

Move On

TEACHER'S RESOURCE BOOK

Isabel Teixeira
Paula Menezes

Revisão linguística
James Scott



Planning



**Reading
Writing**



**Speaking
Listening**



**Grammar
Vocabulary**



**Movie
Sheets**



Tests



Key-type Test



Audio Scripts

**8.º Ano
Inglês**



Índice

Planning

Long Term Plan	3
First Term Plan	3
Second Term Plan	5
Third Term Plan	6
Lesson plans 1-22 (demo)	7

Skills

Reading	29
Writing	40
Answer key	48
Listening	49
Speaking	56
Answer key	70
Grammar	71
Vocabulary	91
Answer key	106

Movie sheets

Movie 1 – <i>Teen Beach Movie</i>	109
Movie 2 – <i>Confessions of a Shopaholic</i>	114
Movie 3 – <i>Hugo</i>	118
Answer key	122

Tests

UNIT 1

Test A	123
Test B	126

UNIT 2

Test A	129
Test B	132

UNIT 3

Test A	135
Test B	138

UNIT 4

Test A	141
Test B	144

UNIT 5

Test A	148
Test B	151

UNIT 6

Test A	154
Test B	157

Tests

LISTENING TESTS

Listening Test 1	160
Listening Test 2	162
Listening Test 3	164

SPEAKING TESTS

Speaking Test 1	166
Speaking Test 2	168
Speaking Test 3	170
Answer key	172

Key-type Test

Reading and Writing	177
Listening	186
Speaking	192
Student's Answer Sheet	194
Answer key	196
Audioscripts	197

Audioscripts

Student's Book	199
Workbook	203
Teacher's Resource Book	207

FIRST TERM PLAN

Number of lessons (45 min.)	Unit	Reading	MC	Speaking	MC	Listening	MC	Writing	MC	Lexis and Grammar	MC
5	Unit 1 Summer is out p. 14	Are school holidays too long? p. 18	R8 3.2 / 3.3 S18 6.1 / 6.2 SP8 9.4 ID8 12.3 / 14.2	Back-to-school party p. 25	S18 6.1 / 6.2 / 6.3 / 6.5 / 8.1 / 8.2 SP8 9.1 / 9.4	Any worries about going back to school? p. 22	L8 1.1 / 1.2 SP8 9.4			Summer activities p. 16 Present Simple p. 20 Present Continuous p. 23 Present Simple / Present Continuous p. 24 LG5 15.18 / 15.19 / 15.20 LG6 10.3	SP8 9.4 ID8 12.3 / 14.2 S18 6.1 / 6.2 L8 1.1 SP8 9.4 S18 6.1 / 6.2 LG5 15.18 / 15.19 / 15.20 LG6 10.3
	Step 1 School is in p. 16										
5	Step 2 Weird holidays p. 26	Crazy hotels p. 28	R8 3.2 / 3.3 W8 10.1 ID8 12.1 / 12.3 / 14.2	Summer holiday: believe it or not... p. 32	S18 6.1 / 6.3 / 6.5 ID8 12.2 / 12.3			Bloggng about my summer p. 33	R8 3.1 / 9.3 W8 11.1 ID8 14.2	Means of transport / Places to stay p. 26 Past Simple p. 30 Used to / usually p. 31 LG7 15.14 LG6 10.11 / 10.3 / 10.4 9.4 / 12.3 / 14.2 LG7 15.10 / 15.11 / 15.12 LG8 15.7 / Language awareness	S18 6.1 / 6.2 / 7.1 LG8 10.3 LG6 10.10 LG7 15.14 LG6 10.11 / 10.3 / 10.4 9.4 / 12.3 / 14.2 LG7 15.10 / 15.11 / 15.12 LG8 15.7 / Language awareness
	Unit 2 Hanging out p. 38	Weekend fun p. 42	R8 3.2 SP8 9.1 / 9.4 ID8 14.2	Fun things bucket list p. 46	S18 6.1 / 6.2 / 6.3 / 6.5 / 8.2 SP8 9.1 / 9.4 ID8 14.2	Song: Celebrate p. 47	SP8 9.1 / 9.4 / 9.5 L8 1.1			Hanging out p. 40 Past Continuous p. 44 Past Simple / Past Continuous p. 45 LG7 15.16 LG7 15.3 / 15.17	S18 6.1 / 6.2 / 6.3 / 6.5 SP8 9.4 ID8 14.2 LG7 15.16 LG7 15.3 / 15.17
5	Step 1 Let's chill out p. 40										

Number of lessons (45 min.)	Unit	Reading	MC	Speaking	MC	Listening	MC	Writing	MC	Lexis and Grammar	MC
5	Unit 2 Hanging out	Britain's strongest schoolgirl p. 52	R8 3.2 / SP8 5.1 ID8 12.1 / 14.2	Best leisure activities p. 56	S18 6.1 / 6.2 / 6.3 SP8 9.4 ID8 14.2	Celebs' free time activities / hobbies p. 50	L8 1.1 / 1.2 ID8 12.1 / 14.2	What I enjoy doing in my free time p. 57	W8 11 ID8 14.2	Free time activities / hobbies p. 48 Gerund (-ing form) p. 51 Degrees of adjectives p. 54	LG7 15.1 / 15.2
	Step 2 Free time activities p. 48										
5	Unit 3 Food and fashion p. 62	Let's surprise mum! p. 66 Flynn McGarry – a future chef! p. 68	R8 3.2 / 3.3 ID8 14.1 / 14.2	At the Restaurant p. 73	S18 6.1 / 6.2 / 6.3 / 6.5 / 7.1 / 8.1 / 8.2 ID8 14.1 / 14.2	David Pines, famous kid critic p. 71	L8 1.1 ID8 14.1 / 14.2	Planning a restaurant menu p. 72	W8 11 R8 3.3 ID8 14.1 / 14.2	Food and drinks p. 64 Quantifiers p. 67 Future – To be going to / Will p. 70	ID8 12.3 / 14.1 LG8 15.13 LG8 15.1 / 15.5 LG7 15.13 / 15.14
	Step 1 On the menu p. 64										
Move on	Unit 1: Back-to-school student survival kit p. 34 / Let's look at some different schools p. 35										
Mag & Projects	Unit 2: New sports / new athletes p. 58 / Teens banned from city centre p. 59										
Celebrations	Halloween p. 162 / Christmas p. 163										
13	Bits of the UK / Bits of the USA / Check in / Tests (Listening, Reading, Writing) / Speaking activity										
2	Last stop (pp. 36 and 60)										
1	Self-evaluation										

SECOND TERM PLAN

Number of lessons (45 min.)	Unit	Reading	MC	Speaking	MC	Listening	MC	Writing	MC	Lexis and Grammar	MC
6	Unit 3 Food and fashion p. 38	Doc Martens boots p. 76	R8 3.2 / 3.3 / 4.1 / 4.2 / 4.3 ID8 12.1 / 14.2	Fashion talk p. 79	SI8 6.1 / 6.2 SP8 9.4 ID8 14.2	London ink p. 80	L8 1.1 / 1.2 ID8 12.1 / 14.2	Teens' voices around the world p. 83	R8 3.2 ID8 14.1 / 14.2	Fashion p. 74 Order of adjectives p. 78 Zero and First Conditional sentences p. 81	R8 4.3 SI8 8.2 SP8 9.4 LG8 13 LG8 15.2 LG8 15.6
	Step 2 On the catwalk p. 74		LG8 15.3 / Language awareness								
5	Unit 4 Songs and films p. 88	Tech musicians p. 92	R8 3.2 / 3.3 SI8 8.2 ID8 12.1 / 14.2	Interested in music? p. 96	SI8 6.1 / 6.2 / 6.3 / 8.2 ID8 12.1 / 14.2	Pop music p. 97 Song: We will rock you p. 98	L8 1.1 / 9.4 / 14.2 / 2.1	Hall of fame: Chris Martin's biography p. 99	R8 3.2 W8 11.2 ID8 12.1 / 14.2	Songs p. 90 Modal verbs p. 94	SP8 9.4 ID8 12.1 / 14.2 LG8 15.13 LG8 15.11
	Step 1 Jukebox selection p. 90										
5	Step 2 Get your popcorn ready! p. 100	Who is Sherlock Holmes? p. 102	R8 3.2 / 3.3 ID8 12.1 / 12.2 / 12.3 / 14.2	Let's go to the cinema! p. 108	SI8 6.1 / 6.2 / 6.3 / 6.5 / 7.1 / 8.1 ID8 14.2	Favourite films p. 106 Song: Hollywood p. 107	L8 1.1 / 1.3 ID8 12.1 / 14.2	A film review p. 109	W8 11	Films p. 100 Relative pronouns p. 104	SI8 6.1 / 6.2 / 8.2 SP8 9.4 ID8 12.1 / 14.2 LG8 15.13 LG8 15.4
	Unit 5 Media world p. 114	Books on screen p. 118 Be a reporter! p. 123	R8 3.2 / 3.3 ID8 12.1 / 13.2 / 14.2	To read or not to read... p. 122	SP8 9.4 ID8 14.2	What's wrong with reading? p. 120	L8 1.1 SP8 9.4 ID8 14.2 LG8 15.13	Extra! Extra! Read all about it! p. 124	W8 11.1 ID8 13.2 / 14.2	Magazines, newspapers and books p. 116 Reflexive pronouns p. 121	SP8 9.4 ID8 13.2 / 14.2 LG8 15.13 LG7 15.4
Move on Mag & Projects	Step 1 It's reading time! p. 116										
	Unit 3: Kids take over the kitchen p. 84 / And they fit like a glove! p. 85 Unit 4: Music to my ears p. 110 / Walk of fame p. 111										
Celebrations	Red Nose Day p. 164										
8	Tests (Listening, Reading, Writing) / Speaking activity										
1	Last stop (pp. 112 and 138)										
1	Self-evaluation										

THIRD TERM PLAN

Number of lessons (45 min.)	Unit	Reading	MC	Speaking	MC	Listening	MC	Writing	MC	Lexis and Grammar	MC
6	Unit 5 Media world p. 114	Is YouTube killing the radio star? p. 128	R8 3.2 / 3.3 ID8 14.2 LG8 15.13	A new TV channel p. 135	S18 6.1 / 6.2 / 6.3 / 6.5 / 8.1 / 8.2 SP8 9.4 ID8 14.2 LG8 15.13	Radio Rebel p. 129 Song: Good people p. 133	L8 1.1 SP8 9.4 ID8 14.2 L8 1.1 ID8 14.2	What's on TV tonight? p. 134	R8 3.3 W8 11 ID8 14.2	Radio and TV p. 126 Phrasal verbs p. 132	SP8 9.4 ID8 15.13 LG8 15.12
	Step 2 On the air p. 126	TV goes interactive p. 130									
5	Unit 6 A greener world p. 140	World Environment Day p. 144	R8 3.2 / 3.3 ID8 13.1 SP8 9.3 LG8 15.13	Taking action p. 149	S18 6.2 / 6.4 SP8 9.3 ID8 13.1 LG8 15.13	An eco-citizen: Leonardo DiCaprio p. 148	L8 1.1 ID8 12.1 / 13.1			Environmental issues p. 142 Present Perfect p. 146	R8 3.2 SP8 9.3 ID8 13.1 LG8 15.13 LG8 15.8 / 15.9
	Step 1 Planet Earth p. 142										
	Step 2 How green are you? p. 150	A kid making a difference p. 152	R8 3.2 / 3.3 ID8 12.1 / 12.3 / 13.1			Eco-holiday p. 156	L8 1.1 ID8 12.3 / 13.1 / 14.2	A class commitment p. 157	W8 11 ID8 13.1 / 14.2	Environmental protection p. 150 Past Simple / Present Perfect p. 154	S18 9.3 / 9.4 ID8 13.1 LG8 15.13 S18 6.2 / 6.3 LG8 15.10
Move on Mag & Projects	Unit 5: World Book Day p. 136 / Weird news p. 137 / Media clubs at school p. 137 Unit 6: Every day is Earth Day p. 158 / Green projects p. 159										
Celebrations	Happy Holi p. 165										
13	Tests (Listening, Reading, Writing) / Speaking activity										
1	Last stop (pp. 138 and 160)										
1	Self-evaluation										

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 1: School is in

CONTENTS: Summer activities

Domínio	- Spoken Production 8 9.4 - Intercultural Domain 8 12.3 / 14.2 - Spoken Interaction 8 6.1 / 6.2 - Listening 8 1.1		
Descritores	9.4 Falar sobre o mundo dos adolescentes 12.3 Identificar locais de interesse a visitar 14.2 Entender o mundo dos adolescentes 6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural 1.1 Identificar o conteúdo principal do que ouve e vê		
Objetivos específicos	- Identificar atividades de verão - Partilhar opiniões sobre atividades de verão - Identificar informação através da audição de um texto - Estabelecer um diálogo		
Sumário	- School is in: first stop - Oral activity: pair work - Listening activity: a song - Speaking activity: How I spent my summer holidays	Vocabulário	Summer activities
Atividades	- Exploração das imagens e perguntas iniciais como introdução da temática do Step (exercício A) - Pair work: alunos desenvolvem um pequeno diálogo sobre as suas atividades de verão - Realização da atividade de Listening; como motivação questionar os alunos sobre a canção e a banda - Realização da questão E - Sugestão: os alunos realizam a atividade de Speaking 1 (Teacher's Resource Book – págs. 64 e 65)		
Recursos	- Manual (págs. 16 e 17) - Workbook (págs. 3 e 4 – Vocabulary e Interaction) - Teacher's Resource Book (págs. 56 e 57 – Speaking 1)		
TPC	Workbook (pág. 3 – Vocabulary e pág. 4 – Interaction)	Avaliação	- Observação direta - Participação oral

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 1: School is in

CONTENTS: Back to school issues / Present Simple

Domínio	• Reading 8 3.2 • Spoken interaction 8 6.1 / 6.2 • Spoken production 8 9.4 • Intercultural Domain 8 14.2		
Descritores	• 3.2 Entender textos narrativos sobre temas abordados no domínio intercultural • 6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais • 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural • 9.4 Falar sobre o mundo dos adolescentes • 14.2 Entender o mundo dos adolescentes • 15.18 Usar verbos regulares no Present Simple • 10.3 Usar every day, ever, never, sometimes, often, usually, always, once, twice (frequency)		
Objetivos específicos	• Reconhecer e selecionar informação de um texto • Identificar informação específica • Descrever estados emocionais relacionados com o regresso à escola • Rever/consolidar o Present Simple		
Sumário	• Homework correction • “Are school holidays too long?”: Reading comprehension • Present Simple: consolidation	Vocabulário	• Back to school issues
Atividades	• Correção do trabalho de casa • Exploração da animação do texto da pág. 18, seguida de leitura silenciosa do texto • Realização da atividade de Writing: os alunos preenchem o retângulo com a sua opinião • Preenchimento da grelha no exercício B • Realização dos exercícios D e E após a leitura da notícia de jornal no exercício C • Revisão e consolidação do Present Simple: análise dos exemplos e dos quadros de sistematização • Realização do exercício de aplicação B		
Recursos	• Manual (págs. 18 e 19) • Workbook (pág. 4 – Grammar, exercícios A e B e pág. 5 – exercício C) •  AULA DIGITAL Animação: Are school holidays too long?		
TPC	• Workbook (pág. 4 – exercícios A e B e pág. 5 – exercício C)	Avaliação	• Observação direta

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 1: School is in

CONTENTS: Present Simple / Worries about school

Domínio	• Lexis and Grammar 8 1.1 / 1.2 • Spoken Production 8 9.4 • Intercultural Domain 8 14.2		
Descritores	• 1.1 Identificar o conteúdo principal do que ouve e vê • 1.2 Identificar os intervenientes no discurso • 9.4 Falar sobre o mundo dos adolescentes • 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	• Consolidar o Present Simple • Selecionar informação específica através da audição de um texto		
Sumário	• Homework correction • Present Simple: PowerPoint and exercises • Any worries about going back to school? – Listening comprehension	Vocabulário	• Back to school worries
Atividades	• Correção do trabalho de casa • Revisão do Present Simple através da exploração do PowerPoint, seguido da realização dos exercícios C e D (pág. 21) • Realização da atividade de Listening: motivação para a audição seguida de audição e realização dos exercícios de compreensão		
Recursos	• Manual (págs. 21 e 22) • Teacher's Resource Book (pág. 40 – Writing 1) • CD áudio 1 – Tracks 5-7 • 20 AULA DIGITAL PowerPoint: Present Simple Gramática		
TPC	• Teacher's Resource Book (pág. 40 – Writing 1)	Avaliação	• Observação direta • Participação oral

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 1: School is in

CONTENTS: Present Continuous / Present Simple and Present Continuous

Domínio	- Lexis and Grammar 6 10.10 - Lexis and Grammar 7 15.14 - Lexis and Grammar 6 10.11 / 10.3 / 10.4		
Descritores	10.10 Usar os verbos no Present Continuous 15.14 Expressar a ideia de futuro com Present Continuous 10.11 Contrastar o uso do Present Simple com o do Present Continuous		
Objetivos específicos	- Rever/consolidar o Present Continuous - Rever/consolidar o Present Simple / Present Continuous		
Sumário	- Homework correction - Present Continuous: revision exercises - Present Simple / Present Continuous: consolidation	Vocabulário	Back to school worries
Atividades	- Correção do trabalho de casa - Revisão/consolidação do Present Continuous através da exploração dos exemplos e do quadro de sistematização - Realização do exercício B - Revisão/consolidação do uso do Present Simple / Present Continuous através da análise dos exemplos e da realização dos exercícios B e C		
Recursos	- Manual (págs. 23 e 24) - Workbook (págs. 5 e 6)  AULA DIGITAL PowerPoint: Present Continuous Gramática		
TPC	Workbook (pág. 5 – exercício A e pág. 6)	Avaliação	- Observação direta - Participação em aula

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 1: School is in

CONTENTS: Present Simple and Present Continuous / Back to school issues

Domínio	- Spoken Production 8 9.4 - Intercultural Domain 8 12.3 / 14.2 - Spoken Interaction 8 6.1 / 6.2 - Listening 8 1.1		
Descritores	9.1 Descrever acontecimentos e atividades passadas e futuras 9.4 Falar sobre o mundo dos adolescentes 6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural 6.3 Entender e trocar ideias em situações quotidianas previsíveis 6.5 Iniciar, manter ou terminar uma conversa breve 8.1 Usar registo formal e informal em contextos que lhe são familiares (Would you like...?/ Do you want...?) 8.2 Falar de preferências, escolhas (What would you prefer...?)		
Objetivos específicos	- Consolidar o Present Simple / Present Continuous - Manter um diálogo informal ao telefone		
Sumário	- Homework correction - Present Simple / Present Continuous: PowerPoint presentation - Speaking activity: Back-to-school party	Vocabulário	Back to school issues
Atividades	- Correção do trabalho de casa - Apresentação em PowerPoint: consolidação da diferença entre Present Simple e Present Continuous - Motivação para a atividade de Speaking através da leitura e audição do texto (pág. 25) - Realização da atividade de Speaking apoiada pela Info Stop (pág. 25)		
Recursos	- Manual (pág. 25) 20 AULA DIGITAL PowerPoint: Present Simple / Present Continuous Gramática		
TPC	Grammar time (Manual – pág. 167)	Avaliação	- Observação direta - Participação oral

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 2: Weird holidays

CONTENTS: Summer activities / Back-to-school issues / Unusual means of transport and unusual places to stay / Present Simple / Present Continuous / Present Simple and Present Continuous / Past Simple

Domínio	- Spoken Production 8 9.4 - Intercultural Domain 8 12.3 / 14.2		
Descritores	9.4 Falar sobre o mundo dos adolescentes 12.3 Identificar locais de interesse a visitar 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	- Identificar vocabulário relativo aos meios de transporte e alojamento de férias pouco habituais - Identificar informação específica		
Sumário	Unusual means of transport and places to stay on holiday	Vocabulário	Holidays; unusual means of transport and accommodations
Atividades	- Introdução da temática perguntando aos alunos o que entendem por “weird holidays” e “unusual means of transport and unusual places to stay” - Realização do exercício de matching A e do exercício de Listening B para depois os alunos emitirem a sua opinião no exercício C - Realização do exercício de seleção A (pág. 27), seguido do exercício B, em que os alunos descobrem qual o alojamento mais popular da turma e apresentam as suas razões para a escolha - Leitura e seleção do facto menos habitual (exercício C) - Conclusão da aula através do visionamento da apresentação em PowerPoint		
Recursos	- Manual (págs. 26 e 27) - Workbook (pág. 7 – Vocabulary) - Workbook (pág. 80 – Fun 2)  AULA DIGITAL PowerPoint: Holidays		
TPC	Workbook (pág. 7 – Vocabulary)	Avaliação	Observação direta

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 2: Weird holidays

CONTENTS: Unusual means of transport and unusual places to stay / Past Simple

Domínio	• Reading 8 3.2 / 3.3 • Writing 8 10.1 • Intercultural Domain 8 12.1 / 12.3 / 14.2		
Descritores	• 3.2 Entender textos narrativos sobre temas abordados no domínio • 3.3 Identificar informação essencial em textos adaptados de jornais e revistas • 10.1 Escrever ou responder a um e-mail pessoal • 12.1 Identificar personalidades do mundo artístico • 12.3 Identificar locais de interesse a visitar • 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	• Reconhecer e selecionar informação de um texto • Identificar informação específica		
Sumário	• Reading activity: Crazy hotels • Watching the video: The world's most unusual hotels	Vocabulário	• Holidays; unusual means of transport and unusual places to stay
Atividades	• Introdução ao texto feita através da pergunta inicial e da interpretação dos títulos e das imagens dos textos • Leitura e audição dos textos e realização dos exercícios B, C e D • Sugestão: conclusão da aula através do visionamento do vídeo The world's most unusual hotels e realização da respetiva ficha		
Recursos	• Manual (págs. 28 e 29) • Workbook (págs. 69 e 70) • 20 AULA DIGITAL Video: The world's most unusual hotels		
TPC		Avaliação	• Observação direta • Produção escrita

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 2: Weird holidays

CONTENTS: Unusual means of transport and unusual places to stay / Past Simple

Domínio	Lexis and grammar 7 15.10 / 15.11 / 15.12		
Descritores	15.10 Usar os verbos <i>to be</i> e <i>to have got</i> no Past Simple, nas formas afirmativa, negativa e interrogativa 15.11 Usar verbos regulares e irregulares mais frequente no Past Simple, nas formas afirmativa, negativa e interrogativa 15.12 Usar o verbo <i>to do</i> como auxiliar no Past Simple, nas formas negativa e interrogativa		
Objetivos específicos	Rever e consolidar o Past Simple		
Sumário	- Homework correction - Past Simple - Past Simple – PowerPoint presentation	Vocabulário	Holidays; unusual means of transport and unusual places to stay
Atividades	- Correção do trabalho de casa - Revisão do Past Simple através da exploração dos exemplos e do quadro de sistematização - Apresentação em PowerPoint - Realização dos exercícios B e C		
Recursos	- Manual (págs. 30 e 31) - Workbook (pág. 8) - Grammar Time (págs. 168 e 169) - Teacher's Resource Book (pág. 77 – Grammar 6 e pág. 80 – Grammar 8)  AULA DIGITAL PowerPoint: Past Simple Gramática		
TPC	Workbook (pág. 8 – exercícios A, B e C)	Avaliação	Observação direta

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 2: Weird holidays

CONTENTS: Unusual means of transport and unusual places to stay / Past Simple / Past and Present habits

Domínio	- Spoken interaction 8 6.1 / 6.2 / 6.3 / 6.5 - Intercultural Domain 8 12.2 / 12.3 - Lexis and grammar 8 7 15.7 / Language awareness		
Descritores	6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural 6.3 Entender e trocar ideias em situações quotidianas previsíveis 6.5 Iniciar, manter ou terminar uma conversa breve 12.2 Identificar monumentos e museus 12.3 Identificar locais de interesse a visitar 15.7 Descrever acontecimentos no passado com used to / didn't use to 15. Language awareness: diferença entre I used to... / I usually...		
Objetivos específicos	- Consolidar o Past Simple - Estabelecer um diálogo		
Sumário	- Homework correction - Past and Present habits - Speaking: Summer holiday	Vocabulário	Holidays; unusual means of transport and unusual places to stay
Atividades	- Correção do trabalho de casa - Introdução às expressões "I used to..." e "I usually..." através da exploração dos exemplos e da sistematização apresentada - Realização do exercício - Realização da atividade de produção oral guiada (trabalho em pares)		
Recursos	Manual (págs. 31 e 32)		
TPC	- Workbook (pág. 7 – Interaction) - Workbook (pág. 8 – exercício D)	Avaliação	Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 2: Weird holidays

CONTENTS: Unusual means of transport and unusual places to stay / Past Simple

Domínio	• Reading 8 3.1 / 9.3 • Writing 8 11.1 • Intercultural Domain 8 14.2		
Descritores	• 3.1 Entender cartas pessoais sobre assuntos familiares • 3.3 Identificar informação essencial em textos adaptados de jornais e revistas • 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	• Elaborar um texto simples guiado		
Sumário	• Homework correction • Writing: Blogging about my summer	Vocabulário	• Holidays; unusual means of transport and unusual places to stay
Atividades	• Correção do trabalho de casa • Introdução da atividade através das perguntas: What is a blog? Have you got one? What can you see in the picture? • Realização da produção escrita explorando a sua estrutura e a Info Stop • Sugestão: a produção escrita pedida no exercício B pode ser realizada em grupo/turma – class writing		
Recursos	• Manual (pág. 33) • Teacher's Resource Book (pág. 41 – Writing 2: A holiday postcard – produção guiada)		
TPC	• Produção escrita	Avaliação	• Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 1: Summer is out

STEP 2: Weird Holidays

CONTENTS: Back-to-school issues / Unusual means of transport and unusual places to stay / Present Simple and Present Continuous / Past Simple

Domínio			
Descritores			
Objetivos específicos	• Aplicar os conhecimentos adquiridos ao longo da unidade (Step 1 e Step 2) • Avaliar o desempenho		
Sumário	• Formative test: Last stop!	Vocabulário	• Holidays; unusual means of transport and accommodations
Atividades	• Realização do teste formativo Last Stop! (págs. 36 e 37 – Manual)		
Recursos	• Manual (págs. 36 e 37) • Workbook (págs. 9 e 10 – Teste formativo) • Move on Mag		
TPC		Avaliação	• Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 1: Let's chill out

CONTENTS: Hanging out / Past Continuous / Past Simple and Past Continuous

Domínio	- Spoken Interaction 8 6.1 / 6.2 / 6.3 / 6.5 - Spoken Production 8 9.4 - Intercultural Domain 8 14.2		
Descritores	6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural 6.5 Iniciar, manter ou terminar uma conversa breve 9.4 Falar sobre o mundo dos adolescentes 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	- Identificar vocabulário relativo ao mundo dos adolescentes: hanging out - Identificar informação específica		
Sumário	- Homework correction - Let's chill out: favourite teens' activities	Vocabulário	Hanging out
Atividades	- Introdução da temática através da pergunta inicial e partilha de informação - Exploração das imagens (exercício B), completamento de frases (exercício C) e associação das imagens e das frases trabalhadas		
Recursos	- Manual (págs. 40 e 41) - Workbook (pág. 11 – Vocabulary e pág. 81 – Fun 3)		
TPC	Workbook (pág. 11 – Vocabulary)	Avaliação	Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 1: Let's chill out

