. we don’t find a balance between our online and offline time. 10. they have grown up spending too much time alone online. 11. there should be awareness campaigns at school.

You are going to read a text about how technology positively impacts family life.

TECHNOLOGY AND FAMILY LIFE: THE BENEFITS

Many families are embracing a digital lifestyle as a way to achieve a better balance between professional and family life. Work used to mean long commutes and being tethered to a desk from nine to five. Digital technology, email, and remote access connections make it possible to work from anywhere with more flexible hours. More and more employers are offering their employees the option of telecommuting. Working from home allows families to spend more time together and can save thousands of dollars a year in transportation and childcare costs.



Digital technology makes it easier than ever for families to stay in touch despite hectic schedules that involve work, errands, and the kids' extra-curricular activities. Parents and children can check in with each other throughout the day with a quick call or text. Parents also get the peace of mind of knowing where their kids are at all times and that their children can reach them quickly in the event of an emergency. Many families also use technology to strengthen and maintain bonds with grandparents and other relatives who may live farther away. Some families are even creating their own websites and blogs as a way to save pictures and videos and share important family milestones.

Educational technology and e-learning are becoming more popular by the day. Students are able to take courses online thanks to technology that allows them to upload homework and interact with fellow students and teachers through chat rooms and online forums. Online education has also made it very simple for students to receive personal attention from qualified teachers, and for the parents to track the academic progress of their children online. The digital age is even changing many aspects of the traditional classroom. Teachers are able to use computers, projectors, and specialised whiteboards with touch screens to make lessons more engaging and interactive for students.

Technology provides us with an almost endless array of family entertainment options. Our favourite music, television shows, films, or games are available at our fingertips through streaming services and mobile apps. The vast array of entertainment selections can even help bridge generation gaps within families and save parents and children from getting into arguments about which TV channel to watch.

<http://www.froddo.com> (adapted; accessed in February 2021)

2. Match the ideas in column A with the corresponding paragraph in column B.

One of the paragraphs is not needed. Write only the letters and the paragraph numbers.

COLUMN A	COLUMN B
a. Keeping everybody closer.	Paragraph 1
b. Sharing more fun time together.	Paragraph 2
c. Saving time and money.	Paragraph 3
	Paragraph 4

3. Choose the correct option (a, b, c or d) to complete the sentences according to the text. Write only the numbers and the letters.

3.1 According to paragraph 1, digital technology allows parents to

- a. have shorter commutes.
- b. travel longer to and from work.
- c. choose where to work from.
- d. readjust the time spent at the workplace.

3.2 In paragraph 2, we learn that it is easier for families to stay in touch

- a. because of their busy schedules.
- b. although they are always running around.
- c. since they have a lot of errands to run.
- d. as the children have more and more extracurricular activities.

3.3 Which of the following is not mentioned in paragraph 3 as a possibility provided by educational technology and e-learning?

- a. Having progress tests online.
- b. Getting support from a teacher.
- c. Getting a file with homework.
- d. Being informed about school achievements.

3.4 In paragraph 4, an “endless array” means

- a. a limited amount.
- b. a wide variety.
- c. restricted access.
- d. a specific offer.

3.5 According to paragraph 4, streaming services and mobile apps will

- a. open a gap between families.
- b. foster disagreement.
- c. bring about arguments within families.
- d. help families come together.

4. Match each word in column A with the expression it refers to in column B.

Two of the options are not needed. Write only the letters and the numbers.

COLUMN A	COLUMN B
a. their (line 11)	1. families
b. their (line 19)	2. employers
c. their (line 22)	3. parents
	4. kids
	5. employees

5. Match each word in column A with the word in column B that can replace it in the text.

Two of the options are not needed. Write only the letters and the numbers.

COLUMN A	COLUMN B
a. save (line 13)	1. record
b. save (line 23)	2. rescue
c. save (line 35)	3. recover
	4. spare
	5. prevent

6. Read the following paragraph about how technology has changed family dynamics.

Three sentences have been removed from it. From sentences 1. to 5., choose the one which fits each gap (a to c). Two of the sentences are not needed. Write only the letters and the numbers.

Times have changed. New technology offers teens independence from their parents' involvement in their social lives, **a.** _____, instant messaging, and social networking sites. Of course, teens see this technological divide between themselves and their parents as **b.** _____, on the part of their parents in their lives. Parents, in turn, see it as **c.** _____, and an inability to maintain reasonable oversight of their children's lives.

1. the emergence of mobile technology
2. freedom from over-involvement and intrusion
3. the opportunity to monitor and act as gatekeepers
4. a loss of connection with their teens
5. with the use of mobile phones

PART C – WRITTEN INTERACTION AND PRODUCTION

- 1. You have recently been taking part on a blog called: “Tech Together, Tech Apart”. You are starting to realise how disconnected your family is becoming, as all of you, even your parents, seem to be living each on their own screen. Write a blog entry sharing your concerns.**

- Tell the other bloggers about the problem.
- Tell them about two things you have already done to try to overcome the problem.
- Ask them to give you some tips.

Write your text in 60-80 words.

- 2. Disconnect from technology and reconnect with each other” – Rosemary Wixom**

Your school has asked you to write an editorial for the school newspaper giving your opinion on this quote. In your opinion, is technology creating a family divide? Write an argumentative text on the topic.

Write a minimum of 160 words.

Remember to:

- Give a short introduction by explaining the meaning of the quote.
- Provide three main arguments, showing different arguments with examples to support them.
- Conclude by giving your own opinion based on the arguments you have presented.

Unit 2 – Audioscripts

2.1/2.2 TEST

1. Listen to a report about fake news.

There's nothing new about fake news. For as long as there has been news, there has been misinformation, both deliberate and unintentional. But things do seem to have got much worse in the age of social media. In fact, a recent study by the Pew Research Center found that Americans see fake news and information as a bigger problem than racism, illegal immigration and terrorism.

But why is fake news such a big issue? If so many people agree that it's a problem, why do they read, share and promote it? The reason is because fake news is deceptive not just in its content, but in the way it plays on our biases and our predispositions.

The most common vector for spreading fake news is social media. For the most part, we are friends on social media with people we like and trust. As such, we are more inclined to trust and believe any information shared on it. Simply put, fake news uses the trust that we have in our friends and family to encourage us to trust and believe it too.

In one UK study, one-sixth of participants admitted to believing anything that their friends share on social media. The same study showed that information seen on Facebook was seen as more reliable than information from actual experts.

The spread through social media helps fake news in another way. Online, we spend most of our time interacting with people that we agree with. Couple this with algorithms that serve you content that you agree with, and the result is what's called a social media bubble.

This feeds directly into confirmation bias, which makes us more likely to both seek out and believe anything that supports our opinions and beliefs. In short, people don't like to be wrong and social media minimizes just how often they are confronted with challenging ideas and information.

What this means is that, when a person encounters fake news on social media, it likely reinforces their preconceived notions and will not be subjected to the scrutiny it would if it ran counter to what they already believed. This makes it more likely that they will then accept the news as fact and even share it on to others for the process to begin all over again.

Finally, a lot of important news is very mundane. Things like city council hearings or debates over tax policy may have a major impact on your life, but they are very boring to watch or read about.

Fake news is almost always sensational. It always tells a story and an amazing one at that. The stories fake news brings are simple narratives that are grand into the extremes. In fact, one of the tricks of fake news is to take a relatively mundane event and sensationalize it with exaggerated language and misinformation.

The most popular topics for fake news are often things that shock and offend because it elicits an emotional response and encourages us to avoid scrutiny of the information, but to share and pass along.

<https://www.turnitin.com> (adapted; accessed in February 2021)

2. Listen to a report about fake news on social media.

Combating fake news on social media comes down to understanding the goals of the platform. Social media platforms make money by selling user data to ad companies, which is why you'll often see ads tailored to your interests or search history.

As an individual, being aware that the news you see on your feed is filtered based on previously collected data can help you be more conscious of your own inherent bias.

Fake news on social media may be unavoidable. But you can help stop the spread by thinking critically. Maintain a healthy level of curiosity for what you read on your feed, understand how social media platforms curate what you see, and use investigative practices often. Social media is a powerful tool, for both businesses and individuals, when approached with appropriate intent and consideration.

<https://mailchimp.com> (adapted; accessed in February 2021)

3. Listen to a journalist giving tips on how to spot fake news.

Who wrote it? Check for the author's name. Is the name available or is it missing? Most authors who put time into a well-researched article will likely have their name attached to it.

Does the article inform you of all sides of the topic? News articles should provide you with facts from various viewpoints. If the article showcases only one side of the argument, readers should keep in mind that they are not seeing the full story and the article may contain bias.

When was this article published? Older articles may not contain up-to-date facts and might have broken links. Individuals sharing an older article may discover that some information has been disproven or debunked.

What is the purpose of the information? To inform? Is the article or online content informative in some way? What information is it giving you? Try to think critically about the information you receive. Be sceptical! Can you verify the facts? Are sources offered? Can you evaluate the sources?

<https://www.torontopubliclibrary.ca>

(adapted; accessed in February 2021)

2.3/2.4 TEST

1. Listen to Matthew Evans, the IoT programme head at TechUK, explaining the Internet of Things.

In the broadest sense, the term IoT includes everything connected to the internet, but it is increasingly being used to define objects that talk to each other. Simply, the Internet of Things is made up of devices – from simple sensors to smartphones and wearables – connected together.

By combining these connected devices with automated systems, it is possible to gather information, analyse it and create an action to help someone with a particular task, or learn from a process. In reality, this ranges from smart mirrors to beacons in shops and beyond. It's about networks, it's about devices, and it's about data. IoT allows devices on closed private internet connections to communicate with others and the Internet of Things brings those networks together. It gives the opportunity for devices to communicate across different networking types creating a much more connected world.

<https://www.wired.co.uk> (adapted; accessed in February 2021)

2. Listen to the opinion of a tech entrepreneur about the two next big developments in technology.

Number one will be Artificial Intelligence. Artificial intelligence that can learn and function independent of humans seems like science fiction. Yet, this may become our new reality within the next five years. Robots will be able to learn skills, perform tasks, and upload information into the cloud to help other AI systems learn quickly. Different types of AI won't have to be programmed separately anymore. They will understand ideas, replicate procedures, and develop breakthroughs faster than humans ever could.

Number two will definitely be Virtual Reality and Augmented Reality. These are not new concepts but will revolutionise the

world within five years. AR enhances reality while VR helps us forget it. Together, they open a world beyond reality, the internet or the Internet of Things; a new industry, the internet of experiences, is emerging. As VR and AR technologies improve and more content becomes available for users, human experience of technology will change forever.

<https://www.starupgrind.com> (adapted; accessed in February 2021)

2. Listen to the two technologies predicted to improve the environment and healthcare.

Rapid adaptation of renewable energy: in the next year, the Solarcity Gigafactory in Buffalo, New York, will produce up to 10,000 solar panels per day. It will revolutionise the alternative energy industry and make solar energy much more affordable. The renewable energy will attract companies and governments across the globe as they strive to resolve the global energy crisis. China has already proposed a \$50 trillion global energy grid by 2050, for instance. The innovation, in this case, is a system that quickly and efficiently produces renewable energy technologies at a global scale.

Immune system engineering: we are closer to finding the cure for cancer and leaving chemotherapy in the past where it belongs.

This is not an overstatement because companies like Cellectis, Juno Therapeutics and Novartis are already saving lives through genetic editing and immunotherapy. Within the next 1-2 years diseases like cancer, multiple sclerosis and HIV could be treated by engineering the immune system. Genetically engineered immune cells, like Killer T cells, designed to wipe out cancer, will save countless lives.

<https://www.starupgrind.com> (adapted; accessed in February 2021)

EXAM-STYLE TEST

1. You will hear three teenagers talking about technology.

Mia

For me, connectivity is a huge plus of technology. More than ever before and for a much lower price we can write, call, or even see each other thanks to Skype, Zoom, and even Facebook Messenger. And can you even imagine a time before your phone helped you get to where you are going? Even crazier, these things tell you the fastest route and even give you updates on traffic and alternative ways in case there's been an accident. How convenient is that? And have you ever been stuck in traffic with nothing to do? Now you can listen to podcasts, watch videos, play video games, and more.

Jacob

Global communication is the best thing about technology! Now you don't even have to learn all the most common phrases when going to a new country, you can simply put it into a translation app and you will be able to say the word. Even if your pronunciation is horrible, very often the app will do it for you. What about living in a city where it's hard to find work? Websites like Upwork, Fivver, and many others actually pair employers with freelancers giving opportunities to individuals no matter where they live.

Liam

When we talk about good and bad things about technology, we have to bring up the fact that the engineers and innovators at Facebook, Instagram, Twitter, and other social media giants are crafting habit forming behaviour. Literally pulling us more

and more towards the screens... For many people a smartphone is the first thing they pick up in the morning and the last thing they see before they go to bed. Constant stimulus and a view into the lives of others as we scroll and scroll and scroll until 1 hour later we forget what we started with.

2. You will hear a counsellor talking about technology and social skills.

If we're going to talk about good and bad things about technology we have to be honest. It's necessary to elaborate on one of the most negative aspects that I've seen. And that is social skills and technology, or the loss of social skills... By social skills I mean 21st century skills – communication, collaboration, critical thinking, creative confidence, empathy, self-awareness, leadership abilities, and more.

How many of these skills can you practise and learn online? I would say almost none...

Non-verbal communication accounts, even in modest terms, for 70-80% of a message. With that one statistic alone we can see how hopeless it is when people spend more time alone on their digital devices and less time taking part in face-to-face interactions.

Fast forward to today with technology playing a larger and larger role in our lives and you can see the negative effects on social skills. Elon Musk even went so far as to say, "We're already a cyborg... You have a digital version of yourself, a partial version of yourself online in the form of your emails, your social media, and all the things that you do."

In my opinion this has created a situation where people are finding it harder to communicate effectively both offline and online. If I look at social skills, I've seen extremes developing, and none of them good. Here are the two most common characters I've seen emerging more and more as of late:

1. The loudmouth

We all know that person who simply feels everything they say is worth saying, valuable, interesting, important... It's like they've been holding ideas inside their whole lives and suddenly they need to tell everything about everything to everyone they can. What starts off as an interesting idea turns into a surprise monologue on everything from what they ate for breakfast to the meaning of life. You'd think that it's because they are confident and well-spoken that they do this. I wouldn't say so, I'd say it's an opposite reaction from someone who is extremely quiet and nervous, lacking self-confidence and needing reassurance.

2. The anxious

I've seen people struggle more and more with expressing their ideas to someone they haven't met before. The perfect nature of an online presence just doesn't prepare people to sometimes mumble or be misunderstood in person. More and more Millennials seem to need a longer time to collect their thoughts in order to speak up. The most common things I hear when we organise face-to-face public discussions are, "The discussion was moving so fast I didn't have a chance to catch up during the hour", "I had a lot of ideas but I wasn't sure how to say them the right way." Or simply "I didn't feel comfortable enough to speak, maybe next time."

<https://www.aristotlescafe.com> (adapted; accessed in February 2021)

Unit 2 – Answer key

STANDARD TESTS

2.1/2.2 TEST

LISTENING

1.
a. T; b. F; c. T; d. F; e. T; f. F; g. T; h. T
2.
a. understand the goals of the platform; b. selling user data to ad companies; c. previously collected data; d. thinking critically; e. appropriate intent and consideration
3.
a. available; well-researched; b. viewpoints; showcases; c. updated; disproven; d. sceptical; verify

READING

1.
a. questionable (line 12); b. reach (line 13); c. promotes (line 14); d. conducted (line 16); e. propensity (line 19)
2.
a. fake news headlines; b. misleading headline; c. participants'; d. misinformation
3.
**a. The expression means to use previous knowledge to help understand something.
b. The expression means that it was more probably that participants would share fake news articles.**
4.
**a. when they read fake news headlines more than once.
b. the circulation of fake news articles.
c. thought carefully about them.
d. misinformation can strengthen political polarisation and weaken democracy.**

USE OF LANGUAGE

1.
a. Crowdfunding; b. digital footprint; c. catfish; d. profile
2.
a. 6; b. 8; c. 1; d. 4; e. 5; f. 3
3.
**a. to tackle fake news will shortly be announced by Google and Facebook.
b. are published by lots of websites for entertainment and parody.
c. have been sent some popular digitally manipulated photographs.
d. and untruthful headlines are being used by content creators to gain more website visitors.
e. were given a few tips to spot false information online by the journalist.**
4.1 c; 4.2 c; 4.3 a; 4.4 b; 4.5 b; 4.6 a; 4.7 c

2.3/2.4 TEST

LISTENING

1.
a. talk; b. sensors; c. wearables; d. automated; e. analyse; f. task; g. mirrors; h. data; i. private; j. across
2.
a. F; b. T; c. F; d. F; e. F; f. F; g. T
3.
a. 10,000; b. a more affordable price; c. The global energy crisis; d. China; e. 2050; f. Genetic editing and immunotherapy; g. cancer, multiple sclerosis and HIV; h. Killer T cells

READING

1.
a. improved (line 5); b. increased (line 8); c. significant (line 10); d. glued (line 12); e. busy (line 13)
2.
a. changes in the future; b. GPS; c. kids; d. family members
3.
a. messaging platforms; b. provide quick assistance; c. you are robbed (or there is a fire)
4.
a. is in charge of our lives; b. can make people less worried; c. are very useful

USE OF LANGUAGE

1.
a. screen; b. amount; c. high; d. think; e. quality; f. communication; g. face-to-face; h. share; i. interact; j. bond
2.
a. used to be; b. got used to; c. is used to getting
3.
a. doesn't save; will lose; b. hadn't wasted; would have had; c. would have been; had installed; d. wouldn't feel; left; e. won't talk/finds
4.
**a. weren't the most famous footballer in the world, he wouldn't have 250 million Instagram followers.
b. had had more real-life friends, maybe I wouldn't have become so addicted to social media.
c. he couldn't predict the future of technology, but he thought it would bring about overwhelming life changes.
d. that their city would be pioneer and would be the first to be provided with the best IoT technology available starting the following year.
e. if his generation realised how the world had changed in the previous decade because of him.**

INCLUSION TESTS

2.1/2.2 TEST

LISTENING

1.
a. F; b. F; c. T; d. F; e. T; f. F; g. T; h. T
2.
a. of the platform; b. selling user data; c. collected data; d. thinking critically; e. intent and consideration
3.
a. available/well-researched; b. viewpoints/showcases; c. updated; disproven; d. sceptical/verify

READING

1. **a. 3; b. 4; c. 5; d. 1; e. 2**
2. **a. 3; b. 2; c. 1; d. 4**
- 3.1 b; 3.2 a**
- 4.1 a; 4.2 b; 4.3 b; 4.4 a**

USE OF LANGUAGE

1.
a. Crowdfunding; b. digital footprint; c. catfish; d. profile
2.
a. 5; b. 6; c. 1; d. 3; e. 4; f. 2
3.
a. will be announced; b. are published; c. have been sent; d. are being used; e. were given
4.1 b; 4.2 b; 4.3 a; 4.4 b; 4.5 b; 4.6 b; 4.7 b

2.3/2.4 TEST

LISTENING

1.
a. talk; b. automated; c. task; d. data; e. across
2.
a. F; b. T; c. F; d. F; e. F; f. F; g. T
3.
a. 10,000; b. China; c. 2050; f. immunotherapy; g. cancer, HIV;
h. Killer T cells

READING

1.
a. 3; b. 4; c. 1; d. 5; e. 2
2.
a. changes in the future; b. kids; c. family members; d. GPS
3.
a. messaging platforms; b. provide assistance; c. a fire/a robbery
4.1 b; 4.2 b; 4.3 a

USE OF LANGUAGE

1.
a. screen; b. think; c. communication; d. share; e. bond
2.
a. used to be; b. got used to; c. is used to getting
3.
a. doesn't save; b. would have had; c. had installed;
d. wouldn't feel; e. won't talk

4.
a. weren't; wouldn't have
b. had had; wouldn't have become
c. he couldn't; he thought; would
d. their; would; would; the following
e. if his; realised; had changed; previous; him.

EXAM-TYPE TEST

LISTENING

1. Mia: 1, 4, 5; Jacob: 3, 7; Liam: 2, 6
2.1 b; 2.2 b; 2.3 a; 2.4 c; 2.5 c; 2.6 b; 2.7 a

USE OF ENGLISH AND READING

1.
1. 6, 10; 2. 5, 9; 3. 8, 11
2.
a. Paragraph 2; b. Paragraph 4; c. Paragraph 1
3.1 c; 3.2 b; 3.3 a; 3.4 b; 3.5 d
4.
a. 2; b. 3; c. 1
5.
a. 4; b. 1; c. 5
6.
a. 5; b. 2; c. 4

TEST 2.1 / 2.2

Mark scheme 1 (R + LG + W = 200p)					
Listening:	1. 8 × 10p	2. 5 × 8p	3. 8 × 10p		= 200p
Reading:	1. 5 × 5p	2. 4 × 5p	3. 2 × 5,5p	3. 4 × 6p	= 80p
Language:	1. 4 × 2p	2. 6 × 2p	3. 5 × 5p	4. 7 × 5p	= 80p
Writing:					= 40p

Mark scheme 2 (R + LG = 200p)					
Listening:	1. 8 × 10p	2. 5 × 8p	3. 8 × 10p		= 200p
Reading:	1. 5 × 6p	2. 4 × 5p	3. 2 × 6p	4. 4 × 7p	= 90p
Language:	1. 4 × 2,5p	2. 6 × 3p	3. 5 × 8p	4. 7 × 6p	= 110p
Writing:					= 200p

TEST 2.3 / 2.4

Mark scheme 1 (R + LG + W = 200p)					
Listening:	1. 10 × 5p	2. 7 × 10p	3. 8 × 10p		= 200p
Reading:	1. 5 × 4p	2. 4 × 3p	3. 3 × 6p	3. 3 × 10p	= 80p
Language:	1. 10 × 1p	2. 3 × 5p	3. 5 × 5p	4. 5 × 6p	= 80p
Writing:					= 40p

Mark scheme 2 (R + LG = 200p)					
Listening:	1. 10 × 5p	2. 7 × 10p	3. 8 × 10p		= 200p
Reading:	1. 5 × 4p	2. 4 × 4p	3. 3 × 8p	4. 3 × 10p	= 90p
Language:	1. 10 × 2p	2. 3 × 5p	3. 5 × 7p	4. 5 × 8p	= 110p
Writing:					= 200p

EXAM-STYLE TEST

Mark scheme 1 (L + LG + R + W = 200)						
Listening:	1. 3 × 8p	2. 7 × 3p				= 45p
Reading:	1. 3 × 10p					= 30p
Language:	2. 3 × 5p	3. 5 × 3p	4. 3 × 5P	5. 3 × 5p	6. 3 × 5p	= 75p
Writing:	1. 20p	2. 40p				= 60p

Unit 3



UNIT 3

I. Graded worksheets

Standard

Reading	262
Listening	266
Writing	268
Speaking	269
Grammar	270
Vocabulary	274

Inclusion

Reading	277
Listening	279
Writing	280
Speaking	281
Grammar	282
Vocabulary	286

Audioscripts	288
---------------------------	-----

Answer key	289
-------------------------	-----

II. Assessment

Progress test (3.1 / 3.2)	292
Progress test - inclusion (3.1 / 3.2)	297
Exam-style test	302

Audioscripts	308
---------------------------	-----

Answer key	309
-------------------------	-----



I. Graded worksheets

- Standard
- Inclusion

Standard worksheets

3.1 Reading

Name _____ No. _____ Class: _____ Date _____

IS THE FUTURE ENGLISH OR EMOJI?

In linguistic terms, English rules the world. Na estimated 1.5 billion people speak it – 375 million as their native tongue – and it is spoken in more than 100 countries.

5 Throughout the last 400 years, its spread around the world has been steady alongside the spread of global business, politics and culture. Even in our era of political uncertainty, English continues to dominate our shared global spaces: business, culture, diplomacy and mostly, 10 the internet. To take part in our globalised world in the 21st century is to speak at least some English.

But will the future look like the past? Will English become even more dominant? Or will we all retreat back to our native tongues and simply use machine translators to communicate, leaving English to die off as a global *lingua franca* (a common language 15 adopted by speakers of different languages)? Or – in perhaps the most dystopian scenario – will the future be all emoji?

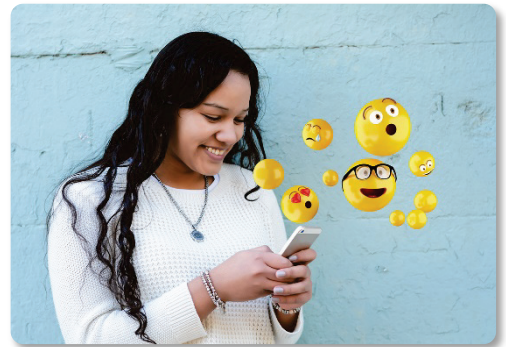
It is difficult to predict the future of English, but what could potentially threaten English's role as a global language?

If we look a few more decades ahead, machines may threaten English's dominance. 20 English will only be as dominant as it is useful. In an era of machine translation – think Google Translate but 100 times more accurate than **it** is today – there will simply be no need for a shared global language. We will all speak our native tongue to the machines around us, and if needed, they will translate for us.

In the longer term, if things take an even stranger turn, will there be a need to dedicate 25 your time to learning a second, shared language in a world where emojis dominate our day-to-day communication? This seems far-fetched, but there is no doubt that the way we communicate in the future will be even more diverse and multifaceted than **it** is today.