CONTENTS: Hanging out / Past Continuous / Past Simple and Past Continuous

Domínio	• Reading 8 3.2 • Spoken production 8 9.1 / 9.4 • Intercultural Domain 8 14.2		
Descritores	• 3.2 Entender textos narrativos sobre temas abordados no domínio intercultural • 9.1 Descrever acontecimentos e atividades passadas e futuras • 9.4 Falar sobre o mundo dos adolescentes • 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	• Reconhecer e selecionar informação de um texto • Identificar informação específica		
Sumário	• Homework correction • Reading activity: Weekend fun	Vocabulário	• Hanging out
Atividades	• Correção do trabalho de casa • Motivação: exploração da pergunta inicial (pág. 42) • Realização da atividade de Reading com exploração do texto • Visualização da animação do texto • Leitura e/ou audição do texto e realização dos exercícios de compreensão • Sugestão: elaborar o Post reply (ver sugestão da banda lateral)		
Recursos	• Manual (págs. 42 e 43) • 20 AULA DIGITAL Animação do texto: Weekend fun		
TPC	• Workbook (pág. 11 Interaction) • Teacher's Resource Book (pág. 30 – Reading 2)	Avaliação	• Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 1: Let's chill out

CONTENTS: Hanging out / Past Continuous / Past Simple and Past Continuous

Domínio	Lexis and grammar 7 15.16		
Descritores	15.16 Usar os verbos no Past Continuous		
Objetivos específicos	Rever e consolidar o Past Continuous		
Sumário	- Homework correction - Past Continuous - PowerPoint Presentation: Past Continuous	Vocabulário	Hanging out
Atividades	- Correção do trabalho de casa - Realização da atividade Grammar Stop (pág. 44): - Análise dos quadros de sistematização (ver a sugestão proposta na banda lateral) - Realização dos exercícios de aplicação - Apresentação em PowerPoint: Past Continuous - Revisão de conteúdos		
Recursos	- Manual (págs. 44 e 45) - Workbook (pág. 12) - Teacher's Resource Book (pág. 80 – Grammar 8 e pág. 81 – Grammar 9) 20 AULA DIGITAL PowerPoint: Past Continuous Gramática		
TPC	Workbook (pág. 12 – exercícios A e B)	Avaliação	Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 1: Let's chill out

CONTENTS: Hanging out / Past Continuous / Past Simple and Past Continuous

Domínio	Lexis and grammar 7 15.3 / 15.17		
Descritores	15.3 Usar when e while 15.17 Referir-se a duas ações no passado, utilizando when + Past Continuous + Past Simple		
Objetivos específicos	Consolidar o uso do Past Simple e Past Continuous		
Sumário	- Homework correction - Past Simple and Past Continuous - PowerPoint Presentation: Past Simple and Past Continuous	Vocabulário	Hanging out
Atividades	- Correção do trabalho de casa - Leitura e análise dos exemplos e Info stop - Apresentação em PowerPoint - Realização do exercício B		
Recursos	- Manual (págs. 44 e 45) - Workbook (pág. 12) - Teacher's Resource Book (pág. 81 – Grammar 9) 20 AULA DIGITAL PowerPoint: Past Simple / Past Continuous Gramática		
TPC	- Workbook (pág. 12 – último exercício) - Teacher's Resource Book (pág. 81 – Grammar 9) - Grammar time (pág. 171)	Avaliação	Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out**STEP 1: Let's chill out****CONTENTS:** Hanging out / Past Continuous / Past Simple and Past Continuous

Domínio	- Spoken Production 8 9.1 / 9.4 / 9.5 - Intercultural Domain 8 14.2 - Spoken Interaction 8 6.1 / 6.2 / 6.3 / 6.5 / 8.2 - Listening 8 1.1		
Descritores	9.1 Descrever acontecimentos e atividades passadas e futuras 9.4 Falar sobre o mundo dos adolescentes 9.5 Descrever tradições do seu meio cultural 14.2 Entender o mundo dos adolescentes 6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural 6.5 Iniciar, manter ou terminar uma conversa breve 8.2 Falar de preferências, escolhas 1.1 Identificar o conteúdo principal do que ouve e vê		
Objetivos específicos	- Produzir oralmente um texto simples guiado - Selecionar informação específica através da audição de uma canção		
Sumário	- Homework correction - Speaking: Fun things Bucket list - Listening to the song: Celebrate	Vocabulário	Hanging out
Atividades	- Correção do trabalho de casa - Seleção de atividades e partilha da informação – Bucket list - Exploração da questão em A (pág. 47) - Audição da canção e realização dos exercícios C e D - Sugestão: visionamento do videoclip		
Recursos	- Manual (págs. 46 e 47) - Workbook (pág. 11 – Interaction)		
TPC	Workbook (pág. 11 – Interaction)	Avaliação	Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 2: Free time activities

CONTENTS: Free time activities/hobbies

Domínio	- Spoken Production 8 9.4 - Intercultural Domain 8 12.3 / 14.2 - Spoken Interaction 8 6.1 / 6.2 / 6.5 / 8.1/ 8.2 - LG 8 Language Awareness		
Descritores	9.4 Falar sobre o mundo dos adolescentes 12.3 Identificar locais de interesse a visitar 14.2 Entender o mundo dos adolescentes 6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural 6.3 Entender e trocar ideias em situações quotidianas previsíveis 6.5 Iniciar, manter ou terminar uma conversa breve 8.1 Usar registo formal e informal em contextos que lhe são familiares 8.2 Falar de preferências, escolhas		
Objetivos específicos	- Identificar vocabulário relativo a atividades de tempos livres/hobbies - Identificar informação específica - Expressar preferências		
Sumário	- Matching pictures to free time activities - Filling in a grid - Completing sentences - Pair work: expressing likes and dislikes	Vocabulário	Free time activities/hobbies
Atividades	- Introdução deste tópico feita através da descrição das imagens e da realização do exercício de matching entre as fotos e os nomes das atividades - Análise da Info Stop após o preenchimento do quadro - Realização do exercício C para alargamento do vocabulário. Proceder à correção através da audição dos nomes das atividades de tempos livres - Realização do exercício D como preparação para o trabalho de pares - Realização do trabalho de pares, apoiado na Info Stop		
Recursos	- Manual (págs. 48 e 49) - Workbook (pág. 13)		
TPC	Workbook (pág. 13)	Avaliação	- Observação direta - Participação na aula



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 2: Free time activities

CONTENTS: Free time activities/hobbies / The gerund

Domínio	• Listening 8 1.1 / 1.2 • Intercultural Domain 8 12.1 / 14.2		
Descritores	• 1.1 Identificar o conteúdo principal do que ouve e vê • 1.2 Identificar os intervenientes no discurso • 12.1 Identificar personalidades do meio artístico • 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	• Selecionar informação através da audição de um texto • Identificar a formação do gerúndio e seu uso • Aplicar o gerúndio		
Sumário	• Celebs' free time activities/hobbies – listening comprehension • The gerund: exercises	Vocabulário	• Free time activities/hobbies
Atividades	• Correção do trabalho de casa • Realização do trabalho de pares como motivação para a audição • Realização da atividade de compreensão oral • Exploração dos exemplos e da síntese da formação e uso do Gerund • Realização do exercício de aplicação		
Recursos	• Manual (págs. 50 e 51) • Workbook (pág. 82 – Fun 4) • Teacher's Resource Book (pág. 92 – Vocabulary 2) • 20 AULA DIGITAL Gerund		
TPC	• Workbook (pág. 82 – Fun 4)	Avaliação	• Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 2: Free time activities

CONTENTS: Free time activities/hobbies

Domínio	• Reading 8 3.2 • Intercultural Domain 8 12.3 / 14.2 • Lexis and Grammar 7 15.1 / 15.2		
Descritores	• 3.2 Entender textos narrativos sobre temas abordados no domínio intercultural • 12.1 Identificar personalidades do meio artístico • 14.2 Entender o mundo dos adolescentes • 15.1 Estabelecer comparações usando o comparativo de inferioridade, igualdade e superioridade (formas regulares e irregulares) • 15.2 Usar o superlativo (formas regulares e irregulares)		
Objetivos específicos	• Selecionar informação de um texto • Rever/consolidar a formação do comparativo e superlativo dos adjetivos		
Sumário	• Homework correction • Britain's strongest schoolgirl – reading comprehension	Vocabulário	• Free time activities/hobbies
Atividades	• Correção do trabalho de casa • Motivação para a leitura do texto: responder à pergunta em destaque • Leitura e audição do texto • Realização e correção dos exercícios de compreensão		
Recursos	• Manual (págs. 52 e 53) • Workbook (pág. 14) • Teacher's Resource Book (pág. 42 – Writing 3)		
TPC	• Workbook (pág. 14) • Teacher's Resource Book (pág. 42 – Writing 3)	Avaliação	• Observação direta • Participação oral

Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 2: Free time activities

CONTENTS: Free time activities/hobbies / Degrees of adjectives: comparatives and superlatives

Domínio	- Lexis and grammar 7 15.1 / 15.2 - Spoken Production 8 9.4 - Intercultural Domain 8 14.2 - Spoken Interaction 8 6.1 / 6.2 / 6.3		
Descritores	15.1 Estabelecer comparações usando o comparativo de superioridade (formas regulares e irregulares) 15.2 Usar o superlativo (formas regulares e irregulares) 9.4 Falar sobre o mundo dos adolescentes 14.2 Entender o mundo dos adolescentes 6.1 Formular perguntas e dar respostas sobre vivências dos jovens em diferentes meios culturais 6.2 Usar vocabulário adequado aos temas estudados no domínio intercultural 6.3 Entender e trocar ideias em situações quotidianas previsíveis		
Objetivos específicos	- Deduzir regras de formação do conteúdo gramatical - Consolidar o uso dos graus comparativo e superlativo dos adjetivos - Expressar uma opinião - Concordar/discordar de uma opinião		
Sumário	- Homework correction - Comparative and superlative of adjectives: exercises - Speaking activity: role-play – Best leisure activities	Vocabulário	Free time activities/hobbies
Atividades	- Correção do trabalho de casa - Análise dos exemplos e do quadro de formação do grau comparativo e superlativo dos adjetivos - Realização dos exercícios de aplicação - Preparação da atividade de Speaking: – Leitura e compreensão do texto no exercício A – Realização do exercício C - Desenvolvimento do role-play		
Recursos	- Manual (pág. 54, 55 e 56) - Workbook (pág. 14) 20 AULA DIGITAL PowerPoint: Degrees of adjectives Gramática		
TPC	Workbook (pág. 14)	Avaliação	- Observação direta - Participação oral



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out

STEP 2: Free time activities

CONTENTS: Free time activities/hobbies

Domínio	• Writing 8 11 • Intercultural Domain 8 14.2		
Descritores	• 11 Produzir textos breves, de 50 a 80 palavras, com vocabulário frequente • 14.2 Entender o mundo dos adolescentes		
Objetivos específicos	• Produzir um texto escrito: carta informal		
Sumário	• Writing activity: an informal letter	Vocabulário	• Free time activities/hobbies
Atividades	• Realização da produção escrita guiada através das perguntas e da estrutura • Sugestão: – Após a redação da carta, os alunos apresentam-na à turma – Exploração do Move On Mag		
Recursos	• Manual (pág. 57)		
TPC		Avaliação	• Observação direta



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

UNIT 2: Hanging out**STEP 2:** Free time activities

CONTENTS: Hanging out / Past Continuous / Past Simple and Past Continuous / Free time activities/hobbies / Degrees of adjectives: comparatives and superlatives

Domínio			
Descritores			
Objetivos específicos	• Aplicar os conhecimentos adquiridos ao longo da unidade (Step 1 e Step 2) • Avaliar o desempenho		
Sumário	• Formative test: Last Stop!	Vocabulário	• Hanging out; free time activities/hobbies
Atividades	• Realização do teste formativo Last Stop! – Manual (págs. 60 e 61)		
Recursos	• Manual (págs. 60 e 61) • Workbook (págs. 15 e 16 – Teste formativo) •  AULA DIGITAL Teste interativo: professor e aluno		
TPC		Avaliação	• Observação direta

Reading 1 Summer holidays

Unit 1

Name _____ No. _____ Class _____ Date _____

A. Read the text about a student who performs in *Billy Elliot*.

A different summer holiday

Year 8 student Lily Sitzia is performing as a ballet dancer in the award-winning hit musical *Billy Elliot* in London's West End.

Lily spent five days a week for six weeks over the summer holidays in rehearsals in London and had her opening night on 11th September. She is in the show until Easter next year. Lily goes up to London after school for evening performances, or leaves at morning break if she's also performing in the matinee and gets back home after midnight!

Lily said, "Being in *Billy Elliot* is amazing. It's hard work but lots of fun and I've made some great friends. It's really exciting being in a famous musical and learning what it's like to work in a West End theatre – but sometimes it's not easy getting up for school after a show!"



www.hovepark.brighton-hove.sch.uk
(accessed in October 2013)

B. Match the definitions below to the underlined words in the text.

1. afternoon show _____
2. the first performance of a show or a play _____
3. very successful show with music, singing and dancing _____
4. the times spent practising for a performance _____

C. Read the first paragraph and complete the table in note form.

1. Student's name	
2. School year	
3. The London musical	
4. Activity	

D. Complete the sentences.

1. Lily spent her _____ practising ballet and rehearsing for the show.
2. She thinks it's exciting to be in *Billy Elliot* but it's difficult to _____.

Reading 2 Hanging out

Unit 2

Name _____ No. _____ Class _____ Date _____

A. Read what Julie and Philip say about their favourite meeting places.



JULIE: My parents don't allow me to meet my friends outside school. They say I'm too young and the city is very dangerous. So my friends and I found the perfect solution: I can hang out with them in my bedroom. I often invite some friends to come over and sometimes they can even sleep over.

We always have a lot of fun: we do our homework together, play games, swap clothes, listen to our favourite music and dance.

PHILIP: I often hang out at the skate park or at the shopping centre. Some of my friends aren't skaters so when I want to be with them or it is raining I meet them at the shopping centre.

I like to go there because we have everything we need under the same roof: entertainment, places to eat, shops... We often go to the cinema, have lunch at one of the restaurants and sometimes buy a present for a friend. There is another important thing: we feel safe there. We are protected against street violence and even bad weather. When we are at the shopping centre we feel more independent because our parents allow us to be there without them.



B. Complete the table.

	Where they hang out with their friends	What they do
Julie		
Philip		

C. Correct the wrong information.

1. Julie can meet her friends in the city. _____
2. She rarely asks her friends to meet her. _____
3. Philip's friends are all skaters. _____
4. At the shopping centre teens need their parents' protection. _____

D. Answer the questions.

1. Why can't Julie hang out with her friends outside her school? _____
2. Do her friends sometimes sleep at her house? _____
3. When does Philip go to the shopping centre? _____
4. Why do Philip and his friends like going to the shopping centre? _____

Reading 3 Fashion

Unit 3

Name _____ No. _____ Class _____ Date _____

A. Read the signs you find in shops when you go shopping. Then match them with the sentences below.

Going shopping



	Sign
a. You can only try up to four clothing items when you go shopping for clothes in this shop.	
b. This shop closes for lunch.	
c. If you shop here, you have an extra price reduction.	
d. You don't need to ask the shop assistant for the price.	
e. Shoppers can go online in this shop.	
f. This shop is going to close.	
g. There are new clothes you can try on.	

Name _____ No. _____ Class _____ Date _____

A. Look at the picture below. What's your reaction to this girl's face?

B. Read the text and find out if she is happy with her tattoos.

The trouble with the tattoos

Kimberley's story

"I only wanted three little stars!" That's what Kimberley Vlaeminck says. When she was 18 she wanted a tattoo. She paid £55 and relaxed in the chair as the tattooist began his work. "I fell asleep. I woke up when he tattooed me on the nose." She was in shock. Kimberley claims the tattooist did not understand her instructions. Her family wanted to take legal action against the tattooist and demanded £9,000 compensation to pay for the laser surgery to remove the 56 tattoos.



Kimberley, 18 years old

Question:

Will you fall asleep if you get a tattoo?

The tattooist's story

"She asked me for 56 stars and that's what she got!" says Rouslan Toumaniantz. He is the 37-year-old owner of the tattoo shop. "She looked several times in the mirror." He denies doing anything wrong. "She is 18 years old and this is what she asked me." However, he offered to pay for half the £9,000 treatment saying, "She's unhappy with her tattoos and it is not my wish to have an unsatisfied client."

Question:

Would you pay half if you were the tattooist?

Question:

Who is lying?

1. I think it is Kimberley. ☐
2. I think it is the tattooist. ☐

C. Read on to find out the truth.

The truth

A witness, a woman who was at the shop at the time, said the tattooist told the truth. A week later, Kimberley confessed. At first she loved the stars but
30 then she changed her mind when she saw how furious her father and boyfriend were at her. She made up her story to avoid getting into more trouble. The tattooist withdrew his offer to pay for half of the
35 treatment and he decided he will now get a written contract before he tattoos anyone in the future.



Kimberley, 21 years old

Question:

Will Kimberley get another tattoo if she likes the design very much?

in *Club* (abridged and adapted)

D. Match the words from the text with their definitions.

- | | | |
|--------------------------------|--------------------------|--|
| 1. claims (l. 7) | ☐ | a. to go in front of a judge in a court of law |
| 2. to take legal action (l. 9) | ☐ | b. says it's not true |
| 3. owner (l. 16) | ☐ | c. says it's true without proving it |
| 4. denies (l. 16) | ☐ | d. a person who sees or hears something |
| 5. witness (l. 27) | ☐ | e. gives |
| 6. made up (l. 32) | ☐ | f. possessor |
| | | g. invented |

E. Read again and find out:

1. The kind of tattoos Kimberley wanted;

2. How much she paid;

3. Kimberley's reaction to her tattoos;

4. Why the tattooist wants to pay for part of the treatment;

5. The reason Kimberley lied;

6. The name of the document the tattooist's future clients will sign.

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Punk legend meets next generation of rockers

Veteran punk rocker Gary Turner from the 1970s punk band The Piranhas made a guest appearance at the Journalist Enrichment Group sharing his experience about how music and his art have influenced and shaped his life.

Gary, who is still playing in a band at the age of 70, was at the school to record a discussion about the revival of punk music in the Brighton music scene for Radio 4's *Saturday Live Show* which will also feature Hove Park student Marlon Payne of the Brighton punk band A-M-I.



Gary spoke about how he started playing music in his early teens and went on to join the Punk movement in the 70s finally playing bass guitar with the fierce Brighton-based punk band The Piranhas. He advised young people to try and change things by expressing themselves and gaining their own identity through their talents in music, dance and art.

These days, Gary likes to listen and dance to reggae music, which he described as an expression of both love and friendship. Gary: you are inspirational, a true rocker, and a legend.

www.hovepark.brighton-hove.sch.uk (abridged)
(accessed in May 2013)

B. Complete the table in note form.

1. Singer's name	
2. Age	
3. Name of his punk band	
4. Name of the radio show	
5. Name of a student's band	

C. Complete the sentences with one of these words from the text.

student punk reggae Piranhas plays band

- One of the members of the _____ band, The _____, has shared his experience with students.
- Marlon Payne is a _____ at Hove Park School. He is also a member of a punk _____.
- The seventy-year-old rocker still _____ in a band and he likes listening and dancing to _____ music.

Reading 6 Conan Doyle

Unit 4

Name _____ No. _____ Class _____ Date _____

A. Read the text about the author of Sherlock Holmes.

A talent for storytelling

Sir Arthur Conan Doyle, the author of the Sherlock Holmes stories, was born in 1859 in Edinburgh, Scotland. He was sent to a boarding school at a very young age and while there he wrote regularly to his mother, who herself
5 was a great story teller. It was during these difficult years that he discovered he had a talent for storytelling and he was often surrounded by younger students as he told them amazing stories to amuse them...

The man that impressed him most as a student was one of
10 his teachers, Dr Joseph Bell, who was a master of observation, logic, deduction and diagnosis. All these traits were later to be found in his character, Sherlock Holmes. Sir Conan Doyle spent the following years as a doctor and a struggling author. It was in 1888 that his novel, *A Study in Scarlet*, first introduced the characters of Sherlock Holmes
15 and Dr Watson.

He continued with both careers as a doctor and writer of short stories until 1891 when he nearly died after a severe attack of influenza. He then abandoned his medical career and concentrated on his writing. Sherlock Holmes appeared in fifty-six short stories and four Conan Doyle novels.



www.squidoo.com
(accessed in December 2013)

B. Circle the correct option.

- The text is a
1. letter.
 2. biography.
 3. summary.

C. Match the columns.

- | | | |
|---------------------------|--------------------------|--------------------------------------|
| 1. boarding school (l. 3) | ☐ | a. a person's characteristics |
| 2. story teller (l. 5) | ☐ | b. a person in a book, film or play |
| 3. traits (l. 11) | ☐ | c. a school where you live and study |
| 4. character (l. 12) | ☐ | d. a person who tells a story |

D. Fill in the table in note form.

1. Place and date of birth	
2. Personal talent	
3. Jobs	
4. First Sherlock Holmes book	

E. Find evidence in the text for the following.

1. Conan Doyle wasn't a happy child at school.

2. He used to tell stories to other children.

3. The character of Sherlock Holmes is based on a real-life person.

4. Conan Doyle didn't want to be a doctor any more.

F. Answer the questions.

1. What was Arthur Conan Doyle's favourite activity when he was young?

2. Why did Arthur Conan Doyle admire Dr Joseph Bell?

3. Do you like Sherlock Holmes books? Films? TV series?



Name _____ No. _____ Class _____ Date _____

A. Look at the picture and the information below.

Movies in the park

**A family night at the movies
has never been so cheap!**

Saturday 6 October

7 pm

Norfolk Park

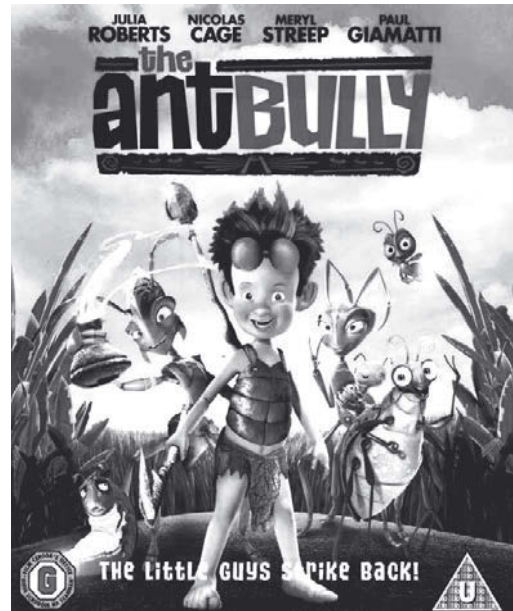
Halfway Drive, Ormeau

Animated film

89 min

Sausages, coffee, drinks and
snacks available for purchase

If weather is uncertain, visit goparks.com.au or
phone 5581 7016 for cancellation advice



Based on www.myormeau.com.au
(accessed in September 2013)

B. Circle the correct option.

The text is a: 1. summary. 2. poster. 3. recipe.

C. Read the sentences and mark True (T), False (F) or Impossible to Know (IK).

1. People are going to the theatre to watch a film.
2. Tickets are not expensive.
3. The film is at 7 am.
4. You have to bring your own chairs.
5. You can't buy any food there.

T	F	IK
T	F	IK
T	F	IK
T	F	IK
T	F	IK

D. Match the columns.

- | | | |
|---------------------------|--------------------------|-------------------------------|
| 1. This event is | ☐ | a. more than an hour long. |
| 2. The film is | ☐ | b. Australia. |
| 3. If you are hungry, | ☐ | c. the film can be cancelled. |
| 4. Ormeau is a city in | ☐ | d. for the whole family. |
| 5. If the weather is bad, | ☐ | e. with friends. |
| | | f. you can have snacks. |

Name _____ No. _____ Class _____ Date _____

A. Did you know the radio was really important in the past?

Read the text and find out why.

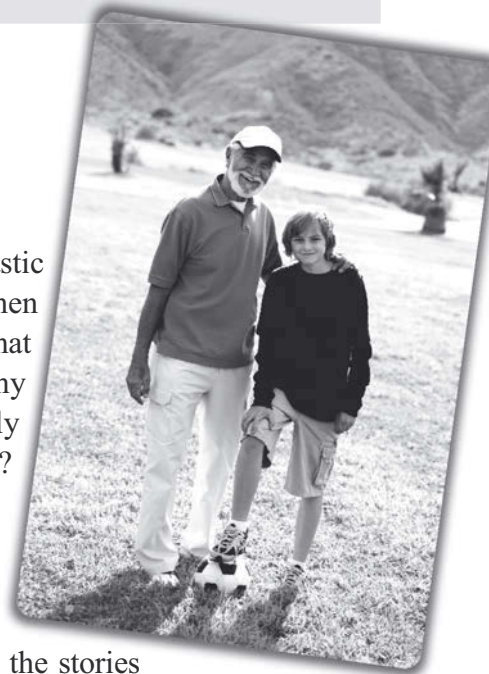
Radio days

My grandfather is so cool and friendly and he always tells me fantastic stories when I visit him at the weekend. Last Saturday, for example, when I arrived he was cleaning an old device. I asked him, "What's that grandpa?" and he answered, "It's a very old radio. It belonged to my
5 father, your great grandfather. I like it a lot. Some years ago it was really important to have a radio in everybody's home." "Was it, grandpa? I didn't know that. Tell me more about those days!"

We sat near the fireplace and he said, "The days of radio were fantastic. You know, before television, before the cinema, before
10 computers, there was radio. It was magic! As a kid I remember sitting on the floor listening to my favourite programmes. We had to listen to the stories carefully and use our creativity to imagine the characters, the places and what was happening." He stopped for a moment and I said, "Grandpa, it doesn't sound very interesting. I'm very sorry you didn't have a TV to watch cartoons when you were a little boy!" "Oh, don't be!" he
15 said, "I remember listening to Superman stories. They were great and so real that I always felt excited and sometimes nervous while listening to them." "What about the rest of the family?" I asked. "After dinner the whole family used to sit in the living room listening to the different programmes, just like you and your parents do nowadays with TV."

When I went home I turned the TV on, closed my eyes and tried to imagine what was
20 happening. I was sorry for my grandfather again!

Robert, 13



B. Are the sentences True (T) or False (F)? Find evidence in the text.

- ☐ 1. Robert likes his grandfather _____
- ☐ 2. He rarely visits his grandfather. _____
- ☐ 3. In the past the radio was essential in every family. _____
- ☐ 4. Listening to the radio was very boring. _____
- ☐ 5. The radio was a passive enjoyment. _____

C. Complete the sentences.

- 1. He was sorry because his grandfather _____
- 2. His grandfather enjoyed himself a lot _____
- 3. The whole family got together _____

D. Why do you think Robert was sorry for his grandfather after his experience at home?

Reading 9 A greener world

Unit 6

Name _____ No. _____ Class _____ Date _____

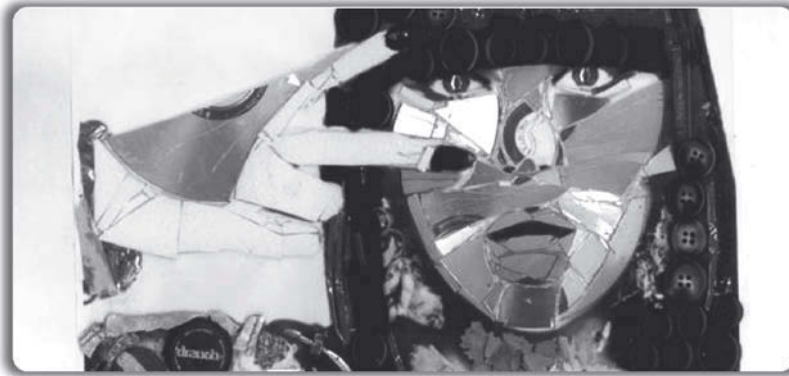
A. Read the text.

Art project: Recycled materials

This term, Year 10 Art students have been working on portraits made with recycled materials. The project theme is inspired by artists Jason Mercier, who uses recycled materials which have links with the people he depicts, and Matt Small, who uses materials he finds in skips.

The students have been using *Lego*, broken CDs, pills, food, toys, pencil sharpenings, old clothes, bits of plastic and anything else they can get their hands on to create their art works.

Pictured here is a portrait of Jessie J by Erini Aountalla made with broken CDs.



www.hovepark.brighton-hove.sch.uk
(accessed in November 2013)

B. Match the words from the text with their definitions.

- | | | |
|-------------------------------|--------------------------|---------------------------------------|
| 1. portraits (l. 2) | ☐ | a. big metal containers (for rubbish) |
| 2. depicts (l. 6) | ☐ | b. obtain |
| 3. skips (l. 7) | ☐ | c. a construction toy |
| 4. <i>Lego</i> (l. 8) | ☐ | d. images of people's faces |
| 5. get their hands on (l. 11) | ☐ | e. represent by drawing, painting |

C. Read the sentences and mark True (T), False (F) or Impossible to Know (IK).

1. The students are studying science at school.
2. They make statues with recycled materials.
3. Jason Mercier is an art student.
4. Jason and Matt are good friends.
5. The students don't buy materials to do their art projects.
6. The portrait of Jessie J is made of *Lego*.

T	F	IK
T	F	IK
T	F	IK
T	F	IK
T	F	IK
T	F	IK

Writing 1 Going back to school

Unit 1

Name _____ No. _____ Class _____ Date _____

The idea of going back to school and starting a new year causes a lot of different feelings in students.

A. Read the email Josh wrote to his best friend Larry.

 Send	From ▾	
	To...	Larry Owens
	Cc...	
	Bcc...	
	Subject	Going back to school

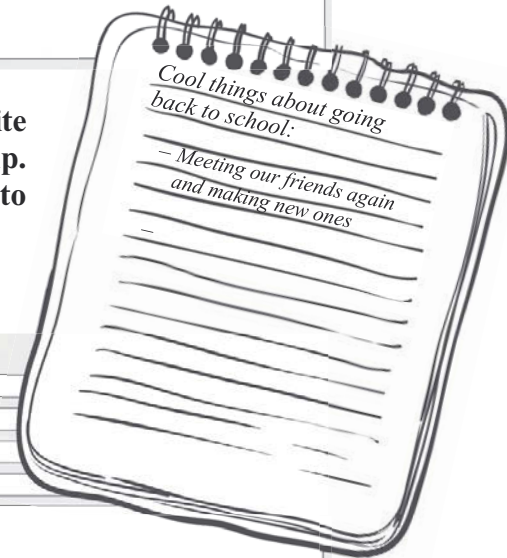
Hi Larry,
I didn't call you back because I'm not feeling well. When I think about going back to school, I feel sick. Yes, that's right, I'm feeling down. The summer holidays seemed so short! Now everything is going to start all over again: lessons, teachers, loads of homework, getting up early... you name it!
My mum says I'm anxious and depressed about going back to school and I shouldn't feel like this because there are lots of cool things about school. Unfortunately I can't see any!!!
See you
Josh

B. Imagine you are Larry and reply to Josh. You are going to write about the cool things about school to cheer your friend up. First make a list of the positive aspects about going back to school.

C. Now use your notes to write the email to Josh.

 Send	From ▾	
	To...	Josh Barley
	Cc...	
	Bcc...	
	Subject	RE: Going back to school

Hi Josh,
I'm very sorry that you feel so down. Your mum is right: going to school is cool!
First of all _____
My favourite part about going to school is _____
because _____
The other good thing is _____
Finally, it's also great to _____
So, cheer up and we'll see each other tomorrow at school!
See you
Larry



Writing 2 A holiday postcard

Unit 1

Name _____ No. _____ Class _____ Date _____

A. Read the postcard and complete it with the words or expressions below.

last weekend attendants soon are staying are having sunny
the beach visited amazing view in Barcelona

a. _____

Greetings
b. _____ ?
Who?
When?
How?

Weather
c. _____

d. _____ :
Yesterday

Now

Tomorrow

Closing
e. _____

July 2014

Hi uncle Robert!

Here we are (1) _____. My parents, my brother Justin and I arrived (2) _____. The flight was okay. The flight (3) _____ were very nice.

The weather is great! It's (4) _____ all the time. Our hotel is modern and it's near (5) _____. We are having a wonderful time.

There is a lot to do in Barcelona. Yesterday we (6) _____ the amazing Sagrada Familia Church. This is a very different church!

Now we (7) _____ an ice cream in Park Güell. It's a wonderful park with an (8) _____ of the city.

Tomorrow we (9) _____ at the hotel in the morning and we are going to the beach later on.

See you (10) _____ in London!

Tessa

BARCELONA SPAIN

35

R No: 584663

VIA AIR MAIL

Robert Stanley

Starcross Street, 103

London

NW1 2HR

England

B. Now read the boxes on the left. They show you how to organise your postcard. Complete them with the words below.

Activities Date Signature Accommodation Where

C. Now write a holiday postcard to a friend or a family member. Follow the structure of Tessa's postcard.

Writing 3 Greg's free time

Unit 2

Name _____ No. _____ Class _____ Date _____

A. This is Greg. He is a very popular student at school. Read his file and complete the text about where he hangs out and what he likes doing.

Name: Greg Taylor

Age: 14 years old

Likes: sports; music; being with his friends

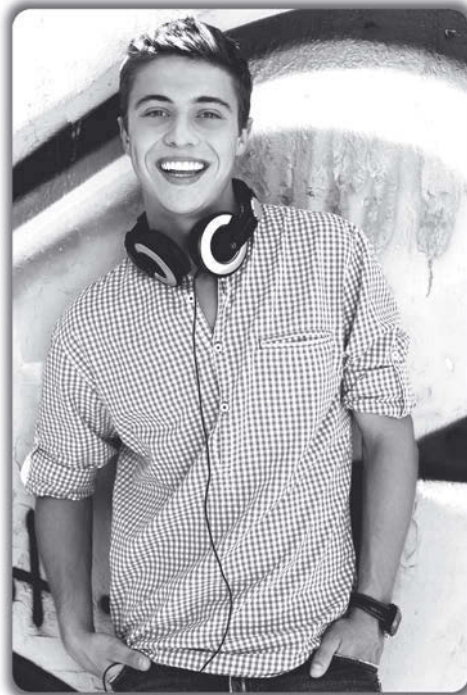
Hanging out places / free time activities:

• **During the week**

- Youth centre: after school
- play / table tennis; do / gymnastics; play / drums with the youth music band.

• **At weekends**

- do / sports; Saturday / take part / bike rides; Sunday / play football.
- Shopping centre: saturday evening / have dinner / friends / go to the cinema



Greg Taylor is (1) _____. He is a very active popular boy at school.

He likes (2) _____.

During the week he hangs out at the (3) _____.

He usually goes there (4) _____. He plays (5) _____

and (6) _____ gymnastics because he loves sports

and doing physical activities. He also (7) _____

music band because he likes (8) _____ very much.

At weekends he (9) _____ : on Saturday he

(10) _____ and on Sunday he (11) _____

_____.

He usually goes to the shopping centre on (12) _____

_____.

Writing 4 Fashion

Unit 3

Name _____ No. _____ Class _____ Date _____

A. How do you feel about fashion?

Write a text. You can use the vocabulary to help you write your sentences.

designer labels to spend money on... to have high self-esteem to be in
to influence expensive clothes to buy things on sale old-fashioned
trendy to feel confident footwear comfortable clothes
to look cool models to be accepted to be (or not) interested in
out of fashion accessories to wear



Writing 5 My favourite singer / My favourite band

Unit 4

Name _____ No. _____ Class _____ Date _____

A. Adele is Sophie's favourite singer. Complete her research about Adele with the information below.

theme song pop hardworking songwriter guitar London

Name: Adele Laurie Blue Adkins

Job: singer, (1) _____

Date of birth: May 5th, 1988

Place of birth: (2) _____, England

Personality and qualities: (3) _____;
great voice

Type of music: soul, R & B and (4) _____

Instruments: (5) _____; piano

First album: 19

Favourite songs: "Someone like you", "Skyfall"

Awards: Academy Award for "Skyfall", the (6) _____ for the 2013 James Bond film

Opinion: very good singer; writes beautiful songs



B. Now read Sophie's text.

My favourite singer is Adele. Her real name is Adele Laurie Blue Adkins. She's a singer and a songwriter. She was born on May 5th 1988 in London, England. She is hardworking and she has got a great voice.

She sings soul, R&B and pop songs. She can play the guitar and the piano. Her first album was 19. My favourite songs are "Someone like you" and "Skyfall". Adele won an Academy Award for the song "Skyfall", the theme song for the 2013 James Bond film.

I really like Adele because she is a very good singer and she writes beautiful songs.

C. Now it's your turn. Find some information about your favourite singer/band and write a fact file. Then write the text.

Information:

Name: _____

Job: _____

Date of birth: _____

Place of birth: _____

Personality and qualities: _____

Type of music: _____

Instruments: _____

First album: _____

Favourite songs: _____

Awards: _____

Opinion: _____

[Put a picture of your
favourite singer/band here]

Text:

Writing 6 My most embarrassing moment

Unit 5

Name _____ No. _____ Class _____ Date _____

A. Most teen magazines have a section where readers share their most embarrassing moments. Think about your most embarrassing moment and write about it.

You may use your imagination or use the pictures to inspire you.

Step 1: Make notes: think about all the things that happened in your story. Put them in the order they occurred.

Step 2: Write your first draft: Follow your notes. Use the structure below.



My most embarrassing moment

Introduction

1st paragraph

Give important information about the story: who, when, where...

Development

2nd, 3rd (or more) paragraphs

Write about what happened. Follow the correct sequence of events (a paragraph for each idea)

Conclusion

Last paragraph

Say how the story ended / how you felt



Step 3: Check your work: reread what you wrote and make sure the sentences are clear, the paragraphs correctly divided and there are no spelling mistakes.

Writing 7 To help the environment I can...

Unit 6

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures and complete the paragraphs.



1. The problem in this picture is _____

To solve this I can _____



2. The problem in this picture is _____

To solve this I can _____



3. The problem in this picture is _____

To solve this I can _____

B. Write a text about an environmental issue in which you use at least 5 of the words in the box.

destroy protect animals' habitats animal extinction
wildlife cause humans endangered species

READING

Reading 1 (p. 29)

- B.** 1. matinee 2. opening night 3. hit musical 4. rehearsals
C. 1. Lily Sitzia 2. 8th 3. *Billy Elliot* 4. ballet
D. 1. summer holidays 2. get up for school after a show

Reading 2 (p. 30)

- B. Julie:** in her bedroom; do their homework together, play games, swap clothes, listen to their favourite music and dance.
Philip: at the skate park, at the shopping centre; go to the cinema, have lunch at one of the restaurants and sometimes buy a present for a friend.
C. 1. Julie isn't allowed to meet her friends in the city. 2. She often invites her friends to visit her. 3. Not all Philip's friends are skaters. 4. At the shopping centre teens are safe and can be there without their parents' protection.
D. 1. She can't hang out with her friends outside her school because she is too young and the city can be dangerous. 2. Yes, they do. They meet at Julie's house and they sometimes sleep over. 3. Philip goes to the shopping centre when he wants to meet his friends that are not skaters or when it is raining. 4. They like going to the shopping centre because there they are protected from street violence and bad weather. They also feel more independent there.

Reading 3 (p. 31)

- a.** 3 **b.** 7 **c.** 1 **d.** 5 **e.** 4 **f.** 2 **g.** 6

Reading 4 (pp. 32-33)

- A., B. and C.** Personal answer.
D. 1. c 2. a 3. f 4. b 5. d 6. g
E. 1. three little stars 2. £55 3. She was in shock and she wanted to remove them. 4. He doesn't want to have an unhappy client. 5. She saw that her father and her boyfriend were furious at her so she didn't want to be in trouble. 6. A written contract.

Reading 5 (p. 34)

- B.** 1. Gary Turner 2. 70 3. The Piranhas 4. *Saturday Live Show* 5. A-M-I
C. 1. punk; Piranhas 2. student; band 3. plays; reggae

Reading 6 (pp. 35-36)

- B.** 2
C. 1. c 2. d 3. a 4. b
D. 1. Edinburgh, Scotland, 1859 2. good at telling stories. 3. Doctor and writer 4. *A Study in Scarlet*
E. 1. I. 5 2. II. 6-8 3. II. 11-12 4. II. 17-18
F. 1. His favourite activity was telling stories to the other students at school. 2. He admired him because he was a master of observation, logic, deduction and diagnosis. 3. Personal answer.

Reading 7 (p. 37)

- B.** 2
C. 1. F 2. T 3. F 4. IK 5. F
D. 1. d 2. a 3. f 4. b 5. c

Reading 8 (p. 38)

- B.** 1. T. "My grandfather is so cool and friendly and he always tells me fantastic stories..." (ll. 1-2) 2. F. "(...) I visit him at the weekend" (l. 2). 3. T. "(...) Some years ago it was really important to have a radio in everybody's home." (ll. 5-6) 4. F. "The days of radio were fantastic." (ll. 8-9) 5. F. "We had to listen to the stories carefully and use our creativity to imagine the characters, the places and what was happening." (ll. 11-12)
C. 1. (...) didn't watch cartoons when he was a kid. 2. (...) listening to Superman stories. 3. (...) to listen to radio programmes and enjoy themselves.
D. Suggested answer: He was sorry because he thought that watching TV was much better than just listening to things on the radio and his grandfather couldn't watch TV when he was a kid.

Reading 9 (p. 39)

- B.** 1. d 2. e 3. a 4. c 5. b
C. 1. F 2. F 3. F 4. IK 5. T 6. F

WRITING

Writing 2 (p. 41)

- A.** 1. in Barcelona 2. last weekend 3. attendants 4. sunny 5. the beach 6. visited 7. are having 8. amazing view 9. are staying 10. soon
B. a. Date b. Where c. Accommodation d. Activities e. Signature

Writing 3 (p. 42)

- A.** 1. fourteen years old 2. sports, music and being with his friends 3. youth centre 4. after school 5. table tennis 6. does 7. plays drums with the youth 8. music 9. does sports 10. takes part in bike rides 11. plays football 12. Saturday evening. He usually has dinner there with his friends and goes to the cinema.

Writing 5 (pp. 44-45)

- A.** 1. songwriter 2. London 3. hardworking 4. pop 5. guitar 6. theme song

Writing 7 (p. 47)

- A.** and **B.** Personal answer.

Listening 1 Summer holidays

Unit 1

Name _____ No. _____ Class _____ Date _____

A. In the summer people often go to the beach.

1. Do you like going to the beach? _____
2. What can we do at the beach? _____

B. Listen to the song and fill in the gaps with the words in the box. CD 2 Track 15

Surf's up

Hey! Hey! Hey! OOh! Hey! Hey! Hey! Hey!

Everybody's digging on the rays of the

(1) _____ sun (sun)

The (2) _____ and the waves are

made for (3) _____ (fun)

Grab your boy or girl and hold on tight
(tight)

Hip cats, hot dogs, yeah we're so out of sight
(sight)

Are you ready?

Ready Freddy?

Ready Steady?

Let's go!

It's a summer (4) _____

Cruising with the boys and girls

(5) _____ day and night!

Everybody shoot the curl¹

(6) _____ five², keep it alive

And then you drop down low all toes to
the nose³

Hang ten⁴, hot dogging again

Let's go! Ooh

Surf's up

There's no doubt about who's number one
(one)

'Cause when we boogie⁵ we boogie
second to none⁶ (none)



We (7) _____ on the beach and on the

(8) _____ we roll (roll)

Feel it in your feet, in your heart

And in your soul (soul)

(...)

www.azlyrics.com (adapted)
(accessed in February 2014)

surfing	hang	rock	having fun
sand	paradise	waves	summer

VOC Stop

¹ Shoot the curl

² Hang five

³ Drop low all toes to the nose

⁴ Hang ten

} Surfing moves

⁵ boogie – dance to pop or rock music

⁶ second to none – the best

C. What is this song about?

Listening 2 Hanging out online

Unit 2

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures.



1. How do these kids communicate with their friends?

2. Do you also hang out with your friends? When? How often?

B. Listen to Martin. Then mark these sentences True or False. CD 2 Track 16

	True	False
1. Martin usually meets his friends face-to-face.	☐	☐
2. He likes hanging out with his friends online.	☐	☐
3. Hanging out online is always safe.	☐	☐
4. His parents don't mind if he gives personal information when he is online.	☐	☐
5. Facebook can have a bad effect on students.	☐	☐

C. Listen again and complete the sentences with information from the text.

"My parents don't let me hang out in the (1) _____. They say it's very (2) _____ and I am still too (3) _____."

"I am sitting in my (4) _____ bedroom and at the same time I (5) _____ with lots of friends in different places. I don't have to (6) _____ to be with them and I (7) _____ other things at the same time."

"I often say to myself 'I have to (8) _____ the computer and do my (9) _____'. But then I think 'Oh, just five more minutes'."

Listening 3 Teens and fashion

Unit 3

Name _____ No. _____ Class _____ Date _____

A. Listen to Patricia, Oliver and Matteo. Tick (✓) True or False.

Patricia  CD 2 Track 17

True **False**

1. Patricia usually buys her clothes at the shopping centre.
2. Her aunt is also interested in fashion.
3. Patricia likes elegant clothes.

☐	☐
☐	☐
☐	☐

Oliver  CD 2 Track 18

4. Oliver doesn't care about fashion.
5. He often goes shopping.
6. He buys easy-to-wear clothes and shoes.

☐	☐
☐	☐
☐	☐

Matteo  CD 2 Track 19

7. At Matteo's school being trendy is important.
8. He goes shopping with his mother.

☐	☐
☐	☐

B. Listen again. Tick (✓) the correct name for each sentence.

	Patricia	Oliver	Matteo
1. I sometimes go to fashion shows.			
2. Teens have to be in so they don't have problems at school.			
3. I shop online.			
4. It's nice to see well-dressed people.			
5. I never wear shirts.			
6. Designer labels are expensive.			
7. Clothes can show your personality.			

C. Listen one more time and complete the texts.



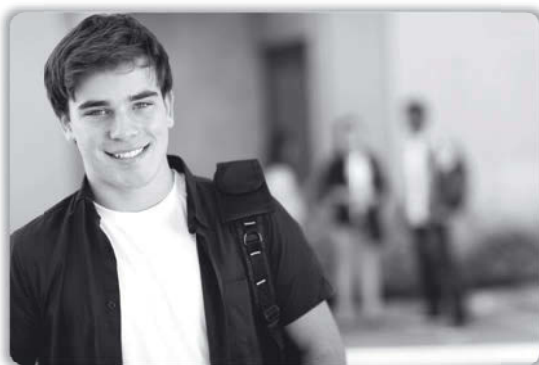
Patricia, France

“Well, fashion and I are best friends. I know everything about it: the new trends, the new designers, the new shops and I can tell you what is going to (1) _____. fashion. To be fashionable is expensive so I buy lots of things online. My aunt works for a fashion magazine in Paris and she sometimes invites me to go to (2) _____. The style I like the most is casual chic and smart. I really like to see people well-dressed on the streets or at work. It makes everything (3) _____.”



Oliver, England

“Fashion isn’t really important to me. I only go shopping for clothes when I need them or when there is something special, like a wedding or at Christmas. I also try (4) _____ a lot of money on shoes. I usually wear T-shirts, jeans and trainers to school. I like comfortable clothes. I’m very sporty so clothes have to be easy to run and move in. The clothes I choose must also show (5) _____. There’s only one thing I don’t like: shirts. They aren’t comfortable at all.”



Matteo, Italy

“I live in Milan so fashion is (6) _____ here. At my school we have to be in all the time because if you aren’t, it is difficult to be accepted. I like fashion and I like to be in but it’s not really an important thing in my life. I usually go shopping with my older sister and I trust her taste in fashion. She buys my clothes and she’s got great taste. I try to wear nice sporty clothes but I don’t really buy (7) _____ because they are quite expensive.”

Listening 4 A famous band

Unit 4

Name _____ No. _____ Class _____ Date _____

A. Listen to the text about One Direction and complete the sentences. CD 2 Track 20

1. The band is made up of _____ members.
2. They took part in the TV show _____.
3. Their first album was number one on a _____ chart.
4. In _____ they released an album called *Midnight Memories*.

B. Listen to the text again and mark True or False.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. The band started singing in 2010. | ☐ | ☐ |
| 2. The TV producers gave them a name for their band. | ☐ | ☐ |
| 3. They won the TV show. | ☐ | ☐ |
| 4. The song "Forever Young" was first a TV success. | ☐ | ☐ |
| 5. Their first album is from 2012. | ☐ | ☐ |
| 6. <i>Take me home</i> is the name of a music album. | ☐ | ☐ |

C. Match the columns. There is an extra clause.

- | | |
|--|-------------------------------------|
| 1. At first, One Direction | a. was released on the internet. |
| 2. Their song "What makes you beautiful" | b. at the top of an American chart. |
| 3. Their first album was | c. the name of their second album. |
| 4. <i>Take me home</i> is | d. wasn't a band. |
| | e. was an international success. |



Listening 5 Agony Aunt

Unit 5

Name _____ No. _____ Class _____ Date _____

A. Do you know what “Agony Aunt” is? Read this short text and find it.

A lot of newspapers and magazines have “Agony Aunt” columns or sections. People write about their problems and “Agony Aunt” gives them advice and support. Some radio stations also have programmes where they read about listeners’ problems and try to help them.



B. Listen to what Pam, 13, wrote to an “Agony Aunt” radio programme.

Then choose the correct option. 🎧 CD 2 Track 21

- | | |
|---|--|
| <p>1. Pam is worried because...</p> <ul style="list-style-type: none"> a. she is Julie’s best friend. b. there’s a new student in her class. c. she doesn’t know if she’s still Julie’s best friend. | <p>3. Pam is very unhappy because...</p> <ul style="list-style-type: none"> a. Julie doesn’t go out with her anymore. b. Julie doesn’t visit her anymore. c. Julie doesn’t talk to her anymore. |
| <p>2. Carol is popular at school because she’s...</p> <ul style="list-style-type: none"> a. nice and shy. b. nice and arrogant. c. nice and a lot of fun. | <p>4. Now Pam wants...</p> <ul style="list-style-type: none"> a. to stop being Julie’s friend. b. to get some advice on what to do. c. to be Carol’s friend too. |

C. Listen to Agony Aunt’s advice. Are these sentences True or False? 🎧 CD 2 Track 22

	True	False
1. Agony Aunt suggests Pam should wait a bit longer before doing anything.	☐	☐
2. She tells her to ask Julie what is wrong with their friendship.	☐	☐
3. Agony Aunt thinks that Julie is probably not Pam’s true friend.	☐	☐
4. She suggests Pam should do whatever she can to be Julie’s friend again.	☐	☐

Listening 6 Environmental issues

Unit 6

Name _____ No. _____ Class _____ Date _____

A. Listen and reorder the pictures. CD 2 Track 23



B. Listen again and answer the questions in note form.

1. What kind of bottles should we buy?	
2. What animals are in danger of extinction?	
3. What could we take to the recycling containers?	
4. What alternative sources of energy can we use?	
5. What are the solutions to reduce air pollution in cities?	

Speaking 1 How I spent my Summer holidays

Unit 1

A

Name _____ No. _____ Class _____ Date _____

A. Read the information below and imagine these were your summer holidays.

Summer fact file

Destination:



Length of holiday:



People you went with:



Means of transport:



Accommodation:



Activities:



Opinion on the holidays: awesome, active, exciting...

B. Now ask your partner the questions in the table to find out about his/her holiday.

Questions	Answers
1. Where / spend / summer holidays	
2. How long / stay	
3. Who / you / go with	
4. How / travel	
5. Where / stay	
6. What / do	
7. How / be / holidays	

Speaking 1 How I spent my Summer holidays

Unit 1

B

Name _____ No. _____ Class _____ Date _____

A. Read the information below and imagine these were your summer holidays.

Summer fact file

Destination:



Length of holiday:



People you went with:



Means of transport:



Accommodation:



Activities:



Opinion on the holidays: cool, fun, relaxing...