But do any of these things – the rapid developments in machine learning and the popularity of emojis – really threaten the role of English as the connecting thread between 30 people across borders? Unless the clock is turned back on both global commerce and global culture, the future is likely to be English. And while machine translation poses a long-term threat to the need to learn foreign languages, it's not a given that **it** will become anywhere near as accurate, expressive or meaningful as human communication anytime soon.

And perhaps there is one last reason why learning a global language like English will 35 continue to matter well into the future: like music, **it** has become something more than a convenient tool of communication – it has become a tool of cultural understanding and bridge-building across borders. Put differently, it helps us meet a deeply human need to connect and to understand others.



<https://www.ef.com> (adapted; accessed in February 2021)

1. Find synonyms for the following words/expressions in paragraphs five and six.

- a. precise _____
- b. change of course _____
- c. rule _____
- d. varied _____

2. Match the pronoun “it” with what it refers to. There are two extra possibilities.

a. it (line 20)

b. it (line 27)

c. it (line 32)

d. it (line 35)

1. machine translation

2. English

3. Google Translate

4. the way we communicate

5. the future

6. a foreign language

3. Explain the meaning of the underlined expressions as they appear in the text.

- a. “This seems far-fetched (line 26)”

- b. “the role of English as the connecting thread (line 29)”

- c. “it’s not a given (line 32)”

4. Complete the following sentences according to the text.

- a. We need to speak at least some English today if we _____

- b. The two imagined scenarios that may threaten the dominance of English as a communication tool in the future are _____
- c. The future of communication is likely to be English because we can not move back from _____

- d. English will continue to be relevant in the future because, besides communication, it also serves as _____

3.2 Reading

Name _____ No. _____ Class: _____ Date _____

TOP SEVEN REASONS TO STUDY ABROAD IN THE UK THIS SUMMER

1. Boost your self-confidence

As a result of living abroad, you will gain more confidence in your ability to live independently. During a summer course, you are responsible for arriving in class on time, completing your homework, and preparing for class. These skills are valuable for all students. In addition to these independent living necessities, you'll learn skills out of your comfort zone. Living in England, you'll navigate exchange rates, learn your way around your city of choice, and dive into a new language.



2. Gain cultural insight

England has a very unique and distinct culture that you will come to appreciate throughout your stay. If you are already comfortable with English culture, you are bound to learn more about cultures from around the world in an international summer programme. You'll learn new customs from your new friends, and will be able to expand your cultural insight.

3. Learn more about globalisation

As business becomes increasingly digital, we're seeing an increase in worldwide digital flows as well. Studying abroad this summer will provide you with greater understanding of how to work in an increasingly international workplace and how to adapt to this ever-changing work environment.

4. Create an international network

For students aged 16-24, building connections is a critical skill and one of the top reasons to study abroad. As you move on to university and the workforce, you will already be connected with peers from around the world. As a result, you will have a network of peers and colleagues abroad with whom you can share ideas.

5. Expert tutors

During summer courses, you'll learn more about your favourite subject from top experts in the field. Since class sizes are small, teachers will give you individualised attention, so you'll leave the course with more in-depth knowledge.

6. Learn through a global lens

You will gain a wider perspective on your topic of choice. Through an international summer abroad programme, you will learn how others approach the same subject through their own perspective. While you may have approached a problem one way, students from around the world may look at the same problem quite differently.

7. Lifelong friends

The bonds that you form while living abroad are unbreakable. You will study and live with students from around the world, and the experience of living abroad will undoubtedly bind you. After your programme has finished, you will return to your home country and you will have a group of close friends around the world.

<https://oxfordsummercourses.com> (adapted; accessed in February 2021)

1. Find opposites for the following words in the first three paragraphs.

- a. worthless _____
- b. ordinary _____
- c. narrow _____
- d. ignorance _____
- e. fixed _____

2. Choose the most suitable equivalent for the underlined words/expressions.

2.1 “you’ll learn skills out of your comfort zone” (lines 7-8)

- a. you wouldn’t usually do b. you’ll use in the world outside c. you will often need

2.2 “building connections is a critical skill” (line 22)

- a. censoring b. praising c. crucial

2.3 “you’ll leave the course with more in-depth knowledge.” (line 29)

- a. partial b. comprehensive c. specific

2.4 “the experience of living abroad will undoubtedly bind you” (lines 37-38)

- a. restrain b. connect c. oblige

3. Answer the following questions using your own words as far as possible.

3.1 How will you be able to learn about cultures around the world if you study abroad in the UK?

3.2 Why is “building connections” a critical skill?

3.3 What are the two reasons why these summer courses abroad will provide you with more in-depth knowledge?

3.4 How will your perspectives become less self-centred?

3.1 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to an educator talk about the importance of language learning. Say if the sentences are True or False.

CD6
[track 3]

- a. Language speakers are in demand as the world becomes more globalised.
- b. Those who speak more than one language earn 18% more than those who don't.
- c. People who speak foreign languages are more innovative and are able to do more than one task at a time.
- d. Learning a language can boost your confidence and motivate you to try out new things.
- e. 20% of the world's population is monolingual.
- f. You can speak Spanish or French to a small percentage of the world's population.
- g. Language learning may increase your memory and help prevent certain brain diseases.

T F

T F

T F

T F

T F

T F

T F

2. Listen to some information about the English language. Complete the paragraph with one word in each gap.

CD6
[track 4]

Countries have their own **a.** _____ languages in addition to a variety of **b.** _____ languages spoken and understood by their people in different **c.** _____. Some languages are spoken by **d.** _____ of people and others by only a few thousand. English is spoken by about 20% of the **e.** _____ population. That's 1.5 billion people. But did you know that most of those people aren't **f.** _____ speakers? Given its popularity in **g.** _____ communication, academia, business, and entertainment, it's no wonder many are saying it's important for **h.** _____ speakers to hurry up and learn English.



3. Listen to a lecture about the importance of learning English. Answer the questions in note form.

CD6
[track 5]

- 3.1 How many countries have English as an official language? _____
- 3.2 How many people speak English around the globe? _____
- 3.3 Why is English an important requirement for international business? _____
- 3.4 What do companies expect from employees? _____
- 3.5 Why does English provide lots of entertainment and more cultural awareness? _____
- 3.6 What don't you need to depend on if you're an English speaker? _____

3.2 Listening

Name _____ No. _____ Class: _____ Date _____

- 1. Listen to three teenagers talking about the benefits of studying abroad. Match the names in column A with the ideas they express in column B. All the ideas are used once. There's one extra option.**



COLUMN A	COLUMN B
a. Sabrina	1. You develop your communication skills and make global connections.
b. Hannah	2. You fully immerse yourself in the host country's culture and traditions.
c. Joaquim	3. You meet lifelong friends and explore new interests.
	4. You learn real-life English.
	5. You become more open-minded.
	6. You have the opportunity for top-quality education.
	7. You become more independent.
	8. You may get new job opportunities by learning new languages.
	9. You gain a new perspective on the host country when you visit it as a local.

- 2. Listen to Ellie, a student from Cardiff, talking about her study abroad experience in Australia. Say if the sentences are True or False.**



- a. Ellie spent five months in Adelaide as an international exchange student. T F
- b. She decided to study abroad when she was in her first year of studying journalism and communication. T F
- c. Ellie didn't do well academically, but she met fantastic people and travelled a lot. T F
- d. Her host university had an exchange student network, which was crucial for making international friends. T F
- e. It was a little difficult for Ellie to study four modules instead of three. T F
- f. The type of work required at the university in Australia was more practical than in Cardiff. T F
- g. Her travels confirmed what she knew about Australia being bigger than Europe. T F
- h. Ellie is delighted that she went on this adventure by herself. T F



Writing – Argumentative essay

Name _____ No. _____ Class: _____ Date _____

You have been asked to write an argumentative essay for the school forum to help students prepare for an upcoming conference on Relationships Online.

You should establish a position by presenting the different sides.

Focus on the question:

Are relationships forged online as authentic as those born from real life interactions?

Write your argumentative essay.



Introduction:

Write a statement or question to present the topic and highlight its importance.

Body:

- Present two arguments expressing the view opposed to your own.
- Provide examples and explanations that support these arguments.
- Present two arguments to support your view on the issue.
- Provide examples and explanations to prove your point and persuade others to accept your view on the subject.

Conclusion:

Sum up your ideas and restate your opinion by highlighting your main points.

Speaking

Name _____ No. _____ Class: _____ Date _____

DISCUSSION

Group work/interaction

In small groups you are going to discuss the theme:

WHAT WILL HAPPEN TO ENGLISH AS A GLOBAL LANGUAGE IN THE FUTURE?

Each group chooses a quote and then has three minutes to convince the others that their quote is a good prediction for the future of English.

After the groups have finished, you should exchange ideas about the topic and decide on who presented the best arguments.

English will remain the global language
for a long time

Other languages will come along as
global languages besides English

There will be so many varieties that English
will no longer be globally understood

There won't be any global
language in the future

ORAL PRESENTATION

Group work/production

Join in groups of three and prepare a 15-20 minute PowerPoint® presentation on the following topic:

ENGLISH-SPEAKING COUNTRIES AROUND THE WORLD

- Do some research and find a country which speaks English as a first or second language.
- Present some basic information about the country: location, population, government, languages spoken (besides English), etc.
- Discuss the role of English and how it came to be an official language in the country.
- Talk about the most important historical events of that country.
- Present some famous personalities from the country and their achievements (singers, actors, writers, scientists, politicians, etc.) and important landmarks.

3.1 Word formation – Prefixes and suffixes

Name _____ No. _____ Class: _____ Date _____

1. Choose a prefix and a word from the boxes to complete the sentences.

mono- un- mis- over- dis- il-

legible react like lingual interpret believable

- a. You should learn not to _____ to criticism. Take it easy.
- b. We had an _____ time in New York. We'll have wonderful memories for a lifetime.
- c. I don't know what this note says. Kate's handwriting is completely _____.
- d. They _____ my idea of going on a study abroad trip this summer. I have no idea why!
- e. As I don't understand French very well, I often _____ what other people are saying.
- f. He regrets being _____ and wishes to learn a second language.

2. Add suffixes to the words in the box to complete each sentence correctly.

enjoy count support popular explain relation

- a. My parents presented _____ reasons why I shouldn't go on holiday alone, but I went anyway.
- b. London's _____ is much greater in comparison to other locations in the UK.
- c. The trip was much more _____ than I had expected it to be.
- d. The guide's _____ of the Millennium Dome was inaccurate.
- e. Ann blamed the long-distance _____ for the split.
- f. My family is very _____ and has kept my feet on the ground.



3. Add a prefix and/or a suffix to the words in brackets to complete the sentences.

- a. The beauty of the landscape surpassed my _____ (**expect**).
- b. Ruth had another _____ (**agree**) with her parents about her expenses.
- c. Peter and I have been friends since _____ (**child**).
- d. Sarah's _____ (**polite**) towards others shocked me. How could she be so rude!
- e. Juan's _____ (**able**) to speak English puts him at a _____ (**advantage**) when he attends international conferences.
- f. This tour _____ (**pack**) is the perfect way to visit Edinburgh.
- g. He is a frequent _____ (**travel**) to Italy.

3.1 Relative clauses

Name _____ No. _____ Class: _____ Date _____

1. Fill in the gaps with *who*, *which*, *that* or *whose*. Write the relative pronoun in brackets if it can be omitted.

- a. There are many actors _____ have ventured into the music industry.
- b. The Weeknd's "Blinding Lights", _____ was one of his most successful songs, was released in 2020.
- c. Have you listened to the song _____ I told you about last week?
- d. Michael was especially kind to the guests _____ I brought to dinner yesterday.
- e. Jaden and Willow, _____ father is the actor Will Smith, have both released music hits.

2. Complete the text with a suitable relative pronoun. Write the relative pronoun in brackets if it can be omitted.

My grandmother Ellie, **a.** _____ real name is Helen, is eighty-five years old. She's up to date with most top chart-topping songs, **b.** _____ I find hilarious as I don't know them myself as a teen. She follows several Instagram accounts of celebrities **c.** _____ she likes. Her favourite singer is Ed Sheeran, **d.** _____ she met casually while shopping in Suffolk, England. She has his autograph on a notepad, **e.** _____ she requested to be framed. She also loves languages, so she installed a language app to learn Spanish through music. Mr and Mrs Lawrence, **f.** _____ are her most recent neighbours, have already complained about her singing at odd hours of the day and night. Everyone **g.** _____ has met my grandmother finds her adorable and energetic.



3. Join the sentences using relative clauses. Make any necessary changes.

- a. Have you started the English project? It's due next Friday.

- b. That man is a well-known rapper. I don't remember his name.

- c. Lady Gaga will give a live concert soon. She tries to include foreign languages in her songs.

- d. This is Michael. We met him at the concert yesterday.

- e. Mary Ann was reading the welcome speech. She wrote it yesterday.

3.2 Adjectives ending in *-ed* or *-ing*

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct adjectives.

- a. I had a couple of **embarrassed** / **embarrassing** incidents when studying abroad.
- b. I was **astonished** / **astonishing** to see how Linda learnt French so easily during her stay abroad.
- c. The courses are mainly taught in English, so I'm really **motivated** / **motivating** to study in the Netherlands.
- d. I found myself in some **amused** / **amusing** situations because of some cultural misunderstandings.
- e. On my first days of studying abroad, everything seemed so **overwhelmed** / **overwhelming**.

2. Complete the sentences with the correct adjective form of the words in brackets.

- a. What did you find most _____ (**fascinate**) about being an international student?
- b. At first, I was _____ (**terrify**) of not being independent enough; however, I felt _____ (**relieve**) after some weeks on my own in a foreign country.
- c. I made a scrapbook of my study abroad experience. I love being able to look back at some _____ (**excite**) memories.
- d. They're _____ (**annoy**) because there are no more vacancies for the course.
- e. I found filling in the scholarship form to study abroad a bit _____ (**confuse**).

3. Complete this story about studying abroad. Choose from the words below.

bored surprising disappointed amazing interested challenging rewarding pleased

It was **a.** _____ to live and study in the heart of Europe. I've always been **b.** _____ in the art, history and culture of Eastern Europe and I was **c.** _____ to discover that Prague was the hub of all three!

There was always something to see and do, so you never felt **d.** _____. To me, _____ was quite **e.** _____ that public transport and food were much cheaper compared to the UK.

I was a bit **f.** _____ about not being able to communicate better in Czech, though.

Adapting to a new environment was **g.** _____ at times as you're immersing yourself in a completely different culture. However, the overall experience was incredibly **h.** _____.



3.2 -Ing form or To-infinitive

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct preposition to complete the sentences.

consider intend agree mind can't help keep on hope

- a. I _____ to meet my closest online friend IRL sometime soon.
- b. My parents _____ asking me the same question over and over. It's unbearable!
- c. We don't _____ to stay long at the party.
- d. Will your parents _____ to let you go to Dublin to meet your online friend in person?
- e. You're good at history and languages. You should _____ becoming a tour guide.
- f. I _____ wondering why she prefers chatting online to meeting face to face.

2. Put the verbs in the correct form – -ing form or to-infinitive.

- a. After _____ (get) to know Louise better, I attempted _____ (ask) her out.
- b. I would advise you _____ (wait) before _____ (make) any rash decisions.
- c. They apologised for _____ (say) nasty things about my travel blog posts.
- d. Patrick would love _____ (travel) much more than he does now.
- e. Celine denies _____ (spend) more time online than socialising with family and friends.
- f. I arranged _____ (meet) them at 5 p.m. on Saturday.

3. Rephrase these sentences. Use an -ing form or a to-infinitive. Write no more than five words.

- a. Rita says that she made a mistake by accepting friend requests from strangers.
Rita admits _____ accepting friend requests from strangers.
- b. It's difficult to find online friends with similar interests.
_____ similar interests is difficult.
- c. I suggested meeting Lucy face to face this weekend.
I'm eager _____ face to face this weekend.
- d. I think I'll report the fake Facebook account to the police.
He threatened _____ account to the police.
- e. Could you wait until I finish posting my photos? I'll be there in a second.
Would you mind _____ posting my photos?
I'll be there in a second.



3.1 Vocabulary

Name _____ No. _____ Class: _____ Date _____

BORROWED ENGLISH WORDS / WORDS AND EXPRESSIONS TO TALK ABOUT MUSIC

1. Complete the sentences with the words from the box. There's one extra option.

franchise interface cockpit matchpoint links
spam outsourcing cookies jet lag

- The latest version of my smartphone has an impressively user-friendly _____.
- I was getting so much _____ mail that I changed my email address.
- They've just opened a new fast-food _____ down the street.
- After arriving in New York, João had _____ and needed to sleep late to recover.
- Online stores use _____ that record any personal information you enter.
- Nadia made it to _____ three times and still lost the tennis match.
- Some firms find _____ more productive and cost-effective for their businesses.
- Only the flight attendant can go from the plane's cabin to the _____.

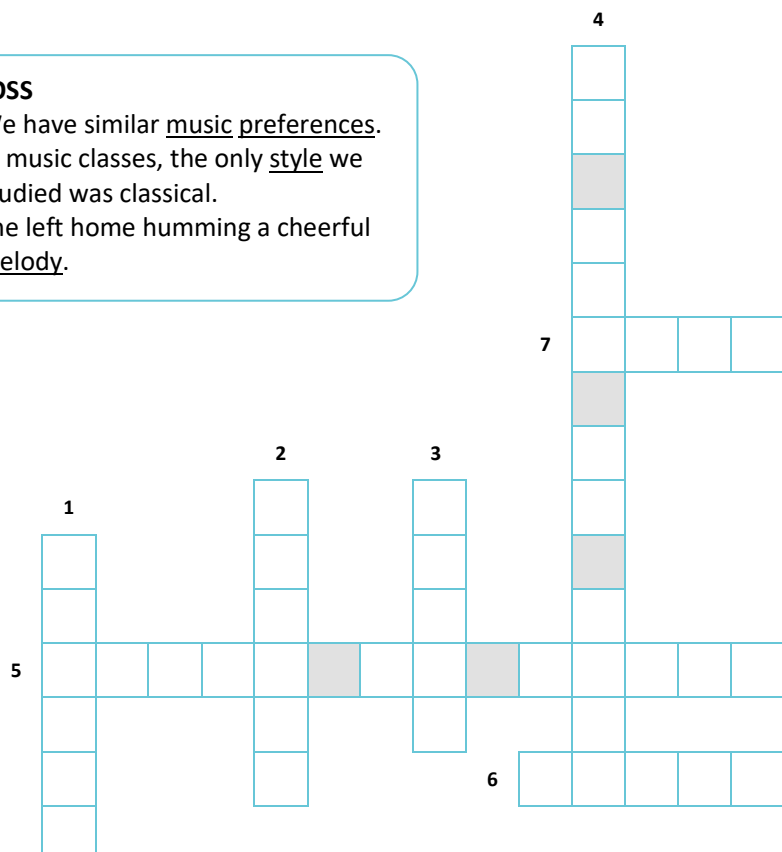
2. Replace the underlined words or expressions with synonyms. Fill in the crossword.

DOWN

- This song is so enjoyable and difficult to forget. It makes you tap your feet and sing.
- I hate ballads or depressive songs. I prefer cheerful music.
- The rap song you're listening to uses very informal language.
- It's quite easy to sing the wrong notes when you can't hear yourself sing.

ACROSS

- We have similar music preferences.
- In music classes, the only style we studied was classical.
- She left home humming a cheerful melody.



3.2 Vocabulary

Name _____ No. _____ Class: _____ Date _____

BRITISH AND AMERICAN ENGLISH

1. Match the British English words in column A with the American equivalents in column B.

COLUMN A 	COLUMN B 
a. flat	1. cookies
b. chips	2. sidewalk
c. lorry	3. drapes
d. lift	4. gas
e. biscuits	5. apartment
f. petrol	6. truck
g. curtains	7. French fries
h. pavement	8. elevator

1. Write these words in the correct column with their corresponding British and American equivalents.

	BrE 	AmE 
a. store	1. _____	1. _____
b. queue	2. _____	2. _____
c. film	3. _____	3. _____
d. flashlight	4. _____	4. _____
e. parking lot	5. _____	5. _____
f. jam	6. _____	6. _____

3. Read the sentences and decide if they are written in British or American English. Then rewrite them in the other variety.

a. Stop! There's a fire engine at the zebra crossing.

b. I have lots to do. I have to clean the yard, fix the broken faucet and organize my closet.

c. I'm on the ground floor. Are you on the second floor?

d. I still have to pack my bathrobe, pants and sneakers for my vacation.

Inclusion worksheets

3.2 Reading

Name _____ No. _____ Class: _____ Date _____

TOP SEVEN REASONS TO STUDY ABROAD IN THE UK THIS SUMMER

1. Boost your self-confidence

As a result of living abroad, you will gain more confidence in your ability to live independently. During a summer course, you are responsible for arriving in class on time, completing
5 your homework, and preparing for class. These skills are valuable for all students. In addition to these independent living necessities, you'll learn skills out of your comfort zone. Living in England, you'll navigate exchange rates, learn your way around your city of choice, and dive into a
10 new language.



2. Gain cultural insight

England has a very unique and distinct culture that you will come to appreciate throughout your stay. If you are already comfortable with English culture, you are bound to learn more about cultures from around the world in an international summer programme. You'll learn
15 new customs from your new friends, and will be able to expand your cultural insight.

3. Learn more about globalisation

As business becomes increasingly digital, we're seeing an increase in worldwide digital flows as well. Studying abroad this summer will provide you with greater understanding of how to work in an increasingly international workplace and how to adapt to this
20 ever-changing work environment.

4. Create an international network

For students aged 16-24, building connections is a critical skill and one of the top reasons to study abroad. As you move on to university and the workforce, you will already be connected with peers from around the world. As a result, you will have a network of peers
25 and colleagues abroad with whom you can share ideas.

5. Expert tutors

During summer courses, you'll learn more about your favourite subject from top experts in the field. Since class sizes are small, teachers will give you individualised attention, so you'll leave the course with more in-depth knowledge.

30 6. Learn through a global lens

You will gain a wider perspective on your topic of choice. Through an international summer abroad programme, you will learn how others approach the same subject through their own perspective. While you may have approached a problem one way, students from around the world may look at the same problem quite differently.

35 7. Lifelong friends

The bonds that you form while living abroad are unbreakable. You will study and live with students from around the world, and the experience of living abroad will undoubtedly bind you. After your programme has finished, you will return to your home country and you will have a group of close friends around the world.

<https://oxfordsummercourses.com> (adapted; accessed in February 2021)

1. Match the following words from the text with their opposites.

a. valuable (line 6)

b. unique (line 12)

c. expand (line 15)

d. understanding (line 18)

e. ever-changing (line 20)

1. fixed

2. ignorance

3. ordinary

4. worthless

5. narrow

2. Choose the most suitable equivalent for the underlined words/expressions.

2.1 “you’ll learn skills out of your comfort zone” (lines 7-8)

a. you wouldn’t usually do

b. you’ll use in the world outside

2.2 “building connections is a critical skill” (line 22)

a. crucial

b. praising

2.3 “you’ll leave the course with more in-depth knowledge.” (line 29)

a. partial

b. comprehensive

2.4 “the experience of living abroad will undoubtedly bind you” (lines 37-38)

a. restrain

b. connect

3. Answer the following questions using your own words as far as possible.

3.1 How will you be able to learn about cultures around the world if you study abroad in the UK?

3.2 Why is “building connections” a critical skill?

3.3 What are the two reasons why these summer courses abroad will provide you with more in-depth knowledge?

3.4 How will your perspectives become less self-centred?

3.2 Listening

Name _____ No. _____ Class: _____ Date _____

- 1. Listen to three teenagers talking about the benefits of studying abroad. Match the names in column A with the ideas they express in column B. All the ideas apply once.**



COLUMN A	COLUMN B
a. Sabrina	1. You develop your communication skills and make global connections.
b. Hannah	2. You fully immerse yourself in the host country's culture and traditions.
c. Joaquim	3. You meet lifelong friends and explore new interests.
	4. You learn real-life English.
	5. You become more open-minded.
	6. You have the opportunity for top-quality education.
	7. You become more independent.
	8. You may get new job opportunities by learning new languages.
	9. You gain a new perspective on the host country when you visit it as a local.

- 2. Listen to Ellie, a student from Cardiff, talking about her study abroad experience in Australia. Say if the sentences are True or False.**



- a. Ellie spent five months in Adelaide as an international exchange student. T F
- b. She decided to go in February when she was in her first year of studying journalism and communication. T F
- c. Ellie didn't do well academically, but she met fantastic people and travelled a lot. T F
- d. Her host university had an exchange student network, which was crucial for making international friends. T F
- e. It was a little difficult for Ellie to study four modules instead of three. T F
- f. The type of work required at the university in Australia was more practical than in Cardiff. T F
- g. She confirmed what she already knew about Australia – that it is bigger than Europe. T F
- h. Ellie is very happy that she went on this adventure by herself. T F



Writing

Name _____ No. _____ Class: _____ Date _____

You have been asked to write an argumentative essay for the school forum to help students prepare for an upcoming conference on Relationships Online.

You should establish a position by presenting the different sides.

Focus on the question:

Are relationships forged online as authentic as those born from real life interactions?

Write your argumentative essay.