B. Now ask your partner the questions in the table to find out about his/her holiday.

Questions	Answers
1. Where / spend / summer holidays	
2. How long / stay	
3. Who / you / go with	
4. How / travel	
5. Where / stay	
6. What / do	
7. How / be / holidays	

Speaking 2 My favourite hobby

Unit 2

A

Name _____ No. _____ Class _____ Date _____

A. Imagine this is your favourite hobby. Read it carefully and get ready to answer your partner's questions.

Hobby: Collecting movie posters and cinema tickets

Why: love cinema / a great way to keep a little of film history

When you started: 10 years old

Where you get the posters: mainly on the Internet / some shops

Who helps you: father – cinema lover too

Size of posters: small cards – easy to keep

Place you keep them: folders

Size of your collection: already a big collection



B. Now ask your partner the questions in the table to find out about his/her hobby.

Questions	Answers
1. What / your / hobby	
2. Why / you / choose / that hobby	
3. When / you / start / it	
4. Where / you / get / posters / from	
5. anyone / help / you	
6. What / size / poster	
7. Where / keep / them	
8. you / have got / big / collection	

Speaking 2 My favourite hobby

Unit 2

B

Name _____ No. _____ Class _____ Date _____

A. Imagine this is your favourite hobby. Read it carefully and get ready to answer your partner's questions.

Hobby: Cooking

Why: fun / relaxing / makes mum happy – she can sometimes have a break

When you started: about 6 years old

When you cook: usually / weekend / more free time

Who helps you: sister – loves cooking too

How you learn: watch cookery TV programmes / mum

What you like cooking: desserts

What your family think: love your desserts



B. Now ask your partner the questions in the table to find out about his/her hobby.

Questions	Answers
1. What / your / hobby	
2. Why / you / choose / that hobby	
3. When / you / start / it	
4. When / you / cook	
5. anyone / help / you	
6. How / you / learn	
7. What / you / like / cooking	
8. your / family / like / what you cook	

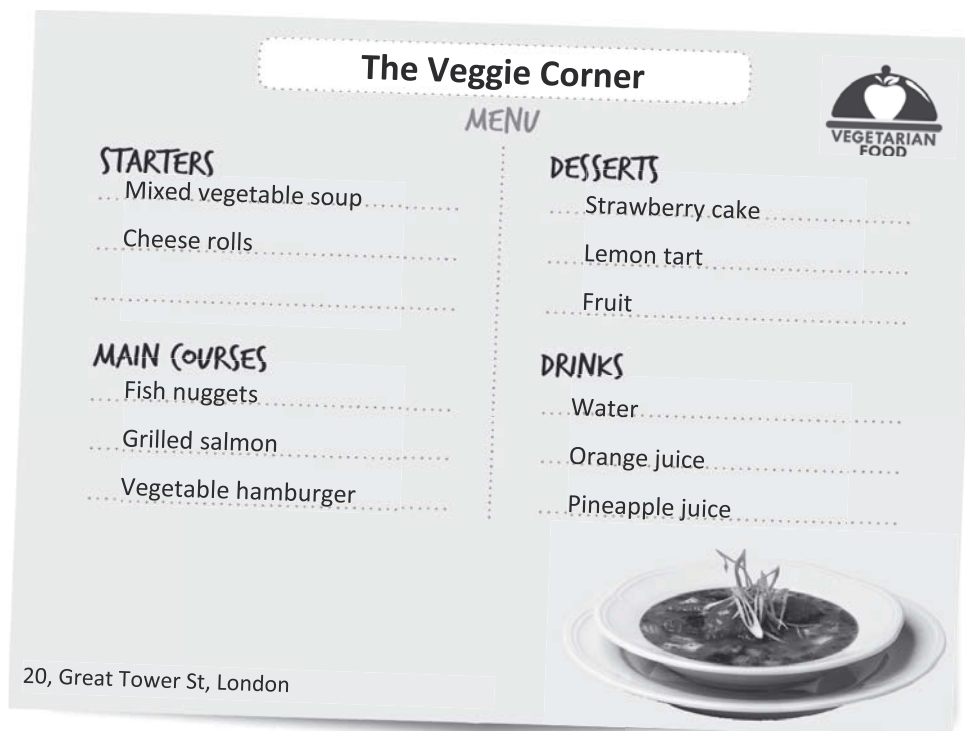
Speaking 3 At the restaurant

Unit 3

A

Name _____ No. _____ Class _____ Date _____

A. Yesterday you went to a vegetarian restaurant with your parents. You enjoyed the food very much. Read the information on the menu.



B. Now ask your partner the questions in the table to find out about his/her restaurant and dinner.

Questions	Answers
1. When / you / dinner out	
2. Who / you / go with	
3. What / kind / restaurant	
4. What / name / restaurant	
5. What / address / restaurant	
6. What / be / starters What / you / have	
7. What / be / main courses What / you / choose	
8. What / you / have / dessert What other / desserts / be there	
9. What / you / drink What other / drinks / be there / menu	
10. you / enjoy / your meal	

Speaking 3 At the restaurant

Unit 3

B

Name _____ No. _____ Class _____ Date _____

A. Last Saturday you went to a steakhouse restaurant with your aunt and uncle. The food was delicious. Read the information on the menu.



B. Now ask your partner the questions in the table to find out about his/her restaurant and dinner.

Questions	Answers
1. When / you / dinner out	
2. Who / you / go with	
3. What / kind / restaurant	
4. What / name / restaurant	
5. What / address / restaurant	
6. What / be / starters What / you / have	
7. What / be / main courses What / you / choose	
8. What / you / have / dessert What other / desserts / be there	
9. What / you / drink What other / drinks / be there / menu	
10. you / enjoy / your meal	

Speaking 4 On the catwalk

Unit 3

Name _____ No. _____ Class _____ Date _____

Describing people

A. Choose one person below. Then complete the table about him/her. Use your imagination to complete all of it.



First name / Surname	Age	Nationality	Job
Personality	Physical traits	Fashion style	

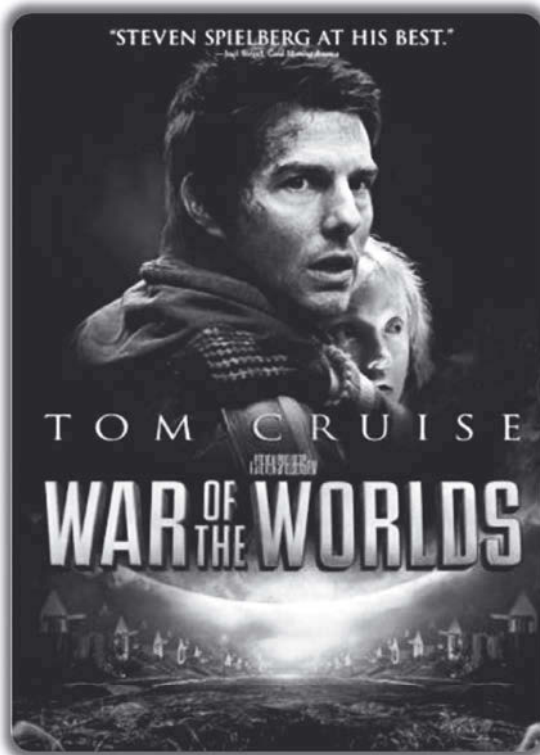
B. Now ask your partner some questions to complete the table below about the person he/she has chosen.

First name / Surname	Age	Nationality	Job
Personality	Physical traits	Fashion style	

C. Did you choose the same person?

Name _____ No. _____ Class _____ Date _____

A. Read this information about a film you want to see.



Title: *War of the worlds*

Type: Science fiction

Director: Steven Spielberg

Main actors: Tom Cruise, Dakota Fanning

Place: Odeon Cinema / London

Day: Saturday

Time: 9 pm

Ticket: £7

Food: popcorn

Drink: orange juice

Means of transport: bus

People: best friend

B. Now ask your partner some questions to find out about his/her film.

Questions	Answers
1. What / title / film	
2. What type / film	
3. Who / director	
4. Who / main actors	
5. Where	
6. When	
7. What time	
8. How much / ticket	
9. What / eat	
10. What / drink	
11. How / get there	
12. Who / go with you	

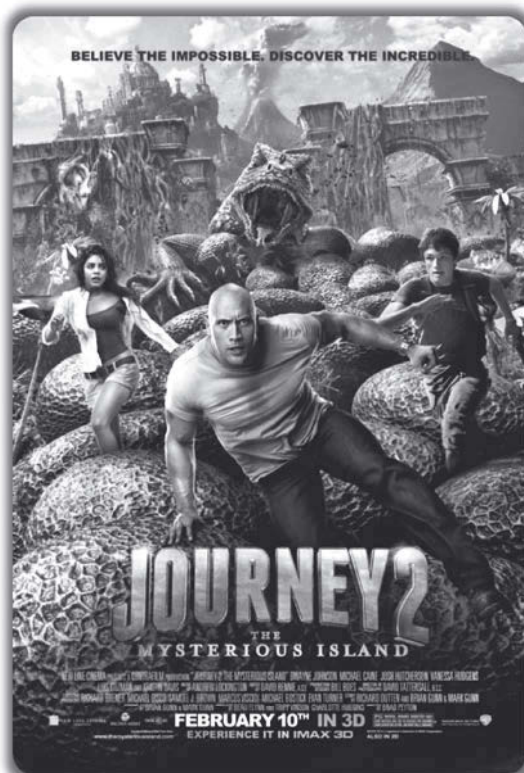
Speaking 5 Going to the cinema

Unit 4

B

Name _____ No. _____ Class _____ Date _____

A. Read this information about a film you want to see.



Title: *My Mysterious Island, Journey 2*

Type: Adventure

Director: Brad Peyton

Main actors: Josh Hutcherson, Michael Caine, Vanessa Hudgens

Place: Cineworld Cinema / Manchester

Day: Friday

Time: 8.30 pm

Ticket: £5

Food: chocolate bar

Drink: water

Means of transport: car

People: older brother

B. Now ask your partner some questions to find out about his/her film.

Questions	Answers
1. What / title / film	
2. What type / film	
3. Who / director	
4. Who / main actors	
5. Where	
6. When	
7. What time	
8. How much / ticket	
9. What / eat	
10. What / drink	
11. How / get there	
12. Who / go with you	

Speaking 6 Music

Unit 4

Name _____ No. _____ Class _____ Date _____

A. There are different types of music. Make a list.

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

B. Now ask ten students about what they like and don't like listening to. Then ask them about the singer or band they like or dislike listening to.

	Names	Type of music ☺	Type of music ☹	Singer and band ☺	Singer and band ☹
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

C. Draw some conclusions.

1. What is the most popular type of music? _____
2. What is the least popular type of music? _____
3. Who is the most popular singer/band? _____
4. Who is the least popular singer/band? _____



Speaking 7 Films

Unit 4

Name _____ No. _____ Class _____ Date _____

A. There are different types of films. Make a list.

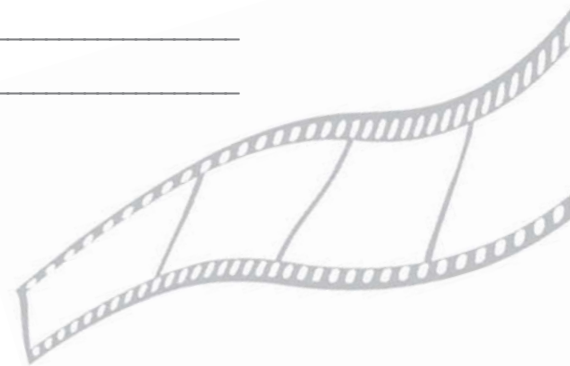
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

B. Now ask ten students about the kind of film they like and don't like and their favourite actors and actresses.

	Names	Type of film 😊	Type of film ☹️	Actor/Actress 😊	Actor/Actress ☹️
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

C. Draw some conclusions.

1. What is the most popular type of film? _____
2. What is the least popular type of film? _____
3. Who is the most popular actor/actress? _____
4. Who is the least popular actor/actress? _____



Speaking 8 My favourite TV programme

Unit 5

A

Name _____ No. _____ Class _____ Date _____

A. You are a TV fan and this is your favourite programme.



TV programme: *Jamie's money saving meals*

Genre: Cooking show

Host: Jamie Oliver

Channel: Channel 4

Broadcast: Mondays

Time: 3 pm

Why you like it: like cooking / always learn
new recipes / useful tips /
enjoy the programme a lot...

B. Now ask your partner the questions in the table to find out about his/her favourite TV programme.

Questions	Answers
1. What / favourite TV programme	
2. What / type of programme	
3. Who / the host	
4. On which channel / be / broadcast	
5. When / be / broadcast	
6. What time / can we / watch	
7. Why / you / like it	
8. What / other TV programmes / you / like	

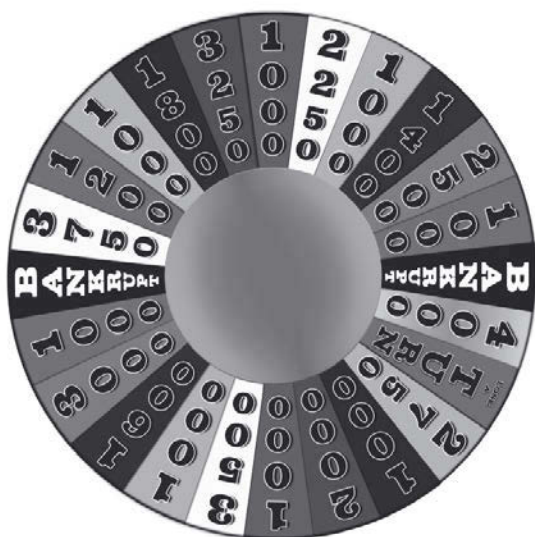
Speaking 8 My favourite TV programme

Unit 5

B

Name _____ No. _____ Class _____ Date _____

A. You are a TV fan and this is your favourite programme.



TV programme: *Wheel of Fortune*

Genre: Quiz show

Hosts: Pat Sajak and Vanna White

Channel: CBS

Broadcast: Fridays

Time: 9 pm

Why you like it: like playing at home while watching /
try to be better than the contestants /
learn a lot / exciting / have a lot of
fun...

B. Now ask your partner the questions in the table to find out about his/her favourite TV programme.

Questions	Answers
1. What / favourite TV programme	
2. What / type of programme	
3. Who / the host	
4. On which channel / be / broadcast	
5. When / be / broadcast	
6. What time / can we / watch	
7. Why / you / like it	
8. What / other TV programmes / you / like	

Speaking 9 Environmental problems / solutions

Unit 6

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures and identify the environmental problems. Choose from the box below.



a. water contamination b. global warming c. floods d. rising sea levels

e. air pollution f. waste g. oil spills h. endangered species i. recycling

j. deforestation k. wind energy

B. Prepare what you will say.

1. Choose the environmental problem you're most worried about.
2. Say why you chose it and mention some consequences that that problem has for the environment.
3. Suggest some solutions to the problem.

Useful words / expressions:

- I'm concerned about... because
- It's a danger to...
- It's a risk...
- It causes serious problems to the...
- It's harmful to / it causes damage to...
- Let me explain...
- I think we could...
- In my opinion people should...

Answer key

LISTENING

Listening 1 (p. 49)

- A. 1. Personal answer.
2. Sunbathing, surfing, reading, playing soccer, listening to music...
B. 1. summer 2. sand 3. having fun 4. paradise 5. surfing 6. hang 7. rock 8. waves
C. It's about surfing and having fun at the beach.

Listening 2 (p. 50)

- A. 1. They communicate with their friends online.
2. Personal answer.
B. 1. F 2. T 3. F 4. F 5. T
C. 1. city 2. dangerous 3. young 4. cosy 5. communicate 6. leave home 7. can do 8. switch off 9. homework

Listening 3 (pp. 51-52)

- A. 1. F 2. T 3. T 4. T 5. F 6. T 7. T 8. F
B. Patricia: 1, 3, 4
Oliver: 5, 7
Matteo: 2, 6
C. 1. be in and out of 2. catwalk shows 3. look prettier 4. not to spend 5. my personality 6. quite a big thing 7. brand names

Listening 4 (p. 53)

- A. 1. five 2. *The X Factor* 3. US 4. November 2013
B. 1. T 2. F 3. F 4. F 5. T 6. T
C. 1. d 2. e 3. b 4. c

Listening 5 (p. 54)

- B. 1. c 2. c 3. a 4. b
C. 1. F 2. T 3. T 4. F

Listening 6 (p. 55)

- A. 1. c 2. b 3. h 4. f 5. a 6. e 7. d 8. g
B. 1. glass 2. pandas, tigers, wolves 3. newspapers 4. solar and wind power 5. use public transportation; leave the car at home

Grammar 1 Wh-words / Asking questions

Name _____ No. _____ Class _____ Date _____

A. Circle the correct *wh-word*.

1. **When** / **Where** do you live?
2. **What time** / **Why** does Andrew get up at 6 o'clock every morning?
3. **Who** / **Why** is cooking dinner?
4. **Whose** / **How long** book is this?
5. **How** / **What** do they go to the beach every day?
6. **How many** / **Who** is that girl?
7. **What** / **How often** does Alice play tennis?
8. **Where** / **What** activities do you do in the summer?
9. **How old** / **Why** is your brother?
10. **What** / **Where** are you doing?

B. Complete the questions with *where, what time, why, what, how old, who, how much, how often*.

1. _____ is your favourite subject at school? History.
2. _____ are they running? Because they are late for school.
3. _____ is your sister? She's 10.
4. _____ drives Peter to the swimming pool every day? His father does.
5. _____ does Cathy usually study? In the library.
6. _____ do you play football? Three times a week.
7. _____ is the lesson? At ten o'clock.
8. _____ is the book? £15.

C. Ask the questions. Look carefully at the words in bold.

1. _____ ?
He usually spends his holidays **in a summer camp**.
2. _____ ?
They are meeting **in the shopping centre**.
3. _____ ?
I am drinking **a cup of tea**.
4. _____ ?
They usually walk to school.

Grammar 2 Present Simple

Name _____ No. _____ Class _____ Date _____

A. Circle the correct form.

1. My daughter **get / gets** really bored during summer holidays.
2. I **miss / misses** my school friends when I am on holiday.
3. Students usually **work / works** very hard.
4. William **enjoy / enjoys** playing beach volleyball.
5. My parents usually **take / takes** pictures of tourist attractions.



B. Rewrite the sentences.

1. They often catch the bus to the summer camp.

He _____

2. I don't email my friends every day when I am on holiday.

She _____

3. We always have a great time on the beach.

My brother _____

4. They don't go to the beach. They usually stay home.

My mother _____

5. The students work very hard.

The teacher _____

C. Write the sentences in the negative.

1. Students meet new friends at school.

2. She travels to Liverpool every summer.

3. We go jogging in the park every Saturday.

4. Arthur likes hanging out with his friends.

5. I often write emails to my friends.

6. She's very nervous about going back to school.

D. Write the sentences in the Present Simple.

1. Emily / have / breakfast / at home / every morning / .

2. My father / not go jogging / in the morning / .

3. Your sister / like / hanging out / with friends / ?

4. Where / they / live / ?

5. I / walk / my dog / twice / every day / .

E. Ask questions in the Present Simple. Look carefully at the words in bold.

1. _____ ?

Teens sometimes organise a **back-to-school party**.

2. _____ ?

Yes, they do. Students feel a bit sad when holidays end.

3. _____ ?

I usually **go to the beach**.

4. _____ ?

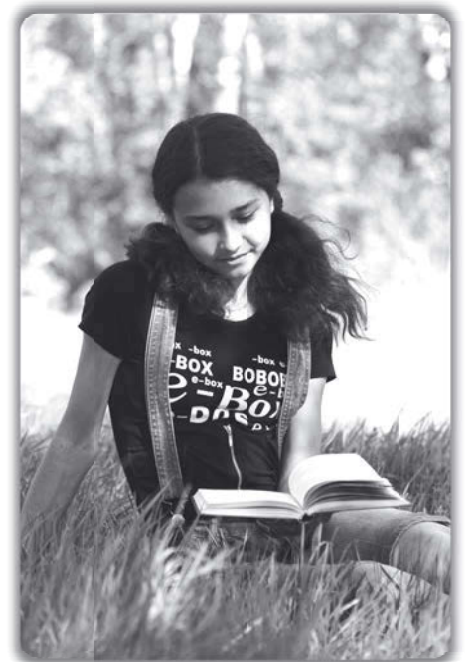
She always goes to school **on foot**.

5. _____ ?

Paul visits his grandparents **on Sunday**.

F. Put the verbs in brackets in the Present Simple.

Catherine (1) _____ (live) with her family in Birmingham. She (2) _____ (have got) two brothers and a sister. They usually (3) _____ (enjoy) themselves together a lot but they (4) _____ (not do) the same things in the summer holidays. Her brothers (5) _____ (play) football and her sister (6) _____ (sing) in a choir. She (7) _____ (not like) sports. She (8) _____ (prefer) reading and listening to music. On Saturday evenings Catherine and her friends always (9) _____ (go) dancing but she (10) _____ (not come) home late.



Grammar 3 Adverbs of frequency

Name _____ No. _____ Class _____ Date _____

A. Read the tables below.

Frequency

0% – Never	I never go to school by bus.
10% – Rarely / Seldom	She rarely eats chocolate cake.
50% – Sometimes	They sometimes study in the school library.
60% – Often	Students often go on school trips.
80% – Usually	My father usually works on Saturdays.
100% – Always	I am always on time.

Position of the adverbs of frequency

Before the main verb	After the verb <i>to be</i>
1. She usually <u>gets up</u> at seven o'clock.	1. She <u>is</u> often late.
2. I don't often <u>play</u> computer games.	2. They <u>aren't</u> usually here on Monday.

B. Rewrite the sentences with the adverbs in the correct position.

1. My friends go to school on foot. (**always**)

2. She's the first person to wake up. (**often**)

3. We don't have lunch at the canteen. (**usually**)

4. My brother has breakfast before school. (**never**)

5. They're late for school. (**sometimes**)

C. Answer the questions with the help of the pictures.

1. How often do Sam and Joe go home for lunch?

2. How often is David late for school?

3. How often does Mrs Harris make her bed?

4. How often do the students catch the school bus?



(100%)



(80%)



(50%)



(0%)

Grammar 4 Present Continuous

Name _____ No. _____ Class _____ Date _____

A. Complete the table with the *-ing* form of the following verbs.

love get swim die stay feel listen ride travel eat tie
stop have read begin write lie run make watch

+ ing	e + ing	double consonant + ing	ie + y + ing
<i>staying</i>	<i>loving</i>	<i>getting</i>	<i>dying</i>

B. Write the sentences in the negative.

1. Daniel is helping his sister with her homework now.

2. My parents are making dinner at the moment.

3. I am leaving tomorrow.

4. Helen is having a back-to-school party next Saturday.

C. Ask the questions. Look carefully at the words in bold.

1. _____ ?

They are **watching a film** now.

2. _____ ?

Yes, she is. She is eating a sandwich.

3. _____ ?

He is meeting his friends **on Friday**.

D. Complete the sentences with the Present Continuous.

1. The teens _____ (**get**) dressed for the school party.

2. Robert _____ (**not start**) school next week.

3. She _____ (**fly**) back to London right now because school _____ (**start**) tomorrow.

Grammar 5 Present Simple / Present Continuous

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option to complete the sentences.

- The girls _____ feel bored during the holidays.
a. sometimes b. now
- _____ I am having dinner with my friends.
a. Tomorrow b. Every day
- The baby isn't crying. _____, he is asleep.
a. Right now b. Usually
- My father _____ drives me to school.
a. at the moment b. rarely

B. Write sentences in the Present Simple and in the Present Continuous.

1.



a. She / buy / tickets online now

b. She / usually / buy / tickets online

2.



a. They / skate / at the moment

b. They / always / skate / Saturdays

3.



a. I / listen to / music / now

b. I / listen to / music / every day

C. Complete the sentences with the Present Simple or the Present Continuous of the verbs in brackets.

- She sometimes _____ (meet) her friends at the beach but now she _____ (dance) at a back-to-school party.
- They always _____ (go) jogging in the morning but at the moment they _____ (not jog). They _____ (write) the invitations for the back-to-school party.
- Next Saturday Peter _____ (not fly) to Paris to visit his grandparents. He _____ (catch) the train.
- My children _____ (not usually walk) to school. They _____ (ride) their bikes.

Grammar 6 Past Simple

Name _____ No. _____ Class _____ Date _____

A. Complete the table with the Past Simple of the verbs.

~~have~~ read ~~look~~ find see go stay work buy enjoy
be keep try take study sleep visit book travel watch

Regular verbs		
Infinitive	Past Simple	Past Simple/negative
1. look	looked	didn't look
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Irregular verbs		
Infinitive	Past Simple	Past Simple/negative
1. have	had	didn't have
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

B. Write the sentences in the negative.

1. The tourist took a lot of pictures.

2. Their aunt and uncle spent their summer holidays in Brazil.

3. Josh went abroad last August.



C. Complete the sentences with the Past Simple of the verbs in brackets.

- The Spencers _____ (not book) hotel rooms as usual. They _____ (spend) two weeks in a lighthouse on the coast of Wales.
- We _____ (go) on a family boating holiday. We even _____ (take) our dogs.
- They _____ (stay) on a working farm. It _____ (be) fantastic.
- Where _____ (you/buy) the plane tickets? I _____ (buy) them online.

D. Answer the questions. Follow the example.

e.g. Did he buy a newspaper? (**No / magazine**)

No, he didn't. He didn't buy a newspaper. He bought a magazine.

1. Did they travel by bus? (**No / plane**)

2. Did you write a postcard? (**No / email**)

3. Did she go to the cinema? (**No / live concert**)

4. Did he take the plane to Madrid? (**No / Paris**)

E. Ask questions in the Past Simple. Look carefully at the words in bold.

1. _____ ?

The students visited **the Museum**.

2. _____ ?

He had dinner **in an Italian restaurant**.

3. _____ ?

She went to the summer camp **last July**.

4. _____ ?

Yes, they did. They had a great time.

F. The Smiths are back from holiday. Ask and answer the questions using the information next to the pictures.



1. Where/go? (**New York**)

1. **You:** Where _____ ?

The Smiths: We _____



2. How/travel?

2. **You:** How _____ ?

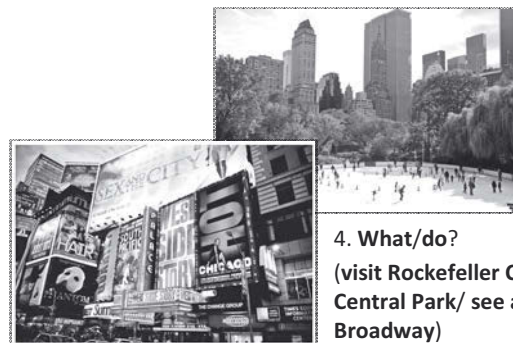
The Smiths: We _____



3. How long/stay? (**A week**)

3. **You:** How long _____ ?

The Smiths: We _____



4. What/do?

(visit Rockefeller Center/walk in Central Park/ see a musical on Broadway)

4. **You:** What _____ ?

The Smiths: We _____

Grammar 7 Past Simple

Name _____ No. _____ Class _____ Date _____

A. Fill in the boxes. Follow the example.

e.g. I visited fantastic places **last summer**.

When	did	you	visit	fantastic places?
↓	↓	↓	↓	
Wh-word	auxiliary	subject	verb in the infinitive	

1. She travelled to Berlin **by plane**.

to Berlin?

2. The train left **at 9.30**.

?

3. They stayed **at their grandparents' house**.

?

4. They stayed in Milan **for a week**.

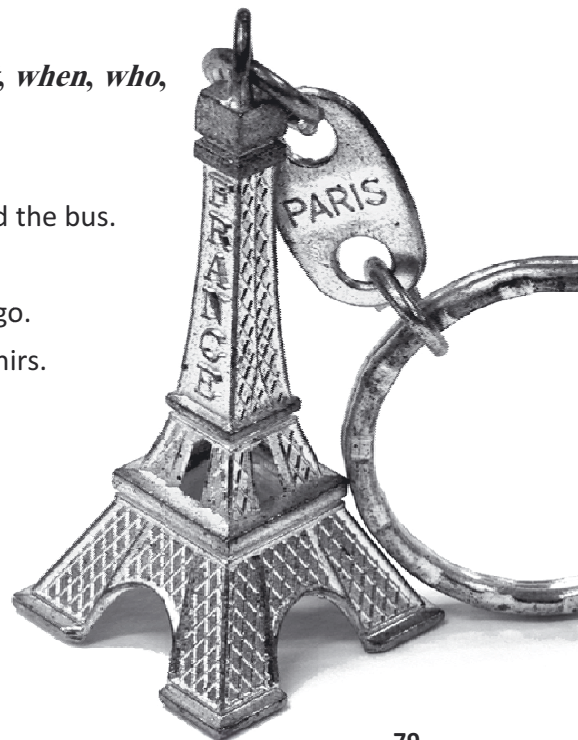
in Milan?

5. He arrived at the summer camp **on Saturday**.

at the summer camp?

B. Complete the questions with *where, what time, why, what, when, who, how long, how much, how many, how*.

- _____ did they spend their holidays? In Belgium.
- _____ were you late for school? Because I missed the bus.
- _____ was his sister born? In 2006.
- _____ ago did they move to Liverpool? 2 years ago.
- _____ did your friends buy in Paris? Some souvenirs.
- _____ did you travel with? With my mother.
- _____ did he arrive home? At five o'clock.
- _____ was the present? £25.
- _____ did you go to Paris? By plane.
- _____ days did you stay? Eight.



Grammar 8 Past Continuous

Name _____ No. _____ Class _____ Date _____

A. Write questions and answers in the Past Continuous. Follow the example.



e.g. hang out with friends / do his homework

a. Was he hanging out with his friends?

b. No, he wasn't. He wasn't hanging out with his friends. He was doing his homework.



2. read a magazine / play basketball

a. _____ ?

b. _____



1. jog / watch a film at the cinema

a. _____ ?

b. _____



3. fish / swim

a. _____ ?

b. _____

B. Write sentences in the Past Continuous about what they were doing yesterday afternoon.

1. Jessica / skate / in the park / .

2. Andrew / not ride / his bike. He / walk / his dog / .

3. My brothers / play / online games / with friends / .

4. Your parents / do the shopping / ?

5. I / prepare / a sleepover party / .

Grammar 9 Past Simple / Past Continuous

Name _____ No. _____ Class _____ Date _____

A. Complete with the Past Simple or the Past Continuous.

1. What _____ (you / do) yesterday at five o'clock? I _____ (play) chess with my grandfather.
2. _____ (she / go) to the cinema last night? Yes, she _____.
3. Yesterday morning the students _____ (not study). They _____ (surf).
4. We _____ (travel) to Paris last summer.

B. Circle the correct form of the verbs.

1. My son **was playing** / **played** football when he **was hurting** / **hurt** himself.
2. When I **was meeting** / **met** my friends, they **were skating** / **skated** in the park.
3. Someone **was knocking** / **knocked** at the door when we **were having** / **had** a French lesson.
4. When his father **was arriving** / **arrived** home, Tom **was watching** / **watched** a film.
5. I **was crossing** / **crossed** the street when I **was seeing** / **saw** an accident.

C. Follow the example to write sentences using the Past Simple or the Past Continuous.



e.g. She / cut herself / cook / dinner
She cut herself when she was cooking dinner.



1. Julie / fall down / ride bike



2. I / drive to work / have / accident



3. The boys / play baseball / the ball / break / window

Grammar 10 Degrees of adjectives

Name _____ No. _____ Class _____ Date _____

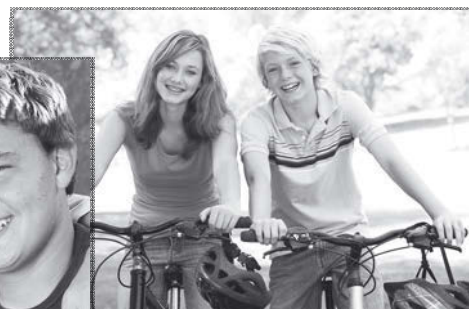
A. Complete the table.

Regular forms			Irregular forms		
Adjective	Comparative	Superlative	Adjective	Comparative	Superlative
1. <u>interesting</u>	_____	_____	1. <u>good/well</u>	_____	_____
2. _____	_____	<u>the happiest</u>	2. _____	<u>worse than</u>	_____
3. <u>boring</u>	_____	_____	3. _____	_____	<u>the least</u>
4. _____	<u>taller than</u>	_____	4. <u>far</u>	_____	_____
5. <u>strong</u>	_____	_____	5. _____	_____	<u>the most</u>

B. Circle the correct option.

1. She is **the worst** / **worse** at surfing **than** at skating.
2. My brother thinks reading is **more boring than** / **the most boring** playing online games.
3. Surfing is **the most interesting** / **more interesting than** sport of all.
4. Being a weightlifter is **harder than** / **the hardest** being a basketball player.
5. The shopping centre is **better than** / **the best** place to meet your friends.
It's **the safest** / **safer than** meeting your friends at the park.

C. Write sentences using the comparative or superlative of the adjectives.



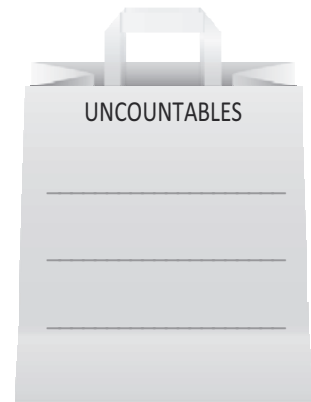
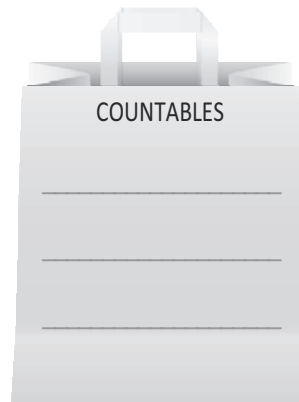
1. Reading is _____ rowing. (**easy**)
2. We really like riding our bikes. For us it is _____ activity of all. (**exciting**)
3. This is _____ stadium in the country. (**fantastic**)
4. Abseiling is _____ collecting coins. (**dangerous**)
5. They are _____ friends in the world. (**good**)
6. Playing online games is _____ parachuting. (**safe**)

Grammar 11 Quantifiers

Name _____ No. _____ Class _____ Date _____

A. Write the nouns on the correct bag.

milk cheese butter water
can lemon biscuit flour
apple sugar bread egg
jam banana



B. Choose the correct option. Then tick (✓) the products they are going to buy on the shopping list.

George: (1) **How many / How much** bananas have we got?

Mother: We have (2) **lots of / a little** bananas. We don't need (3) **some / any**.

George: Is there (4) **any / a few** butter in the fridge?

Mother: There is only (5) **a few / a little** butter. We need to buy two packets. And we have only got (6) **a few / a little** cans of ice tea. We need to buy (7) **a lot of / some**.

George: There are (8) **any / no** apples for the cake and (9) **how much / how many** sugar do we need?

Mother: Well, bring five apples and I think 500 g of sugar is enough.

Shopping List


☐

☐

☐

☐

☐

☐

☐

☐

C. Complete the sentences with *some* (3x), *a little*, *no*, *much*, *any*, *a few*.

1. Would you like _____ milk in your tea? No, thanks. I don't want _____ milk.

2. There is _____ orange juice in the fridge. We need to buy _____.

3. Could you buy _____ apples? There are only _____ for the apple pie.

4. We only have _____ flour. How _____ flour do you need?

Grammar 12 Will / To be going to

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures and say what people are going to do. Follow the example.



e.g. He / study / cook special dinner

Is he going to study?

No, he isn't.

He is going to cook a special dinner.



1. They / stay home / have dinner out



2. She / book a table at the restaurant / take part in a cookery competition



3. You / buy your daughter's present / do the shopping

B. Complete with *to be going to* or *will*.

1. Jill: Tomorrow I _____ (try) the new restaurant they told me about.
Tony: Oh, you mean the vegetarian restaurant? I _____ (go) with you.
2. Her parents think she _____ (become) a successful lawyer.
3. _____ (they plan) a birthday menu for next Saturday?
4. Richard hopes he _____ (win) the cookery competition.
5. _____ (you help) me with my homework?
6. In the future people _____ (probably / try) to eat healthy food.

Grammar 13 Zero and First Conditional

Name _____ No. _____ Class _____ Date _____

A. Write zero conditional sentences.

1. If / you / freeze / water / it / turn / into ice

2. If / you / have / a question / ask / the teacher

3. If / it / rain / they / get / wet

4. If / I / miss / the morning bus / I / be / late for work

5. Children / get / overweight / if / they / eat / too much / fast food

B. Match the two columns.

1. They / not study hard

☐

a. miss the fashion show

2. He / not arrive on time

☐

b. buy trendy clothes

3. They / have enough money

☐

c. go to the hairdresser

4. You / be invited to the party

☐

d. fail the exam

C. Write first conditional sentences using the information in B.

1. _____

2. _____

3. _____

4. _____



D. Put the verbs in brackets in the Present Simple or Future.

1. If my mother lets me, I _____ (get) a tattoo.

2. She will become a famous designer if she _____ (work) hard.

3. If they don't have money, they _____ (not go) shopping.

4. We will buy some new accessories if we _____ (have) some free time.

Grammar 14 Modal verbs

Name _____ No. _____ Class _____ Date _____

A. Read the sentences and identify the use of the modal verbs.

External obligation

Ability

Polite request

Ability in the past

Necessity

Prohibition

Sentences	Use
1. This cake is delicious! Could I have another slice, please?	
2. When my grandmother was younger, she could sing really well.	
3. You mustn't drive without a licence.	
4. My sister wants to be a professional violinist. She can play very well.	
5. You have to leave earlier. The meeting at the studio is at 3 o'clock.	
6. We must practise every day because we play in an orchestra.	

B. Rewrite the sentences using a modal verb. Follow the example.

e.g. Would you give me permission to go to the concert?

Can I go to the concert?

1. I have the ability to play the guitar.

2. You are forbidden to make any noise when we are recording a CD.

3. I need to practise a lot.

4. It's impossible for him to play the guitar.

5. He had the ability to write music.



C. Fill in the blanks with the correct modal verb.

1. Teacher, _____ you help me with this Project? (**Polite request**)

2. They _____ be very rich. They have a very expensive house. (**Deduction**)

3. You _____ go to bed late. (**Prohibition**)

4. He _____ speak four foreign languages. (**Ability**)

5. The students _____ wear a uniform at school. (**External obligation**)

Grammar 15 Relative pronouns

Name _____ No. _____ Class _____ Date _____

A. Match the two columns to make correct sentences.

- | | | |
|-------------------------------------|--------------------------|--|
| 1. This is the film | ☐ | a. whose films are very popular. |
| 2. Steven Spielberg is the director | ☐ | b. who won a TV award for his role as a spy. |
| 3. Arthur Conan Doyle is the author | ☐ | c. who wrote the Sherlock Holmes stories. |
| 4. This is the actor | ☐ | d. which received an award for best picture. |
| 5. A thriller is a film | ☐ | e. that has a lot of action. |

B. Circle the correct relative pronoun.

1. The critic **who / whose** writes films reviews is very popular.
2. The journalist interviewed the actor **which / who** won the Oscar for best actor in a leading role.
3. The man **which / whose** best friend is Dr Watson lives in Baker Street.
4. My mother doesn't like films **which / who** are about vampires.
5. The special effects **whose / which** were used by the director are amazing.

C. Complete the sentences with the correct relative pronoun.

1. A stuntman/stuntwoman is someone _____ replaces the actors in dangerous scenes.
2. She saw a film _____ is very funny.
3. The producer _____ studios are in Hollywood is Australian.
4. Meryl Streep is the actress _____ plays the role of an evil witch in the film *Into the Woods*.
5. Do you know the name of the film _____ is being released tomorrow?

D. Join the sentences with **who**, **which** or **whose**.

1. They saw a film last week. It was really scary.

2. My sister writes reviews. They are about cinema.

3. He is a successful actor. His films top the box office.

4. The woman is on the set. She is the main character of the film.

Grammar 16 Phrasal verbs

Name _____ No. _____ Class _____ Date _____

A. Complete the table with the following: *be careful, draw attention to, turn on, get up, leave, get on well with, look forward to, look after, look for, return.*

Phrasal verb	Meaning
1. switch on	
2.	try to find something or someone
3.	have a good relationship
4. point out	
5. go back	
6.	get out of bed
7.	to expect with pleasure
8. look out	
9.	take care of
10. go away	

B. Replace the words in bold with the correct phrasal verb and rewrite the sentences.

1. My father **returned** home very late yesterday. _____
2. **Be careful!** There's a car coming. _____
3. This article **draws attention to** the dangers of drinking alcohol. _____
4. She doesn't **have a good relationship** with her sister. _____

C. Complete the sentences with the correct form of the phrasal verbs: *switch on, looking forward to, look after, go on.*



1. Teacher: _____ with your work. You only have ten minutes left.



3. When my brother arrives home, he usually _____ the TV.



2. I can't go out tonight. I have to _____ my baby sister.



4. My grandparents are _____ seeing us again this weekend.

Grammar 17 Present Perfect

Name _____ No. _____ Class _____ Date _____

A. This is the school *Go Green Project* plan. Use the Present Perfect to write what they have ☒ or haven't done ☒.

1. Organise a clean-up campaign (teacher)	☒	1. The teacher _____
2. Start a recycling programme	☒	2. The students _____
3. Show a documentary on environmental issues (teacher)	☒	3. _____
4. Do research on endangered species	☒	4. _____
5. Write slogans to protect the environment	☒	5. _____
6. Teach eco-friendly habits	☒	6. _____

B. Complete the sentences with the Present Perfect of the verbs in brackets.

1. Researchers _____ (find) products containing harmful ingredients.
2. _____ environmental pollution _____ (increase)?
3. _____ your children _____ (see) the film *An Inconvenient Truth*?
4. I _____ (not take) part in any green campaign.
5. My mother _____ (already / bought) organic food.

C. Write the sentences in the Present Perfect.

1. Your local community / take action / protect the environment / ?

2. Lots of schools / organise / switch-off campaign / .

3. Her sister / join / eco-school project / yet / ?

4. They / not stop / destroying the animals' habitats / .

5. The students / make / *Go Green* leaflets / .

Grammar 18 Present Perfect / Past Simple

Name _____ No. _____ Class _____ Date _____

A. Tick (✓) the verb tense used with these time expressions.

Time Expressions	Past Simple	Present Perfect
1. For, yet, already		
2. Just, since, ever, lately		
3. A month ago, in 2010		
4. Never, this week, recently		
5. Last week, yesterday		

B. Choose the correct option.

1. People **became** / **have become** more eco-aware lately.
2. Rachel **didn't start** / **hasn't started** an ecology club at school yet.
3. **Did** / **Has** she just **take** / **taken** a photo of the polluted river?
4. The journalist **wrote** / **has written** some articles on recycling last month.
5. My parents **did** / **have done** some research on eco-friendly holidays last week.

C. The eco-school project has won a very important award. A journalist is interviewing the students. Complete the dialogue with the Past Simple or the Present Perfect.

Journalist: When (1) _____ (start) this project?

Student 1: We (2) _____ (start) it two years ago.

Journalist: What (3) _____ (do) so far?

Student 2: We (4) _____ (organise) a lot of campaigns and we (5) _____ (draw) people's attention to the environmental problems of the Earth. In fact last year we (6) _____ (involve) the local authorities and local community in the Waste Week Campaign, which was very important.

Journalist: (7) _____ (have) any help from famous people yet?

Student 1: No, not yet. But we (8) _____ (already / write) emails inviting some famous people to take part in our next campaign.



Vocabulary 1 Summer activities

Unit 1

Name _____ No. _____ Class _____ Date _____

A. Match the summer activities with the correct boxes.

1 ▪ Gloves ▪ Watering can ▪ Bucket 2 ▪ Ocean ▪ Underwater world ▪ Snorkel 3 ▪ Tent ▪ Campsite ▪ Nature	a. Camping ☐ b. Scuba diving ☐ c. Surfing ☐ d. Gardening ☐ e. Waterskiing ☐ f. Beach volleyball ☐	4 ▪ Sea/ocean ▪ Surfboard ▪ Big waves 5 ▪ Net ▪ Beach ▪ Ball 6 ▪ Rope/handle ▪ Skis ▪ Boat
---	---	---

B. Identify these activities.

1 	2 	1. _____ 2. _____
3 	4 	3. _____ 4. _____

C. Match the words in column A to the ones in column B to form correct expressions.

A	B
1. book a	a. a suitcase
2. go out	b. in a hotel
3. go on	c. with friends
4. pack	d. holiday
5. buy	e. pictures
6. take	f. hotel room
7. stay	g. souvenirs

Vocabulary 2 Leisure activities

Unit 2

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures and complete the words below with the name of the activities.



1. I _____

5. A _____

9. B _____

2. A _____

6. C _____

10. W _____

3. R _____

7. P _____

11. W _____

4. F _____

8. T _____

12. S _____

B. Choose the correct option to make true sentences.

1. **Playing chess / Bungee jumping** needs a lot of concentration and it also develops my memory.
2. Peter loves exploring the underwater world. That's why he goes **swimming / scuba diving** every weekend.
3. **Weightlifting / Fencing** helps teens build strong muscles. It's a very hard but challenging activity.
4. My sister enjoys **waterskiing / painting** very much. She says gliding across the water behind a boat with the wind on her face is fantastic.
5. We love travelling down a river in an inflatable boat. This activity is called **rafting / abseiling**.

C. Write the verbs *play*, *go* and *do* in the correct box.

1. _____
chess
football
tennis
cards

2. _____
gymnastics
aerobics
judo
athletics

3. _____
jogging
fishing
surfing
dancing

D. Fill in the table with the words or expressions below.

Places to hang out

Activities

hanging out with friends cinema disco going for a drink

beach chatting on the Net surfing the Net café

shopping centre arcade going to a concert pub

Vocabulary 3 Food containers

Unit 3

Name _____ No. _____ Class _____ Date _____

A. To cook dinner Alice used different kitchen utensils. Label them with the words given.

a. a chopping board

b. a frying pan

c. a rolling pin

d. a soup ladle

e. a saucepan

f. a kitchen knife

g. a bowl

h. an oven glove

i. a squeezer

j. scales

k. paper towels

l. a wooden spoon



1



2



3



4



5



6



7



8



9



10



11



12

B. Find seven containers in the word search.

Containers

M	Z	I	A	C	B	A	G	G	P
D	E	A	W	X	Y	I	R	G	G
W	A	K	W	L	B	Y	M	G	A
N	C	R	K	W	O	I	I	A	F
P	A	C	K	E	T	F	I	E	C
Q	N	R	S	V	T	J	E	L	A
F	J	O	Z	X	L	U	J	A	R
D	B	L	P	R	E	G	U	I	T
U	Z	T	P	Q	V	T	L	Y	O
B	N	C	D	O	R	T	I	V	N

C. Use the containers above to complete the sentences in column A. Then match them to the pictures in column B.

A	B
1. A _____ of peanut butter.	 a.
2. A _____ of coke.	 b.
3. A _____ of milk.	 c.
4. A _____ of water.	 d.
5. A _____ of wine.	 e.
6. A _____ of sugar.	 f.
7. A _____ of cereal.	 g.

Vocabulary 4 Food

Unit 3

Name _____ No. _____ Class _____ Date _____

A. How does the food taste? Look at the pictures and complete the crossword puzzle.

1



2



3



4



5



6



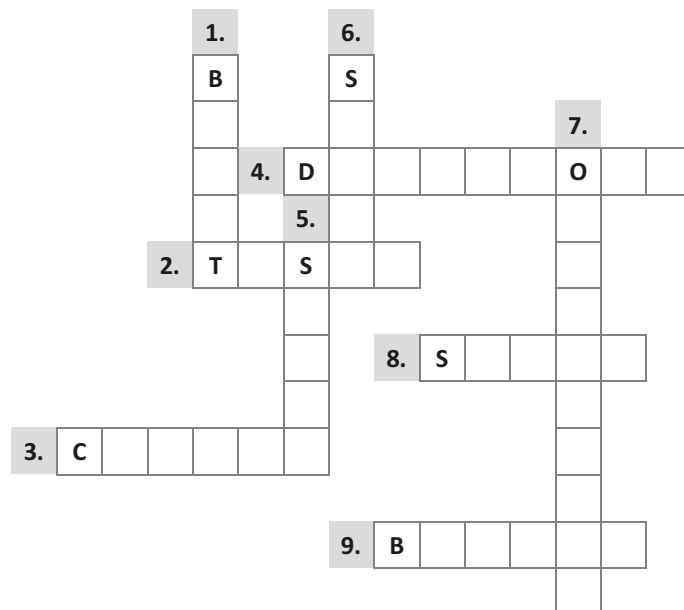
7



8



9



B. These four friends went to the restaurant. Write what they ordered on the menu.

MENU		Roger	Natalie
Starters	Main courses	1. Ice tea 2. Garlic bread 3. Chocolate cake 4. Salmon steak	1. Apple pie 2. Grilled steak with rice 3. Spinach soup 4. Mineral water
Desserts	Drinks	1. Green salad 2. Orange juice 3. Spaghetti bolognese 4. Strawberries	1. Fish and chips 2. Coke 3. Orange pudding 4. Vegetable soup

C. Match the steps at the restaurant on the left with the sentences on the right.

- | | | |
|-------------------------|--------------------------|---|
| 1. Say hello | ☐ | a. I'd like some garlic bread. |
| 2. Ask for the menu | ☐ | b. Can I have the bill, please? |
| 3. Order the food | ☐ | c. Good evening! |
| 4. Have a starter | ☐ | d. I'll have a cheesecake. |
| 5. Have the main course | ☐ | e. Keep the change! |
| 6. Have a dessert | ☐ | f. Here you are. |
| 7. Ask for the bill | ☐ | g. Yes, we're ready to order. |
| 8. Pay the bill | ☐ | h. Goodbye! |
| 9. Leave a tip | ☐ | i. May I have the menu? |
| 10. Say goodbye | ☐ | j. I'd like a grilled steak with mashed potatoes. |

Vocabulary 5 Fashion

Unit 3

Name _____ No. _____ Class _____ Date _____

A. Write the words in the correct column.

hairdresser designer trendy tie wool model checked sandals
 flowery old-fashioned glamorous shoes dress striped shirt pullover
 gloves earrings spotted jeans shorts stylist boots cotton
 fashionable cap grunge nylon skirt necklace silk casual trainers

Style	Clothes	Footwear	Accessories	Patterns	Materials	Jobs

B. Write an adjective for each word.

Striped Plain Casual Flowery Wool Trendy



- _____ skirt
- _____ dress
- _____ jeans
- _____ pullover
- _____ shorts
- _____ boots

Vocabulary 6 Music

Unit 4

Name _____ No. _____ Class _____ Date _____

A. Find 10 types of music in the wordsearch.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Complete the sentences with jobs.

1. Someone who plays the guitar is a _____.
2. The main singer of a band is the _____.
3. The person responsible for producing a music is the _____.
4. The person who plays the drums is the _____.
5. Someone who plays the piano is a _____.



C. Complete the sentences with the words below.

awards released lyrics autographs lead singer

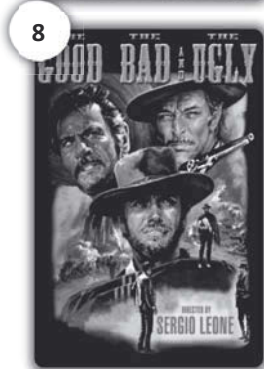
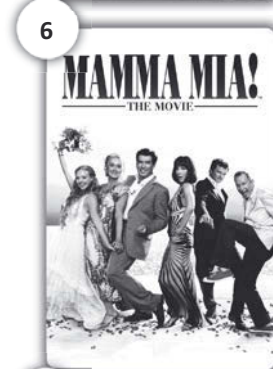
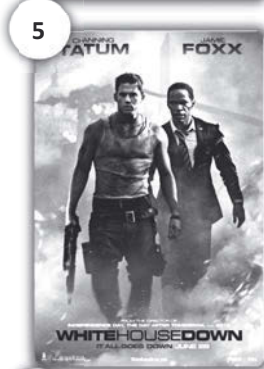
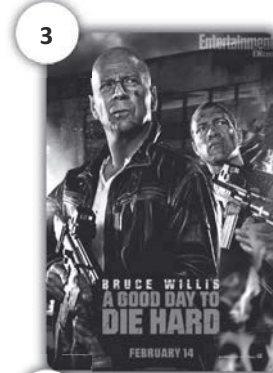
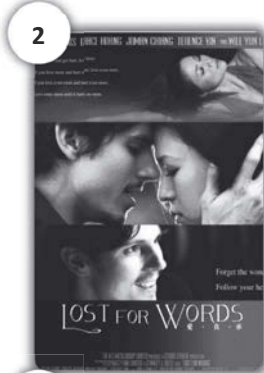
1. The Australian singer _____ her new album last month and it is already a huge success.
2. My brother writes the _____ of his band's songs.
3. The Black Eyed Peas won three _____ in 2010. Fergie is the _____ of the band.
4. The band One Direction is very popular all over the world. Their fans always ask them for _____.

Vocabulary 7 Films

Unit 4

Name _____ No. _____ Class _____ Date _____

A. Look at the movie posters. Write the type of film below.



1. C
2. L
3. A

4. S
5. T
6. M

7. H
8. W
9. A

B. Circle the correct word.

- The plot is **gripping** / horror.
- I watched an **exciting** / role film.
- Steven Spielberg makes **award** / **awesome** films.
- The lead actor played an **impressive** / film role.
- The characters are really **casting** / boring.

**C. The students are taking part in a cinema contest. Here are the questions.
Choose the correct answer.**



Question 1

The story of a book, a play, a movie is the _____.

- a.** plot **b.** flop **c.** sequel



Question 6

The place where you buy the tickets is the _____.

- a.** blockbuster **b.** box office **c.** actor



Question 2

The group of spectators, listeners or viewers is the _____.

- a.** premiere **b.** audience **c.** director



Question 7

The man who does dangerous/risky scenes instead of the actor is the _____.

- a.** actress **b.** villain **c.** stuntdouble



Question 3

A second film made to continue the story started in the first is the _____.

- a.** break **b.** camera operator **c.** sequel



Question 8

The first showing of a film is the _____.

- a.** premiere **b.** extra **c.** casting



Question 4

A film you really have to see is a _____.

- a.** review **b.** must-see **c.** scene



Question 9

A very well-known sentence from a character in a film is the _____.

- a.** catchphrase **b.** producer **c.** studio



Question 5

A very successful film is a _____.

- a.** blockbuster **b.** actress **c.** hero



Question 10

An unsuccessful film at the box office is a _____.

- a.** flop **b.** movie **c.** drama

Vocabulary 8 Radio and TV

Unit 5

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences with these words.

cover contestant host couch potato
TV listing zapping remote control broadcast

1. Sally: Look, this _____ has just won the cash prize in the quiz show.
2. The _____ of this talk show is Ellen DeGeneres.
3. This programme is really boring. Please, give me the _____ to change to another channel.
4. Peter: Oh, I am so excited! ITV is going to _____ the Oscars, the Academy Awards.
Alice: Great! What time is the ceremony?
Peter: Well, I'm not sure but I'll have a look at the _____.
5. My brother is a _____. He sits on the couch all day eating and watching TV.
6. Will you please stop _____? I can't concentrate on any programme because you're constantly changing from one channel to another.
7. Journalists are always trying to find interesting stories to _____.