Online relationships today are _____

Some people believe that _____

Besides that, it is also said that _____

As an example, we can think of _____

One the other hand, we can also argue that _____

_____ because _____

We can also take the example of _____

That is why I believe that _____

In conclusion, _____

Introduction:

Write a statement or question to present the topic and highlight its importance.

Body:

– Present two arguments expressing the view opposed to your own.

– Provide examples and explanations that support these arguments.

– Present two arguments to support your view on the issue.

– Provide examples and explanations to prove your point and persuade others to accept your view on the subject.

Conclusion:

Sum up your ideas and restate your opinion by highlighting your main points.

Speaking

Name _____ No. _____ Class: _____ Date _____

DISCUSSION

Group work/interaction

In small groups you are going to discuss the theme:

WHAT WILL HAPPEN TO ENGLISH AS A GLOBAL LANGUAGE IN THE FUTURE?

Each group chooses a quote and then has three minutes to convince the others that their quote is a good prediction for the future of English.

After the groups have finished, you should exchange ideas about the topic and decide who presented the best arguments.

English will remain the global language
for a long time

Other languages will come along as
global languages besides English

There will be so many varieties that English
will no longer be globally understood

There won't be any global
language in the future

ORAL PRESENTATION

Group work/production

Join in groups of three and prepare a 15-20 minute PowerPoint® presentation on the following topic:

ENGLISH-SPEAKING COUNTRIES AROUND THE WORLD

- Do some research and find a country which speaks English as a first or second language.
- Present some basic information about the country: location, population, government, languages spoken (besides English), etc.
- Discuss the role of English and how it came to be an official language in the country.
- Talk about the most important historical events of that country.
- Present some famous personalities from the country and their achievements (singers, actors, writers, scientists, politicians, etc.) and important landmarks.

3.1 Word formation – Prefixes and suffixes

Name _____ No. _____ Class: _____ Date _____

1. Choose a prefix from the box to complete the sentences.

mono- un- mis- over- dis- il-

- a. You should learn not to _____ react to criticism. Take it easy.
- b. We had an _____ believable time in New York. We'll have wonderful memories for a lifetime.
- c. I don't know what this note says. Kate's handwriting is completely _____ legible.
- d. I'm sorry to _____ appoint you, but your school trip was cancelled.
- e. As I don't understand French very well, I often _____ interpret what other people are saying.
- f. He regrets being _____ lingual and wishes to learn a second language.

2. Add the suffixes *-able*, *-ity*, *-less*, *-ship*, *-ive* and *-ation* to the words in the box to complete the sentences.

enjoy count support popular explain relation

- a. My parents presented _____ reasons why I shouldn't go on holiday alone, but I went anyway.
- b. London's _____ is much bigger in comparison to other locations in the UK.
- c. The trip was much more _____ than I had expected it to be.
- d. The guide's _____ of the Millennium Dome was inaccurate.
- e. Ann blamed the long-distance _____ for the split.
- f. My family is very _____ and has kept my feet on the ground.



3. Add a prefix and/or a suffix from the boxes to the words in brackets to complete the sentences.

im- in- dis-

-ment -ness -ation -ity -hood -age -er

- a. The beauty of the landscape surpassed my _____ (**expect**).
- b. Ruth had another _____ (**agree**) with her parents about her expenses.
- c. Peter and I have been friends since _____ (**child**).
- d. Sarah's _____ (**polite**) towards others shocked me. How could she be so rude!
- e. Juan's _____ (**able**) to speak English puts him at a _____ (**advantage**) when he attends international conferences.
- f. This tour _____ (**pack**) is the perfect way to visit Edinburgh.
- g. He is a frequent _____ (**travel**) to Italy.

3.1 Relative clauses

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct option.

- a. There are many actors **who / which** have ventured into the music industry.
- b. The Weeknd's "Blinding Lights", **that / which** was one of their most successful songs, was released in 2020.
- c. Have you listened to the song **that / who** I told you about last week?
- d. Michael was especially kind to the guests **who / which** I brought to dinner yesterday.
- e. Jaden and Willow, **who / whose** father is the actor Will Smith, have both released music hits.

2. Complete the text with a suitable relative pronoun. Write the relative pronoun in brackets if it can be omitted.

My grandmother Ellie, **a.** _____ real name is Helen, is eighty-five years old. She's up to date with most topcharting songs, **b.** _____ I find hilarious as I don't know them myself as a teen. She follows several Instagram accounts of celebrities **c.** _____ she likes. Her favourite singer is Ed Sheeran, **d.** _____ she met casually while shopping in Suffolk, England. She has his autograph on a notepad, **e.** _____ she requested to be framed. She also loves languages, so she installed a language app to learn Spanish through music. Mr and Mrs Lawrence, **f.** _____ are her most recent neighbours, have already complained about her singing at odd hours of the day and night. Everyone **g.** _____ has met my grandmother finds her adorable and energetic.



3. Rewrite the sentences using relative clauses. Make any necessary changes.

- a. you started the English project? It's due next Friday.
Have you started the English project _____ next Friday?
- b. That man is a well-known rapper. I don't remember his name.
That man, _____, is a well-known rapper.
- c. Lady Gaga will give a live concert soon. She tries to include foreign languages in her songs.
Lady Gaga, _____, will give a live concert soon.
- d. This is Michael. We met him at the concert yesterday.
This is Michael, _____ at the concert yesterday.
- e. Mary Ann offered to write the welcome speech for me. It was very nice of her.
Mary Ann offered to write the welcome speech for me, _____.

3.2 Adjectives ending in *-ed* or *-ing*

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct adjectives.

- a. I had a couple of **embarrassed** / **embarrassing** incidents when studying abroad.
- b. I was **astonished** / **astonishing** to see how Linda learnt French so easily during her stay abroad.
- c. The courses are mainly taught in English, so I'm really **motivated** / **motivating** to study in the Netherlands.
- d. I found myself in some **amused** / **amusing** situations because of some cultural misunderstandings.
- e. On my first days of studying abroad, everything seemed so **overwhelmed** / **overwhelming**.

2. Complete the sentences with the correct adjective form of the words in brackets.

- a. What did you find most _____ (**fascinate**) about being an international student?
- b. At first, I was _____ (**terrify**) of not being independent enough; however, I felt _____ (**relieve**) after some weeks on my own in a foreign country.
- c. I made a scrapbook of my study abroad experience. I love being able to look back at some _____ (**excite**) memories.
- d. They're _____ (**annoy**) because there are no more vacancies for the course.
- e. I found filling in the scholarship form to study abroad a bit _____ (**confuse**).

3. Complete this story about studying abroad by choosing the correct option.

It was **a. amazed** / **amazing** to live and study in the heart of Europe. I've always been **b. interested** / **interesting** in the art, history and culture of Eastern Europe and I was **c. pleased** / **pleasing** to discover that Prague was the hub of all three!

There was always something to see and do, so you never felt **d. bored** / **boring**. To me, it was quite **e. surprised** / **surprising** that public transport and food were much cheaper compared to the UK.

I was a bit **f. disappointed** / **disappointing** about not being able to communicate better in Czech, though.

Adapting to a new environment was **g. challenged** / **challenging** at times as you're immersing yourself in a completely different culture. However, the overall experience was incredibly **h. rewarded** / **rewarding**.



3.2 -Ing form or To-infinitive

Name _____ No. _____ Class: _____ Date _____

1. Complete the sentences with the verbs from the box.

consider intend agree mind can't help keep on hope

- a. I _____ to meet my closest online friend IRL sometime soon.
- b. My parents _____ asking me the same question over and over. It's unbearable!
- c. We don't _____ to stay long at the party.
- d. Will your parents _____ to let you go to Dublin to meet your online friend in person?
- e. You're good at history and languages. You should _____ becoming a tour guide.
- f. I _____ wondering why she prefers chatting online to meeting face to face.

2. Choose the correct option.

- a. After **to get / getting** to know Louise better, I attempted **to ask / asking** her out.
- b. I would advise you **to wait / waiting** before **to make / making** any rash decisions.
- c. They apologised for **to say / saying** nasty things about my travel blog posts.
- d. Patrick would love **to travel / travelling** much more than he does now.
- e. Celine denies **to spend / spending** more time online than socialising with family and friends.
- f. I arranged **to meet / meeting** them at 5 p.m. on Saturday.

3. Rephrase these sentences. Use an -ing form or a to-infinitive. Write no more than five words.

- a. Rita says that she made a mistake by accepting friend requests from strangers.
Rita admits _____ accepting friend requests from strangers.
- b. It's difficult to find online friends with similar interests.
_____ similar interests is difficult.
- c. I suggested meeting Lucy face to face this weekend.
I'm eager _____ face to face this weekend.
- d. I think I'll report the fake Facebook account to the police.
He threatened _____ account to the police.
- e. Could you wait until I finish posting my photos? I'll be there in a second.
Would you mind _____ posting my photos?
I'll be there in a second.



3.1 Vocabulary

Name _____ No. _____ Class: _____ Date _____

BORROWED ENGLISH WORDS / WORDS AND EXPRESSIONS TO TALK ABOUT MUSIC

1. Complete the sentences with the words from the box.

franchise interface cockpit matchpoint
spam outsourcing cookies jet lag

- a. The latest version of my smartphone has an impressively user-friendly _____.
- b. I was getting so much _____ mail that I changed my email address.
- c. They've just opened a new fast-food _____ down the street.
- d. After arriving in New York, João had _____ and needed to sleep late to recover.
- e. Online stores use _____ that record any personal information you enter.
- f. Nadia made it to _____ three times and still lost the tennis match.
- g. Some firms find _____ more productive and cost-effective for their businesses.
- h. Only the flight attendant can go from the plane's cabin to the _____.

2. Match the underlined words or expressions with their synonyms or equivalents.

- a. It's quite easy to sing the wrong notes when you can't hear yourself sing.
- b. I hate ballads or depressive songs. I prefer cheerful music.
- c. In music classes, the only style we studied was classical.
- d. This song is so enjoyable and difficult to forget. It makes you tap your feet and sing.
- e. She left home humming a cheerful melody.
- f. The rap song you're listening to uses very informal language.
- g. We have similar music preferences.

- 1. catchy
- 2. taste in music
- 3. slang
- 4. be out of tune
- 5. tune
- 6. genre
- 7. upbeat

3.2 Vocabulary

Name _____ No. _____ Class: _____ Date _____

BRITISH AND AMERICAN ENGLISH

1. Match the British English words in Column A with the American equivalents in Column B.

COLUMN A 	COLUMN B 
a. flat	1. cookies
b. chips	2. sidewalk
c. lorry	3. drapes
d. lift	4. gas
e. biscuits	5. apartment
f. petrol	6. truck
g. curtains	7. French fries
h. pavement	8. elevator

1. Complete the columns with the correct British and American equivalents.

BrE 	AmE 
1. _____	1. store
2. queue	2. _____
3. film	3. _____
4. _____	4. flashlight
5. _____	5. parking lot
6. jam	6. _____

3. These sentences are written in American English. Rewrite them in British English.

a. I have lots to do. I have to clean the yard, fix the broken faucet and organize my closet.

b. I still have to pack my bathrobe, pants and sneakers for my vacation.

Unit 3 – Audioscripts

3.1 LISTENING

1. Listen to an educator talk about the importance of language learning.

As the world becomes more and more globalised, the demand for language speakers from companies is on the increase and there are even financial gains to be enjoyed from learning a second language. It's even estimated that multilinguals earn 8% more than their monolingual counterparts.

Learning a new language also demonstrates that you have a host of other skills. According to studies, multilinguals are better at problem solving, more creative and are better multitaskers.

It can also help you learn other languages more easily. For many, the initial embarrassment barrier can really hold learners back from mastering a language. Getting through this barrier can help improve your confidence and help you go on to learn further languages and give you that boost to do things that you've never done before, such as moving abroad.

Remember, if you only speak English then you can only communicate with 20% of the world's population. If, for example, you learn another widely spoken language like Spanish or French, you immediately open up a whole other percentage of the world's population that you can interact with.

According to studies, learning a language causes areas of the brain associated with memory to increase in size. What's more, it has been suggested that learning a second language helps prevent brain diseases like dementia and Alzheimer's.

<https://www.educations.com> (adapted, accessed in February 2021)

2. Listen to some information about the English language.

Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people and others by only a few thousand. English is spoken by about 20% of the global population. That's 1.5 billion people. But did you know that most of those people aren't native speakers? Given its popularity in everyday communication, academia, business, and entertainment, it's no wonder many are saying it's important for non-native speakers to hurry up and learn English.

<https://owlcation.com> (accessed in February 2021)

3. Listen to a lecture about the importance of learning English.

English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by over one billion people across the globe. Learning English is important as it enables you to communicate easily with your fellow global citizens.

English is the dominant business language. Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be fluent in English.

Many of the world's top films, books and music are published and produced in English. Therefore, by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows.

<https://www.elc-schools.com> (accessed in February 2021)

3.2 LISTENING

1. Listen to three teenagers talking about the benefits of studying abroad.

Sabrina: By choosing to study abroad you will get to experience a country you may have never been to before. And even if you've visited the country you want to study in, you'll get to see it from a new perspective. You'll visit anything from the big tourist attractions to the ones that only locals know about as you become immersed in the new culture. You'll also get to see new perspectives and embrace your host country's culture. From new foods and traditions to traditional music and games, there'll be a lot to learn and explore. For me, a common reason for students choosing to study abroad is to experience a high standard of education. Studying abroad means you can take advantage of the globally-recognised degrees in some of the world's highest-ranking universities.

Hannah: For me, the major advantage of studying abroad is the opportunity to learn a new language, and there's no better place to learn than somewhere where the language is spoken every day in all aspects of life. From ordering a coffee to writing an essay, you will quickly develop your language skills. Being able to speak several languages can make you highly desirable to potential employers. Besides these advantages, studying abroad is a fantastic opportunity to meet new lifelong friends from a variety of different backgrounds. With your new-found friends, you can find new interests and try out new activities and new sports, check out new entertainment and learn and travel together.

Joaquim: When studying abroad, you'll develop the ability to communicate across multiple language barriers in a range of different scenarios and you will have the opportunity to create a global network of contacts. There are also plenty of personal benefits that come from studying abroad. It puts you into an unfamiliar situation, where you won't know anyone at first. You will quickly become more independent, learning to rely on yourself rather than family for everything from cooking and cleaning to managing your time and study plans. And it will help you open yourself up to different ways of living and learning, accepting new ideas and perspectives thanks to the people you will meet from a diverse range of backgrounds.

<https://www.hollandisc.com> (accessed in February 2021)

2. Listen to Ellie, a student from Cardiff, talking about her study abroad experience in Australia.

I genuinely can't believe I'm writing this because it means that my semester abroad in Adelaide, Australia, is coming to an end. In just two days' time I will be making the journey back to the UK after a fantastic five months down under.

For the second semester of my second year studying journalism and communications, I decided to undertake an international exchange and do a part of my degree in another university.

Honestly, it has been one of the most incredible experiences of my life where I have not only excelled academically but have met some great people and, of course, done some travelling in between.

When you go abroad, your host university will have an/exchange student network which helps you to make friends with other people going through the same things. Pretty much all the friends I made abroad were international students from just about everywhere.

The university side of things was incredible and consisted of me doing four modules instead of the usual three a semester which was a little different but definitely manageable. The

biggest differences in the universities was the type of work that I was doing. Whilst in Cardiff pretty much all my work is academic, in Australia I found myself doing very hands on, practical work which meant I gained many transferable skills. Aside from this I did a bit of travelling around Australia. The country is huge, to say the least, and I didn't even know that it is bigger than the whole of Europe! So, to sum it up my sense of independence has never been greater, and, overall, I just feel so proud of myself that I have done it all by myself. It is an experience that I will treasure for the rest of my life for sure.

<https://blogs.cardiff.ac.uk> (accessed in February 2021)

Unit 3 – Answer key

3. Standard worksheets

READING

3.1 READING

1. a. accurate (line 21); b. turn (line 24); c. dominate (line 25); diverse/multifaceted (line 27)
2. a. 3; b. 4; c. 1; d. 2
3. a. unlikely or unconvincing; b. a common link that binds people together; c. a basic fact that you accept as true
4. a. want to participate in the global world we live in.
b. the existence of machine translators and the prevalence of the language of emojis.
c. globalisation, be it in commerce or in culture.
d. a tool of cultural understanding across borders.

3.2 READING

1. a. valuable (line 6); b. unique (line 12); c. expand (line 15); d. understanding (line 18); e. ever-changing (line 20)
2.1 a; 2.2 c; 2.3 b; 2.4 b
3. 3.1 As it is an international programme, there will be students from around the world.
3.2 Because living in a global world, which is more and more connected, we need to meet and establish links with people around the world to share ideas and job opportunities.
3.3 Classes are small and you have more individualised attention from expert teachers.
3.4 Because you will have the chance to listen to different perspectives on the same subject.

LISTENING

3.1 LISTENING

1. a. T; b. F; c. T; d. T; e. F; f. F; g. T
2. a. national; b. local; c. regions; d. millions; e. global; f. native; g. everyday; h. non-native
3.1 53; 3.2 Over one billion; 3.3 Cross-border communication is often conducted in English; 3.4 To be fluent in English; 3.5 Top films, books and music are published and produced in English;
3.6 Translations and subtitles

3.2 LISTENING

1. a. 2, 6, 10; b. 3, 4, 8; c. 1, 5, 7
2. a. T; b. F; c. F; d. T; e. F; f. T; g. F; h. T

GRAMMAR

3.1 WORD FORMATION – PREFIXES AND SUFFIXES

1. a. overreact; b. unbelievable; c. illegible; d. dislike; e. misinterpret; f. monolingual
2. a. countless; b. popularity; c. enjoyable; d. explanation; e. relationship; f. supportive
3. a. expectations; b. disagreement; c. childhood; d. impoliteness; e. inability; disadvantage; f. package; g. traveller

3.1 RELATIVE CLAUSES

1. a. who/that; b. which; c. (that/which); d. (who/that); e. whose
2. a. whose; b. which; c. (whom/who/that), d. who; e. which; f. who; g. who/that
3. a. Have you started the English project that/which is due next Friday?
b. That man, whose name I don't remember, is a well-known rapper.
c. Lady Gaga, who tries to include foreign languages in her songs, will give a live concert soon.
d. This is Michael, whom/who we met at the concert yesterday.
e. Mary Ann was reading the welcome speech (which/that) she wrote yesterday.

3.2 ADJECTIVES ENDING IN -ED OR -ING

1. a. embarrassing; b. astonished; c. motivated; d. amusing; e. overwhelming
2. a. fascinating; b. terrified; relieved; c. exciting; d. annoyed; e. confusing
3. a. amazing; b. interested; c. pleased; d. bored; e. surprising; f. disappointed; g. challenging; h. rewarding

3.2 -ING FORM AND TO-INFINITIVE

1. a. hope; b. keep on; c. intend; d. agree; e. consider; f. can't help
2. a. getting; to ask; b. to wait; making; c. saying; d. to travel; e. spending; f. to meet

3.
a. making a mistake by; b. Finding online friends with; c. to meet Lucy; d. to report the fake Facebook; e. waiting until I finish

VOCABULARY

3.1 BORROWED ENGLISH WORDS / WORDS AND EXPRESSIONS TO TALK ABOUT MUSIC

1.
a. interface; b. spam; c. franchise; d. jet lag; e. cookies; f. matchpoint; g. outsourcing; h. cockpit
2.
Down: 1. catchy; 2. upbeat; 3. slang; 4. be out of tune
Across: 5. taste in music; 6. genre; 7. tune

3.2 BRITISH AND AMERICAN ENGLISH

1.
a. 5; b. 7; c. 6; d. 8; e. 1; f. 4; g. 3; h. 2
2.
BrE: 1. shop; 2. queue; 3. film; 4. torch; 5. car park; 6. jam /
AmE: 1. store; 2. line; 3. movie; 4. flashlight; 5. parking lot; 6. jelly
3.
a. **BrE:** fire truck; crosswalk; b. **AmE:** garden; tap; wardrobe, c. **BrE:** first floor/third floor, d. **AmE:** dressing gown; trousers; trainers; holidays

3. Inclusion worksheets

READING

3.2 READING

1.
a. 4; b. 3; c. 5; d. 2; e. 1
2.1 a; 2.2 a.; 2.3 b.; 2.4 b
3.
3.1 As it is an international programme, there will be students from around the world.
3.2 Because living in a global world which is more and more connected, we need to meet and establish links with people around the world to share ideas and job opportunities.
3.3 Classes are small and you have more individualised attention from expert teachers.
3.4 Because you will have the chance to listen to different perspectives on the same subject.

LISTENING

3.2 LISTENING

1.
a. 2, 6, 9; b. 3, 4, 8; c. 1, 5, 7
2.
a. T; b. F; c. F; d. T; e. F; f. T; g. F, h. T

GRAMMAR

3.1 WORD FORMATION: PREFIXES AND SUFFIXES

1.
a. over; b. un; c. il; d. dis; e. mis; f. mono
2.
a. countless; b. popularity; c. enjoyable; d. explanation; e. relationship; f. supportive
3.
a. expectations; b. disagreement; c. childhood; d. impoliteness; e. inability; disadvantage; f. package; g. traveller

3.1 RELATIVE CLAUSES

1.
a. who; b. which; c. that; d. who; e. whose
2.
a. whose; b. which; c. (whom/who/that), d. who; e. which; f. who; g. who/that
3.
a. that/which is due; b. whose name I don't remember; c. who tries to include foreign languages in her songs; d. whom/who we met; e. which was very nice of her

3.2 ADJECTIVES ENDING IN -ED OR -ING

1.
a. embarrassing; b. astonished; c. motivated; d. amusing; e. overwhelming
2.
a. fascinating; b. terrified; relieved; c. exciting; d. annoyed; e. confusing
3.
a. amazing; b. interested; c. pleased; d. bored; e. surprising; f. disappointed; g. challenging; h. rewarding

3.2 -ING FORM AND TO-INFINITIVE

1.
a. hope; b. keep on; c. intend; d. agree; e. consider; f. can't help
2.
a. getting; to ask; b. to wait; making; c. saying; d. to travel; e. spending; f. to meet
3.
a. making a mistake by; b. Finding online friends with; c. to meet Lucy; d. to report the fake Facebook; e. waiting until I finish

VOCABULARY

3.1 BORROWED ENGLISH WORDS / WORDS AND EXPRESSIONS TO TALK ABOUT MUSIC

1.
a. interface; b. spam; c. franchise; d. jet lag; e. cookies; f. match point; g. outsourcing; h. cockpit
2.
a. 4; b. 7; c. 6; d. 1; e. 5; f. 3; g. 2

3.2 BRITISH AND AMERICAN ENGLISH

1.
a. 5; b. 7; c. 6; d. 8; e. 1; f. 4; g. 3; h. 2
2.
BrE: 1. shop; 4. torch; 5. car park / **AmE:** 2. line; 3. movie; 6. jelly
3.
a. garden; tap; wardrobe; b. dressing gown; trousers; trainers; holidays

II. Assessment

- Progress Test (3.1 / 3.2)
- Progress Test – inclusion (3.1 / 3.2)
- Exam-style Test

3.1/3.2 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

- 1. Listen to an educator talking about the advantages of learning English. Complete the gaps with no more than three words.**



- a. English is one of the easiest languages to learn because it has a simple _____ system, basic _____ and it's _____.
- b. It's by far easier to find _____ and _____ in English than in your native language.
- c. Many subjects are taught in English in universities in non-native English-speaking countries because students will need _____ during their careers.
- d. It's almost impossible not to use English in most companies because they work with _____.
- e. When you travel abroad and you know English, it's very easy to _____ or hotels, follow a _____ and understand all the _____ available.

- 2. Listen to a teacher talking about his experience in Asian countries. Say if the sentences are True or False.**



- a. English has always been perceived as an important global language in Asian countries. T F
- b. In the past, restrictions were imposed on English teaching in some Asian countries. T F
- c. Multi-national companies in China prefer to hire workers from English-speaking countries rather than locals who are proficient in English. T F
- d. China uses English as the *lingua franca*. T F
- e. There are more than 15,000 English-language schools in China. T F
- f. South Korea spends more per capita on private English education than any other country. T F
- g. Although Singapore is a hub for multi-national organisations, young locals aren't fluent in English. T F
- h. English is the language used in international business. T F

- 3. Listen to some facts about the English-speaking world. Say who or what these figures refer to.**



- a. 60 million _____
- b. 17 million _____
- c. 38% _____
- d. 95% _____
- e. 28% _____

READING

Read the text carefully.

Linguist David Crystal once noted that “a language’s development is a direct reflection of the power of those who speak **it**.” Driven by colonial conquests during the imperial era – by the
5 early 20th century the British Empire controlled a quarter of the globe and much of world trade – and the avalanche of American business, political power and popular culture in the century since, English provided a shared language for a world
10 that was becoming more and more connected.

But the roots of its power don’t lie in history alone. The development of English, indeed **its** uniqueness and unique attractiveness as a language, was largely based on its ability to borrow from other languages, adapt to local
15 contexts and remain flexible in the face of change.

As it spread across the globe, English absorbed new words. In the process, it accumulated an immense vocabulary – estimated at 750,000 – and one that is impressively multicultural.

It also successfully blended in with local culture and local languages. An estimated 60-70 “Englishes” exist around the world today with Singlish (Singaporean English) and
20 Spanglish (Spanish mixed with English) firmly established in the daily lives of millions of people.