B. Match the definitions with the programmes.

A	
1. a programme about cooking	☐
2. a series dedicated to wildlife	☐
3. a show in which members of the public are filmed living their everyday lives	☐
4. national and international events and current affairs	☐
5. short animated films for children	☐
6. a serial drama, showing multiple related story lines about different characters	☐

B
a. reality show
b. cooking show
c. soap opera
d. news
e. cartoons
f. documentary

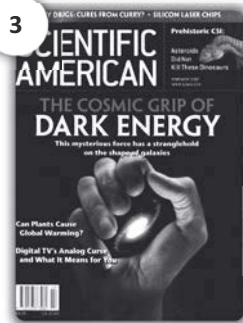
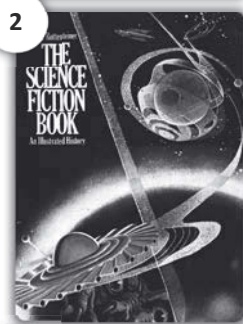
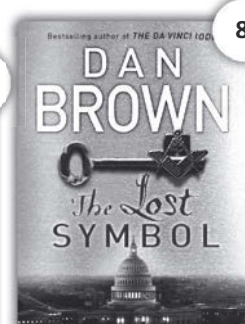
Vocabulary 9 Magazines, books and newspapers

Unit 5

Name _____ No. _____ Class _____ Date _____

A. Tick the words in the correct column. Then write the number of the corresponding picture.

Words	Magazines	Books	Newspapers	Picture
Fashion	✓			
Thriller				
Science				
Health				
Comics				
Tabloid				
Science-fiction				
Celebrity gossip				
Quality				
Daily				



B. Complete the sentences with the correct word.

1. The _____ is responsible for a newspaper or a magazine.
a. journalist b. reporter c. editor
2. A very good _____ goes out to find the news stories or to interview people.
a. editor b. critic c. reporter
3. Here's an extremely well-written _____ of the last Spielberg film.
a. article b. review c. news
4. Would you have a look at the _____ and tell me the time of the news?
a. supplement b. book c. TV listing
5. The _____ is written by the person responsible for the newspaper.
a. editorial b. section c. news
6. Yesterday's _____ news was the death of the country's Prime Minister.
a. headline b. breaking c. first
7. The first thing I read when I buy the newspaper is the _____.
a. headlines b. newsroom c. reporter
8. I don't like to read _____. They are really very sad.
a. horoscopes b. TV listings c. obituaries
9. Please let me have a look at the _____ because tomorrow I am going on holiday.
a. weather forecast b. time c. article
10. When we want to sell a car or a house, we read the _____.
a. article b. classifieds c. weather forecast

C. Circle all the sections you can find in a magazine or newspaper.

studio sports editors home news journalists
finance obituary classifieds quality host
world news section office horoscope

Vocabulary 10 A greener world

Unit 6

Name _____ No. _____ Class _____ Date _____

A. Match the words in column A and B to form correct expressions.

A		B
1. Global	☐	a. rain
2. Greenhouse	☐	b. contamination
3. Acid	☐	c. batteries
4. Ozone	☐	d. species
5. Rechargeable	☐	e. spills
6. Endangered	☐	f. effect
7. Organic	☐	g. food
8. Toxic	☐	h. gases
9. Water	☐	i. warming
10. Oil	☐	j. layer

B. Label the pictures using expressions in exercise A.

1



2



1. _____

2. _____

3



4



3. _____

4. _____

C. Complete the sentences with the following: toxic gases, endangered species, global warming and rechargeable batteries.

- The Earth's climate is changing because of _____.
- Animals are being threatened because their habitats have been destroyed. We have to protect _____.
- It is important to choose environmentally friendly batteries. A lot of people are now using _____.
- Factories have been polluting the air with _____.

Answer key

GRAMMAR

1 – Wh-words/Asking questions (p. 71)

A. 1. Where 2. Why 3. Who 4. Whose 5. How 6. Who 7. How often 8. What 9. How old 10. What

B. 1. What 2. Why 3. How old 4. Who 5. Where 6. How often 7. What time 8. How much

C. 1. Where does he usually spend his holidays? 2. Where are they meeting? 3. What are you drinking? 4. How do they usually go to school?

2 – Present Simple (pp. 72-73)

A. 1. gets 2. miss 3. work 4. enjoys 5. take

B. 1. (...) often catches the bus to the summer camp. 2. (...) doesn't email her friends every day when she is on holiday. 3. (...) always has a great time on the beach. 4. (...) doesn't go to the beach. She usually stays home. 5. (...) works very hard.

C. 1. Students don't meet new friends at school. 2. She doesn't travel to Liverpool every summer. 3. We don't go jogging in the park every Saturday. 4. Arthur doesn't like hanging out with his friends. 5. I don't often write emails to my friends. 6. She isn't very nervous about going back to school.

D. 1. Emily has breakfast at home every morning. 2. My father doesn't go jogging in the morning. 3. Does your sister like hanging out with friends? 4. Where do they live? 5. I walk my dog twice every day.

E. 1. What do teens sometimes organise? 2. Do students feel a bit sad when holidays end? 3. Where do you usually go?

4. How does she always go to school? 5. When does Paul visit his grandparents?

F. 1. lives 2. has got 3. enjoy 4. don't do 5. play 6. sings 7. doesn't like 8. prefers 9. go 10. doesn't come

3 – Adverbs of frequency (p. 74)

B. 1. My friends always go to school on foot. 2. She's often the first person to wake up. 3. We don't usually have lunch at the canteen. 4. My brother never has breakfast before school. 5. They're sometimes late for school.

C. 1. Sam and Joe never go home for lunch. 2. David is sometimes late for school. 3. Mrs Harris always makes her bed. 4. The students usually catch the school bus.

4 – Present Continuous (p. 75)

A.

+ ing	✗ + ing	double consonant + ing	✗ + y + ing
feeling	riding	swimming	tying
listening	having	travelling	lying
eating	writing	stopping	
reading	making	beginning	
watching		running	

B. 1. Daniel isn't helping his sister with her homework now. 2. My parents aren't making dinner at the moment. 3. I am not leaving tomorrow. 4. Helen isn't having a back-to-school party next Saturday.

C. 1. What are they doing now? 2. Is she eating a sandwich? 3. When is he meeting his friends?

D. 1. are getting 2. isn't starting 3. is flying; is starting

5 – Present Simple / Present Continuous (p. 76)

A. 1. a. sometimes 2. a. Tomorrow 3. a. Right now 4. b. rarely

B. 1. a. She is buying tickets online now. b. She usually buys tickets online. 2. a. They are skating at the moment. b. They

always skate on Saturdays. 3. a. I am listening to music now. b. I listen to music every day.

C. 1. meets; is dancing 2. go; aren't jogging; are writing 3. isn't flying; is catching 4. don't usually walk; ride

6 – Past Simple (pp. 77-78)

A.

Regular verbs		
Infinitive	Past Simple	Past Simple/negative
1. look	looked	didn't look
2. stay	stayed	didn't stay
3. work	worked	didn't work
4. enjoy	enjoyed	didn't enjoy
5. try	tried	didn't try
6. study	studied	didn't study
7. visit	visited	didn't visit
8. book	booked	didn't book
9. travel	travelled	didn't travel
10. watch	watched	didn't watch

Irregular verbs		
Infinitive	Past Simple	Past Simple/negative
1. have	had	didn't have
2. read	read	didn't read
3. find	found	didn't find
4. see	saw	didn't see
5. go	went	didn't go
6. buy	bought	didn't buy
7. be	was/were	wasn't/weren't
8. keep	kept	didn't keep
9. take	took	didn't take
10. sleep	slept	didn't sleep

B.

1. The tourist didn't take a lot of pictures. 2. Their aunt and uncle didn't spend their summer holidays in Brazil. 3. Josh didn't go abroad last August.

C. 1. didn't book; spent 2. went; took 3. stayed; was 4. Did you buy; bought

D. 1. No, they didn't. They didn't travel by bus. They travelled by plane. 2. No, I didn't. I didn't write a postcard. I wrote an email. 3. No, she didn't. She didn't go to the cinema. She went to a live concert. 4. No, he didn't. He didn't take the plane to Madrid. He took the plane to Paris.

E. 1. What did the students visit? 2. Where did he have dinner? 3. When did she go to the summer camp? 4. Did they have a great time?

F. 1. did you go?; went to New York 2. did you travel?; travelled by plane 3. did you stay; stayed for a week 4. did you do?; visited the Rockefeller Center, we walked in Central Park and we saw a musical on Broadway

7 – Past Simple (p. 79)

A. 1. How did she travel 2. What time did the train leave 3. Where did they stay 4. How long did they stay 5. When did he arrive

B. 1. Where 2. Why 3. When 4. How long 5. What 6. Who 7. What time 8. How much 9. How 10. How many

8 – Past Continuous (p. 80)

A. 1. a. Were they jogging? b. No, they weren't. They weren't jogging. They were watching a film at the cinema.

2. a. Was she reading a magazine? b. No, she wasn't. She wasn't reading a magazine. She was playing basketball.

3. a. Was he fishing? b. No, he wasn't. He wasn't fishing. He was swimming.

B. 1. Jessica was skating in the park. 2. Andrew wasn't riding his bike. He was walking his dog. 3. My brothers were playing online games with their friends. 4. Were your parents doing the shopping? 5. I was preparing a sleepover party.

9 – Past Simple / Past Continuous (p. 81)

A. 1. were you doing; was playing 2. Did she go; did 3. weren't studying; were surfing 4. travelled

B. 1. was playing; hurt 2. met; were skating 3. knocked; were having 4. arrived; was watching 5. was crossing; saw

C. 1. Julie fell down when she was riding her bike. 2. I was driving to work when I had an accident. 3. The boys were playing baseball when the ball broke the window.

10 – Degrees of adjectives (p. 82)

Regular forms		
Adjective	Comparative	Superlative
1. interesting	more interesting than	the most interesting
2. happy	happier than	the happiest
3. boring	more boring than	the most boring
4. tall	taller than	the tallest
5. strong	stronger than	the strongest
Irregular forms		
Adjective	Comparative	Superlative
1. good/well	better than	the best
2. bad	worse than	the worst
3. little	less than	the least
4. far	farther/further than	the farthest/the furthest
5. much/many/a lot of	more than	the most

B. 1. worse 2. more boring than 3. the most interesting 4. harder than 5. the best / safer than

C. 1. easier than 2. the most exciting 3. the most fantastic 4. more dangerous than 5. the best 6. safer than

11 – Quantifiers (p. 83)

A. Countables: biscuit; can; banana; apple; lemon; egg.

Uncountables: milk; cheese; sugar; water; bread; jam; butter; flour.

B. 1. How many 2. lots of 3. any 4. any 5. a little 6. a few 7. some 8. no 9. how much

Shopping list: butter, ice tea, apples, sugar.

C. 1. some / any 2. no / some 3. some / a few 4. a little 5. much

12 – Will/To be going to (p. 84)

A. 1. Are they going to stay home? No, they aren't. They are going to have dinner out. 2. Is she going to book a table at the restaurant? No, she isn't. She is going to take part in a cookery competition. 3. Are you going to buy your daughter's present? No, I am not. I am going to do the shopping.

B. 1. am going to try / will go 2. will become 3. are they going to plan 4. will win 5. Will you help 6. will probably try

13 – Zero and First Conditional (p. 85)

A. 1. If you freeze water, it turns into ice. 2. If you have a question, ask the teacher. 3. If it rains, they get wet. 4. If I miss the morning bus, I am late for work. 5. Children get overweight if they eat too much fast food.

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

C. 1. If they don't study hard, they will fail the exam. 2. If he doesn't arrive on time, he will miss the fashion show. 3. If they have enough money, they will buy trendy clothes. 4. If you are invited to the party, you will go to the hairdresser.

D. 1. will get 2. works 3. will not go 4. have

14 – Modal verbs (p. 86)

A. 1. Polite request 2. Ability in the past 3. Prohibition 4. Ability 5. External obligation 6. Necessity

B. 1. I can play the guitar. 2. You mustn't make any noise when we are recording a CD. 3. I must practise a lot. 4. He can't play the guitar. 5. He could write music.

C. 1. could / would 2. must 3. mustn't 4. can 5. have to

15 – Relative pronouns (p. 87)

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

B. 1. who 2. who 3. whose 4. which 5. which

C. 1. who 2. which 3. whose 4. who 5. which

D. 1. They saw a film last week which was really scary. 2. My sister writes reviews which are about cinema. 3. He is a successful actor whose films top the box office. 4. The woman who is the main character of the film is on the set.

16 – Phrasal verbs (p. 88)

A. 1. turn on 2. look for 3. get on well with 4. draw attention to 5. return 6. get up 7. look forward to 8. be careful 9. look after 10. leave

B. 1. got back 2. Look out! 3. points out 4. get on well with

C. 1. Go on 2. look after 3. switches on 4. looking forward to

17 – Present Perfect (p. 89)

A.1. (...) hasn't organised a clean-up campaign. 2. (...) have started a recycling programme. 3. The teacher has shown a documentary on environmental issues. 4. The students haven't done research on endangered species. 5. The students haven't written slogans to protect the environment. 6. The teacher has taught eco-friendly habits.

B. 1. have found 2. Has... increased? 3. Have... seen? 4. I haven't taken 5. has already bought.

C. 1. Has your local community taken action to protect the environment? 2. Lots of schools have organised a switch-off campaign. 3. Has her sister joined the eco-school project yet? 4. They haven't stopped destroying the animals' habitats. 5. The students have made Go Green leaflets.

18 – Present Perfect / Past Simple (p. 90)

A. 1. Present Perfect 2. Present Perfect 3. Past Simple 4. Present Perfect 5. Past Simple

B. 1. have become 2. hasn't started 3. Has... taken 4. wrote 5. did

C. 1. did you start 2. started 3. have you done 4. have organised 5. have drawn 6. involved 7. Have you had 8. have already written

Movie 1 *Teen Beach Movie*

Name _____ No. _____ Class _____ Date _____

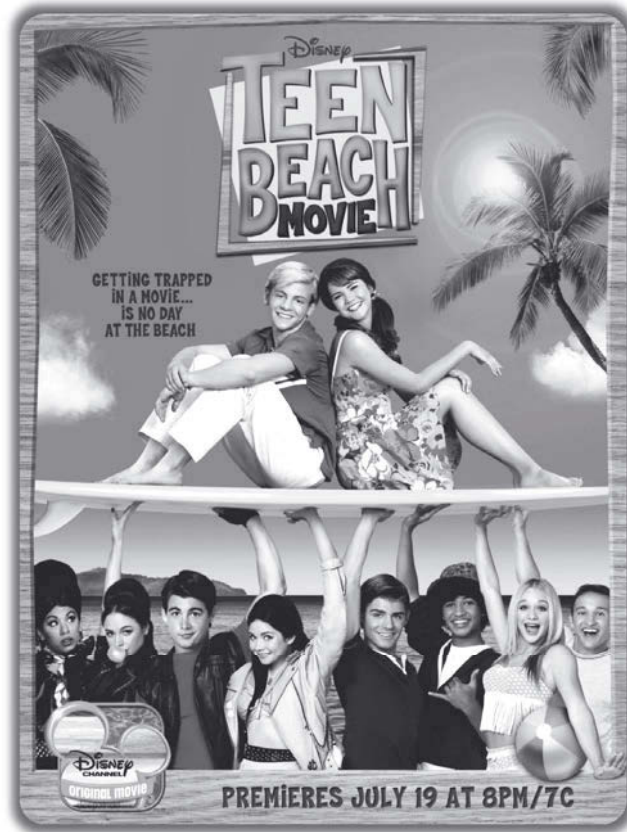
Before viewing

**A. Have you ever wished you could take part in your favourite film?
Which? What role would you like to play?**

B. Look at the film poster below and answer the questions.

1. What type of film do you think it is?

- a. Drama b. Romantic comedy c. Musical comedy



2. What is it probably about? Explain.

3. Describe the poster.

C. Look at some pictures taken from the film you're going to watch and match them with the expressions below.



- a. The surfers ☐
- b. The hangout spot ☐
- c. The beach craze ☐
- d. The bikers ☐
- e. The big wave ☐

D. This is a summary of the film. Complete it with the words given.

holidays wave groups sea musical hangout surfers strong

Brady and Mack are two teen (1) _____ who have spent a fantastic summer together on the beach but now Mack's (2) _____ have come to an end and she decides to catch a last (3) _____. But this wave is too tall and (4) _____. Brady tries to help Mack but both are dragged to the bottom of the (5) _____ and mysteriously taken into Brady's favourite beach (6) _____ from the 60s: *Wet side story*. Suddenly they find themselves caught in the middle of two (7) _____ fighting to control their local (8) _____ place at the beach.

While viewing

Part I. [From the beginning to minute 15.57]

A. Order the events.

1. Mack runs to the beach to ride a big wave. ☐
2. Aunt Antoinette arrives at the beach house. ☐
3. Brady and Mack talk about Mack's departure the next day. ☐
4. Brady and Mack are surfing and having fun at the beach. ☐
5. Mack packs her things. ☐
6. Mack's grandfather, Mack and Brady are at home watching parts of Brady's favourite film. ☐
7. Mack and Brady are caught by the wave. ☐
8. They exchange their opinions about the film. ☐

B. Are these sentences True or False? Correct the false ones.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Brady and Mack are more than just friends. | ☐ | ☐ |
| 2. Mack was expecting Aunt Antoinette's arrival. | ☐ | ☐ |
| 3. Brady already knew that Mack was going to leave the beach to go to a famous private school. | ☐ | ☐ |
| 4. Mack doesn't mind going to this private school. | ☐ | ☐ |
| 5. Mack and Brady agree they should break up. | ☐ | ☐ |
| 6. Brady tries to convince Mack not to ride that big wave. | ☐ | ☐ |

Part II. [From 15.58 – 36.47]

A. Match the columns to make true sentences.

- | | | |
|---|--------------------------|---|
| 1. Brady and Mack realised there was something wrong | ☐ | a. to Big Momma's. |
| 2. The young people looked different | ☐ | b. because the bikers arrived. |
| 3. After the song everybody ran | ☐ | c. because they used strange language. |
| 4. Big Momma's is | ☐ | d. when they saw a girl jumping into the air and lots of young boys and girls singing and dancing on the beach. |
| 5. The surfers at the restaurant realised Brady and Mack were different | ☐ | e. a beach restaurant where teens hang out. |
| 6. Suddenly there was a lot of confusion at the restaurant | ☐ | f. because they were wearing old-fashioned outfits and hairstyles. |

B. Answer these questions.

1. What are the surfers and bikers fighting about?

2. Do Brady and Mack feel the same about being part of the film? Explain.

3. Why do they need to go back home?

4. How did Brady and Mack change the film storyline?

5. What consequence may their interference in the film have?



Part III. [From 36.48 – 01.00.50]

Choose the correct option.

1. Les Camembert and Dr Fusion are

- a. a mad businessman and an evil doctor.
- b. an evil businessman and a mad scientist.
- c. an evil resort owner and a mad mechanic.

2. These two bad men built

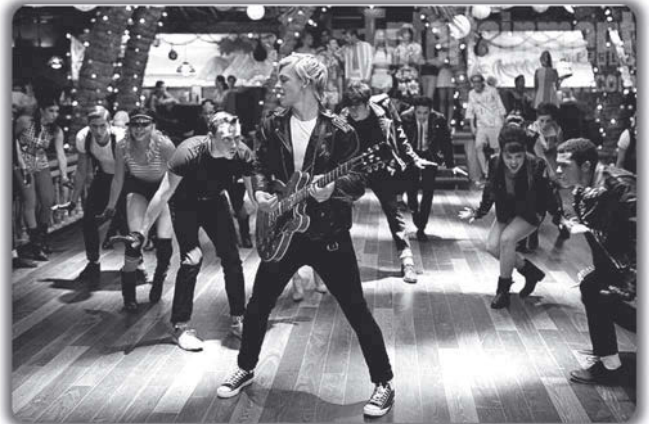
- a. a time machine to travel to the future.
- b. a machine to change the weather.
- c. a machine to make big waves.

3. The two men's objective is

- a. to change the weather so that there are no more waves.
- b. to make the beach very pleasant for tourists.
- c. to make big waves so that nobody wants to spend their holidays there.

4. If Lela and Tanner don't get together like in the original film story, the storm

- a. that will take Brady and Mack back won't happen and they will stay there forever.
- b. will be so strong that Brady and Mack won't be able to get back home.
- c. won't be strong enough and Brady and Mack will have a lot of difficulty getting back home.



Part IV. [From 01.00.51 – till the end]

A. Circle the correct option.

1. Brady and Mack arrange for Tanner and Lela to meet at **the beach / Big Momma's** so that they can **fight again / get to know each other better** and **unite / separate** the surfers and bikers.
2. Mack is changing into a film character **rapidly / slowly** so the two teens have to **run away from there / do something fast**. However, they **are caught by / brought together with** the two evil men who take them to **Big Momma's / the lighthouse**.
3. Finally Lela and Tanner **fall in love / become friends** as they are supposed to.

B. The summary for the last part of the film is already started. Now finish it.

Brady and Mack are prisoners in the lighthouse while the two evil men are about to use the machine to change the weather but the surfers and bikers have got together and are going to break into the lighthouse to...

C. This film is about... Tick (✓) the themes you agree with.

- | | | | |
|----------------------------------|--------------------------|--|--------------------------|
| a. Friendship | ☐ | d. Bullying | ☐ |
| b. School problems | ☐ | e. The importance of doing what you like | ☐ |
| c. Boys' and girls' equal rights | ☐ | f. Holiday resorts | ☐ |

After viewing

A. Answer these questions.

1. In the end Mack decides not to go to a different school but to stay with her grandfather and live at the beach where she can continue to surf.
Do you agree with her decision? What would you do?

2. What do you think the message of the film is?

Movie 2 *Confessions of a shopaholic*

Name _____ No. _____ Class _____ Date _____

Before viewing

A. What is a shopaholic? Circle the correct option.

A shopaholic is a person who...

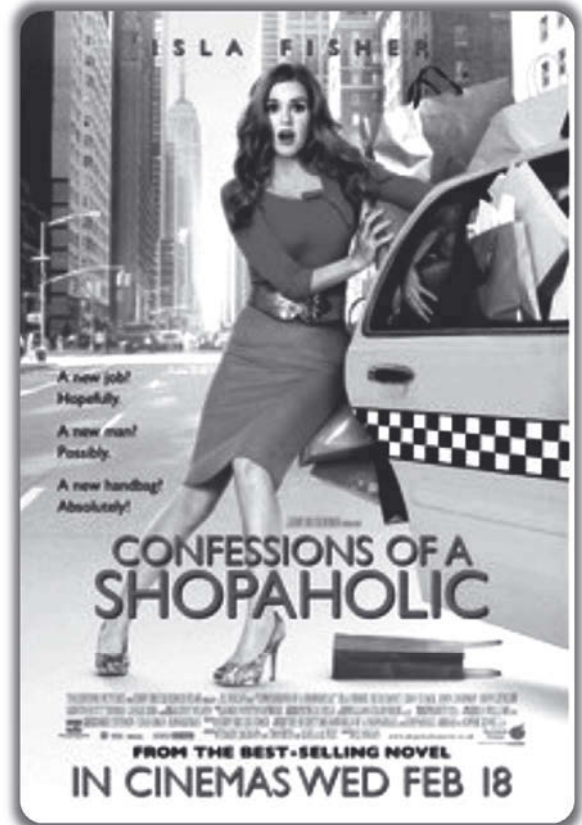
1. likes shampoo. 2. lives in Hollywood. 3. likes shopping.

B. Have a look at this film poster and complete the table in note form.

Title of the film	
Type of film	
Main actress	
Release date	

C. Complete the table. Some words on the film poster may help you.

Noun	Adjective	Adverb
hope		
	possible	
		absolutely



D. Mark Yes or No.

- Does the young woman on the poster want a new job?
- Is she in New York?
- Does she want a boyfriend?
- Does she want to buy a new bag?
- Is she crazy about shopping?

Yes	No
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

While viewing

A. Fill in the table with the information.

Profile of the main character

Name	
Occupation	
Jacket	
Dress	
Belt	
Bag	
City	



B. Rebecca goes to the job interview. Complete the sentences with the words on the price tag.

- On her way to the job interview Rebecca buys a _____ on sale.
- One of her credit cards is _____.
- She meets Luke Brandon for the first time when he is buying a _____.
- She doesn't get her _____ at *Alette Magazine*. The job went to Alicia Billington.
- Rebecca writes _____ to the fashion magazine and a nasty letter to the _____ of *Successful Saving*.



C. Complete the table with the information about these three characters.



Name:

Occupation:



Name:

Occupation:



Name:

Occupation:

D. Who says what? Rebecca, Luke, Suze or Derek Smeath?

1. "Rebecca Bloomwood was the most vivacious, funny, inspiring woman I have ever met." _____
2. "I told him your aunt Ermintrude died of malaria." _____
3. "Because when I shop the world gets better." _____
4. "You didn't throw anything away, did you?" _____
5. "Let me tell you the more you look at me, the funnier it gets." _____
6. "They didn't even need any money. They had magic cards." _____
7. "I don't want to be defined by clothes or labels or family." _____
8. "Give me the boots and no one gets hurt." _____

E. Put the pictures in the correct order.



F. Match the sentences and the pictures from exercise E.

Sentences	Pictures
1. Rebecca tries to get her letter back.	
2. Her father adds up the money they got from the sale auction.	
3. The shopaholic support group tries to help Rebecca get rid of her addiction.	
4. Rebecca tries to unfreeze her credit card to buy a bag.	
5. Luke helps Rebecca with money.	
6. The mannequin convinces Rebecca to buy the green scarf to go to the interview.	