That ability to absorb and assimilate while retaining a unified core intelligible to all made English uniquely suited for global dominance. And indeed, the sheer numbers of speakers – up to a billion people speak it as a second, third or even fourth language – has
25 made English a truly global language that no longer belongs to its native speakers alone; it belongs to us all.

Closely connected to the linguistic dominance of English is a global culture that runs mostly on English – from popular comedy shows to blockbuster Netflix series and online memes; a culture that a huge number of young people around the world are exposed to every
30 single day on their phones. This culture is shared and so is the language that supports **it**.

English can be a very difficult language to master and because of its popularity, simpler forms have become widely understood and accepted, particularly in spoken and online communications. And as they become simpler – particularly in popular usage – they become even more accessible.

35 There is another factor worth noting: as more and more of our communication moves online and into the spoken realm, simplicity becomes even more pronounced. As the importance of more formal, written English diminishes, less formal forms become more important, feeding into the positive feedback loop that makes English so attractive and popular as a global language.



<https://www.ef.com> (adapted; accessed in February 2021)

1. Find synonyms for the following words in paragraphs one and two.

- a. indication _____
- b. prevailing _____
- c. common _____
- d. evolution _____
- e. appeal _____

2. Find antonyms for the following words in the last paragraph.

- a. stays _____
- b. complexity _____
- c. insignificant _____
- d. increases _____
- e. repellent _____

3. Say who or what the following words refer to.

- a. it (line 3) _____
- b. its (line 13) _____
- c. it (line 30) _____

4. Explain the meaning of these sentences. Use your own words as far as possible.

- a. "the roots of its power don't lie in history alone" (lines 11-12)

- b. "its ability to... remain flexible in the face of change." (lines 14-15)

5. Answer the questions with ideas from the text. Use your own words as far as possible.

- 5.1** Identify five reasons regarding the expansion of the English language in paragraphs one and two. Write in note form.

- 5.2** Why does the author say that English "no longer belongs to its native speakers alone"?

- 5.3** How is English as a global language linked to the emergence of a global culture?

- 5.4** Explain how English is becoming simpler and simultaneously more popular as a global language.

USE OF LANGUAGE

1. Complete the text with the words/expressions from the box. Two words aren't used.

humming out of tune catchy tunes genres slang
sing along chilling out taste in music

Music, for me, is very important. I listen to several
a. _____ of music, but my favourite is
pop-rock. I'm not really into jazz. It's just not my
b. _____. I also think that music can be a
social experience.

I like c. _____ with my friends at music
concerts. We usually d. _____ to familiar
e. _____ or melodies with all the other
fans at the concerts. Nobody cares if they're
f. _____; they just want to have fun!



2. Complete the sentences with the words/expressions from the box. Two words aren't used.

outsourcing interface franchising cloud resort cookies

- a. While _____ serve many functions, their most common purpose is to store login information for a specific site.
- b. This hotel _____ offers endless possibilities for entertainment.
- c. _____ is an agreement in which one company hires another company to be responsible for a planned or existing activity that is or could be done internally.
- d. This software has a user _____ that's easy to operate.

3. Join the sentences using relative pronouns. Make any necessary changes. Leave out the relative pronoun when not needed.

- a. He's a prominent English novelist. His books have sold millions worldwide.

- b. The assistant was very kind. We met her at the language institute.

- c. The international conference has generated lots of controversy. It is taking place at the moment.

- d. Noam Chomsky is a linguist. Everyone regards him as very talented.

4. Choose the correct option.

- a. It's **surprised / surprising** to see how many people wish to learn a foreign language.
- b. You should consider **improving / to improve** your English fluency.
- c. We managed **finding / to find** a fantastic online English course before going to the UK.
- d. It's not **discommon / uncommon** to try to learn some basic local words when we travel to another country.
- e. I couldn't help **thinking / to think** how difficult travelling would be without speaking English.
- f. I'm **frustrated / frustrating** at the inconsistent spelling of some English words.
- g. Mike never helps people. He's so **dishelpful / unhelpful**.
- h. I'm eager **knowing / to know** if my parents let me take a language course abroad.
- i. Learning a new language is **captivated / captivating**.
- j. Her **performance / performing** at the live concert was fantastic.

WRITING

Your school magazine wants to publish an issue about the importance of English as a global language. Write an argumentative essay for your school magazine on the advantages and disadvantages of having English as a global language.

Write no less than 160 words.

Remember to:

- Present two clear arguments in favour and two against.
- Support the arguments with meaningful examples.

3.1/3.2 TEST

Name _____ No. _____ Class: _____ Date _____

LISTENING

1. Listen to an educator talking about the advantages of learning English. Complete each gap with one word.



- a. English is one of the easiest languages to learn because it has a simple _____ tense system, basic _____ and it's _____.
- b. It's by far easier to find _____ search results and _____ in English than in your native language.
- c. Many subjects are taught in English in universities in non-native English-speaking countries because students will need to use _____ during their careers.
- d. It's almost impossible not to use English in most companies because they work with clients from _____.
- e. When you travel abroad and you know English, it's very easy to _____ trips or hotels, follow a _____ tour and understand all the _____ information available.

2. Listen to a teacher talking about his experience in Asian countries. Say if the sentences are True or False.



- a. English has always been perceived as an important global language in Asian countries. T F
- b. In the past, restrictions were imposed on English teaching in some Asian countries. T F
- c. Multi-national companies in China prefer to hire workers from English-speaking countries rather than locals who are proficient in English. T F
- d. China uses English as the *lingua franca*. T F
- e. There are more than 15,000 English-language schools in China. T F
- f. South Korea spends more per capita on private English education than any other country. T F
- g. Although Singapore is a hub for multi-national organisations, young locals aren't fluent in English. T F
- h. English is the language used in international business. T F

3. Listen to some facts about the English-speaking world. Say who or what these figures refer to.



- a. 60 million _____
- b. 17 million _____
- c. 38% _____
- d. 95% _____
- e. 28% _____

READING

Read the text carefully.

Linguist David Crystal once noted that “a language’s development is a direct reflection of the power of those who speak **it**”. Driven by colonial conquests during the imperial era – by the
5 early 20th century the British Empire controlled a quarter of the globe and much of world trade – and the avalanche of American business, political power and popular culture in the century since, English provided a shared language for a world
10 that was becoming more and more connected.

But the roots of its power don’t lie in history alone. The development of English, indeed **its** uniqueness and unique attractiveness as a language, was largely based on its ability to borrow from other languages, adapt to local
15 contexts and remain flexible in the face of change.

As it spread across the globe, English absorbed new words. In the process, it accumulated an immense vocabulary – estimated at 750,000 – and one that is impressively multicultural.

It also successfully blended in with local culture and local languages. An estimated 60-70 “Englishes” exist around the world today with Singlish (Singaporean English) and
20 Spanglish (Spanish mixed with English) firmly established in the daily lives of millions of people.

That ability to absorb and assimilate while retaining a unified core intelligible to all made English uniquely suited for global dominance. And indeed, the sheer numbers of speakers – up to a billion people speak it as a second, third or even fourth language – has
25 made English a truly global language that no longer belongs to its native speakers alone; it belongs to us all.

Closely connected to the linguistic dominance of English, is a global culture that runs mostly on English – from popular comedy shows to blockbuster Netflix series and online memes; a culture that a huge number of young people around the world are exposed to every
30 single day on their phones. This culture is shared and so is the language that supports **it**.

English can be a very difficult language to master and because of its popularity, simpler forms have become widely understood and accepted, particularly in spoken and online communications. And as they become simpler – particularly in popular usage – they become even more accessible.

35 There is another factor worth noting: as more and more of our communication moves online and into the spoken realm, simplicity becomes even more pronounced. As the importance of more formal, written English diminishes, less formal forms become more important, feeding into the positive feedback loop that makes English so attractive and popular as a global language.



<https://www.ef.com> (adapted; accessed in February 2021)

1. Match the words from the text with their synonyms.

a. reflection (line 2)

b. popular (line 8)

c. shared (line 9)

d. development (line 12)

e. attractiveness (line 13)

1. evolution

2. indication

3. appeal

4. common

5. prevailing

2. Match the words from the text with their antonyms.

a. moves (line 35)

b. simplicity (line 36)

c. pronounced (line 36)

d. diminishes (line 37)

e. attractive (line 38)

1. increases

2. complexity

3. insignificant

4. repellent

5. stays

3. Match the words on the left with who or what they refer to on the right. There's one option that isn't used.

a. it (line 3)

b. its (line 13)

c. it (line 30)

1. English's

2. uniqueness

3. culture

4. language

4. Explain the meaning of this sentence. Use your own words as far as possible.

a. "the roots of its power don't lie in history alone" (lines 11-12)

5. Answer the questions with ideas from the text. Use your own words as far as possible.

5.1 Identify three reasons regarding the expansion of the English language in paragraph one. Write in note form.

5.2 Why does the author say that English "no longer belongs to its native speakers alone"?

5.3 How is English as a global language linked to the emergence of a global culture?

5.4 Explain how English is becoming simpler and simultaneously more popular as a global language.

USE OF LANGUAGE

1. Complete the text with the words/expressions from the box.

out of tune catchy tunes genres sing along chilling out taste in music

Music, for me, is very important. I listen to several
a. _____ of music, but my favourite is
pop- rock. I'm not really into jazz. It's just not my
b. _____. I also think that music can be a
social experience.

I like c. _____ with my friends at music
concerts. We usually d. _____ to familiar
e. _____ or melodies with all the other
fans at the concerts. Nobody cares if they're
a. _____; they just want to have fun!



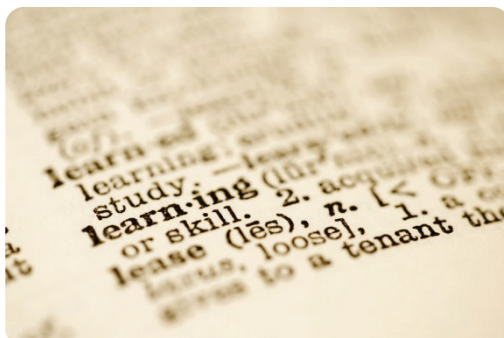
2. Complete the sentences with the words/ expressions from the box.

outsourcing interface resort cookies

- a. While _____ serve many functions, their most common purpose is to store login information for a specific site.
- b. This hotel _____ offers endless possibilities for entertainment.
- c. _____ is an agreement in which one company hires another company to be responsible for a planned or existing activity that is or could be done internally.
- d. This software has a user _____ that's easy to operate.

3. Complete the sentences with a suitable relative pronoun. Put the relative pronoun in brackets when not needed.

- a. He's a prominent English novelist _____ books have sold millions worldwide.
- b. This is the assistant _____ we met at the language institute.
- c. The international conference, _____ is taking place at the moment, has generated lots of controversy.
- d. Noam Chomsky is a linguist _____ everyone regards as very talented.



4. Choose the correct option.

- a. It's **surprised** / **surprising** to see how many people wish to learn a foreign language.
- b. You should consider **improving** / **to improve** your English fluency.
- c. We managed **finding** / **to find** a fantastic online English course before going to the UK.
- d. It's not **discommon** / **uncommon** to try to learn some basic local words when we travel to another country.
- e. I couldn't help **thinking** / **to think** how difficult travelling would be without speaking English.
- f. I'm **frustrated** / **frustrating** with the inconsistent spelling of some English words.
- g. Mike never helps people. He's so **dishelpful** / **unhelpful**.
- h. I'm eager **knowing** / **to know** if my parents let me take a language course abroad.
- i. Learning a new language is **captivated** / **captivating**.
- j. Her **performance** / **performing** at the live concert was fantastic.

WRITING

Your school magazine wants to publish an issue about the importance of English as a global language. Write an argumentative essay for your school magazine on the advantages and disadvantages of having English as a global language.

Write no less than 100 words.

Remember to:

- Present two clear arguments in favour and two against.
- Support the arguments with meaningful examples.

Exam-style test

Name _____ No. _____ Class: _____ Date _____

PART A – LISTENING

1. You will hear three young people of different nationalities answering the question: *How do you see the future of English as a global language?*



For item 1, match the names (Brandon, Imani or Mailin) in Column A with the ideas they express in Column B. All the ideas are used once.

COLUMN A	COLUMN B
Brandon (USA) Imani (Uganda) Mailin (China)	- There may be two languages working as global languages in the future. - Global languages are determined by economic power. - More and more students in Africa are learning Mandarin. - English is a working language on the African political scene. - Mastering English is seen as a huge factor to succeed in life. - The number of native English speakers learning Mandarin has been increasing. - Studying in a Chinese university is affordable.

2. You will hear a counsellor talking about the threats to the status of English as a global language.



For items 2.1 to 2.7, choose the correct option (a, b or c).

- 2.1 According to the text, the number of Chinese speaking English as a second language
- is higher than the number of Americans who speak a second language.
 - is higher than the number of Americans who speak it as their native language.
 - is a fifth of the number of Americans who speak it as their first language.
- 2.2 A fifth of Americans
- speak English as a second language.
 - speak English as a first language.
 - don't speak any foreign language.
- 2.3 According to estimates,
- 1.5 billion people speak English as a native language.
 - 400 million people speak English as a second language.
 - fewer than 400 million people speak English as a native language.

- 2.4 It is said that English may be losing its status as a *lingua franca* soon because
- people don't share it as a first language.
 - people just speak their own language.
 - languages can be instantly translated.
- 2.5 Professor Christopher Manning believes that
- translation technology can't be as good as human translators.
 - translation technology can be better than human translators.
 - translation technology can never replace human translators.
- 2.6 As a result of being spoken by so many people in different countries, English
- is changing to a mixed language.
 - is becoming more vernacular.
 - is spreading as a second language.
- 2.7 Hybrid forms of English are considered
- to have their roots in South America.
 - to belong to the people born in the US.
 - to be an expression of cultural background.

PART B – USE OF ENGLISH AND READING

3. Connect items in columns A and C using the appropriate linking word/expression from column B. Two of them are not used. Write only the sequences of numbers.

COLUMN A	COLUMN B	COLUMN C
1. English can be the perfect tool	4. who	9. inhabitants all spoke English as a second language.
2. I once went to a country in Africa	5. because	10. can help you land a great job abroad.
3. Many countries use English on a daily basis	6. which	11. it is not an official language.
	7. although	
	8. whose	

You are going to read a text about how speaking English can be a useful life skill.

HOW CAN I USE ENGLISH IN MY LIFE?

Hello, English learner! Do you need some motivation? Are you wondering why you are working so hard to learn English? Imagine having a cool superpower that can help you out in many different situations, or a magic key that can unlock thousands of doors that were once closed to you. English can be your magic key. Now imagine that you are using this magic key to go straight into difficult situations and help other people, solve important problems and get people to communicate well. With a key like that, you would nearly be a superhero! Those ideas may sound nice, but maybe they seem idealistic and you want some real, strong examples of how you can use English to improve your life.



Think about a time when you were at your local pharmacy and a tourist needed help filling a prescription. The pharmacist and the tourist just could not seem to understand each other as they spoke different languages. English could save the day. English could help that tourist get over an illness or feel more comfortable.

Now think about a time when you were traveling and you could not speak the local language. Have you ever done this before? It can be a little bit scary. You might need to find a certain bus stop or the nearest restroom – quickly! It happened to me only once while traveling in Korea! Believe me, English saved me in the nick of time! As you will always find someone who speaks English anywhere in the world, even a little bit of English can solve your problems abroad, no matter what country you are visiting.

One day in the future, you might go into an interview at a large corporation and find that your interviewer is a native English speaker. Even if they want to speak in your native language at first, your hard work to learn English – the international language of business – is about to pay off. Once you show them you're a skillful English speaker, they will see that you can be a very valuable employee.

English is only the third most-spoken language by native speakers. However, when you count all the people who speak English as a second, third or fourth language, then English is definitely the most-spoken language around the world! It is really everywhere, so you will be able to communicate with native speakers and EFL (English as a Foreign Language) speakers all around this huge planet. You will help others, communicate with a huge diversity of people and help yourself unlock all sorts of life's doors. That is great, right? This will hopefully give you a little motivation to study English today.

<https://www.fluentu.com> (adapted; accessed in February 2021)

2. Match the ideas in column A with the corresponding paragraph in column B. There is one extra paragraph. Write only the letters and the paragraph numbers.

COLUMN A	COLUMN B
a. Being part of an unlimited world of possibilities	Paragraph 2
b. A boost in your career	Paragraph 3
c. Being a helpful host	Paragraph 4
	Paragraph 5

3. Choose the correct option (a, b, c or d) to complete the sentences according to the text. Write only the numbers and the letters.

3.1 Paragraph 1 implies that learning English

- a. can give you different skills for a better life.
- b. can give you access to a magical world.
- c. can get you into difficult situations.
- d. can make you a hero.

3.2 Speaking English can work as a problem-solver abroad when

- a. a situation is scary.
- b. you go to your local pharmacy.
- c. tourists need your help.
- d. you cannot speak the local language.

3.3 The expression “pay off” in line 28 means that

- a. they may pay you a higher salary.
- b. you won’t be very well paid.
- c. they may pay you to study English.
- d. you will see the benefits of having learnt English.

3.4 Which of the following is NOT true according to the last paragraph?

- a. English is not the most spoken native language in the world.
- b. There are people who speak English and three other languages.
- c. You can use English mainly as a vehicle of communication with native speakers.
- d. English is a means of communication between native and non-native speakers.

3.5 The author’s intention in the text is

- a. to praise the English language as a global language.
- b. to encourage the study of English by showing its benefits.
- c. to show English as a magic gift.
- d. to promote English as the future global language.

4. Match each word in column A with the expression it refers to in column B. Two of the options are not used. Write only the letters and the numbers.

COLUMN A	COLUMN B
a. they (line 13)	1. the pharmacist and the tourist
b. they (line 17)	2. the tourists
c. they (line 26)	3. native English speakers
	4. ideas
	5. your interviewer

5. Match each word in column A with the word in column B that can replace it in the text. Two of the options are not used. Write only the letters and the numbers.

COLUMN A	COLUMN B
a. once (line 6)	1. in the old days
b. once (line 21)	2. previously
c. once (line 28)	3. rarely
	4. after/when
	5. one time

6. Read the following paragraph about an important advantage of speaking English. Three sentences have been removed from it. From sentences 1. to 5., choose the one which fits each gap (a to c). Two of the sentences are not used. Write only the letters and the numbers.

I am a native English speaker and I have travelled to many places in the world. Communication has almost never been a problem for me because people all around the world speak English. a. _____. While learning a few words in the local language is always a good idea – b. _____ – English will help you with the details of travel. c. _____. English speakers are generally very understanding when talking to people who are learning English!

1. it is polite and shows respect
2. Fluency in English is a decisive factor
3. And do not worry if your English skills are not perfect yet
4. Some languages are difficult to learn.
5. I have been able to speak English in every country I have visited

PART C – WRITTEN INTERACTION AND PRODUCTION

- 1. You went on a school trip to Hungary. It is a strange language for you, both in speaking and in its written form. Write an email to your sister telling her about an unexpected event that you could solve only because you speak a bit of English.**

- Tell your sister what happened.
- Tell her two things you did to try to overcome the problem.
- Tell her how using English ended up by solving the problem.

Write your text in 60-80 words.

- 2. “English is a stretch language: one size fits all” – William Safire**

Your school magazine is issuing a special edition on the English language. You have been asked to write an argumentative essay explaining the different views on the future of English as a global language. Bearing the quote in mind, say if you think English will survive as a global language in years to come.

Write an argumentative essay on the topic.

Write a minimum of 160 words.

Remember to:

- Give a short introduction by explaining the meaning of the quote.
- Provide three main arguments, showing different perspectives with examples to support them.
- Conclude by giving your own opinion based on the arguments you presented.

Unit 3 – Audioscripts

3.1 / 3.2 TEST

1. Listen to an educator talking about the advantages of learning English.

Of all the many languages spoken around the world, English is one of the most accessible to learn. It has a fairly simple verb tense system, quite a basic alphabet, and is very flexible.

Have you ever tried doing a search for something in your native language and then again in English? The quantity of search results in English is astonishing. This is also true of literature – the number of books written in English far exceeds any other language. Many schools and universities in non-native English-speaking countries are now teaching subjects in English rather than in the local language, and students are doing projects and exams in English too. Why? Because future generations will need to use English during their careers, and it makes sense to help young people be as well-prepared for this as possible.

There are few jobs today that don't require the use of English in one way or another. More and more companies are working with clients from abroad and it's almost impossible not to use English.

Holidays in a foreign country frequently mean learning the local language or using English, and for the majority of people English is the easiest and most practical option. If you speak English you can book trips, hotels, follow a guided tour and understand all the tourist information available all around the world.

<https://www.wallstreetenglish.com> (accessed in February 2021)

2. Listen to a teacher talking about his experience in Asian countries.

Having lived in Asia for over 19 years, I have seen changes in the perception of English as a global language. There have been government interventions to limit English usage in schools. However, most Asian countries now recognise that to do business on a global level requires some proficiency in English.

China is the second-biggest economy in the world and the best jobs in multi-national companies in China are being given to Chinese nationals who have studied in the UK, America, Australia or Canada – these students are both proficient in English and have experienced the cultural nuances of these countries. China has recognised that there needs to be a *lingua franca* and, for the time being, that *lingua franca* in English.

China and South Korea have seen exponential growth in English language schools over the past few years as these countries recognise that for global trade, English is the language of choice.

There are more than 50,000 English-language schools in China and more than 90% are private institutes, according to a report on the *Worldwide Digital English Language Learning Market*.

South Korea is experiencing something similar. Korea has spent a lot on private English education, the largest per capita spending on private English education in the world, according to the Korea Economic Institute of America.

The small island of Singapore has become the Asian hub for most multi-national organisations. Although the majority of Singaporeans are of Chinese ethnicity, everybody under the age of 50 speaks English fluently, due to the fact that all schools and universities teach in English.

There are many reasons for the acceleration of English as a global language. International business is the most obvious. English is also a recognised language in science, technology, academia, and aviation.

<https://www.teflcourse.net> (accessed in February 2021)

3. Listen to some facts about the English-speaking world.

English is the primary natively spoken language in several countries and territories. Five of the largest of these are sometimes described as the “core Anglosphere”: they are the United States of America (with at least 231 million native English speakers), the United Kingdom (60 million), Canada (19 million), Australia (at least 17 million), and New Zealand (4.8 million).

While it is not an official language in most countries, it is currently the language most often taught as a foreign language. Among some of the non-English-speaking European countries, the following percentages of the adult population claimed to be able to converse in English: 90 per cent in the Netherlands, 89 per cent in Malta, 86 per cent in Sweden and Denmark, and over 50 per cent in Greece, Belgium, Luxembourg, and Germany. In 2012, excluding native speakers, 38 per cent of Europeans consider that they can speak English.

English is the most commonly used language in the sciences. About 95% of scientific articles are written in English, even though only half of them came from authors in English-speaking countries. In publishing, English literature predominates considerably with 28 per cent of all books published in the world.

<https://en.wikipedia.org> (adapted; accessed in February 2021)

EXAM-STYLE TEST

1. You will hear three young people of different nationalities answering the question: How do you see the future of English as a global language?

Brandon, USA

English owes its global dominance to being the language of what until recently were two of the world's most powerful nations: the US and the UK. But now, especially with the rise of China as an economic superpower, the language is being challenged.

If you are an ambitious young jobseeker in sub-Saharan Africa, you might be better off learning Chinese. So, I'm not sure about the future of English as a global language... Here in the US itself, learning Chinese is becoming increasingly popular. The number of school students studying the language has doubled over the past decade and, at college level, there has been a 50% rise.

Imani, Uganda

English is a major international language with multiple functions and roles for Africans within Africa and in interaction with the people of other continents. It plays a critical role in entertainment and the media, in diplomacy, in commerce and tourism, in migration and in education. African countries use English as one of the major working languages at meetings, seminars and conferences. The leaders, policy makers and experts meet in different cities in Africa to debate issues, mostly using English.

Here in Uganda, English is still regarded as a passport to success. All secondary schools must conduct classes entirely in English, and some parents teach their young children English as their first language. And this still happens in many parts of the world. So, is the future of English at risk? I don't think so, although its global dominance may well diminish over the coming decades.

Mailin, China

I don't know what the future of English will be but I can surely imagine a scenario in which English and Mandarin co-exist as global languages. China could be one of a number of powerful and important countries, but not powerful enough to dominate the world. In such circumstances, English won't be

Unit 3 – Answer key

the only language that's seen as important, and Mandarin would likely increase its use and status. There are already signs this is happening.

African students, for example, are increasingly interested in learning Mandarin because of job opportunities created by China's investment in African countries, the ease of getting study visas, and cheaper tuition fees at Chinese universities.

<https://www.bbc.com> (accessed in February 2021)

2. You will hear a counsellor talking about the threats to the status of English as a global language.

Which country boasts the most English speakers, or people learning to speak English? The answer is China. There are probably more people in China who speak English as a second language than there are Americans who speak it as their first. (A fifth of Americans speak a language other than English in their own homes.)

But for how much longer will English qualify as the "world's favourite language"? The World Economic Forum estimates about 1.5 billion people around the world speak it – but fewer than 400 million have it as their first language.

English is the world's favourite *lingua franca* – the language people are most likely to turn to when they don't share a first language. Five years ago, perhaps. But not anymore. Thanks to advances in computer translation and voice-recognition technology, they can each speak their own language, and hear what their interlocutor is saying, machine-translated in real time.

Christopher Manning, professor of machine learning, linguistics and computer science at Stanford University, insists there is no reason why, in the very near future, computer translation technology can't be as good as, or better than, human translators.

But this is not the only challenge English is facing. Because so many people speak it as their second or third language, hybrid forms are spreading, combining elements of "standard" English with vernacular languages. In India alone, you can find Hinglish (Hindi-English), Benglish (Bengali-English) and Tanglish (Tamil-English).

In the US, many Hispanic Americans, with their roots in Central and South America, speak Spanglish, combining elements from English and the language of their parents and grandparents, a way for Hispanic Americans to hold on to – and express pride in – their heritage, even if they were born and brought up in the US.

<https://www.bbc.com> (adapted; accessed in February 2021)

STANDARD TESTS

3.1/3.2 TEST

LISTENING

1.

a. verb tense; alphabet; flexible; b. online search results; books; c. to use English; d. clients from abroad; e. book trips; guided tour; tourist information

2.

a. F; b. T; c. F; d. T; e. F; f. T; g. F; h. T

3.

a. native speakers in the UK; b. native speakers in Australia; c. Europeans who consider that they can speak English; d. scientific articles written in English; e. English literature books published

READING

1.

a. reflection (line 2); b. popular (line 8); c. shared (line 9); d. development (line 12); e. attractiveness (line 13)

2.

a. moves (line 35); b. simplicity (line 36); c. pronounced (line 36); d. diminishes (line 37); e. attractive (line 38)

3.

a. language; b. English's; c. culture

4.

a. The expression means that historic reasons aren't the only ones that contributed to the dominance of English.

b. The expression means that English has persisted in being adaptable throughout time.

5.

5.1 Colonial conquests during the imperial era; huge and sudden growth of American business, political power and popular culture; ability to borrow from other languages; adaptability to local contexts; being flexible throughout changing times.

5.2 The author says this because English has become a global language, not only because of the number of speakers, but also because there are different "Englishes" throughout the world.

5.3 Nowadays, we are exposed to a global culture every single day, from films/series/shows to online content. This global culture uses English as the main language to communicate.

5.4 Spoken and online interaction have become increasingly important; therefore, simpler forms have appeared and become accepted as mainstream usage. As its simplicity has grown, so has its popularity because non-native speakers find it more accessible than other languages.

USE OF LANGUAGE

1.

a. genres; b. taste in music; c. chilling out; d. sing along; e. catchy tunes; f. out of tune

2.

a. cookies; b. resort; c. Outsourcing; d. interface

3.

a. He's a prominent English novelist whose books have sold millions worldwide.

b. The assistant who we met at the language institute was very kind.

c. The international conference, which is taking place at the moment, has generated lots of controversy.

d. Noam Chomsky is a linguist (who) everyone regards as very talented.

4.

a. surprising; b. improving; c. to find; d. uncommon; e. thinking; f. frustrated; g. unhelpful; h. to know; i. captivating; j. performance

INCLUSION TESTS

3.1/3.2 TEST

LISTENING

1.
 - a. verb; alphabet; flexible; b. online; books; c. English; d. abroad; e. book; guided; tourist
2.
 - a. F; b. T; c. F; d. T; e. F; f. T; g. F; h. T
3.
 - a. native speakers in the UK; b. native speakers in Australia; c. Europeans who consider that they can speak English; d. scientific articles written in English; e. English literature books published

READING

1. a. 2; b. 5; c. 4; d. 1; e. 3
2. a. 4; b. 2; c. 3; d. 1; e. 4
3. a. 4; b. 1; c. 3
4. a. The expression means that historic reasons aren't the only ones that contributed to the dominance of English.
- 5.1 Colonial conquests during the imperial era; huge and sudden growth of American business, political power and popular culture; ability to borrow from other languages.
- 5.2 The author says that because English has become a global language, not only because of the number of speakers, but also because there are different "Englishes" throughout the world.
- 5.3 Nowadays, we are exposed to a global culture every single day, from films/series/shows to online content. This global culture uses English as the main language to communicate.
- 5.4 Spoken and online interaction have become increasingly important; therefore, simpler forms have appeared and

become accepted as mainstream usage. As its simplicity has grown, so has its popularity because non-native speakers find it more accessible than other languages.

USE OF LANGUAGE

1.
 - a. genres; b. taste in music; c. chilling out; d. sing along; e. catchy tunes; f. out of tune
2.
 - a. cookies; b. resort; c. outsourcing; d. interface
3.
 - a. whose; b. (who/that); c. which; d. (who/that)
4.
 - a. surprising; b. improving; c. to find; d. uncommon; e. thinking; f. frustrated; g. unhelpful; h. to know; i. captivating; j. performance

EXAM-STYLE TEST

LISTENING

1. **Brandon:** 2,6 ; **Imani:** 4,5; **Mailin:** 1,3,7
 2.1 b; 2.2 a; 2.3 c; 2.4 c; 2.5 b; 2.6 a; 2.7 c

USE OF ENGLISH AND READING

1.
 - 1, 6, 10; 2, 8, 9; 3, 7, 11
2.
 - a. Paragraph 5; b. Paragraph 4; c. Paragraph 2
- 3.1 a; 3.2 d; 3.3 d; 3.4 c; 3.5 b
4. a 4; b 1; c 5
5. a 2; b 5; c 4
6. a 5; b 1; c 3

TEST 2.1 / 2.2

Mark scheme 1 (R + LG + W = 200p)						
Listening:	1. 10 × 6p	2. 8 × 10p	3. 5 × 12p			= 200p
Reading:	1. 5 × 4p	2. 5 × 4p	3. 3 × 4p	4. 2 × 4p	5. 4 × 5p	= 80p
Language:	1. 6 × 3p	2. 4 × 3p	3. 4 × 5p	4. 10 × 3p		= 80p
Writing:						= 40p

Mark scheme 2 (R + LG = 200p)						
Listening:	1. 10 × 6p	2. 8 × 10p	3. 5 × 12p			= 200p
Reading:	1. 5 × 5p	2. 5 × 5p	3. 3 × 4p	4. 2 × 4p	5. 4 × 5p	= 90p
Language:	1. 6 × 3p	2. 4 × 4p	3. 4 × 9p	4. 10 × 4p		= 110p
Writing:						= 200p

EXAM-STYLE TEST

Mark scheme 1 (L + LG + R + W = 200)						
Listening:	1. 3 × 8p	2. 7 × 3p				= 45p
Reading:	1. 3 × 10p					= 30p
Language:	2. 3 × 5p	3. 5 × 3p	4. 3 × 5p	5. 3 × 5p	6. 3 × 5p	= 75p
Writing:	1. 20p	2. 40p				= 60p

Celebrations



Celebrations

October	312
November	313
January	314
February	315
March	316
April	317
May	318

Let's celebrate!

Name _____ No. _____ Class: _____ Date _____



International Music Day

(1st OCTOBER)

Origin: 1975

Promoters: International Music Council by UNESCO

Events: great music festivals and free concerts, held in around 150 countries worldwide

GOAL To spread the love of music of all genres and highlight how music can convey meaningful messages.

PROJECT Produce an edited video to be broadcast at school or to be posted on the school website on the 1st October.

PROCEDURES

- Join in groups of three or four.
- Each group should choose a different music genre (rock 'n' roll, jazz, hip-hop, pop, rap, classical, country, etc.).
- Give a brief description of the genre and talk about four or five relevant interpreters over the years.
- Choose a song which represents the genre; it should have a message that is meaningful to you.
- Say what the message of the song is and its relevance in today's society.
- Each group records a presentation (with audio) no longer than five minutes.
- A video should be edited with all the presentations to be broadcast at school or posted on the school website or social media.

Daily Challenge

5th October • Do Something Nice Day

Set a goal to do something nice for someone. Perhaps you can do this for several people. Then, sit back and watch the results!

9th October • Curious Events Day

Share some kind of event that sparks one's curiosity. The only requirement is that the event must tantalise and arouse our curiosity.

19th October • Evaluate Your Life Day

Pause for a minute and reflect upon your life. Be honest with yourself. Are things going well? What is bothering you? What do you need, or want, to change?

Let's celebrate!

Name _____ No. _____ Class: _____ Date _____

International Day Against Violence and Bullying at School



(FIRST THURSDAY OF NOVEMBER)

Origin: 2019

Promoters: UNESCO member states

Events: international conferences on school bullying, informative leaflets, and videos

GOAL To raise awareness of violence and bullying at school and highlight how we can promote a culture of respect for others.

PROJECT Create a poster that promotes an anti-bullying message to be displayed around the school – classroom doors, students' lounge, library, etc.

PROCEDURES

- Join in pairs. Each pair should choose a different type of bullying (verbal bullying, physical bullying, emotional bullying, prejudicial bullying, or cyberbullying).
- Choose a picture that illustrates the issue or draw one yourself.
- Write one or two powerful sentences to raise awareness of the issue and add one or two pieces of advice on how to help people that go through a similar situation.
- Your poster should be eye-catching, and the message should be clear.
- The posters will be displayed around the school.



Daily Challenge

24th November • Celebrate your Unique Talent Day

Find your unique talent and share it with the world! Can you sing, dance, juggle, do magic tricks or balance a football on your feet? Show your skills and talents in class or make a video of you performing your talent and post it on a video sharing website.

27th November to 3rd December • World Generosity Day (#GivingTuesday)

Give some of your time each Tuesday, whether it's making someone smile, helping a neighbour, dropping in on people we care about, or giving some of what we have to those who need our help. Share your story and make others realise everyone has something to give.

Fourth Thursday of November • American Thanksgiving Day

Note down everything you're grateful for in life on some post-its. Make a class gratitude tree with all the post-its. Talk about the most common ones that people chose.

Let's celebrate!

Name _____ No. _____ Class: _____ Date _____



International Day of Education (24th JANUARY)



Origin: 2018

Promoters: United Nations General Assembly

Events: international conferences, videos and messages on social media (e.g. Twitter #EducationDay)

GOAL To highlight the role of education for peace and development.

PROJECT Make a bookmark with a quote from a famous person about the importance of education.

PROCEDURES

- Do some research about quotes regarding the importance of education.
- Choose a quote and make a note of its author.
- Decide on the template for the bookmark. You can find some help here: <https://www.wordtemplatesonline.net/bookmark-template/>
- Alternatively, you can handcraft your own.
- Design your bookmark with the quote chosen and its author.
- Show your bookmark in class and say why you chose that quote in particular.
- Create a bulletin board with the bookmarks and/or take photos to display on your school page.
- After clearing the bulletin board, all the bookmarks will be put in an envelope and each student will take one randomly to keep.

Daily Challenge

11th January • Learn Your Name in Morse Code Day

As a communication tool, morse code is being replaced by modern technology. Hopefully, this day will arouse your interest in morse code and you can start by learning to communicate your name in morse code. You can check the morse code chart here:

http://rsgb.org/main/files/2012/10/Morse_Code_Sheet_01.pdf

13th January • Make your dreams come true day

No matter how big or small, there are some dreams that inspire us and allow us to make our lives better. Get started on making your dream come true: Talk to someone who inspires you; make an inspiration board with images and words relating to your dream; write down your dream, make a project plan, and create deadlines for you to work towards.

24th January • Compliment Day

You never know when someone could use some good vibes, so spread the positivity by giving someone a reason to smile! Take some time to write notes of appreciation to someone.

Let's celebrate!

Name _____ No. _____ Class: _____ Date _____

World Radio Day

(13th FEBRUARY)

February

Origin: 2011

Promoters: UNESCO

Events: broadcasters, organisations and communities around the world plan activities to educate people, provide information and promote freedom of expression across cultures

GOAL To show radio as a multifaceted means of information and entertainment.

PROJECT Produce a radio programme to be broadcast at school or to be posted on the school website on 13th February.

PROCEDURES

- Join in groups and assign each group a task according to the following list:
 - Presenters
 - News bulletin
 - Weather forecast
 - Traffic information
 - Short interview with a guest
 - Short quiz / game with listeners
- Decide on the line up of the programme.
- Choose jingles to use between sections.
- Choose some songs to be broadcast in between sections.
- Every task should be recorded in audio support and edited as a non-stop radio programme to be broadcast at school or posted on the school website or social media.



Daily Challenge

7th February • Send a Card to a Friend Day

Take some time during the day to write a note to a dear friend to let them know you are thinking of them. Everyone loves a handwritten note, but if you can't do that send them an e-card or even an email to let them know they are important to you.

17th February • Random Act of Kindness Day

Perform as many random acts of kindness towards as many people as you can... any kind of deed will do: help someone carry their groceries, hold the door for someone, give someone a compliment, help with household chores, offer to do the dishes, etc.

Let's celebrate!

Name _____ No. _____ Class: _____ Date _____

World Poetry Day (21st MARCH)



Origin: 1999

Promoters: UNESCO

Events: festivals, live poem recitals on YouTube.

GOAL To promote the reading and writing of poetry.

PROJECT Write a poem following a given structure to participate in a class poetry competition.

PROCEDURES

- Join in pairs or groups of three.
- Choose one of the two different poem structures below.

Cinquain Poem

Line 1: One noun

Line 2: Two adjectives

Line 3: Three *-ing* words (verbs)

Line 4: Feeling words

Line 5: Another word for a noun

The Five W's Poem

Line 1: Who or what is the poem about?

Line 2: What action is happening?

Line 3: When does the action take place? (a time)

Line 4: Where does the action take place? (a place)

Line 5: Why does this action happen? (a reason)

- You may see an example of each structure here:
http://www.readwritethink.org/files/resources/lesson_images/lesson43/RWT016-2.pdf
http://www.readwritethink.org/files/resources/lesson_images/lesson391/5W.pdf
- Decide on the type of poem you would like to write about.
- Brainstorm words and phrases to develop your ideas.
- Write your poem according to the structure chosen.
- Read the poem expressively in class.
- The class chooses a winning poem.



Daily Challenge

9th March • Get Over It Day

Write down all the things that annoy you or that keep you awake at night. When you have the list done, ask yourself if you can change anything. If you can, try to. If you cannot change the item, it's time to let it go. Share your thoughts with the class.

26th March • Make Up Your Own Holiday

You are allowed to make today a special day for anything you want. Simply declare your special day today. What would you like to celebrate today?

Let's celebrate!

Name _____ No. _____ Class: _____ Date _____

English Language Day

(23rd APRIL)



Origin: 2010

Promoters: United Nations

Events: book-reading events; English quizzes, poetry and literature exchanges, and other activities that promote the English language

GOAL To show how the English language is spread all over the world and is used by people from a variety of cultural backgrounds, and to encourage knowledge about the different countries that use English as an official language.

PROJECT Produce a Kahoot to play in the classroom or a quiz to post on a wider school platform.

PROCEDURES

- Join in groups of three or four. Each group should choose a different country where English is an official language.
- Do some research about the country.
- Write ten questions with four multiple choice answers.
- Prepare a Kahoot and/or a quiz online.
- Play the Kahoot in class or post the quiz on the school website or social media.



Daily Challenge

11th April • National Pet Day

Share a picture of your pet and tell the class why it is special for you. If you don't have a pet, find a picture of a pet you would like to have and explain your choice.

20th April • Look Alike Day

Time to look like somebody else. Find someone you really look up to, and try to look like them. Copy their hair, wardrobe, their walk, their talk, or their facial expressions. In other words, try to be as close to identical as possible.

27th April • Tell a Story Day

Tell a story of any kind. It doesn't matter if it's fiction or non-fiction, a tall tale, or folklore. Try to enhance the enjoyment of the story by setting the atmosphere. If it's a spooky story, turn down the lights. Bring decorations and memorabilia that speak to the theme, for example.

Let's celebrate!

Name _____ No. _____ Class: _____ Date _____

International Museum Day (18th MAY)

May

Origin: 1977

Promoters: The International Council of Museum (ICOM)

Events: museums around the world create unique, enjoyable and free activities around a theme chosen for this special day

GOAL To get to know important artworks from famous artists and develop creative thinking.

PROJECT To organise a photo exhibition at school or post the photos on the school website on the 18th May.

PROCEDURES

- Join in pairs or groups.
- Each group should choose a work of art (preferably paintings) featuring people.
- Each pair/group should try to recreate the painting live and photograph the result.
- When presenting the result each group or pair should:
 - identify the painting and the artist;
 - say where the original painting is on display (if possible);
 - make up a short story about the people portrayed in the painting.
- If you want, hold an exhibition in the school library with your recreations or publish them on the school website or social media.



Daily Challenge

7th May • National Tourism Day

Municipalities and tourism sites around the country try to promote their area or region. Use today to let people know about activities and events in your area by creating a webpage to show an event, place or tourist sight worth visiting in your village/city.

25th May • Sing Out Day

Today is the day to sing out as loud as you can, wherever you can. Don't hold back. Choose a song you like and sing it all day long to your friends and family.

Follow-up activities

Follow-up #1 Interview with Ed Sheeran.....	320
Follow-up #2 Beyoncé, <i>Pretty hurts</i>	321
Follow-up #3 Teen dating abuse.....	322
Follow-up #4 <i>The Perks of Being a Wallflower</i>	323
Follow-up #5 Millie Bobby Brown	324
Follow-up #6 Hackers.....	325
Follow-up #7 Bingeing.....	326
Follow-up #8 <i>The Circle</i>	327
Follow-up #9 Elon Musk's predictions for the future	328
Follow-up #10 <i>The Social Media Dilemma</i>	329
Follow-up #11 European cities	330
Follow-up #12 Songs.....	331
Follow-up #13 Varieties of English	332

Answer key	333
-------------------------	-----

1.1 Follow-up #1

Name _____ No. _____ Class: _____ Date _____

INTERVIEW WITH ED SHEERAN

Video at  aula digital

1. Watch Ed Sheeran's interview on NBC news.

Answer the questions in note form.



- 1.1 Where was the interview held? _____
- 1.2 According to Ed Sheeran, what is needed for success?
_____ and _____
- 1.3 What was he like as a kid? _____ and

- 1.4 Why isn't he a fan of Twitter? _____
- 1.5 He gave up his phone. What advantages of this does he mention? _____

- 1.6 Who does he want to overtake in terms of record sales? _____

2. Read the sentences stated by Ed Sheeran during the interview.

- a. "You don't have to have the best talent in the world. You just have to work."
- b. "If you don't aim for the top of the mountain, how are you ever going to get halfway?"

- 2.1 Explain what Ed Sheeran means in each sentence.

- 2.2 Do you agree with both his sentences? Explain.

3. Based on the interview, which title would you choose to best describe his outlook on life? Explain.

Work hard, dream big

Be bold, be you

Let go of negativity, find peace of mind

4. If you had the opportunity to interview Ed Sheeran, what question would you ask him?

1.2 Follow-up #2

Name _____ No. _____ Class: _____ Date _____

BEYONCÉ, *PRETTY HURTS*

1. Watch the video with the sound turned off.

Video at  **aula**
digital

- 1.1 What is the story about?
- 1.2 How does the girl feel about what is happening?
- 1.3 What might the message of the song be?

2. Listen to the song. CD6 [track 13]

- 2.1 Complete it with the missing words.
- 2.2 Compare the message of the song with your predictions.

Ms. Third Ward, your first question:

What is your aspiration in life?

Oh, my aspiration in life would be

To be a. _____

Mama said, "you're a pretty girl

What's in your head, it doesn't matter

Brush your hair, fix your b. _____

What you c. _____ is all that matters"

Just another stage

Pageant the pain away

This time I'm gonna take the d. _____

Without falling down, down, down

Pretty hurts

We shine the light on whatever's worst

e. _____ is a disease of a nation

Pretty hurts, pretty hurts

Pretty hurts

We shine the light on whatever's worst

You're trying to fix something

But you can't fix what you can't f. _____

It's the soul that needs surgery

Blonder hair, flat g. _____

TV says, "bigger is better"

South beach, sugar free

Vogue says, "thinner is better"



1.2 Follow-up #3

Name _____ No. _____ Class: _____ Date _____

TEEN DATING ABUSE

1. Watch the video of a campaign designed to raise awareness of teen dating violence and fill in the table below.

Video at  aula digital

Don't you ever... me	Think before you...	Love is...
a. _____	e. _____ at me	i. _____
manipulate	f. _____	j. the freedom to
b. _____	g. get	gentle
c. _____	h. get	k. _____
grab		l. _____
d. _____		m. _____



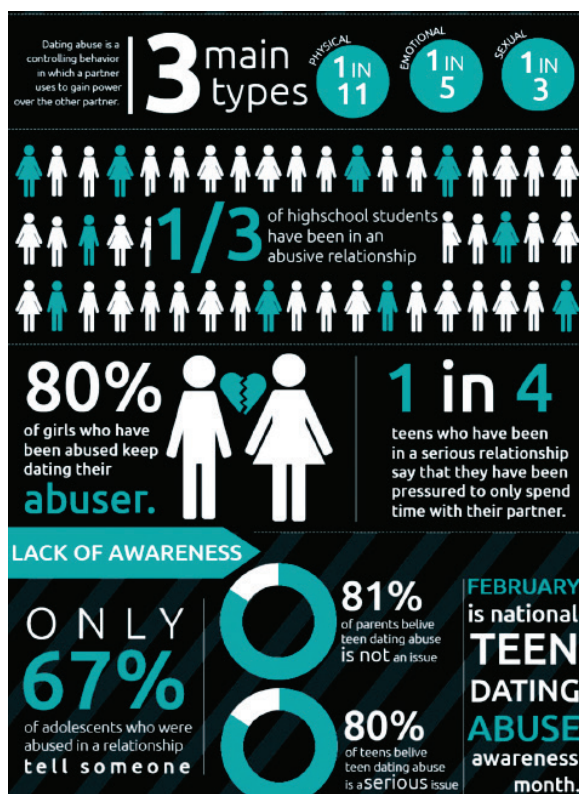
2. In pairs, complete each sentence by adding your personal thoughts and ideas.

a. Don't you ever _____

b. Think before you _____

b. Love is _____

3. Look at the graphic about teen dating abuse facts. Say if the sentences are true (T) or false (F). Correct the false answers.



a. The main type of dating abuse is physical. **T F**

b. Most girls who are victims of abuse maintain the relationship with the abuser. **T F**

c. Less than half of students in secondary school have been victims of abuse. **T F**

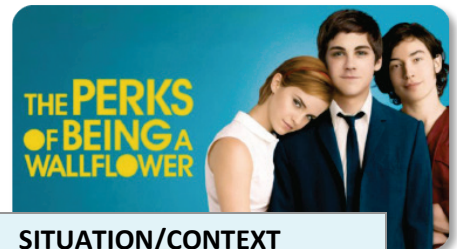
d. More than half the girls who are abused tell others about it. **T F**

e. Parents and teens agree that dating abuse is a problem. **T F**

1.2 Follow-up #4

Name _____ No. _____ Class: _____ Date _____

THE PERKS OF BEING A WALLFLOWER



1. Watch the film *The Perks of Being a Wallflower*.

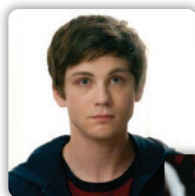
1.1 Say who says the sentences below and in which situation/context.

SENTENCE	WHO	SITUATION/CONTEXT
a. "If you make a friend on your first day, you'll be OK."		
b. "You see things, you understand. You're a wallflower."		
c. "We accept the love we think we deserve."		
d. "I feel that I'm finally doing good."		
e. "You saved my brother."		
f. "Soon you'll have a whole new group of friends."		
g. "I want people to like the real me."		

1.2 Identify the scenes in the film where the following issues are portrayed.

- Bullying _____
- Drugs _____
- Dating abuse _____
- Addictions (kleptomania) _____
- Discrimination _____
- School grades anxiety _____

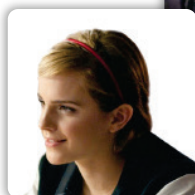
1.3 Match the characters with the sentences on the right.



Charlie



Patrick



Sam

- a. doesn't feel comfortable around people.
- b. has always chosen bad partners.
- c. wants to be a writer in the future.
- d. has low self-esteem.
- e. is daring and funny.
- f. is always eager to please.
- g. has a different sexual orientation.
- h. is always worried about others.
- i. gets beaten at school.
- j. hides insecurity behind a mask of self-assurance.

1.4 Follow-up #5

Name _____ No. _____ Class: _____ Date _____

MILLIE BOBBY BROWN

Video at  aula digital

1. Watch a video with Millie Bobby Brown and two young activists on World Children's Day.



1.1 Watch the first part of the video. Complete the sentences with no more than three words.

- a. Gitanjali had to change schools _____.
- b. _____ started to become not enough.
- c. The main reasons why people want to bully others is because they want to show _____ or _____.
- d. Gitanjali thinks everyone would benefit from kindness, _____ and _____.
- e. She partnered with the _____ to create a tech device called _____.
- f. This tech device makes you think and it _____, helping to prevent bullying at an early stage.

1.2 In the second part of the video, Millie talks about the effects that bullying had on her own life. Predict what she might have said by choosing two ideas from below. Then check your answers.

- | | | |
|-----------------------------|--------------------------------------|-----------------------------------|
| a. She was unable to focus. | b. She became socially withdrawn. | c. She lowered her school grades. |
| d. She had low self-esteem. | e. She became anxious and depressed. | f. She was constantly worried. |

1.3 Watch the third part of the video. Answer the questions in note form.

- a. What did Emmanuel worry about? _____
- b. What was his main purpose? _____
- c. Who helped him take the lead? _____
- d. What did he teach at the orphanage? _____
- e. What object did he take to the orphanage? _____
- f. Why was it important? _____

2. What about you? What would you like to see changed and done differently in the future? Choose one the areas of interests below. Then write some sentences explaining your choice and what you would try to do.