After viewing

A. Rebecca, Suze and Luke are the main characters in the film. What are they like? Choose from the list below.

hardworking simple confident true friend imaginative shopaholic friendly
down-to-earth uncontrolled resourceful crazy voice of reason compulsive



Rebecca

--



Suze

--



Luke

--

B. Tick (✓) what you think this film shows.

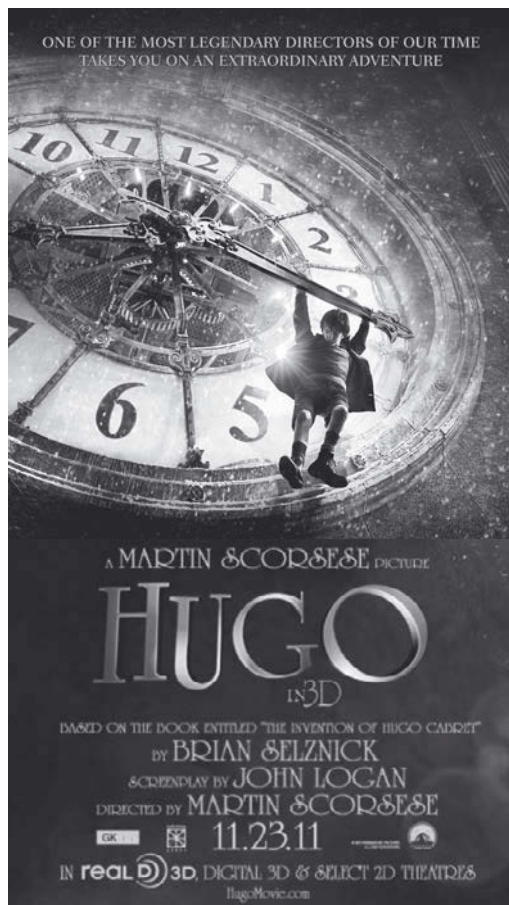
- | | |
|---|--------------------------|
| 1. Women are addicted to fashion. | ☐ |
| 2. It's impossible for women to resist sales and promotions. | ☐ |
| 3. Credit cards are dangerous. | ☐ |
| 4. Best friends have to tell you the truth, no matter what. | ☐ |
| 5. Shopping addiction is an illness and people need help. | ☐ |
| 6. Everybody needs be careful about what they spend. | ☐ |
| 7. There are too many shops. | ☐ |
| 8. We have to blame advertising companies for this problem. | ☐ |
| 9. People spend more than they should. | ☐ |
| 10. We can't buy everything we see, we need to be reasonable. | ☐ |

Movie 3 *Hugo*

Name _____ No. _____ Class _____ Date _____

Before viewing

A. Have a look at this film poster and complete the table in note form.



1. Title of the film:

2. Director:

3. Type of film:

4. Main character:

5. Title of the book:

6. Book author:

7. Release date:

8. Film format:

While viewing

A. Let's meet Hugo and Isabelle. Match the questions and the answers.

- | | | |
|--|--------------------------|--|
| 1. Where does Hugo live? | ☐ | a. Behind the train station clock. |
| 2. What time of the year is it? | ☐ | b. The train station inspector. |
| 3. Where is Hugo hiding? | ☐ | c. A mechanical mouse. |
| 4. What does he try to take at the toy repair shop? | ☐ | d. To take care of the train station clocks. |
| 5. What does the shop owner take from him? | ☐ | e. Secrets. |
| 6. Who runs after Hugo? | ☐ | f. In Paris, at a train station. |
| 7. What is Hugo's job? | ☐ | g. His notebook. |
| 8. What famous French symbol does he see from the clock? | ☐ | h. Winter; It's snowing. |
| 9. What is Papa Georges going to do with the notebook? | ☐ | i. The Eiffel Tower. |
| 10. What does Isabelle like? | ☐ | j. Burn it. |

B. Put the pictures in the correct order.



C. Read the sentences about the early days of cinema. Circle the correct option.

1. The train station inspector hurt his leg
a. in a train accident. b. in the war. c. in a boat accident.
2. Hugo and Isabelle look for information at
a. the museum. b. the film academy library. c. their school.
3. One of the first films is from
a. 1885. b. 1895. c. 1905.
4. Georges Méliès's films had the power to capture
a. dreams. b. emotions. c. attention.
5. Georges Méliès started his career as
a. an actor. b. a film maker. c. a magician.
6. Méliès made over ... movies.
a. 200 b. 300 c. 500

D. Read the sentences about the end of the film. Mark them True or False.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. The Lumière brothers invented movies. | ☐ | ☐ |
| 2. Hugo doesn't want to give the automaton to Papa Georges. | ☐ | ☐ |
| 3. The train station inspector sends Hugo to the orphanage. | ☐ | ☐ |
| 4. Isabelle wants to become a writer. | ☐ | ☐ |
| 5. Hugo is going to live with her. | ☐ | ☐ |

After viewing

A. Match the pictures with the name of the characters.



- a. Hugo Cabret
- b. Hugo's father
- c. Isabelle
- d. Mamma Jeanne
- e. Georges Méliès
- f. Train station inspector
- g. Uncle Claude
- h. Lisette

B. Now match the names to the descriptions.

1. She's as adventurous as Hugo. She's a orphan like him. She becomes his true friend.	
2. She works at the flower shop at the train station. She likes the train station inspector.	
3. He was a magician and a film maker before the Great War.	
4. She is Georges's wife and an actress in his films.	
5. He's a twelve-year-old orphan. He lives in a train station and he takes care of the clocks.	
6. He's Hugo's uncle. He took him to the train station.	
7. He really tries to apply the law.	
8. He is a museum worker and he can also fix clocks.	

C. Who is your favourite character? Give a reason for your choice.

My favourite character in the film is _____ because _____

Answer key

MOVIE 1 – *Teen Beach Movie*

Before viewing (p. 109)

A. Personal answer.

B. 1. and 2. Personal answers 3. Young people on the beach. Most of them are holding a surfboard. Two are sitting on the surfboard. The clothes they are wearing suggest the story takes place some years ago.

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

D. 1. surfers 2. holidays 3. wave 4. strong 5. sea 6. musical 7. groups 8. hangout

While viewing (p. 111)

Part I. A. 4, 6, 8, 2, 3, 5, 1, 7

B. 1. T 2. F – Aunt Antoinette's arrival was a surprise. 3. F – Brady didn't know that Mack was planning to go to a private school.

4. F – She doesn't want to go to a private school but she agrees to go because that was what her mum wanted her to do.

5. F – Brady doesn't want to break up. 6. T

Part II. A. 1. d 2. f 3. a 4. e 5. c 6. b

B. 1. (...) They are fighting about the control of Big Momma's. Each group wants to have the restaurant just for themselves.

2. No, they don't. Brady is happy and excited about it but Mack feels very anxious and worried. She wants to get out of the film as soon as possible. 3. (...) because Mack has a plane to catch.

4. The main characters fell in love for Brady and Mack instead of falling in love for each other. 5. If they change the story, they may never be able to go back home.

Part III. 1. b 2. b 3. a 4. a

Part IV. A. 1. at the beach; get to know each other better; unite 2. rapidly; do something fast; are caught by; the lighthouse 3. fall in love

B. (...) save the two teens. They get inside the lighthouse, free Brady and Mack, destroy the machine and catch the two evil men. Lela and Tanner fall in love and the film is on track again. A storm starts and a big wave takes Brady and Mack back home. When they get to the beach, no time has passed. Mack makes her dream come true and surfs a big wave. After this she tells her aunt that she doesn't want to go to the private school anymore. She wants to stay with her grandpa and go to high school there. She wants to be with the people she loves and continue to surf. She is sure her mum would like her to be happy. Her aunt doesn't agree with her decision but accepts it.

C. a; c; e

After viewing (p. 113)

A. 1. and 2. Personal answers.

MOVIE 2 – *Confessions of a shopaholic*

Before viewing (p. 114)

A. 3

B. *Confessions of a shopaholic*; Romantic Comedy; Isla Fisher; Wednesday, February 18.

C. hope, hopeful, hopefully
possibility, possible, possibly
absolute(ness), absolute, absolutely

D. 1. Yes 2. Yes 3. Yes 4. Yes 5. Yes

While viewing (p. 115)

A. Rebecca Bloomwood; Journalist; Visa; Amex; Mastercard; Gucci; New York.

b. 1. scarf 2. declined 3. hot dog 4. dream job 5. an article; editor

C. Luke Brandon; Editor of a financial magazine; Suze; Rebecca's wealthy friend and roommate; Derek Smeath; Debt collector

D. 1. Luke 2. Suze 3. Rebecca 4. Suze 5. Derek Smeath 6. Rebecca 7. Luke 8. Rebecca

E. 1. d 2. b 3. f 4. a 5. e 6. c

F. 1. f 2. c 3. a 4. e 5. b 6. d

After viewing (p. 117)

A. Possible answers:

Rebecca: imaginative, shopaholic, uncontrolled, resourceful, crazy, compulsive

Suze: confident, true friend, friendly, down-to-earth, voice of reason

Luke: hardworking, simple, down-to-earth

B. Personal answers.

MOVIE 3 – *Hugo*

Before viewing (p. 118)

A. 1. *Hugo* 2. Martin Scorsese 3. Adventure 4. Hugo 5. *The invention of Hugo Cabret* 6. Brian Selznick 7. 11-23-11 8. 3D

While viewing (p. 119)

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

B. a. 5 b. 2 c. 6 d. 4 e. 3 f. 1

C. 1. a 2. b 3. b 4. a 5. c 6. c

D. 1. T 2. F 3. F 4. T 5. T

After viewing (p. 121)

A. 1. f 2. d 3. a 4. h 5. e 6. c 7. b 8. g

B. 1. Isabelle 2. Lisette 3. Georges Méliès 4. Mama Jeanne 5. Hugo 6. Uncle Claude 7. Train station inspector 8. Hugo's father

C. Personal answer.

Unit 1 Summer is out

Present Simple / Present Simple and Present Continuous / Past Simple

A

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text.

First day of school

It was the first day of school and some friends were talking in the playground during lunch break. They wanted to catch up on¹ holiday news. Debbie felt a bit down. “What’s up Debbie?” asked Pam. “Well, I always feel like this on the first day of school after the summer holidays. It’s been a long time without lessons, and now we’ve got a strict timetable, homework and all that... I feel anxious and I don’t sleep well the day before. Tomorrow I’ll be fine again.” Debbie explained. Max said, “I know what you mean, I also feel depressed the day before coming back to school too, but then I think about the friends I’ll see again, the extracurricular activities I’m really keen on and the school atmosphere I find so cool and I feel better!”. Pam exclaimed, “Oh, I am OK about going back to school. I love the smell of the new books, the new pencils, pens, rubbers, folders... I feel so excited when I go shopping to buy all those things. Look at my new backpack! Isn’t it awesome?”. Debbie said, “Let’s change subject. Hey, Max, what did you do last summer? I heard you spent a week in Sweden.” Max explained, “Yes, it’s true. My parents found a weird place on the Net to spend our summer holidays. You know, my parents love Nature but they also wanted something different and this seemed the perfect place: we were in the middle of a natural forest and we had a taste of sci-fi holidays because we stayed in a weird hotel and our rooms looked like spaceships. It was incredible. It looked like we were on space: there were constellation pillows² and porthole³ windows. I almost felt like an astronaut”. Debbie asked Max, “Tell us more. Have you got pictures?” Max answered, “Yes, in my mobile. Look!”



Vocabulary

¹ catch up on – find out about

² pillow – where you rest your head in bed

³ porthole – a small window on a ship

B. Find the words or expressions in the text (ll. 3-17) that mean:

1. was sad and a bit depressed _____
2. to like something very much _____
3. really cool _____

C. True (T) or False (F)? Find evidence for the true statements and correct the false ones.

1. The friends are having their lunch break. ☐

2. Debbie was excited about the first day back at school. ☐

3. Pam loves buying new stuff for school. ☐

4. Max didn't do anything special in his holidays. ☐

5. Max took pictures of the hotel with his father's camera. ☐

D. Answer the questions.

1. What were the friends talking about during lunch break?

2. Why did Debbie feel a bit down?

3. What does Max think to feel better about the first day at school?

4. Did Max have a different kind of holiday? Explain.

II.

A. Complete with the Present Simple of the verbs in brackets.

1. When summer holidays are over, I usually _____ (**feel**) sad.
2. My brother _____ (**get**) bored during his summer holidays.
3. _____ (**Pam / love**) going shopping?
4. Some teens _____ (**not sleep**) well the night before going back to school.

B. Complete with the Present Continuous of the verbs in brackets.

1. At the moment the students _____ (**talk**) in the playground.
2. Charles _____ (**not watch**) a film now. He _____ (**send**) an email.
3. My sister _____ (**write**) the invitations for the back-to-school party.
4. _____ (**they / stay**) at a weird hotel?

C. Put the verbs in brackets in the Present Simple or Present Continuous.

1. He _____ (**give**) a back-to-school party next Saturday.
2. She usually _____ (**spend**) her holidays in England but right now she _____ (**enjoy**) the sun in Brazil.
3. At the moment the students _____ (**not have**) fun together.
4. _____ (**she / hang out**) with her friends every Saturday?

D. Complete with the Past Simple of the verbs in brackets.

1. Last summer I _____ (**try**) to do something different. I _____ (**surf**) the Net and _____ (**find**) a weird and fantastic place.
2. _____ (**Diane / visit**) Paris last August? No, she _____, because she _____ (**not have**) enough money.

III.

Choose ONE of the following topics to write a text.

1. Write a post for your blog about your first day at school.
or
2. Imagine you are Max's friend. Write him an email about your summer holidays.

Unit 1 Summer is out

Present Simple / Present Simple and Present Continuous / Past Simple

B

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text.

First day of school

It was the first day of school and some friends were talking in the playground during lunch break. They wanted to catch up on¹ holiday news. Debbie felt a bit down. “What’s up Debbie?” asked Pam. “Well, I always feel like this on the first day of school after the summer holidays. It’s been a long time without lessons, and now we’ve got a strict timetable, homework and all that... I feel anxious and I don’t sleep well the day before. Tomorrow I’ll be fine again.” Debbie explained. Max said, “I know what you mean, I also feel depressed the day before coming back to school too, but then I think about the friends I’ll see again, the extracurricular activities I’m really keen on and the school atmosphere I find so cool and I feel better!”. Pam exclaimed, “Oh, I am OK about going back to school. I love the smell of the new books, the new pencils, pens, rubbers, folders... I feel so excited when I go shopping to buy all those things. Look at my new backpack! Isn’t it awesome?”. Debbie said, “Let’s change subject. Hey, Max, what did you do last summer? I heard you spent a week in Sweden.” Max explained, “Yes, it’s true. My parents found a weird place on the Net to spend our summer holidays. You know, my parents love Nature but they also wanted something different and this seemed the perfect place: we were in the middle of a natural forest and we had a taste of sci-fi holidays because we stayed in a weird hotel and our rooms looked like spaceships. It was incredible. It looked like we were on space: there were constellation pillows² and porthole³ windows. I almost felt like an astronaut”. Debbie asked Max, “Tell us more. Have you got pictures?” Max answered, “Yes, in my mobile. Look!”



Vocabulary

¹ catch up on – find out about

² pillow – where you rest your head in bed

³ porthole – a small window on a ship

B. Match the expressions on the left with their synonym. One does not apply.

- | | | |
|------------------|--------------------------|----------------------|
| 1. felt down | ☐ | a. really cool |
| 2. to be keen on | ☐ | b. not looking bad |
| 3. awesome | ☐ | c. was sad |
| | | d. to like very much |

C. True (T) or False (F)? Correct the false statements.

1. The friends are having their lunch break. ☐

2. Debbie was excited about the first day back at school. ☐

3. Pam loves buying new stuff for school. ☐

4. Max didn't do anything special in his holidays. ☐

5. The hotel where they stayed looked like a spaceship. ☐

D. Answer the questions.

1. What were the friends doing during lunch break?

2. Why wasn't Debbie OK?

3. What does Max do to feel better the day before going to school?

4. Max had a different summer holiday. Where did he go? Where did he stay?

II.

A. Complete with the Present Simple of the verbs in brackets.

1. When summer holidays are over I usually _____ (feel) sad.
2. My brother _____ (get) bored during his summer holidays.
3. _____ Pam _____ (love) going shopping?
4. Some teens _____ (not sleep) well the night before going back to school.

B. Complete with the Present Continuous of the verbs in brackets.

1. At the moment the students _____ (**talk**) about their holidays.
2. Charles _____ (**not watch**) a film now. He _____ (**send**) an email.
3. My sister _____ (**write**) the invitations for the back-to-school party.
4. _____ they _____ (**stay**) at a weird hotel?

C. Put the verbs in brackets in the Present Simple or Present Continuous. Pay attention to the underlined words.

1. He _____ (**give**) a back-to-school party next Saturday.
2. She always _____ (**spend**) her holidays in England but right now she _____ (**enjoy**) the sun in Brazil.
3. At the moment the students _____ (**not have**) fun together.
4. _____ she _____ (**hang out**) with her friends every Saturday?

D. Complete with the Past Simple of the verbs in brackets.

1. Last summer I _____ (**try**) to do something different. I _____ (**surf**) the Net and _____ (**find**) a fantastic and weird place.
2. _____ Diane _____ (**visit**) Paris last August? No, she _____, because she _____ (**not have**) enough money.

III.

Choose ONE of the following topics to write a text.

1. Write a post for your blog about your summer holidays.
Don't forget to say: Where you went; who you went with; how you went; where you stayed; how long you stayed; what the weather was like, what you did.

or
2. Are summer holidays too long? What's your opinion?
Don't forget to say: Your opinion; reasons why you have this opinion.

Unit 2 Hanging out

Past Continuous and Past Simple / Past Continuous / Degrees of adjectives

A

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text.

Sports and free time

Julian, 14, and Luke, 14, are in Dallas to take part in a youth-14 (14 years old and under) fencing competition. They come from different cities, they attend different schools but they share the same passion for this sport which is becoming more and more popular among young people. They started doing fencing after school when they were 7/8 years old and
5 now they have a good ranking. They train hard with a good coach several hours a week and go to lots of competitions. Before an important competition they train even harder. Thanks to this sport they have self-control, flexibility and concentration, which also help them to become better students.

When they aren't training they like hanging out with their friends. Yesterday, while they
10 were relaxing after a busy day at the competition, they were talking about hanging out places in their cities.

Luke: Julian, where do you hang out at the weekends?

Julian: To be honest I just hang out at friends' houses. Unfortunately, Berryville doesn't have much for teenagers to do. Yes, there is a shopping centre, and trust me, I have spent my
15 time wandering around it, and after a while it just gets boring. Last week it was my birthday and I didn't have a cool place to be with my friends. I would like to see Berryville get an indoor rock climbing wall and a nice go kart track.

Luke: I can't say the same about Dallas. Here we have lots of places to hang out and things to do. We have got everything from Fun Centres with fantastic activities and
20 arcades to bowling alleys or skating rinks, parks and a music hall where you can attend live shows and concerts. Last Saturday I was watching TV when my best friend invited me to go to a concert by our favourite band at "The Door", a popular concert hall.



B. Complete the sentences with information from the text.

1. The two teens come from different _____ and are in _____ now to _____.
2. The two of them are very keen on _____ and that's why they _____ a week.
3. They both started doing it when _____.

C. Find words/expressions in the first paragraph of the text that have the same meaning as:

1. participate _____
2. have in common _____
3. a good position in a list _____
4. practise a lot _____
5. person who teaches and guides an athlete _____

D. Correct the wrong information in each sentence.

1. The number of young people doing fencing is going down every day.

2. Fencing has no impact on their schoolwork.

3. In their free time they only train.

4. They are sharing opinions about the competition.

E. Answer the questions.

1. What do these teens do to be good fencers?

2. What does Julian think about hanging out places in Berryville?

3. Why did he have problems celebrating his birthday?

4. Does Luke have any problems hanging out in Dallas? Explain.

5. Choose one hanging out place mentioned in the text that you like. Give one reason for your choice.

II.

A. Write sentences using the Past Continuous.

1. While / Luke / train / Julian / watch / him / . _____
2. What / she / do / yesterday / before dinner / ? _____
3. Julian's friends / not applaud / him / because / they / study / . _____
4. they / train / at 9 pm / ? _____

B. Complete with the Past Simple or Past Continuous of the verbs in brackets.

1. Yesterday at 9 am Luke's parents _____ (**have**) breakfast.
2. Where _____ (**you / go**) last Saturday? I _____ (**go**) to the cinema.
3. Julian _____ (**write**) an email when his coach _____ (**phone**) him.
4. Luke _____ (**not sleep**) well last night.

C. Complete the sentences with the comparative or superlative of the adjectives in brackets.

1. Julian is _____ (**good**) fencer in his sports centre.
2. At school Julian is _____ (**hardworking**) the other students in his class.
3. Students who do sports are usually _____ (**responsible**) other teens.
4. The equipment to play football is _____ (**cheap**) fencing equipment.
5. Who is _____ (**old**) athlete in the competition?

III.

Choose ONE of the following topics to write a text.

1. Write about your favourite place to hang out.

or

2. Write about what you do in your free time.

Unit 2 Hanging out

Past Continuous and Past Simple / Past Continuous / Degrees of adjectives

B

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text.

Sports and free time

Julian, 14 and Luke, 14, are in Dallas to take part in a youth-14 (14 years old and under) fencing competition. They come from different cities, they attend different schools but they share the same passion for this sport which is becoming more and more popular among young people. They started doing fencing after school when they were 7/8 years old and
5 now they have a good ranking. They train hard with a good coach several hours a week and go to lots of competitions. Before an important competition they train even harder. Thanks to this sport they have self-control, flexibility and concentration, which also help them to become better students.

When they aren't training they like hanging out with their friends. Yesterday, while they
10 were relaxing after a busy day at the competition, they were talking about hanging out places in their cities.

Luke: Julian, where do you hang out at the weekends?

Julian: To be honest I just hang out at friends' houses. Unfortunately, Berryville doesn't have much for teenagers to do. Yes, there is a shopping centre, and trust me, I have spent my
15 time wandering around it, and after a while it just gets boring. Last week it was my birthday and I didn't have a cool place to be with my friends. I would like to see Berryville get an indoor rock climbing wall and a nice go kart track.

Luke: I can't say the same about Dallas. Here we have lots of places to hang out and things to do. We have got everything from Fun Centres with fantastic activities and
20 arcades to bowling alleys or skating rinks, parks and a music hall where you can attend live shows and concerts. Last Saturday I was watching TV when my best friend invited me to go to a concert by our favourite band at "The Door", a popular concert hall.



B. Complete the table in note form with information from the text.

1. Where are the teens?	2. Where are they from?	3. What are they keen on?	4. When did they start?	5. How long do they practise?

C. Match the words from the text to their definitions.

- | | | |
|-------------------|--------------------------|---|
| 1. take part | ☐ | a. a person who teaches and guides an athlete |
| 2. share | ☐ | b. have in common |
| 3. a good ranking | ☐ | c. practise a lot |
| 4. train hard | ☐ | d. participate |
| 5. coach | ☐ | e. a good position in a list |

D. True (T) or False (F)? Correct the false ones.

1. More young people are doing fencing every day. ☐

2. Fencing has no impact on their schoolwork. ☐

3. When they aren't training they just relax. ☐

4. They are talking about meeting places for young people. ☐

E. Answer the questions.

1. How do they prepare themselves for important competitions?

2. Where does Julian usually hang out?

3. Did he find a good place to celebrate his birthday?

4. Does Luke have problems in finding a place to hang out? Why?

5. What do you think about fencing?

II.

A. Complete with the Past Continuous of the verbs in brackets.

1. While the three teens _____ (talk), some other athletes _____ (sleep).
2. What _____ (Luke / do) yesterday after dinner?
3. Luke's father _____ (not take) photos because he _____ (applaud).
4. While Julian _____ (relax), Luke _____ (practise).

B. Complete with the Past Simple or Past Continuous of the verbs in brackets. The underlined words may help you decide.

1. Yesterday at 9 am Luke's parents _____ (have) breakfast.
2. Where _____ (you / go) last Saturday? I _____ (go) to the cinema.
3. Julian _____ (write) an email when his coach _____ (phone) him.
4. Luke _____ (not sleep) well last night.

C. Complete the sentences with the comparative or superlative of the adjectives in brackets.

1. Julian is _____ (good) fencer in his sports centre.
2. At school Julian is _____ (hardworking) the other students in his class.
3. Students who do sports are usually _____ (responsible) other teens.
4. The equipment to play football is _____ (cheap) fencing equipment.
5. Who is _____ (old) athlete in the competition?

III.

Choose ONE of the following topics to write a text.

1. Write about your favourite place to hang out: What is the place? Why do you like to meet your friends there? How often do you go there?

or

2. Write about what you do in your free time: Have you got a hobby? What is your hobby? Why do you like it? Do you do any sport? Which? How often?

Unit 3 Food and fashion

Quantifiers / Future tense / Conditional sentences

A

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text carefully.

New summer camps



Summer camp is not only about horseriding, canoeing, scouting and campfires. Many teenagers use their time in summer to learn new skills and test their creativity while having fun. Some have a passion for cooking and want to participate in TV shows like *Masterchef* or take cooking classes, others are interested in fashion and want to become designers and there are others who want to know everything about science and go to science camps. Many schools and organisations offer cooking, fashion or science summer camps for children aged seven to eighteen. Let's read about this inspiring teenager talking about her summer camp experience.

"I've always wanted a career in fashion so I decided to look for a summer camp where I could learn about this industry and have fun at the same time. I went online and found this amazing fashion camp: Fashion Camp NYC, New York. I stayed there for one week and I learned quite a lot about clothes, accessories and fashion shows. At the camp we also started our own fashion brand and a fashion blog. We visited a fashion designer's studio and we interviewed models and a fashion magazine editor. We also visited some shops in New York and took photos of people on the streets to learn about fashion styles. On the last day we showed our designs at a fashion show for family and friends. This experience was great and I think I'll be a very good fashion designer in the future."

Thirteen-year-old **Lauryn Fisher** from Boston

B. Find sentences in the text that prove that:

1. Summer holidays can be more than doing sports.

2. Teenagers over eighteen cannot go to these camps.

3. Lauryn talked to professionals about their work.

4. She knows what she wants to do when she grows up.

C. Mark the statements True (T), False (F) or Impossible to Know (IK). Quote from the text to correct the false ones.

1. Schools can have summer camps. ☐

2. Lauryn missed her family. ☐

3. Teenagers can create their own clothes label. ☐

4. They can't invite people to the fashion show. ☐

D. Answer the questions about the text.

1. What type of summer camp can teenagers go to?

2. What can you do if you are interested in cooking?

3. How did Lauryn find the summer camp?

4. What did she do at the camp?

5. Do you think it is a good idea to go to a summer camp? Why? Why not?

II.

A. Complete the sentences with *many, much, some, any, no*.

Clara: Lauryn, could you go to the camp shop and buy (1) _____ bread and (2) _____ butter, please?

Lauryn: Yes, of course. Anything else?

Clara: Well, there aren't (3) _____ apples.

Lauryn: Ok. How (4) _____ apples do you want?

Clara: Maybe four or five. And there is (5) _____ water left in the cupboard so please buy one or two bottles.

Lauryn: And how (6) _____ money do I need?

Clara: I think 10£ will be enough.

B. Complete the sentences with the Future: *to be going to* or *will* and the verbs in brackets.

1. Lauryn's parents _____ (**probably / like**) the fashion show.
2. Lauryn is very happy because she _____ (**interview**) the famous designer Michael Kors on Saturday.
3. We've got two invitations to go to the TV show *Masterchef* so we _____ (**catch**) a taxi to go there.
4. Lauryn: "Look, there's no milk at home to bake the cake!"
Clara: "I _____ (**go**) to the supermarket to buy some."

C. Complete these conditional sentences with the Present Simple or the Future.

1. If Lauryn _____ (**need**) help with the clothes, I'll certainly help her.
2. Her best friend Thomas doesn't like shopping centres but he _____ (**go**) with her if she asks him to.
3. If she _____ (**like**) fashion, she'll go to Paris very soon.
4. If her parents _____ (**not come**) to the fashion show, she will be very sad.

III.

Choose ONE of the following topics to write a text.

1. Lauryn is at a restaurant with Thomas, her best friend. Write about the type of restaurant they are at, what Lauryn and Thomas order on the menu (food, drinks, dessert), what they think about the food, etc.

or

2. Fashion and me – What is your opinion about labels, clothes and accessories?

Unit 3 Food and fashion

Quantifiers / Future tense / Conditional sentences

B

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text carefully.

New summer camps



Summer camp is not only about horseriding, canoeing, scouting and campfires. Many teenagers use their time in summer to learn new skills and test their creativity while having fun. Some have a passion for cooking and want to participate in TV shows like *Masterchef* or take cooking classes, others are interested in fashion and want to become designers and there are others who want to know everything about science and go to science camps. Many schools and organisations offer cooking, fashion or science summer camps for children aged seven to eighteen. Let's read about this inspiring teenager talking about her summer camp experience.

"I've always wanted a career in fashion so I decided to look for a summer camp where I could learn about this industry and have fun at the same time. I went online and found this amazing fashion camp: Fashion Camp NYC, New York. I stayed there for one week and I learned quite a lot about clothes, accessories and fashion shows. At the camp we also started our own fashion brand and a fashion blog. We visited a fashion designer's studio and we interviewed models and a fashion magazine editor. We also visited some shops in New York and took photos of people on the streets to learn about fashion styles. On the last day we showed our designs at a fashion show for family and friends. This experience was great and I think I'll be a very good fashion designer in the future."