Science

Education

Environment

Health

Economy

Art

2.1 Follow-up #6

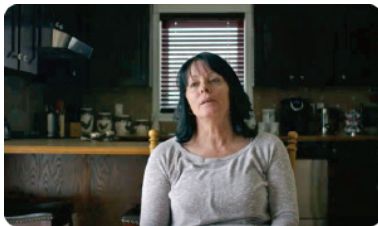
Name _____ No. _____ Class: _____ Date _____

HACKERS

1. Watch the video “These hackers help locate missing people”.

Video at  aula digital

1.1 Who are these people?



a. _____



b. _____



c. _____

1.2 Find the answer to the following questions.

a. How long has the woman's father been missing?

b. What was the only thing the police told her to do?

c. What does Trace Labs do?

d. What do hackers do for Trace Labs?

e. What two areas does Trace Lab's founder work in?

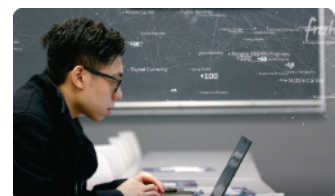
f. Why did he start the project?

g. What is OSINT?

h. What do hackers understand about their job by participating with Trace Labs?

i. What does Trace Labs do with the information they collect?

2. Can you think of other areas/activities in which hackers could put their skills to good use as they do with Trace Labs?



2.1 Follow-up #7

Name _____ No. _____ Class: _____ Date _____

BINGEING

Video at  aula digital

1. Watch the first part of the video and say if the sentences are true (T) or false (F).

- | | | |
|---|----------------------------|----------------------------|
| a. Half of us have binge-watched at least five hours of a TV show in a row. | ☐ T | ☐ F |
| b. 80% have sacrificed sleep to binge-watch. | ☐ T | ☐ F |
| c. Bingeing started as a carefully considered marketing strategy. | ☐ T | ☐ F |
| d. The consumer has limited power over what Netflix decides to showcase. | ☐ T | ☐ F |
| e. We are tricked into watching more because another episode is automatically loaded after the credits. | ☐ T | ☐ F |
| f. People don't really mind saying that they're bingeing as everyone is doing it. | ☐ T | ☐ F |
| g. We become anxious when we don't know what's happening in a Netflix series. | ☐ T | ☐ F |

2. Watch the second part of the video. Underline and correct the wrong information.

- a. When we cry with a character, it leads to the release of the stress hormone.

- b. When we binge watch we create hours of space to work on our moods and friendships.

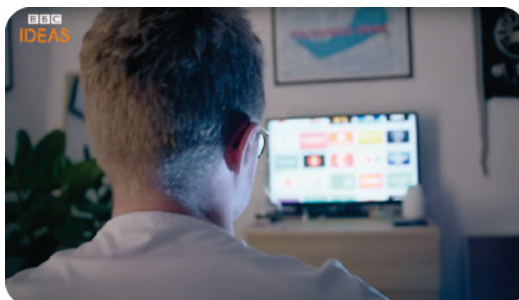
- c. Bingeing means that you're detached from reality for much longer periods of time.

- d. Netflix stands out because they experiment with the number of actors and story arcs.

- e. Netflix realises that viewers aren't interested in watching a show from the beginning.

- f. Bingeing has negative effects.

- g. We never say we binged a song.



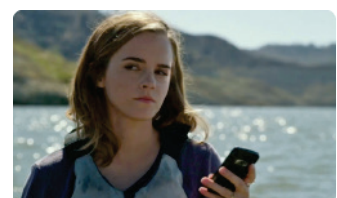
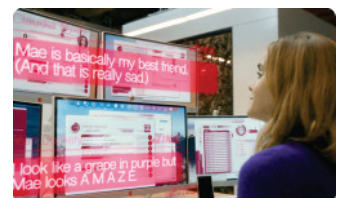
2.2 Follow-up #8

Name _____ No. _____ Class: _____ Date _____

THE CIRCLE

1. Watch the film *The Circle* and put the events in the correct order.

- a. After a family weekend, Mae is encouraged to open up more on her Circle profile and to become more engaged in the company by fully embracing all of its social networking tools. _____
- b. At a company-wide meeting, Eamon introduces Mae on stage, and she states that she is going to be the first Circler who goes completely transparent by exposing her whole life to everyone in the world. _____
- c. At a company-wide meeting, the CEO Eamon Bailey introduces a new initiative called SeeChange. _____
- d. At a company-wide-meeting Mae asks the audience to search for and find Mercer in less than 10 minutes. _____
- e. At the next company-wide meeting, Mae exposes Eamon and Tom's lack of transparency and she tells them no one should be exempt from transparency. _____
- f. Being fully transparent has made Mae a celebrity at the Circle, but it starts to hurt some of her close relationships. _____
- g. Eamon explains that SeeChange cameras caught Mae and she was able to be saved in her moment of desperation. _____
- h. Mae gets a job at the Circle in Customer Experience, an entry level position that requires her to assist users of the Circle's products and services. _____
- i. Mae goes kayaking late at night. The waters start to get rough, Mae's kayak is flipped over, and, as she is struggling to keep above the water, the coast guard comes to her rescue. _____
- j. Mae meets Ty Lafitte, an employee, who is standing a little apart from everything, glued to his phone. _____
- k. Mae takes leave from the Circle and total transparency. She moves back in with her parents. _____
- l. Mercer, who lives off the technological grid, comes to the Circle and confronts Mae about what she did to have him get hate mails and death threats. _____
- m. Ty takes Mae to a restricted underground area and tells her the Circle's plan is to keep all information on everyone in this area. _____
- n. While Mercer is chased, a drone startles him and he drives his truck off a bridge and dies immediately. _____



2.3 Follow-up #9

Name _____ No. _____ Class: _____ Date _____

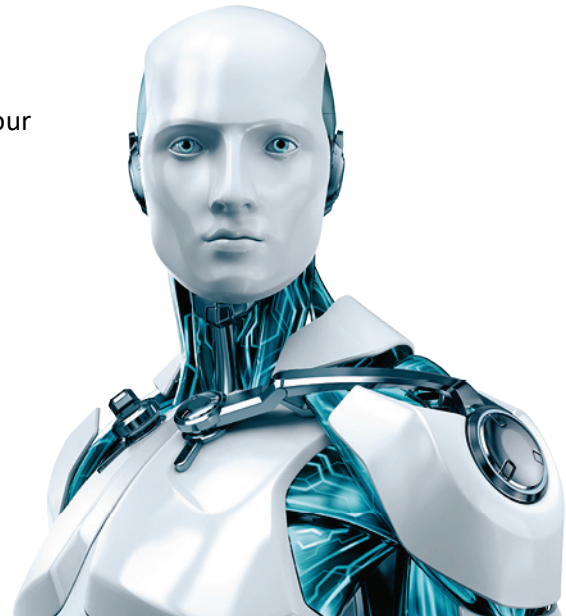
ELON MUSK'S PREDICTIONS FOR THE FUTURE

1. Watch the video. Match Elon Musk's predictions to these dates.
Write the letters under each corresponding date.

Video at  **aula**
digital

2024	2025	2029	2034	2040	2060	2100
	c					

- a. Artificial intelligence will outperform humans in every task.
- b. Video games will become indistinguishable from reality.
- c. People will be able to go to Mars.
- d. Human brains will connect directly to computers combining our natural intelligence with artificial intelligence.
- e. Humans will colonise Mars with a city with tens of thousands of residents.
- f. Artificial intelligence will start World War III.
- g. There will only be self-driving cars.
- h. All forms of transport will eventually become electric.
- i. Mars will be transformed into an earth-like planet.
- j. Artificial intelligence will be a real threat to humanity.
- k. A million people will live on Mars.
- l. Humans will become cyborgs in order to be able to survive.
- m. The need for a steering wheel will be eliminated.
- n. Tourists will head to Mars with an interplanetary transport system.
- o. When your biological brain dies you will be uploaded into a new unit and continue living as a computer.



2. Look at the predictions again. Which ones do you think are most likely to become reality?

2.4 Follow-up #10

Name _____ No. _____ Class: _____ Date _____

THE SOCIAL MEDIA DILEMMA

1. Watch the documentary *The Social Media Dilemma*.

Video at  aula digital

1.1 Complete the sentences said by Tristan Harris, one of the most active participants.



TRISTAN HARRIS (Google former design ethicist / Gmail team)

- a. You can predict everything a person does even _____
- b. Social media has three goals: _____, _____, _____
- c. The main objective of persuasive technology is to modify _____

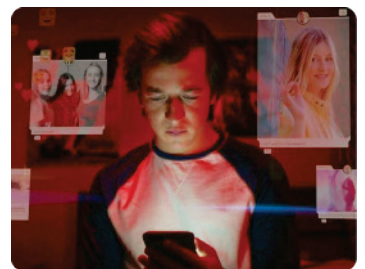
- d. When you pick up your phone to check it is not _____; it is a _____
- e. When people feel insecure or lonely, social media works as a _____

1.2 Now take notes for further discussion on what is said about:

- a. the main goal behind social media;
- b. how users are controlled and why;
- c. what persuasive technology is and how it works;
- d. social media's potential for addiction;
- e. a worrying trend among US teens as a consequence of social media;
- f. Google search and Google updates;
- g. the rate of spread of fake news and the reason why it happens;
- h. social media as destabilising the fabric of society;
- i. the role of those responsible for the platforms in the future.

2. Think about the following questions and then discuss them.

- 2.1 Were you aware of any of the topics discussed in the documentary?
- 2.2 Have you ever thought you were being manipulated every time you click on something?
- 2.3 Is there anything about the documentary that worries you?
- 2.4 Would you be able to go for a week without your smartphone?



3. Match the pieces of advice the experts leave us with at the end of the documentary.

- | | | | |
|---------------------|---|---|---------------------------------------|
| a. Uninstall | • | • | 1. consider the source |
| b. Turn off | • | • | 2. clickbait |
| c. Never accept | • | • | 3. apps that make you waste your time |
| d. Don't keep | • | • | 4. recommended videos on YouTube |
| e. Before you share | • | • | 5. notifications |
| f. Don't click on | • | • | 6. cookies |

3.1 Follow-up #11

Name _____ No. _____ Class: _____ Date _____

EUROPEAN CITIES

Video at  aula digital

1. Watch the first part of the video. Match each sentence with the corresponding city.



Ghent, Belgium



Bucharest, Romania



Lyon, France



Cork, Ireland

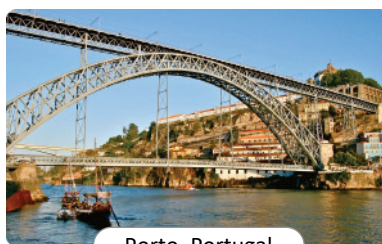


Innsbruck, Austria

- a. It's the country's culinary capital and has a renowned light festival. _____
- b. It has an urban vibe and it's a popular destination for outdoor activities. _____
- c. It has mediaeval architecture, vibrant nightlife, museums, markets, pubs and restaurants. _____
- d. It has canal cruises with a view of mercantile mansions and Gravenstein Castle. _____
- e. It's small enough to see on foot, but it's a thriving cosmopolitan metropolis. _____
- f. *Little Paris* is its nickname and it combines 18th century architecture with modern buildings. _____

2. Watch the second part of the video. Say in which city you can do the following:

- a. Visit an island fortress named Suomenlinna. _____
- b. Visit the historic centre with world heritage status. _____
- c. See neoclassical squares and 19th century wooden houses. _____
- d. Go for a walk in parks and along riverbanks or meet with international friends in cafés. _____
- e. Go ice-fishing or ice hole swimming. _____
- f. Stroll through baroque boulevards and relax at a spa of your choice. _____



Porto, Portugal

3.1 Follow-up #12

Name _____ No. _____ Class: _____ Date _____

SONGS

Video at  aula digital

1. Complete the songs with the seven statements below which have been removed from them. Then listen to the songs to check your answer.

Just another product of today No one can hurt you To anyone who might care
Living your life cutthroat Find the wrong within the past knowing
A beating heart of stone But my head was underwater



 CD6
[track 14]

I had a dream
I got everything I wanted
Not what you'd think
And if I'm being honest
It might've been a nightmare
a. _____
Thought I could fly
So I stepped off the Golden
Nobody cried
Nobody even noticed
I saw them standing right there
Kinda thought they might care
I had a dream
I got everything I wanted
But when I wake up, I see
You with me
And you say, "As long as I'm here
b. _____
Don't wanna lie here
But you can learn to
If I could change the way
That you see yourself
You wouldn't wonder why you hear
'They don't deserve you'
I tried to scream
c. _____
They called me weak
Like I'm not just somebody's daughter

 CD6
[track 15]



Will you hold the line?
When every one of them
Has given up and given in, tell me
In this house of mine
Nothing ever comes without a consequence or cost
Tell me
Will the stars align?
Will heaven step in? Will it save us from our sin? Will it?
'Cause this house of mine stands strong
That's the price you pay
Leave behind your heart and cast away
d. _____
Rather be the hunter than the prey
And you're standing on the edge
Face up
'Cause you're a natural
e. _____
You gotta be so cold
To make it in this world
Yeah, you're a natural
f. _____
You gotta be so cold
Yeah, you're a natural
Will somebody
Let me see the light within the dark trees shadowing?
What's happening?
Looking through the glass
g. _____
Oh, we are the youth
Cut until it bleeds inside a world without the peace
Facing a bit of the truth, the truth

3.2 Follow-up #13

Name _____ No. _____ Class: _____ Date _____

VARIETIES OF ENGLISH

1. Listen to six people speaking different varieties of English and see if you can identify which country they are from.



SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5	SPEAKER 6

2. Label the pictures in British English. Then choose from the box how to say the same word in a different variety of English.

barbie bangs lassie pickney rashers



Answer key

Follow-up #1

1.
1.1 Rockefeller Plaza; **1.2** Persistence; hard work; **1.3** Shy; awkward; **1.4** He is affected by nasty comments; **1.5** He thinks a lot more and he isn't glued to a screen; **1.6** Adele.
2.
2.1 a. It means that by working hard you will achieve success even if you aren't the most talented person.
b. It means that if you don't set high goals for yourself, you won't achieve half of what you intend to accomplish.
2.2 / 3. Personal answers.
4. Possible answers:
What advice would you give someone who wants to pursue a dream but doesn't know where to start? / What is your idea of happiness? / How would you like people to describe you in a few years' time? / What would you say to someone who doesn't like your songs?

Follow-up #2

1. Personal answers.
2. **a.** happy; **b.** teeth; **c.** wear; **d.** crown; **e.** Perfection; **f.** see; **g.** chest

Follow-up #3

1.
a. hit; **b.** pressure; **c.** degrade; **d.** threaten; **e.** raise your voice; **f.** react; **g.** angry; **h.** jealous; **i.** not controlling; **j.** choose what I do and do not want; **k.** kind; **l.** understanding; **m.** respectful.
2. **Possible answers:**
a. intimidate / push / punch / kick / insult / force me to do things I don't want to / control / stop me from seeing my friends or family / try to tell me what to wear.
b. humiliate me publicly / post nasty comments on social media / blame me for your failures / reveal our secrets
c. supportive / fair / caring / attentive / forgiving / security / trusting.
3.
a. F: It's sexual; **b.** T; **c.** T; **d.** F: 67% of teens (boys and girls) don't tell anyone they're victims of abuse; **e.** F: Most parents don't think dating abuse is a problem while the majority of teens think it's a very serious issue.

Follow-up #4

- 1.1**
a. Mr. Anderson, the English teacher / On Charlie's first day of school to make him feel more comfortable.
b. Patrick / At the party, after learning that Charlie has no friends but them.
c. Mr. Anderson / Answering a question from Charlie about relationships. Also, Charlie to Sam / After the Christmas party when they are exchanging presents.
d. Sam / After she learns she got a place at university.
e. Sam / After Charlie stood up for Patrick when he was being beaten.
f. Charlie / When he is saying goodbye to Sam, who is leaving to go to university.
g. Sam / Before leaving to go to university.
1. 2.
a. When Patrick gets teased and a boy makes him trip over and everyone laughs at him.
b. At a party, Charlie is given a muffin with drugs in it.
c. When Charlie sees his sister's boyfriend hit her hard.
d. Alice has the habit of stealing jeans even though she can afford them.

- e.** The father of Patrick's boyfriend beats him when he finds out about his sexual orientation.
f. Sam feels anxious because she has to repeat the exams or else she won't be accepted for university.
1.3 Charlie: a, c, f, h; Patrick: e, g, i; Sam: b, d, j

Follow-up #5

- 1.1**
a. seven times; **b.** Speaking up; **c.** superiority; attract attention; **d.** positivity; optimism; **e.** children's kindness network; Kindly; **f.** identifies your mood.
- 1.2**
a. and **f.**
- 1.3**
a. Children's education.
b. To ensure they had good academic achievements.
c. Nobody.
d. Some subjects, computing, first aid, preventive measures of COVID 19.
e. Hand washing machine with pedals.
f. To ensure that everyone was safe from the virus.
2. Personal answers.

Follow-up #6

- 1.1**
a. Nathalie, a woman whose father is missing.
b. Robert Sell, the founder of Trace Labs.
c. Hackers working for Trace Labs.
- 1.2**
a. He has been missing since 1998.
b. To report him missing.
c. They bring together hackers to find missing people.
d. The hackers find clues in exchange for points.
e. He is a tracker for search and rescue and a computer security professional.
f. To educate people and get them involved in open-source intelligence gathering.
g. Information that you could find online about a subject.
h. They understand that they can actually change people's lives.
i. They give it to law enforcement.
2. **Possible answer:**
They could help track other hackers, create secure systems to prevent cybercrimes, train people to identify online scams, etc.

Follow-up #7

1.
a. F; **b.** T; **c.** F; **d.** T; **e.** T; **f.** F; **g.** T.
2.
a. cry: identify; stress: love
b. moods: emotions; friendships: relationships
c. detached from reality: activating yourself to a higher degree
d. actors: characters
e. from the beginning: midway through
f. effects: connotations;
g. song: book

Follow-up #8

1. 8; 3; 10; 1; 13; 12; 9; 7; 2; 6; 4; 14; 11; 5

Follow-up #9

1. **2024:** f, j; **2025:** c; **2029:** d, h, l, o; **2034:** g, m; **2040:** a, e, n; **2060:** k; **2100:** b, i

Follow-up #10

1.1

- a. the emoticons which will trigger them
- b. engaging goal, growth goal, advertising goal
- c. someone's behaviour and implant unconscious habits in your brain
- d. an accident; design technique
- e. digital pacifier

1.2

- a. To make money out of users.
- b. Everything users do online (and for how long) is being watched, tracked, monitored and recorded in order to make predictions of what you are going to do and who you are and feed you ads.
- c. It's behavioural science brought into technology, which aims at changing and conditioning people's behaviour, by implanting unconscious habits in their brain, so that they are being programmed at a deeper level without even realising.
- d. As we are social beings, social media optimises connection between people, as we are searching for validation and approval all the time.
- e. There has been a gigantic increase in depression and anxiety, as well as in self-harm and suicide.
- f. When we google something, we will get different results according to where we live and Google knows about our interests; also the updates on social media are adapted to each person.
- g. Fake news on Twitter, for example, spreads six times as fast as true news because fake news makes the companies more money.
- h. It is easy to manipulate public opinion on social media and spread manipulative narratives because fake news is often absorbed as reality and this is used to polarise society and create destabilising factions.
- i. They have to be held responsible; there has to be laws and regulations around digital privacy.

2. Personal answers.

3. a. 3; b. 5; c. 4; d. 6; e. 1; f. 2

Follow-up #11

- 1. a. Lyon; b. Innsbruck; c. Ghent; d. Ghent; e. Cork; f. Bucharest
- 2. a. Helsinki; b. Porto; c. Gothenburg; d. Ljubljana; e. Helsinki; f. Budapest

Follow-up #12

- a. To anyone who might care
- b. No one can hurt you
- c. But my head was underwater
- d. Just another product of today
- e. A beating heart of stone
- f. Living your life cutthroat
- g. Find the wrong within the past knowing

Follow-up #13

1.

Speaker 1 England

Speaker 2 Ireland

Speaker 3 Australia

Speaker 4 USA

Speaker 5 Jamaica

Speaker 6 Scotland

2.

a. UK: child; Jamaica: pickney; b. UK: girl; Scotland: lassie;

c. UK: barbecue; Australia: barbie; d. UK: bacon; Ireland: rashers; e. UK: fringe; USA: bangs

Extra help



I. Tests

• 10-minute tests	
Listening 1.1 / 1.2	337
Listening 1.3 / 1.4	338
Listening 2.1 / 2.2	339
Listening 2.3 / 2.4	340
Listening 3.1 / 3.2	341
Grammar 1.1 / 1.2	342
Grammar 1.3 / 1.4	343
Grammar 2.1 / 2.2	344
Grammar 2.3 / 2.4	345
Grammar 3.1 / 3.2	346
Overall Grammar check 1	347
Overall Grammar check 2	348
• Extensive Reading test	349

II. Assessment grids

Speaking – Individual	352
Speaking – Group work	354
Speaking – Debate / Role-play	356
Writing	358
Writing – example	360
Intercultural competence	362
 Audioscripts	 364
Answer key	366

I. Tests

- 10-minute tests
- Extensive Reading Test

1.1/1.2 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to Kathleen Nayman talking about her school life. Choose the correct answer.



- 1.1** In middle school, Kathleen noticed that
- a.** fifty students were bullied every year.
 - b.** private gossiping was a tactic used to bully others with code names.
 - c.** code names were invented to gossip and bully other students publicly.
- 1.2** Kathleen thinks
- a.** her code name was “goody-goody”.
 - b.** her code name was “the nose”.
 - c.** she didn’t have a code name.
- 1.3** In secondary school,
- a.** students were more focused on learning rather than bullying.
 - b.** there was a lot of pressure to be the prettiest and the most popular.
 - c.** bullying seemed to fade but it actually didn’t.
- 1.4** Students were teased in middle school because
- a.** of their fashion style, taste in music or family life.
 - b.** they didn’t follow the mainstream culture.
 - c.** they cared too much about what others thought of them.
- 1.5** Her experience in secondary school contrasts with that of middle school as
- a.** no one belongs to a defined group of friends.
 - b.** groups are more varied and more accepting.
 - c.** your individuality is important to be accepted in groups.
- 1.6** Kathleen thinks that suffering from bullying in middle school made her
- a.** more resilient.
 - b.** more prepared to face reality.
 - c.** a nicer and more considerate person.

1.3/1.4 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a reporter talking about the Parkland incidents and the “March for Our Lives” protest. Choose the correct answer.



- 1.1** In 2018, in Parkland, Florida
- a. an ex-student killed 70 people with a semi-automatic rifle.
 - b. an ex-student killed 17 people with a semi-automatic rifle.
 - c. a student killed 17 people on the school campus with a semi-automatic rifle.
- 1.2** After the incident, some students
- a. advocated for gun reform.
 - b. met with lawmakers and made changes on gun laws.
 - c. got involved in a massive protest organised in town halls.
- 1.3** The “March for Our Lives” protest had
- a. 8,000 people.
 - b. 830 people.
 - c. 800,000 people.
- 1.4** Emma González stood in silence for
- a. six minutes and twenty seconds.
 - b. sixteen minutes and twenty seconds.
 - c. six minutes and thirty seconds.
- 1.5** After the mass shooting, the shooter
- a. was caught hours later in the school grounds.
 - b. was arrested because he blended in with other students.
 - c. was caught an hour later.
- 1.6** In Emma González’s speech, she
- a. pleaded for help.
 - b. expressed her concern about several problems in schools.
 - c. encouraged people to take action.

2.1/2.2 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a reporter talking about a travel prize scam. Choose the correct answer.



- 1.1** Nicole discovered that she had won a holiday to the Bahamas
- a. when she called a number listed in a pop-up message.
 - b. while she was browsing the internet.
 - c. when she was looking for holiday options in this country.
- 1.2** Nicole started to become suspicious when a lady on the phone
- a. requested some information from her credit card.
 - b. mentioned lots of numbers unrelated to the holiday prize.
 - c. stated that some expenses of the holiday package had to be paid beforehand.
- 1.3** She realised she had been scammed, so she
- a. immediately refused to pay for the holiday.
 - b. asked if she could call off the purchase.
 - c. suggested paying about half the amount of the purchase.
- 1.4** She decided to
- a. end the phone call and make a complaint.
 - b. willingly agree to the company's terms and conditions.
 - c. accept the company's terms and conditions with uncertainty.
- 1.5** Some time after the phone call,
- a. the bank guaranteed she would get her money back.
 - b. the company guaranteed the repayment of the expenses.
 - c. both the bank and the company guaranteed she would get her money back.
- 1.6** Nicole felt she was
- a. deceived in order to make the purchase.
 - b. foolish not to inspect the company before the purchase.
 - c. the only one to be deceived with such high pressure techniques.

2.3/2.4 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a tech expert talking about four ideas about to change the world. Choose the correct answer.



- 1.1** The robotic guide dog
- a. can be kept out of sight.
 - b. looks like a real animal.
 - c. looks like a gyroscope.
- 1.2** The robotic guide dog doesn't provide real-time data
- a. on car traffic.
 - b. on weather.
 - c. on public transport.
- 1.3** Forest fires may one day be extinguished by sound
- a. since drones can fly near the trees.
 - b. because fire is made of pressure waves.
 - c. as sound can stop the supply of oxygen in the air.
- 1.4** Self-driving trucks are attractive to logistic operators because
- a. they can go round the world.
 - b. they can run nonstop.
 - c. they can face wind resistance for longer.
- 1.5** One of the disadvantages of self-driving trucks is that
- a. entire fleets can be updated overnight.
 - b. truck drivers may have lower salaries.
 - c. cargo may not be safe on its own.
- 1.6** The space balloons allow you to
- a. fly 100 km above sea level.
 - b. fly 32 km above the earth.
 - c. fly 100 km into the stratosphere.

3.1/3.2 Listening

Name _____ No. _____ Class: _____ Date _____

1. Listen to a student of English talking about the advantages of speaking English while travelling. Choose the correct answer.



- 1.1** The student starts by acknowledging that the English language
- a.** is native to most countries you may visit.
 - b.** is not commonly spoken by many local people.
 - c.** is spoken by most travellers.
- 1.2** The success of your travelling adventures depends on
- a.** the time and money you spend on making reservations.
 - b.** the effort you put into booking activities.
 - c.** the ease and effectiveness with which you can make reservations.
- 1.3** Being a proficient speaker of English will allow you to
- a.** state your preferences more easily.
 - b.** turn on the air-conditioning in hotel rooms.
 - c.** recommend sights to other travellers.
- 1.4** English will be used as a basis for communication
- a.** in countries where it is the dominant language.
 - b.** between speakers of different native languages.
 - c.** in countries with several different native languages.
- 1.5** You can often use English while travelling
- a.** to feel closer to home.
 - b.** to interact with other travellers.
 - c.** to share your lifestyle with confidence.
- 1.6** English may give you a sense of independence
- a.** because you can rely on tour guides.
 - b.** since you have access to exclusive organised tours.
 - c.** as you can explore on your own.

1.1/1.2 Grammar

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer.

- 1.1** I _____ some self-esteem issues I can't seem to solve right now.
a. face b. am facing c. facing
- 1.2** Every teen _____ like they _____ at some point in their life.
a. feels... don't fit in b. feel... aren't fitting in c. is feeling... aren't fitting in
- 1.3** Lately, Lisa _____ dance lessons, but she _____ lessons yesterday.
a. has... hasn't had b. has had... didn't have c. is having... didn't have
- 1.4** We _____ home when we _____ Joe being bullied.
a. were going... were seeing b. went... were seeing c. were going... saw
- 1.5** When I _____ a teen, I _____ to make new friends.
a. have been... struggled b. was... have struggled c. was... struggled
- 1.6** Don't go in the study. Jane _____ there and she _____ to be disturbed.
a. is studying... doesn't like b. studies... don't like c. is studying... isn't liking
- 1.7** Paul _____ yesterday. Instead, he _____ abroad to visit some friends of his.
a. doesn't work... flies b. didn't work... is flying c. didn't work... flew
- 1.8** It _____ be hard to be yourself when other people judge you constantly.
a. can b. should c. could
- 1.9** Teens with alcohol or drug abuse problems need expert advice and _____ seek help.
a. might b. could c. should
- 1.10** _____ anything interesting since I last _____ you?
a. Did you do... have called b. Have you done... called c. Have you done... was calling
- 1.11** During the party some children _____ a film while others _____ football outside.
a. watched... were playing b. had watched... played c. were watching... were playing
- 1.12** Conflicts appear as teens develop views of their own that _____ not be shared by their parents.
a. shall b. must c. may
- 1.13** Just like you, many teens often _____ how they will fit in at school.
a. wonders b. are wondering c. wonder
- 1.14** I want to tell my parents about my problems, but I _____ how to tell them yet.
a. didn't figure out b. haven't figured out c. don't figure out

1.3/1.4 Grammar

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer.

- 1.1 Ann works hard _____ she can accomplish her dream of becoming a nurse.
a. in order to b. so that c. to
- 1.2 James is by far _____ me. I'm quite reserved and shy.
a. as outgoing as b. the most outgoing c. more outgoing than
- 1.3 They _____ Drew _____ for internships before.
a. hadn't known... applied b. didn't know... applied c. didn't know... had applied
- 1.4 You forgot to cancel the meeting? Don't worry, I _____ it now.
a. will cancel b. am going to cancel c. cancel
- 1.5 _____ a lot has been done so far, we need to continue working to get the project done.
a. However b. Although c. Despite
- 1.6 Daisy is _____ Ben. They easily adapt to new situations.
a. as adaptable as b. the most adaptable c. more adaptable than
- 1.7 We _____ a meeting with other teen activists at 10 a.m. Everything has been arranged.
a. are having b. will have c. won't have
- 1.8 By the time I _____ her, she _____ college.
a. had met... left b. met... had left c. met... left
- 1.9 I'm going to be brief _____ take too much of your time.
a. so as to not b. to c. so as not to
- 1.10 She worked _____ but _____.
a. slow... efficient b. slow... efficiently c. slowly... efficiently
- 1.11 I'm sure you _____ a successful career. You're diligent and persistent.
a. will have b. are having c. have
- 1.12 Alex is _____ person I know. He keeps dropping things.
a. as clumsy as b. clumsier than c. the clumsiest
- 1.13 _____ being intelligent, he failed his exam.
a. Despite b. Even though c. However
- 1.14 After William _____ his newspaper article, he _____ it to be reviewed.
a. had written... sent b. wrote... had sent c. had written... had sent

2.1/2.2 Grammar

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer.

- 1.1 Our company's computer systems are outdated; _____ we're going to buy new ones.
a. therefore b. since c. as a consequence of
- 1.2 Reputations _____ by social media.
a. can destroy b. destroy c. can be destroyed
- 1.3 Social media users _____ some threats, such as stalking and identity theft.
a. are faced b. may face c. are being faced
- 1.4 _____ bad internet connection, we weren't able to search for a good hotel.
a. Because b. As c. Due to
- 1.5 Information and communication technology _____ rapidly over the past twenty years.
a. has been changed b. has changed c. was changed
- 1.6 The students _____ not to use their mobile phones for a week.
a. will be challenged b. will challenge c. challenge
- 1.7 We had no wi-fi, _____ we used our mobile data.
a. as a consequence of b. so c. because
- 1.8 The influence of social media _____ in ways that shape business, culture, and politics.
a. used b. is using c. is being used
- 1.9 I _____ the information late. It was impossible for me to update you earlier on our project.
a. send b. have sent c. was sent
- 1.10 Tom was hacked _____ he revealed some of his personal information.
a. because b. because of c. so
- 1.11 25% of the world's population uses social media. _____, they are exposed to different cultures.
a. Due to b. As a result c. As a consequence of
- 1.12 We _____ what Daniel had posted on TikTok by Emma.
a. showed b. are showing c. were shown
- 1.13 Quick electronic communication of content _____ by the different social media platforms.
a. is provided b. provides c. are provided
- 1.14 Ella _____ a new post as an IT consultant, but she has refused it.
a. offered b. has been offered c. has offered

2.3/2.4 Grammar

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer.

- 1.1 If you use AI in your company, you _____ efficiency.
a. increased b. would increase c. will increase
- 1.2 I _____ an Instagram account. Now, I don't. I decided it took up too much of my time.
a. used to have b. am used to having c. am getting used to having
- 1.3 He asked the reporter why _____ the article about hyperloop transportation.
a. did he write b. had he written c. he had written
- 1.4 Sarah _____ so upset if Tom hadn't posted some of her personal photos.
a. wouldn't be b. won't be c. wouldn't have been
- 1.5 If I _____ you, I'd report the suspicious email to the IT security department.
a. am b. would be c. were
- 1.6 She asked Michael _____ if he thought AR _____ the future of gaming.
a. tomorrow... will be b. the day before... would be c. the day before... will be
- 1.7 I think AI will be impossible to control if it _____ human intelligence.
a. surpassed b. surpasses c. surpass
- 1.8 Don't worry, it's a very simple app. You _____ to it in no time.
a. will get used b. are getting used c. used
- 1.9 They advised us _____ emails from unknown addresses.
a. to don't open b. not to open c. to not open
- 1.10 Ann would be pleased if Tom _____ so many expensive tech gadgets.
a. didn't buy b. didn't bought c. wouldn't buy
- 1.11 She has been working in this company for years. She _____ in this high-tech environment.
a. used to work b. will get used to working c. is used to working
- 1.12 They told me later that they _____ their teens some internet safety tips _____.
a. were giving... at that moment b. gave... now c. are giving... at that moment
- 1.13 If Adam _____ enough money, he would have bought a new smartphone.
a. had b. had had c. would have
- 1.14 They asked _____ how much _____.
a. we... the smartphone did cost b. us... did the smartphone cost c. us... the smartphone had cost

3.1/3.2 Grammar

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer.

- 1.1 I was _____ at his English fluency.
a. surprising b. surprisingly c. surprised
- 1.2 The quality of his work was so poor that much of it had to be _____ done.
a. pre- b. un- c. re-
- 1.3 Her nervous _____ was due to her lack of confidence in her own language abilities.
a. -ment b. -ly c. -ness
- 1.4 Have you heard of the boy _____ passport was stolen at the airport?
a. whose b. who c. that
- 1.5 Rita was reluctant _____ that she had lied about her online friendship.
a. to admit b. admitting c. to admitting
- 1.6 The trip was _____ with so many things to do and to see.
a. overwhelmed b. overwhelming c. overwhelmingly
- 1.7 James is the language therapist about _____ we have heard so much.
a. whose b. which c. whom
- 1.8 The concert hall, _____ can seat 1,000 people, has excellent acoustics.
a. that b. which c. whose
- 1.9 You should avoid _____ to learn so many new words at a time.
a. to try b. to trying c. trying
- 1.10 I'm sorry, I think I _____ understood your travel plans.
a. dis- b. mis- c. il-
- 1.11 They refused _____ that the study abroad programme had been cancelled.
a. accepting b. to accepting c. to accept
- 1.12 I get _____ when I can't express myself adequately in another language.
a. frustrating b. frustrated c. frustratingly
- 1.13 We wouldn't mind _____ a year on a remote island.
a. to spend b. spending c. to spending
- 1.14 Claire, _____ I work with, can speak four languages fluently.
a. who b. that c. whose

Overall Grammar Check 1

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer.

- 1.1 I'm cooking today. Dinner will be ready when my parents _____ home.
a. will get b. get c. are getting
- 1.2 Belinda _____ a big nutritious breakfast in the morning
a. always has b. always have c. is always having
- 1.3 Your sister _____ to Ms Harris outside the school when I saw her.
a. is talking b. was talking c. talked
- 1.4 My parents _____ abroad.
a. never have travelled b. never travelled c. have never travelled
- 1.5 The maths test was _____ I expected.
a. easier than b. easiest than c. easier as
- 1.6 I once visited a museum _____ provided interactive experiences.
a. who b. which c. whose
- 1.7 Did you like the book that much? You _____ keep it if you like.
a. may b. mustn't c. must
- 1.8 "Keep your eyes off the phone!" He told me _____ off the phone.
a. to keep my eyes b. that I keep my eyes c. keep your eyes
- 1.9 Patrick hasn't been to school _____.
a. since three days b. for three days c. last three days
- 1.10 His reaction to the news was quite _____.
a. surprising b. surprised c. surprise
- 1.11 The friend _____ didn't show up.
a. I was waiting for him b. was waiting for c. for who I was waiting
- 1.12 My father asked me when _____.
a. would I be back b. I would be back c. I be back
- 1.13 Catherine accepted the challenge _____ terrified of heights.
a. in spite of being b. in order to be c. in spite she was
- 1.14 The hacker got really angry because he wasn't used _____ criticised.
a. to be b. to being c. being

Overall Grammar Check 2

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer.

- 1.1** I didn't have to do anything! My sister _____ all the chores by the time I arrived.
a. did b. has done c. had done
- 1.2** Jessie makes everybody laugh so easily. She is _____ person I know.
a. funnier than b. the funniest c. the funnier
- 1.3** Harold left his job at the tech company _____ he had to work long hours.
a. that's why b. because of c. since
- 1.4** David _____ a job at Google headquarters.
a. has offered b. has been offered c. has being offered
- 1.5** I need to buy some clothes at the shopping centre. What _____ this afternoon?
a. are you doing b. do you do c. you are doing
- 1.6** If I had known someone was bullying her, I _____ to help.
a. would have tried b. will try c. would try
- 1.7** I _____ over the moon if I could meet Elon Musk at the conference.
a. would have been b. will be c. would be
- 1.8** CCTV cameras _____ all over the city.
a. have been installed b. have installed c. installed
- 1.9** The school organised a debate on cyberbullying _____ learn about the consequences.
a. in order we b. so that we could c. for us
- 1.10** My smartphone is almost five years old. It is so outdated. I _____ buy a new one.
a. must b. can c. could
- 1.11** The teacher asked Alice _____ about the topic for the graduation ceremony.
a. what did she think b. what does she think c. what she thought
- 1.12** My friend Brenda was so addicted to her social media that the doctor advised her to _____.
a. unconnect b. misconnect c. disconnect
- 1.13** The documentary about social media shows us we should use them _____.
a. careful b. carefully c. care
- 1.14** My mother has a good level of English _____ she never studied it at school.
a. despite b. however c. although

Extensive Reading Test

Name _____ No. _____ Class: _____ Date _____

1. Choose the correct answer according to the story plot of *Wonder*.

- 1.1 August had never been to school before because
a. he looked different b. he had had many operations c. his parents didn't want him to
- 1.2 During August's first school tour, which student wasn't very nice from the beginning?
a. Jack Will b. Charlotte c. Julian
- 1.3 One of the hardest parts of August's first day at school was
a. the presentation with Ms Petosa b. the English lesson with Mr Browne c. lunch time
- 1.4 August's Halloween mask was
a. Boba Fett b. Bleeding Scream c. Darth Sidious
- 1.5 How did August feel about going on the nature retreat?
a. Excited b. Anxious c. Afraid
- 1.6 What happened at the nature retreat?
a. August stood up for Jack b. August ran away c. August was pushed and fell down

2. Listen to an excerpt of the book.



2.1 Say if the following sentences are true or false.

- a. Jack Will was mad at August for not speaking to him.
b. Jack tries to be indifferent to August not speaking to him.
c. Jack feels happy to be able to hang out with the popular group now.
d. He blames August for the way things are between them.
e. He never gets to understand why August isn't speaking to him.
f. He feels guilty about the whole situation.

T	F
T	F
T	F
T	F
T	F
T	F



2.2 Bearing the excerpt in mind, answer the questions.

- a. What events had made August stop speaking to Jack?

- b. Why do you think Jack did it?

- c. How did August feel about what Jack had done?

- d. Why was August's reaction different from the other times he had heard things about him?

3. Answer the questions about the overall message of the story.

3.1 In general, what is August's response to the way people react when they see him?

3.2 How does that help him overcome challenges?

3.3 How did August change the school's attitude towards him?

3.4 Why was August awarded the medal of honour at the graduation ceremony?

4. Choose from the box the theme which best conveys the message in the book *Wonder*. Give reasons for your choice, using examples from the story.

Kindness Bullying Courage Diversity Family
Friendship Identity Acceptance



II. Assessment Grids

Assessment grid • Speaking – Individual

CONTENT 60 p	P	FLUENCY AND DISCOURSE MANAGEMENT 40 p	P	LANGUAGE RANGE AND ACCURACY 60 p	P	COMMUNICATIVE ACHIEVEMENT AND APPROPRIACY 40 p	P
a. All content is relevant to the task. b. The presentation includes all the required information. c. The presentation includes many original and detailed ideas.	20 20 20 = 60 p	a. Extended stretches of language with little hesitation, mainly to formulate ideas. b. Use of a wide variety of complex cohesive devices and organisational speech patterns accurately.	20 20 = 40 p	a. Good control of simple and complex grammatical forms. b. Use of a wide range of appropriate vocabulary to give and exchange views. c. Intelligible pronunciation; word stress and intonation accurately placed.	20 20 20 = 60 p	a. The presentation is fully appropriate to the conventions of the required genre. b. The communicative intentions are fully achieved in an appropriate register and formality level.	20 20 = 40 p
a. Content mostly relevant but there may be some minor irrelevances. b. The presentation includes almost all the required information. c. The presentation includes some original and detailed ideas.	15 15 15 = 45 p	a. Extended stretches of language with some hesitation, to formulate ideas or language. b. Use of a variety of cohesive devices and organisational speech patterns fairly accurately.	15 15 = 30 p	a. Good control of simple grammatical forms; complex forms are used with some inaccuracy. b. Use of varied vocabulary to give and exchange views in an appropriate manner. c. Intelligible pronunciation; word stress and intonation mostly accurately placed.	15 15 15 = 45 p	a. The presentation is appropriate to the conventions of the required genre. b. The communicative intentions are achieved in a fairly appropriate register and formality level.	15 15 = 30 p
a. Content relevant to the task but there may be some irrelevances and/or lack of content. b. The presentation includes some of the required information. c. The presentation may include some original ideas but not very detailed.	10 10 10 = 30 p	a. Long stretches of language with noticeable hesitation, to formulate ideas and/or language. b. Use of simple cohesive devices and organisational speech patterns fairly accurately.	10 10 = 20 p	a. Control of simple grammatical forms with occasional errors. b. Use of high-frequency vocabulary to give and exchange views in an appropriate manner. c. Pronunciation not always intelligible with occasional mispronunciations; word stress and intonation with occasional errors.	10 10 10 = 30 p	a. The presentation is fairly appropriate to the conventions of the required genre. b. The communicative intentions are not fully achieved and/or the register and formality level is not always appropriate.	10 10 = 20 p
a. Some content is irrelevant and there may be misinterpretation of task. b. The presentation lacks most of the required information. c. The presentation includes few original ideas and not detailed.	5 5 5 = 15 p	a. Responses which are extended beyond phrases but with noticeable hesitation, to formulate ideas and/or language. b. Use of very simple cohesive devices and organisational speech patterns often inaccurately.	5 5 = 10 p	a. Limited control of simple grammatical forms, often with errors. b. Use of familiar vocabulary to give and exchange views not always accurately. c. Pronunciation hardly intelligible, putting some strain on the listener; word stress and intonation mostly inaccurate.	5 5 5 = 15 p	a. The presentation is not quite appropriate to the conventions of the required genre. b. The communicative intentions are barely achieved and/or the register and formality level is not appropriate.	5 5 = 10 p
Content is totally irrelevant or not enough free flow of speech to make an assessment.	0 p	Inability to produce a flow of speech or inability to link ideas coherently or not enough free flow of speech to make an assessment.	0 p	Little or no evidence of simple grammatical structures or no relevant lexis organised into sentences or not enough free flow of speech to make an assessment.	0 p	Presentation completely inappropriate to the required genre or not enough free flow of speech to make an assessment.	0 p

Assessment grid • Speaking – Individual

[illegible]

Assessment grid • Speaking – Group work

CONTENT AND OUTLINE OF PRESENTATION 60 p	P	FLUENCY AND DISCOURSE MANAGEMENT 40 p	P	LANGUAGE RANGE AND ACCURACY 60 p	P	PRESENTATION 40 p	P
a. All content is relevant and adjusted to the required task. b. The presentation shows a logical sequence and a precise outline. c. Visual aids are very varied, creative and accurate.	20 20 20 = 60 p	a. Extended stretches of language with little hesitation, mainly to formulate ideas. b. Use of a wide variety of complex cohesive devices and organisational speech patterns accurately.	20 20 = 40 p	a. Good control of simple and complex grammatical forms. b. Use of a wide range of appropriate vocabulary to give and exchange views. c. Intelligible pronunciation; word stress and intonation accurately placed.	20 20 20 = 60 p	a. Very good posture, eye contact and pitch of voice. b. Full mastery of topic and evident personal input in the task.	20 20 = 40 p
a. Content mostly relevant but there may be some minor irrelevances. b. The presentation shows a fairly logical sequence and a precise outline. c. Visual aids are fairly varied, creative and accurate.	15 15 15 = 45 p	a. Extended stretches of language with some hesitation, to formulate ideas or language. b. Use of a variety of cohesive devices and organisational speech patterns fairly accurately.	15 15 = 30 p	a. Good control of simple grammatical forms; complex forms are used with some inaccuracy. b. Use of varied vocabulary to give and exchange views in an appropriate manner. c. Intelligible pronunciation; word stress and intonation mostly accurately placed.	15 15 15 = 45 p	a. Fairly good posture, eye contact and pitch of voice. b. Good mastery of topic and personal input in the task.	15 15 = 30 p
a. Content relevant to the task but there may be some irrelevances and/or lack of content. b. The presentation shows a sequence that is not always logical and a not always precise outline. c. Visual aids show little variety, creativity nor accuracy.	10 10 10 = 30 p	a. Long stretches of language with noticeable hesitation, to formulate ideas and/or language. b. Use of simple cohesive devices and organisational speech patterns fairly accurately.	10 10 = 20 p	a. Control of simple grammatical forms with occasional errors. b. Use of high-frequency vocabulary to give and exchange views in an appropriate manner. c. Pronunciation not always intelligible with occasional mispronunciations; word stress and intonation with occasional errors.	10 10 10 = 30 p	a. Posture, eye contact and/or pitch of voice not always comfortable. b. Some mastery of the topic and/or little personal input in the task.	10 10 = 20 p
a. Some content is irrelevant and there may be misinterpretation of task. b. The presentation shows a not very logical sequence nor a precise outline. c. Visual aids show no variety, creativity nor accuracy.	5 5 5 = 15 p	a. Responses which are extended beyond phrases but with noticeable hesitation, to formulate ideas and/or language. b. Use of very simple cohesive devices and organisational speech patterns often inaccurately.	5 5 = 10 p	a. Limited control of simple grammatical forms, often with errors. b. Use of familiar vocabulary to give and exchange views not always accurately. c. Pronunciation hardly intelligible, putting some strain on the listener; word stress and intonation mostly inaccurate.	5 5 5 = 15 p	a. Poor posture, eye contact or pitch of voice. b. Little mastery of topic and/or little or no personal input in the task.	5 5 = 10 p
Content is totally irrelevant or not enough material/content/ visual aids to make an assessment.	0 p	Inability to produce a flow of speech or inability to link ideas coherently or not enough speech to make an assessment.	0 p	Little or no evidence of simple grammatical structures or no relevant lexis organised into sentences or not enough free flow of speech to make an assessment.	0 p	Posture completely inappropriate or not enough contribution to make an assessment.	0 p

Assessment grid • Speaking – Group work

[illegible]

Assessment grid • Speaking – Debate / Role-play

CONTENT 40 p	FLUENCY AND DISCOURSE MANAGEMENT 40 p	P	LANGUAGE RANGE AND ACCURACY 60 p	P	INTERACTIVE COMMUNICATION 60 p	P
a. All speaker's contributions are relevant to the task. b. Speaker's interventions include original and detailed ideas, with little repetition.	a. Extended stretches of language with little hesitation, mainly to formulate ideas b. Use of a wide variety of complex cohesive devices and organisational speech patterns accurately.	20 20 = 40 p	a. Good control of simple and complex grammatical forms. b. Use of a wide range of appropriate vocabulary to give and exchange views. c. Intelligible pronunciation; word stress and intonation accurately placed.	20 20 20 = 60 p	a. Full ability to initiate, maintain and end turns. b. Accurate use of repair strategies (clarification, circumlocution...) with no need of support or prompt. c. Use of appropriate register/formality level.	20 20 20 = 60 p
a. Speaker's contributions are mostly relevant but there may be some minor irrelevances. b. Speaker's interventions include some original and detailed ideas, with some repetition.	a. Extended stretches of language with some hesitation, to formulate ideas or language. b. Use of a variety of cohesive devices and organisational speech patterns fairly accurately.	15 15 = 30 p	a. Good control of simple grammatical forms; complex forms are used with some inaccuracy. b. Use of varied vocabulary to give and exchange views in an appropriate manner. c. Intelligible pronunciation; word stress and intonation mostly accurately placed.	15 15 15 = 45 p	a. Ability to initiate, maintain and end turns. b. Use of repair strategies (clarification, circumlocution...) with little need of support or prompt. c. Use of generally appropriate register/formality level.	15 15 15 = 45 p
a. Speaker's contributions are relevant to the task but there may be some irrelevances and/or lack of content. b. Speaker's intervention may include some original ideas but not very detailed and often with repetition.	a. Long stretches of language with noticeable hesitation, to formulate ideas and/or language. b. Use of simple cohesive devices and organisational speech patterns fairly accurately.	10 10 = 20 p	a. Control of simple grammatical forms with occasional errors. b. Use of high-frequency vocabulary to give and exchange views in an appropriate manner. c. Pronunciation not always intelligible with occasional mispronunciations; word stress and intonation with occasional errors.	10 10 10 = 30 p	a. Ability to initiate, maintain and end turns satisfactorily although not always smoothly. b. Evidence of the ability to use repair strategies (clarification, circumlocution...) although not always applied without support or prompt. c. Use of appropriate register/formality level with some inaccuracy.	10 10 10 = 30 p
a. Speaker's contribution may be irrelevant and there may be misinterpretation of task. b. Speaker's interventions include few original ideas and not detailed, with much repetition.	a. Responses which are extended beyond phrases but with noticeable hesitation, to formulate ideas and/or language. b. Use of very simple cohesive devices and organisational speech patterns often inaccurately.	5 5 = 15 p	a. Limited control of simple grammatical forms, often with errors. b. Use of familiar vocabulary to give and exchange views not always accurately. c. Pronunciation hardly intelligible, putting some strain on the listener; word stress and intonation mostly inaccurate.	5 5 5 = 15 p	a. Little ability to initiate, maintain and end turns satisfactorily. b. Use of repair strategies (clarification, circumlocution...) only with strong support or prompt or no use at all. c. Use of inappropriate register/formality level.	5 5 5 = 15 p
Content is totally irrelevant, providing no contribution or not enough free flow of speech to make an assessment.	Inability to produce a flow of speech or inability to link ideas coherently or not enough free flow of speech to make an assessment.	0 p	Little or no evidence of simple grammatical structures or no relevant lexis organised into sentences or not enough free flow of speech to make an assessment.	0 p	Fails to initiate, maintain and end turns or inability to keep the interaction going or not enough free flow of speech to make an assessment.	0 p

Assessment grid • Speaking – Debate / Role-play

[illegible]

Assessment grid • Writing

CONTENT 60 p	ORGANISATION (COHERENCE AND COHESION) 40 p	COMMUNICATIVE ACHIEVEMENT AND APPROPRIACY 40 p	GRAMMATICAL AND LEXICAL RANGE AND ACCURACY 60 p	P
a. All content is relevant to the task. b. The text includes all the required information. c. The text includes many original and detailed ideas.	a. The text is well organised: ideas are sequenced in logical and accurate paragraphs. b. The text uses a wide variety of complex cohesive devices and organisational patterns in an accurate and appropriate manner.	a. The text is fully appropriate to the conventions of the required genre. b. The communicative intentions are fully achieved in an appropriate register and formality level.	a. Use of a wide range of both simple and complex grammatical structures, used properly, with no errors or occasional misuses. b. Use of a wide range of vocabulary, including less common lexis used appropriately. c. Punctuation used properly throughout and/or spelling with minor or no errors.	20 20 20 = 60 p
a. Content mostly relevant but there may be some minor irrelevances. b. The text includes almost all the required information. c. The text includes some original and detailed ideas.	a. The text is well organised: ideas are sequenced in fairly logical and accurate paragraphs. b. The text uses a variety of cohesive devices and organisational patterns in a fairly accurate and appropriate manner.	a. The text is appropriate to the conventions of the required genre. b. The communicative intentions are achieved in a fairly appropriate register and formality level.	a. Use of both simple and complex grammatical structures, the latest with occasional misuses that do not impede comprehension. b. Use of varied vocabulary, including less common lexis used appropriately. c. Punctuation used properly throughout and/or spelling with minor errors that do not impede comprehension.	15 15 15 = 45 p
a. Content relevant to the task but there may be some irrelevances and/or lack of content. b. The text includes some of the required information. c. The text may include some original ideas but not very detailed.	a. The text is fairly organised: ideas are sequenced but sometimes not in very logical and accurate paragraphs. b. The text uses simple cohesive devices and organisational patterns in a fairly accurate and appropriate manner.	a. The text is fairly appropriate to the conventions of the required genre. b. The communicative intentions are not fully achieved and/or the register and formality level is not always appropriate.	a. Use of simple grammatical structures appropriately, with occasional misuses that do not impede comprehension. b. Use of everyday vocabulary, used appropriately with occasional inappropriate use of less common lexis. c. Punctuation used mostly properly throughout and/or spelling with some mistakes that do not impede comprehension.	10 10 10 = 30 p
a. Some content is irrelevant and there may be misinterpretation of task. b. The text lacks most of the required information. c. The text includes few original ideas and not detailed.	a. The text is not coherently organised: ideas are not always sequenced nor organised in logical paragraphs. b. The text uses very simple cohesive devices and organisational patterns often in an inaccurate and/or inappropriate manner.	a. The text is not quite appropriate to the conventions of the required genre. b. The communicative intentions are barely achieved and/or the register and formality level is not appropriate.	a. Use of simple grammatical structures with occasional misuses that may impede comprehension. b. Use of everyday vocabulary, used appropriately with occasional inappropriate use that may impede comprehension. c. Punctuation used sometimes inappropriately and/or spelling with mistakes that may impede comprehension.	5 5 5 = 15 p
Content is totally irrelevant or not enough language to make an assessment.	Text not organised into paragraphs or not enough language to make an assessment.	Text completely inappropriate to the required genre or not enough language to make an assessment.	Little or no evidence of simple grammatical structures or no relevant lexis organised into sentences or not enough language to make an assessment.	0 p

Assessment grid • Writing

[illegible]

Assessment grid • Writing – Example

CONTENT 60 p	P	ORGANISATION (COHERENCE AND COHESION) 40 p	P	COMMUNICATIVE ACHIEVEMENT AND APPROPRIACY 40 p	P	GRAMMATICAL AND LEXICAL RANGE AND ACCURACY 60 p	P
a. All content is relevant to the task. b. The text includes all the required information. c. The text includes many original and detailed ideas.	20 20 20 = 60 p	a. The text is well organised: ideas are sequenced in logical and accurate paragraphs. b. The text uses a wide variety of complex cohesive devices and organisational patterns in an accurate and appropriate manner.	20 20 = 40 p	a. The text is fully appropriate to the conventions of the required genre. b. The communicative intentions are fully achieved in an appropriate register and formality level.	20 20 = 40 p	a. Use of a wide range of both simple and complex grammatical structures, used properly, with no errors or occasional misuses. b. Use of a wide range of vocabulary, including less common lexis used appropriately. c. Punctuation used properly throughout and/or spelling with minor or no errors.	20 20 20 = 60 p
a. Content mostly relevant but there may be some minor irrelevances. b. The text includes almost all the required information. c. The text includes some original and detailed ideas.	15 15 15 = 45 p	a. The text is well organised: ideas are sequenced in fairly logical and accurate paragraphs. b. The text uses a variety of cohesive devices and organisational patterns in a fairly accurate and appropriate manner.	15 15 = 30 p	a. The text is appropriate to the conventions of the required genre. b. The communicative intentions are achieved in a fairly appropriate register and formality level.	15 15 = 30 p	a. Use of both simple and complex grammatical structures, the latest with occasional misuses that do not impede comprehension. b. Use of varied vocabulary, including less common lexis used appropriately. c. Punctuation used properly throughout and/or spelling with minor errors that do not impede comprehension.	15 15 15 = 45 p
a. Content relevant to the task but there may be some irrelevances and/or lack of content. b. The text includes some of the required information. c. The text may include some original ideas but not very detailed.	10 10 10 = 30 p	a. The text is fairly organised: ideas are sequenced but sometimes not in very logical and accurate paragraphs. b. The text uses simple cohesive devices and organisational patterns in a fairly accurate and appropriate manner.	10 10 = 20 p	a. The text is fairly appropriate to the conventions of the required genre. b. The communicative intentions are not fully achieved and/or the register and formality level is not always appropriate.	10 10 = 20 p	a. Use of simple grammatical structures appropriately, with occasional misuses that do not impede comprehension. b. Use of everyday vocabulary, used appropriately with occasional inappropriate use of less common lexis. c. Punctuation used mostly properly throughout and/or spelling with some mistakes that do not impede comprehension.	10 10 10 = 30 p
a. Some content is irrelevant and there may be misinterpretation of task. b. The text lacks most of the required information. c. The text includes few original ideas and not detailed.	5 5 5 = 15 p	a. The text is not coherently organised: ideas are not always sequenced nor organised in logical paragraphs. b. The text uses very simple cohesive devices and organisational patterns often in an inaccurate and/or inappropriate manner.	5 5 = 10 p	a. The text is not quite appropriate to the conventions of the required genre. b. The communicative intentions are barely achieved and/or the register and formality level is not appropriate.	5 5 = 10 p	a. Use of simple grammatical structures with occasional misuses that may impede comprehension. b. Use of everyday vocabulary, used appropriately with occasional inappropriate use that may impede comprehension. c. Punctuation used sometimes inappropriately and/or spelling with mistakes that may impede comprehension.	5 5 5 = 15 p
Content is totally irrelevant or not enough language to make an assessment.	0 p	Text not organised into paragraphs or not enough language to make an assessment.	0 p	Text completely inappropriate to the required genre or not enough language to make an assessment.	0 p	Little or no evidence of simple grammatical structures or no relevant lexis organised into sentences or not enough language to make an assessment.	0 p

Assessment grid • Writing – Example

[illegible]

Assessment grid • Intercultural competence

	VALUING DIVERSITY	OPENNESS TO OTHERNESS	RESPECT	TOLERANCE AND ADAPTABILITY
VERY GOOD	- Strongly defends that diversity within a society should be valued and appreciated. - Strongly argues that everybody should strive for mutual understanding and develop skills of intercultural dialogue.	- Seeks and welcomes opportunities for encountering people with different beliefs, values, traditions and world views. - Able to adopt an open attitude towards difference regardless of the sensitivity of the issue.	- Fully respects the right of others to have different views, values, beliefs and behaviour. - Able to be fully non-judgemental.	- Fully able to put themselves in other people's place and see things from their perspective. - Has a large repertoire of strategies for dealing with and adjusting to unfamiliar situations as they happen.
GOOD	- Expresses the view that diversity within a society should be valued and appreciated. - Believes that diversity requires mutual understanding and skills of intercultural dialogue.	- Shows curiosity about other people's beliefs, values, traditions and world views. - Able to adopt a fairly open attitude towards difference even when the issue is sensitive for them.	- May respect the right of others to have different views, values, beliefs and behaviour but still categorising them as good or bad. - Able to be non-judgemental.	- Able to put themselves in other people's place and see things from their perspective. - Able to find strategies for dealing with and adjusting to unfamiliar situations when given some time.
AVERAGE	- Believes that diversity within a society is unavoidable and should be accepted. - Believes that mutual understanding requires some effort and skills of intercultural dialogue have to be developed.	- Shows some interest in learning about other people's beliefs, values, traditions and world views. - Able to adopt an open attitude towards difference as long as the issue is not a sensitive one for them.	- Gives space to others to express themselves although it may be difficult to respect different views, values, beliefs and behaviour, which are seen as odd or surprising. - May sometimes be judgemental.	- Sometimes able to put themselves in other people's place, showing some resistance to seeing things from their perspective. - Able to deal with unfamiliar situations when given some time but often unable to adjust.
POOR	- Believes that diversity within a society is difficult to deal with. - Believes that mutual understanding is not possible and intercultural dialogue is not needed.	- Shows no interest in learning about other people's beliefs, values, traditions and world views. - Not able to adopt an open attitude towards difference.	- Does not respect the right of others to have views, values, beliefs and behaviour different from their own. - Can be judgemental or simply not acknowledge the possibility of difference.	- Unable to put themselves in other people's place and see things from their perspective. - Unable to deal with and adjust to unfamiliar situations.

Audioscripts

10-MINUTE tests - Listening

1.1 / 1.2

1. Listen to Kathleen Nayman talking about her school life. Choose the correct answer.

Like many middle school students, I experienced teasing and bullying. I went to a very small middle school, about 50 students per grade. So everyone knew one another well, maybe too well. The favorite bullying tactic was creating and using code names. It made it easier to gossip about people in the open with code names.

For example, my close friend was deemed to be nosy and clingy, so the “popular girls” gave her the nickname, *The Nose*. They would use the name around her, and naturally, she figured it out. To my knowledge, I was never given a code name, but I was often teased by this core group of girls for being a “goody-goody” and caring about school. At times, middle school was unbearable.

Luckily, when I arrived at high school, code names and other forms of bullying seemed to disappear. I went to an all-girls high school, which I think helped. No one cared about being the prettiest and the most popular. Learning was at the forefront of the high school experience, and there seemed to be less to fight about.

As I’ve gotten older, I’ve thought a lot about my middle school years and why the teasing bothered me so much. As a member of a small class, the pressure to fit in was intense. If you did something uncool, everyone would know. As a 13-year-old, I also cared way too much what people thought of me.

Everyone knew everything about you – your fashion sense, your taste in music, your family life, how much money your parents made. Everything could be used against you if they weren’t considered “normal” by the popular crowd. Even the smallest things had the potential to feed into an uncomfortable situation. At the end of the day, it was worth following the crowd to avoid bullying.

But once my classmates hit 15, the things that made you different now made you cool. While there are still defined groups of friends, no group is exclusive. There are no popular girls, no theater geeks, no jocks. Everyone is mixed in a way that made high school the best four years of my life. The girl who is captain of the soccer team is also an award-winning artist. The MIT-bound scientist is also president of the LGBT alliance. The girl who parties on the weekend is going to a liberal arts school to study Classics.

I would never go back to middle school, but I’m glad I had to deal with teasing at one point. I think excessive bullying is uncalled for, but the real world is not a bubble of nice, considerate people. Teasing and being teased is a common part of the teenage experience. I think it made me stronger.

<https://yourteenmag.com> (adapted; accessed in February 2021)

1.3 / 1.4

1. Listen to a reporter talking about the Parkland incidents and the “March for Our Lives protest”. Choose the correct answer.

On February 14, 2018, one of the deadliest mass shootings in modern U.S. history took place at Marjory Stoneman Douglas High School in Parkland, Florida, when a former student opened fire with a semi-automatic rifle on the school campus, killing 17 people. Student survivors from Parkland immediately took action, becoming well-known activists with a clear message: #NeverAgain. They wanted gun reform now.

Days later, they met with lawmakers and were involved in televised town halls. On March 24, a little more than a month after the shooting, “March for Our Lives” – coordinated by the

student activists – took place in D.C. with more than 830 smaller marches taking place worldwide. Organizers estimated that 800,000 people were in attendance in D.C. alone. Several young activists spoke, including Parkland’s own Emma González, who stood in silence for the amount of time the shooter was active on her high school campus.

“Since the time I came out here, it has been six minutes and twenty seconds,” she said at the end of her speech. “The shooter has ceased shooting and will soon abandon his rifle, blend in with the students, and escape and walk free for an hour before arrest.” She also had a powerful message for people who want to see gun violence end: “Fight for your lives before it’s someone else’s job.”

<https://www.teenvogue.com> (adapted; accessed in February 2021)

2.1 / 2.2

1. Listen to a reporter talking about a travel prize scam. Choose the correct answer.

Travel prize scam: The holiday prize which nearly cost Nicole thousands of dollars

Nicole was browsing the internet planning for her next holiday when a pop-up message appeared on her screen informing her that she had won a holiday to the Bahamas. To claim her prize she would have to call the number listed within three minutes. Nicole immediately called the number. A female voice with an American accent answered the call and told Nicole in an excited voice that she’d won the holiday.

“The woman who answered the phone spoke very quickly and I was quite excited so when she asked me if I accepted the holiday, I immediately said ‘Yes’. I was very excited, and my adrenaline was right up,” Nicole explained.

The woman mentioned some figures that didn’t seem to have any connection to the holiday prize, and asked Nicole for her credit card details. It wasn’t until she asked for these details that Nicole began to suspect that she had not really won an all-expenses-paid holiday package. After the woman had taken Nicole’s credit card details, she told Nicole that she was “locked in” to buying the holiday.

Nicole panicked when she heard the term “locked in” and realised that part of the holiday cost had been charged to her credit card. Nicole asked to withdraw, but the woman on the phone refused. Eventually, Nicole spoke to a manager who also refused to let Nicole cancel the agreement to purchase the holiday package. After this, the manager said, “We’ll take the amount you have to pay down from \$680 to \$350 and you can try and sell the holiday to someone else.”

The manager also told Nicole that she had to listen to a recording of the company’s terms and conditions and confirm that she understood and agreed to them. The manager told Nicole that if she hung up the phone, she would have to pay \$1,000 and she would be charged double if she made a complaint. Nicole reluctantly agreed to listen to the recorded terms and conditions.

The company selling the holiday used high pressure tactics to force Nicole into a transaction she didn’t really understand. Nicole said “it was abuse and they were so rude to me. I don’t know how I could have been so foolish. Such tactics should be investigated. I’m not the only adult to have fallen for this trap. It’s ridiculous.”

After Nicole ended the phone call, she contacted her bank who cancelled her credit card and said they would do their best to get the money back. “My husband spent hours on the internet looking for these people and trying to contact them. Eventually we made contact and the person from the company was extremely apologetic and promised a full refund,” Nicole said.

<https://www.scamwatch.gov.au> (adapted; accessed in February 2021)

2.3 / 2.4

1. Listen to a tech expert talking about four ideas for changing the world. Choose the correct answer.

Robotic guide dogs

A student at Loughborough University has designed a “robotic guide dog” that will help support visually impaired people who are unable to house a real animal. It is a portable and concealable handheld device that guides users through outdoor environments and large indoor spaces with very little input. Using a special control moment gyroscope, it moves users’ hands and physically “leads” them – much like holding the brace of a guide dog. The device is designed to process real-time online data, such as traffic density (pedestrians and cars) and weather, to guide users accurately and safely to their destinations.

Drown forest fires in sound

Forest fires could one day be dealt with by drones that would direct loud noises at the trees below. Since sound is made up of pressure waves, it can be used to disrupt the air surrounding a fire, essentially cutting off the supply of oxygen to the fuel. At the right frequency, the fire simply dies out, as researchers at George Mason University in Virginia recently demonstrated with their sonic extinguisher. Apparently, bass frequencies work best.

Self-driving trucks

We’ve almost got used to the idea of driverless cars before we’ve even seen one on the roads. The truth is, you might well see a lot more driverless trucks – after all, logistics make the world go round. They’ll be cheaper to run than regular rigs, driving more smoothly and so using less fuel. Computers never get tired or need comfort breaks, so they’ll run longer routes. And they could drive in convoys, nose-to-tail, to minimise wind resistance. Companies like Mercedes are already exploring these possibilities, and if the promised gains materialise, freight companies could upgrade entire fleets overnight. On the downside, it could put drivers instantly out of work, but many companies have said the trucks will still need a human passenger to ensure their cargo is safe.

Space balloon

If you want to take a trip into space, your quickest bet might be to take a balloon. The company World View Enterprises wants to send tourists into the stratosphere, 32 km above Earth, on hot air balloons.

Technically “space” is defined as 100 km above sea level, but 32 km is high enough to witness the curvature of the Earth, just as Felix Baumgartner did on his space jump.

<https://www.sciencefocus.com> (adapted; accessed in February 2021)

3.1 / 3.2

1. Listen to a student of English talking about the advantages of speaking English while travelling. Choose the correct answer.

There are many great reasons to learn English and the advantages that come from speaking English when you travel are many, varied and valuable. In so many parts of the world, English is the “international language” – although it may not be the language that is native to, or most commonly spoken in a particular country, English is most often the language that travellers share and local people use when communicating with visitors.

Here we take a look at five of the greatest advantages of speaking English when you travel:

1. As so many travellers will testify, being able to quickly and easily make reservations and other bookings is critical to the

success of your adventures. Needing to spend time, effort and possibly money on translations and explanations can be stressful and is simply not effective.

2. When you are a proficient speaker of the English language, it is much simpler to ask for what you want and explain your preferences. For example, expressing yourself through the English language can make it far easier to ask for food to be cooked the way that you desire, a room with air-conditioning or recommendations for sights and adventures most closely aligned with your interests.

3. Having the opportunity to meet and eat with local people and getting to know something of their lifestyle is a completely precious opportunity that is unique to travel. Even if you are in a country where English is not the dominant language, chances are that English will be used as the basis for communication between speakers of different native languages. You will experience greater ease and confidence when interacting with local people and simultaneously gaining fascinating insight into their lives.

4. No matter where travellers call home, English is, overwhelmingly, the international language of communication for travellers. Although you may be thousands of kilometres from home and initially perceive little advantage in hanging out with people that live close to or in a similar way to you, it can often be very comforting to mix with people with whom you can share experiences and communicate using a language with which you are confident.

5. Speaking English when you travel enables you to enjoy a greater level of independence than you otherwise might. Rather than having to rely on tour guides that speak your native language and being restricted to taking organised tours, speaking English allows you significantly more freedom and the opportunity to explore more independently and creatively.

<https://www.academia21.com/blog>
(adapted; accessed in February 2021)

EXTENSIVE READING TEST

2. Listen to an excerpt of the book.

It's so weird because one day, me and August were friends. And the next day, whoosh, he was hardly talking to me. And I haven't the slightest idea why. When I said to him, "Hey, August, you mad at me or something?" he shrugged and walked away. So, I would take that as a definite yes. And since I know for a fact that I didn't do anything to him to be mad about, I figured Summer could tell me what's up. But all I got from her was "Bleeding Scream"? Yeah, big help. Thanks, Summer.

You know, I've got plenty of other friends in school. So, if August wants to officially be my ex-friend, then fine, that is okay by me, see if I care. I've started ignoring him like he's ignoring me in school now. This is actually kind of hard since we sit next to each other in practically every class. So this is how things are between us now. We only talk to each other about school stuff if we absolutely have to. Why this is good is because I get to hang out with a lot more kids now. Before, when I was hanging out with August all the time, kids weren't hanging out with me because they'd have to hang out with him. Now I can hang out with anyone I want. If I wanted to be in the popular group, I could totally be in the popular group. Why this is bad is because, well, (a) I don't actually enjoy hanging out with the popular group that much. And (b) I actually liked hanging out with August. So, this is kind of messed up. And it's all August's fault.

And then, all of a sudden, this picture flew into my head, this memory, and I knew what Summer had meant by "Bleeding Scream". All of this hit me in science class while the teacher was talking. Oh man. I'd been talking to Julian about August at Halloween! Oh man. Now I understood! I was so mean!

Answer Key

10-MINUTE TESTS • LISTENING

1.1 / 1.2

1.1 c; 1.2 c; 1.3 a; 1.4 b; 1.5 b; 1.6 a

1.3 / 1.4

1.1 b; 1.2 a; 1.3 c; 1.4 a; 1.5 c; 1.6 c

2.1 / 2.2

1.1 b; 1.2 a; 1.3 b; 1.4 c; 1.5 b; 1.6 a

2.3 / 2.4

1.1 a; 1.2 c; 1.3 c; 1.4 b; 1.5 c; 1.6 b

3.1 / 3.2

1.1 c; 1.2 c; 1.3 a; 1.4 b; 1.5 b; 1.6 c

10-MINUTE TESTS • GRAMMAR

1.1 / 1.2

1.1 b; 1.2 a; 1.3 b; 1.4 c; 1.5 c; 1.6 a; 1.7 c; 1.8 a; 1.9 c; 1.10 b;
1.11 b; 1.12 c; 1.13 c; 1.14 b

1.3 / 1.4

1.1 b; 1.2 c; 1.3 c; 1.4 a; 1.5 b; 1.6 a; 1.7 a; 1.8 b; 1.9 c; 1.10 c;
1.11 a; 1.12 c; 1.13 a; 1.14 a

2.1 / 2.2

1.1 a; 1.2 c; 1.3 b; 1.4 c; 1.5 b; 1.6 a; 1.7 b; 1.8 b; 1.9 c; 1.10 a;
1.11 b; 1.12 c; 1.13 a; 1.14 b

2.3 / 2.4

1.1 c; 1.2 a; 1.3 c; 1.4 c; 1.5 c; 1.6 b; 1.7 b; 1.8 a; 1.9 b; 1.10 a;
1.11 c; 1.12 a; 1.13 b; 1.14 c

3.1 / 3.2

1.1 c; 1.2 c; 1.3 c; 1.4 a; 1.5 a; 1.6 b; 1.7 c; 1.8 b; 1.9 c; 1.10 b;
1.11 c; 1.12 b; 1.13 b; 1.14 a

OVERALL GRAMMAR CHECK 1

1.1 b; 1.2 a; 1.3 b; 1.4 c; 1.5 a; 1.6 b; 1.7 a; 1.8 a; 1.9 b; 1.10 a;
1.11 b; 1.12 b; 1.13 a; 1.14 b

OVERALL GRAMMAR CHECK 2

1.1 c; 1.2 b; 1.3 c; 1.4 b; 1.5 a; 1.6 a; 1.7 c; 1.8 a; 1.9 b; 1.10 a;
1.11 c; 1.12 c; 1.13 b; 1.14 c

EXTENSIVE READING TEST

1.1 b; 1.2 c; 1.3 c; 1.4 b; 1.5 a; 1.6 a

2.1 a. T; b. T; c. F; d. T; e. F; f. T

2.2

a. He had inadvertently heard Jack making fun of him when talking to other boys.

b. He probably did it to try to show that he could fit in the group of boys he was with.

c. August felt sad, hurt and betrayed.

d. August could usually show some indifference or even laugh at the comments he heard about his face, but this time it was different because he and Jack had been hanging out with each other and August felt he had made a real friend who had accepted him and would not make nasty comments.

3.

3.1 August seems to be pretty mature and able to deal with the reactions he gets when people see him; he doesn't answer back, nor shies away, nor cries; he seems to understand it as a normal reaction until people get used to him.

3.2 It helps him lead quite a normal life, staying strong and believing things will always get better.

3.3 By standing true to himself and showing that no nasty comment could bring him down; he showed everyone, with his resilience and a positive attitude, that he was much more than just the deformed face they saw on the outside.

3.4 He received the medal for showing everyone that, under difficult circumstances, you can always choose to be honest, strong, kind, brave and a true friend.

AMOSTRA NÃO COMERCIALIZÁVEL

 www.leya.com	 www.texto.pt	 9 781111 149949
--	---	--

	
www.leyaeducacao.com	