Thirteen-year-old **Lauryn Fisher** from Boston

B. Identify in the text:

1. An outdoor activity	2. An indoor activity	3. Two examples of jobs in fashion	4. Lauryn's last activity at the camp

C. Mark the statements True (T) or False (F). Quote from the text to correct the false ones.

1. Schools can have summer camps. ☐

2. Lauryn was at the camp for five days. ☐

3. Teenagers can create their own clothes label. ☐

4. They can't invite people to the fashion show. ☐

D. Answer the questions about the text.

1. Identify three summer camps in the text.

2. What can you do if you like cooking?

3. Where is the fashion camp?

4. What did Lauryn think about the summer camp?

5. Do you think it is a good idea to go to a summer camp? Why? Why not?

II.

A. Circle the correct option.

Lauryn: There isn't (1) **some / no / any** orange juice in the fridge.

Clara: I can go to the supermarket. How (2) **many / much / any** bottles do you want?

Lauryn: Two.

Clara: Anything else?

Lauryn: Yes. There is (3) **any / many / no** butter left. And we need (4) **no / some / any** sugar and (5) **no / some / any** apples too.

Clara: How (6) **many / much / any** money do I need?

Lauryn: I think 10£ will be enough.

B. Complete the sentences with the Future: *to be going to* or *will* and the verbs in brackets. Look carefully at the underlined words.

1. Lauryn's parents _____ (probably / like) the fashion show.
2. Lauryn is very happy because she _____ (interview) the famous designer Michael Kors on Saturday.
3. We've got two invitations to go to the TV show *Masterchef* so we _____ (catch) a taxi to go there.
4. Lauryn: "Look, there's no milk at home to bake the cake!"
Clara: "I _____ (go) to the supermarket to buy some."

C. Complete these conditional sentences with the Present Simple or the Future. Look carefully at the underlined words.

1. If Lauryn _____ (need) help with the clothes, I'll certainly help her.
2. Her best friend Thomas doesn't like shopping centres but he _____ (go) with her if she asks him to.
3. If she _____ (like) fashion, she will go to Paris very soon.
4. If her parents _____ (not come) to the fashion show, she will be very sad.

III.

Choose ONE of the following topics to write a text.

1. **At the restaurant** – Lauryn is with Thomas, her best friend, at her favourite restaurant. Write about: the type of restaurant they are at (pizzeria...); what Lauryn and Thomas order on the menu (food, drinks, dessert); what they think about the food (nice, tasty...).
- or
2. **Fashion and me.** Write about: your favourite labels, shops, clothes, accessories...; describe your favourite style (punk, trendy, sporty...); is fashion important for you? Is being comfortable more important?

Unit 4 Songs and films

Modal verbs / Relative pronouns / Verb tenses

A

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text carefully.

Miranda Cosgrove

Miranda Cosgrove is one of TV's most popular actresses. She is best known for her starring role in the Nickelodeon Channel's sitcom *iCarly*. She also has a singing career and released her first studio album, *Sparks Fly*, in April, 2010. She considers education very important and is currently home schooled.

Miranda was born in Los Angeles, California on May 14, 1993. She grew up there and was discovered by a local talent agent at the age of three. She started out in television commercials and modelling.

At the age of ten, she got her first acting role in the film *School of Rock* with the actor Jack Black. It was a blockbuster and Miranda did a great job portraying the role of the band manager. After that her next major role was as Megan Parker, Drake's younger sister, on the Nickelodeon kids' TV show *Drake and Josh*. The show was successful and ran for four seasons.

When the show *Drake and Josh* ended, Miranda's career didn't stop. She already had plans for her own Nickelodeon show called *iCarly*. *iCarly* quickly became one of the most popular teen shows on TV. On the show Miranda's character, Carly, hosts and produces her own online show where all sorts of funny stuff happens. She was also the voice of Margo in the animated film *Despicable Me*.



www.ducksters.com (abridged and adapted)
(accessed in January 2014)

B. Find the synonyms for the following between lines 13 and 18.

1. successful film: _____
2. important: _____
3. finished: _____

C. Mark the statements True (T), False (F) or Impossible to Know (IK). Quote from the text to correct the false ones.

1. *Sparks Fly* is a film. ☐ _____
2. Miranda Cosgrove goes to a normal school. ☐ _____
3. She lived in Los Angeles when she was young. ☐ _____
4. Her father works in Hollywood. ☐ _____
5. Her first film was *School of Rock*. ☐ _____

D. Answer the questions about the text.

1. What can Miranda do?

2. When and how did she begin her career?

3. What is *iCarly*?

4. Do you think it is easy for kids to be actors? Why?



II.

A. Complete the sentences with a suitable word.

1. A _____ is an unsuccessful film.
2. A film about life in the future is a _____ film.
3. Steven Spielberg is a very famous film _____. He tells the actors what to do on the set.
4. The first time an audience gets to watch a film is called a _____.
5. A _____ actor is the person who has got the most important role in a film.

B. Complete the sentences with the correct modal verbs according to the meaning in brackets.

1. The actress _____ go to the interview. (**impossibility**)
2. _____ it be possible to have some more tea? (**polite request**)
3. We _____ make noise on a film set. (**prohibition**)
4. This _____ be Miranda's mother, she looks exactly like her! (**deduction**)

C. Fill in the blanks with the correct relative pronoun.

1. I read the magazine article _____ was about Miranda Cosgrove.
2. It's the producer _____ film won an Oscar last year.
3. I want to meet the journalist _____ wrote the article about Miranda.
4. Look at the film poster _____ is in the magazine.

D. Fill in the blanks with the correct verb tense: Present Simple, Present Continuous, Past Continuous or Future.

1. I think she _____ (**be**) a fantastic actress in the future.
2. Last Friday around five o'clock Miranda's parents _____ (**have**) a snack at the cinema studio while Miranda _____ (**give**) an interview.
3. Every weekend Miranda _____ (**have**) to learn her lines.
4. They _____ (**not watch**) the film at the moment.

III.

Choose ONE of the following topics to write a text.

1. Do you like going to the cinema? Give your opinion on a film you have seen.
2. Describe your favourite film star.
3. Describe your favourite singer or band.

Unit 4 Songs and films

Modal verbs / Relative pronouns / Verb tenses

B

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text carefully.

Miranda Cosgrove

Miranda Cosgrove is one of TV's most popular actresses. She is best known for her starring role in the Nickelodeon Channel's sitcom *iCarly*. She also has a singing career and released her first studio album, *Sparks Fly*, in April, 2010. She considers education very important and is currently home schooled.

Miranda was born in Los Angeles, California on May 14, 1993. She grew up there and was discovered by a local talent agent at the age of three. She started out in television commercials and modelling.

At the age of ten, she got her first acting role in the film *School of Rock* with the actor Jack Black. It was a blockbuster and Miranda did a great job portraying the role of the band manager. After that her next major role was as Megan Parker, Drak's younger sister, on the Nickelodeon kids' TV show *Drake and Josh*. The show was successful and ran for four seasons.

When the show *Drake and Josh* ended, Miranda's career didn't stop. She already had plans for her own Nickelodeon show called *iCarly*. *iCarly* quickly became one of the most popular teen shows on TV. On the show Miranda's character, Carly, hosts and produces her own online show where all sorts of funny stuff happens. She was also the voice of Margo in the animated film *Despicable Me*.



www.ducksters.com (abridged and adapted)
(accessed in January 2014)

B. Find the information:

1. the name of a TV show: _____
2. the name of a music album: _____
3. the name of a film: _____

C. Mark the statements True (T) or False (F). Quote the text to correct the false ones.

1. Miranda is also a singer. ☐

2. Miranda Cosgrove goes to a normal school. ☐

3. She lived in Los Angeles when she was young. ☐

4. Her first film was *School of Rock*. ☐

5. Megan Parker is a character in the film *School of Rock*. ☐

D. Answer the questions about the text.

1. What can Miranda do?

2. When did she start her acting career?

3. Who is Carly?

4. Would you like to be an actor/actress? Why?



II.

A. Complete the sentences with only 5 words from the list below.

premiere science fiction blockbuster flop
thriller director extra lead plot

1. A _____ is an unsuccessful film.
2. A film about life in the future is a _____ film.
3. Steven Spielberg is a very famous film _____. He tells the actors what to do on the set.
4. The first time an audience gets to watch a film is called a _____.
5. A _____ actor is the person who has got the most important role in a film.

B. Complete the sentences with the correct modal verbs: *must, can't, would, mustn't, can, couldn't*.

1. The actress _____ go to the interview. (**impossibility**)
2. _____ it be possible to have some more tea? (**polite request**)
3. We _____ make noise on a film set. (**prohibition**)
4. This _____ be Miranda's mother, she looks exactly like her! (**deduction**)

C. Fill in the blanks with the correct relative pronoun: *who, which, whose*.

1. I read the magazine article _____ was about Miranda Cosgrove.
2. It's the producer _____ film won an Oscar last year.
3. I want to meet the journalist _____ wrote the article about Miranda.
4. Look at the film poster _____ is in the magazine.

D. Complete the sentences with the correct verb tense: Present Simple, Present Continuous, Past Continuous or Future. The underlined expressions may help you.

1. I think she _____ (**be**) a fantastic actress in the future.
2. Last Friday around five o'clock Miranda's parents _____ (**have**) a snack at the cinema studio while Miranda _____ (**give**) an interview.
3. Every weekend Miranda _____ (**have**) to learn her lines.
4. They _____ (**not watch**) the film at the moment.

III.

Choose ONE of the following topics to write a text.

1. Do you like going to the cinema? Give your opinion on a film you have seen.

You may refer to:

- the type of film;
- the main characters;
- when and where the story takes place;
- the plot.

2. Describe your favourite **film star**.

You may refer to:

- his/her physical appearance;
- the type of films he/she has taken part in;
- type of roles he/she usually plays;
- the reasons you like him/her.

3. Describe your favourite singer or band.

You may refer to:

- his/her/their physical appearance;
- the type of songs he/she sings or they sing;
- your favourite songs/CDs/video clips;
- the reasons you like him/her/them.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text.

Royal job for young reporters

Three young reporters – Callum Howells, Aleem Ditta and Saffron Heffer – were given exclusive access to Buckingham Palace and they also interviewed the Prime Minister at 10 Downing Street. They asked him
5 who was really in charge of the country: he or the Queen.

The objective was to make a new BBC series, consisting of six films, about the British monarchy. These films explore everything about Government and the Queen's life and it is going to help the new
10 Citizenship¹ lessons in schools, according to BBC manager Katy Jones. "Although children read about kings and queens in children's books – and go on to study the monarchs of history – they rarely learn about
15 our own modern monarchy", she says.

Reporter Callum Howells, aged 14, said he felt very excited to visit the *Doctor Who*² set³ in Cardiff when he spent the day with Prince Charles and his wife. He used to watch *Doctor Who* as a child and to be there was absolutely amazing, he told the BBC.

20 Twelve-year-old Saffron went to Buckingham Palace where Samantha Cohen, the Queen's Private Secretary, told her interesting things about the palace and the Queen. Saffron was impressed to hear about the Queen's "homework": official letters that she has to read every morning. "We all complain about homework," said Saffron, "How does the Queen feel about hers?"

25 "I thought the Queen spent her time relaxing on the throne," said 13-year-old Aleem from Middlesbrough, "but she spends a lot of time giving awards and things, which shows that she really cares. That's what I'm really proud of."

All three young presenters have already been on other CBBC shows and were selected because they already had filming experience.

30 Callum is also a member of Welsh choir Only Boys Aloud, which made last year's final of *Britain's Got Talent*, and says he adored becoming a presenter.



www.bbc.co.uk

About the BBC Blog (abridged and adapted)
(accessed in January 2014)

Vocabulary

¹ **Citizenship** – ciudadanía

² **Doctor Who** – famous science fiction TV series

³ **set** – the place where the series is filmed

B. Match the two columns to make true sentences about the text.

- | | |
|--|---|
| 1. The reporters wanted to know ☐ | a. around Buckingham Palace. |
| 2. The new BBC series consists of ☐ | b. six films about the British Monarchy. |
| 3. Callum was very excited ☐ | c. have appeared on BBC shows. |
| 4. Samantha Cohen showed ☐ | d. because he visited the place where <i>Doctor Who</i> was filmed. |
| Saffron | e. who is responsible for the country. |
| | f. because the Queen shows that she really cares. |

C. Complete the sentences.

1. The films are supposed to help _____
2. Katy Jones thinks kids don't really learn _____
3. *Doctor Who* was the science fiction series Callum _____
4. The choir Only Boys Aloud participated in _____

D. Answer the questions.

1. Where did Callum spend some time with Prince Charles and his wife?

2. Who is Samantha Cohen?

3. What was Saffron impressed by?

4. Why were these teenagers selected to be the reporters in the new BBC series?

II.

A. Carl, Callum's brother, is answering a school survey about TV programmes. Write the questions.

Justin: _____ ?

Carl: My favourite TV programmes are sports and films or series.

Justin: _____ ?

Carl: I usually spend three hours a day watching TV.

Justin: _____ ?

Carl: Well, I spend so many hours watching TV because I find it relaxing.

Justin: _____ ?

Carl: No, of course not. I hate watching commercials.

B. Complete with the correct reflexive pronouns.

1. The three reporters enjoyed _____ a lot doing these interviews.
2. Callum interviewed Prince Charles and he wrote the questions _____.
3. Callum: I introduced _____ to Prince Charles and his wife.
4. Saffron hurt _____ when she was visiting Buckingham Palace.
5. Samantha Cohen told the reporters, "Here is a delicious chocolate cake. Please, help _____."

C. Complete with the correct form of the phrasal verbs: *get on well, switch on, point out, look after, go back*.

1. Sometimes Saffron has to _____ her baby sister when her parents are out.
2. Aleem's brother usually walks to school every morning but he always _____ home by bus.
3. Callum loves working together with Saffron and Aleem because the three of them _____.
4. Aleem always _____ the TV when she arrives home.
5. Executive Katy Jones _____ the importance of this BBC series on the British Monarchy.

III.

Choose ONE of the following topics to write a text.

1. My favourite TV programme.

or

2. A news report. Don't forget to include:

- Headline
- Lead
- Body
- Conclusion

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text.

Royal job for young reporters

Three young reporters – Callum Howells, Aleem Ditta and Saffron Heffer – were given exclusive access to Buckingham Palace and they also interviewed the Prime Minister at 10 Downing Street. They asked him
5 who was really in charge of the country: he or the Queen.

The objective was to make a new BBC series, consisting of six films, about the British monarchy. These films explore everything about Government and
10 the Queen's life and it is going to help the new Citizenship¹ lessons in schools, according to BBC manager Katy Jones. "Although children read about kings and queens in children's books – and go on to study the monarchs of history – they rarely learn about
15 our own modern monarchy", she says.

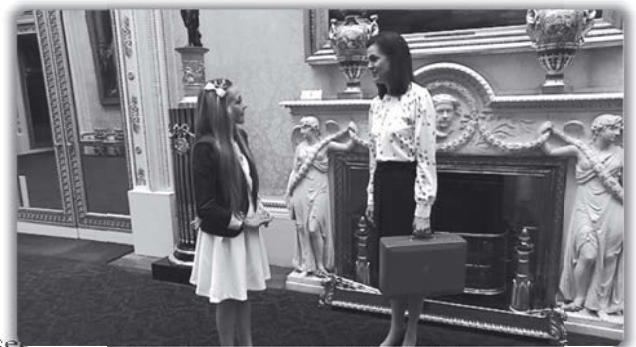
Reporter Callum Howells, aged 14, said he felt very excited to visit the *Doctor Who*² set³ in Cardiff when he spent the day with Prince Charles and his wife. He used to watch *Doctor Who* as a child and to be there was absolutely amazing, he told the BBC.

20 Twelve-year-old Saffron went to Buckingham Palace where Samantha Cohen, the Queen's Private Secretary, told her interesting things about the palace and the Queen. Saffron was impressed to hear about the Queen's "homework": official letters that she has to read every morning. "We all complain about homework," said Saffron, "How does the Queen feel about hers?"

25 "I thought the Queen spent her time relaxing on the throne," said 13-year-old Aleem from Middlesbrough, "but she spends a lot of time giving awards and things, which shows that she really cares. That's what I'm really proud of."

All three young presenters have already been on other CBBC shows and were selected because they already had filming experience.

30 Callum is also a member of Welsh choir Only Boys Aloud, which made last year's final of *Britain's Got Talent*, and says he adored becoming a presenter.



www.bbc.co.uk

About the BBC Blog (abridged and adapted)
(accessed in January 2014)

Vocabulary

¹ **Citizenship** – ciudadanía

² **Doctor Who** – famous science fiction TV series

³ **set** – the place where the series is filmed

B. Match the two columns to make true sentences about the text.

- | | |
|-----------------------------------|---|
| 1. The reporters wanted to know | a. around Buckingham Palace. |
| 2. The new BBC series consists of | b. six films about the British Monarchy. |
| 3. Callum was very excited | c. because he visited the place where <i>Doctor Who</i> was filmed. |
| 4. Samantha Cohen showed Saffron | d. who is responsible for the country. |

C. Find evidence in the text to prove the following:

1. The new BBC series included an interview with the Prime Minister.

2. The idea is to teach children about their own monarchy.

3. Saffron was impressed by the amount of work the Queen has to do every day.

4. Callum took part in a very popular show in Britain last year.

D. Answer the questions.

1. Where did Callum spend some time with Prince Charles and his wife?

2. Who is Samantha Cohen?

3. What was Saffron impressed by?

4. Why were these teenagers selected to be the reporters of the new BBC series?

II.

A. Carl, Callum's brother, is answering a school survey about TV programmes. Complete the questions.

- Justin:** What _____ ?
- Carl:** My favourite TV programmes are sports and films or series.
- Justin:** How _____ ?
- Carl:** I usually spend three hours a day watching TV.
- Justin:** _____ do you _____ ?
- Carl:** Well, I spend so many hours watching TV because I find it relaxing.
- Justin:** _____ you like _____ ?
- Carl:** No, of course not. I hate watching the commercials.

B. Complete with the correct reflexive pronouns: *myself, herself, himself, yourselves, themselves*.

1. The three reporters enjoyed _____ a lot doing these interviews.
2. Callum interviewed Prince Charles and he wrote the questions _____.
3. Callum: I introduced _____ to Prince Charles and his wife.
4. Saffron hurt _____ when she was visiting Buckingham Palace.
5. Samantha Cohen told the reporters, "Here is a delicious chocolate cake. Please, help _____."

C. Choose the correct phrasal verb.

1. Sometimes Saffron has to **look after / look up** her baby sister when her parents are out.
2. Aleem's brother usually walks to school every morning but he always **goes up / goes back** home by bus.
3. Callum loves working together with Saffron and Aleem because the three of them **get well / get on well**.
4. Aleem always **switches down / switches on** the TV when she arrives home.
5. Executive Katy Jones **points out / points on** the importance of this BBC series on the British Monarchy.

III.

Choose ONE of the following topics to write a text.

1. My favourite TV programme. Don't forget to mention: the name of the programme, what it is about, the name of the presenter, why you like it...
or
2. A news report. Don't forget to include:
 - Headline (it catches the reader's attention)
 - Lead (it introduces the story and answers the questions: who, what, when, where)
 - Body (it reports the facts in a very clear, formal and impersonal way)
 - Conclusion (final information, how it ended, what's going to happen in the future...)

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text carefully.

Become an EcoReporter!

Are you interested in becoming an EcoReporter? We want you, as a reporter for the *Eco Hero Kids* website, to write articles or create
5 videos on local environmental activities and issues in your school and community. Your articles can be accompanied by photographs. Your videos should be no longer
10 than two minutes and can also be accompanied by an article. Now read Caitlyn's article.



My name is Cat Evers. I am 12 years old and I enjoy spending time with my friends, acting, dancing and of course, singing! I am writing this article because I belong to a music
15 and theatre group called the *Eco Hero Kids* and I think we are doing an awesome job telling other teens what to do to protect the environment with our songs and plays. Joining the *Eco Hero Kids* has helped me to become more aware of what people have done to the environment. I think my job as an Eco Hero is to keep learning what we need to do, set an
20 example and show the world that if we picked up trash, stopped using so much plastic, started biking or walking instead of driving or even simply turned off the lights, the whole world would be a better place. So, next time you are brushing your teeth, remember to turn off the water or just use a glass! As an Eco Hero, I want to see global warming stop! I think that if we learn how to cut down on releasing greenhouse gases coming from cars,
25 factories and planes, we could be healthier and the amazing beautiful Ice World would stop disappearing and we could save the polar bears. We are starting to save the world, and you can join us. A simple step can mean a lot.

LET'S ALL BE ECO HEROES!

<http://ecoherokids.com> (adapted)
(accessed in January 2014)

B. Find the synonyms between lines 6 and 17 for the following:

1. problems: _____
2. amazing: _____
3. take care of: _____
4. conscious of: _____

C. Choose the correct ending.

- | | | |
|--|--------------------------|-------------------------------|
| 1. <i>Eco Hero Kids</i> is | ☐ | a. she can be a good example. |
| 2. It's also possible | ☐ | b. our health will be better. |
| 3. Caitlyn thinks | ☐ | c. she is twelve. |
| 4. People have to | ☐ | d. to make short films. |
| 5. If we reduce gases from cars or factories | ☐ | e. an online page. |
| | | f. stop using their cars. |

D. Answer the questions about the text.

1. What can EcoReporters write about?

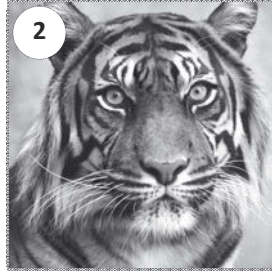
2. Who are the *Eco Hero Kids*?

3. What could we do to help the environment in Caitlyn's opinion?

4. Imagine you are an Eco Hero. Which environmental issue worries you the most? And what solutions can you think of to solve the problem?

II.

A. Identify these environmental issues.



B. Fill in the blanks with: *for, since, ever, never, just* or *yet*.

1. Caitlyn has danced _____ she was four years old.
2. I have _____ finished my article.
3. Has she _____ made a video? No, she has _____ made one.
4. Has the teacher talked about polluted cities _____?
5. How long have they had the website? They've had it _____ two years.

C. Complete the sentences with the Present Perfect.

1. How long _____ (she / be) an activist?
2. We _____ (know) about this problem for two or three years.
3. Caitlyn's sister _____ (not watch) the new video yet.
4. _____ (you / try) this new dance for the show?

D. Complete the sentences in the Past Simple or Present Perfect.

1. What time _____ (you / read) the article yesterday?
2. "I _____ (not write) my article yet. What about you?"
"I _____ (finish) mine an hour ago."
3. We _____ (go) on a school trip last month and we _____ (visit) a greenhouse. It _____ (be) great!
4. My parents _____ (live) an environmentally-friendly life for ten years.

III.

Choose ONE of the following topics to write a text.

1. What can I do to have a "green" school?

or

2. Recycling is important.

Name _____ No. _____ Class _____ Date _____

I.

A. Read the text carefully.

Become an EcoReporter!

Are you interested in becoming an EcoReporter? We want you, as a reporter for the *Eco Hero Kids* website, to write articles or create videos on local environmental activities and issues in your school and community. Your articles can be accompanied by photographs. Your videos should be no longer than two minutes and can also be accompanied by an article. Now read Caitlyn's article.



My name is Cat Evers. I am 12 years old and I enjoy spending time with my friends, acting, dancing and of course, singing! I am writing this article because I belong to a music and theatre group called the *Eco Hero Kids* and I think we are doing an awesome job telling other teens what to do to protect the environment with our songs and plays. Joining the *Eco Hero Kids* has helped me to become more aware of what people have done to the environment. I think my job as an Eco Hero is to keep learning what we need to do, set an example and show the world that if we picked up trash, stopped using so much plastic, started biking or walking instead of driving or even simply turned off the lights, the whole world would be a better place. So, next time you are brushing your teeth, remember to turn off the water or just use a glass! As an Eco Hero, I want to see global warming stop! I think that if we learn how to cut down on releasing greenhouse gases coming from cars, factories and planes, we could be healthier and the amazing beautiful Ice World would stop disappearing and we could save the polar bears. We are starting to save the world, and you can join us. A simple step can mean a lot.

LET'S ALL BE ECO HEROES!

<http://ecoherokids.com> (adapted)
(accessed in January 2014)

B. Match the words/expressions from the text to their synonyms.

- | | | |
|-----------------------|--------------------------|---------------------|
| 1. spending time with | ☐ | a. be a role model |
| 2. protect | ☐ | b. reduce |
| 3. set an example | ☐ | c. take care of |
| 4. cut down | ☐ | d. hanging out with |

C. Choose the correct ending.

- | | | |
|----------------------------------|--------------------------|--------------------------------|
| 1. <i>Eco Hero Kids</i> is | ☐ | a. an online page. |
| 2. It's also possible | ☐ | b. our health could be better. |
| 3. Caitlyn thinks | ☐ | c. stop using their cars. |
| 4. People have to | ☐ | d. to make short films. |
| 5. Without any cars or factories | ☐ | e. she can be a good example. |

D. Answer the questions about the text.

1. What can EcoReporters write about?

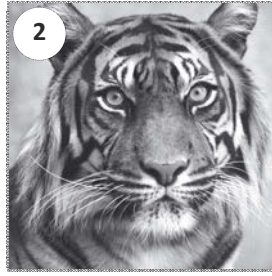
2. Who are the *Eco Hero Kids*?

3. What could we do to help the environment in Caitlyn's opinion?

4. Imagine you are an Eco Hero. Which environmental issue worries you the most? And what solutions can you think of to solve the problem?

II.

A. Identify these environmental issues.



B. Circle the correct option.

1. I have **yet** / **for** / **just** finished my article.
2. How long have they had the website? They've had it **since** / **for** / **never** two years.
3. Has the teacher talked about polluted cities **yet** / **since** / **just**?
4. Has she **since** / **yet** / **ever** made a video? No, she has **just** / **yet** / **never** made one.
5. Caitlyn has danced **for** / **since** / **ever** she was four years old.

C. Complete the sentences with the Present Perfect.

1. How long _____ (she / be) an activist?
2. We _____ (know) about this problem for two or three years.
3. Caitlyn's sister _____ (not watch) the new video yet.
4. _____ (you / try) this new dance for the show?

D. Complete the sentences in the Past Simple or Present Perfect. The underlined expressions may help you.

1. What time _____ (you / read) the article yesterday?
2. I _____ (not write) my article yet. What about you?
I _____ (finish) mine an hour ago.
3. We _____ (go) on a school trip last month and we _____ (visit) a greenhouse. It _____ (be) great!
4. My parents _____ (live) an environmentally-friendly life for ten years.

III.

Choose ONE of the following topics to write a text.

1. What can I do to have a "green" school? (suggestions: plant trees, use recycled paper...)
or
2. Recycling is important. (suggestions: at home – save water, buy green products...)

Listening Test 1

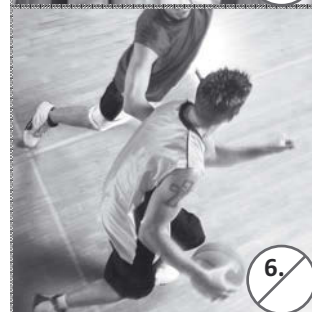
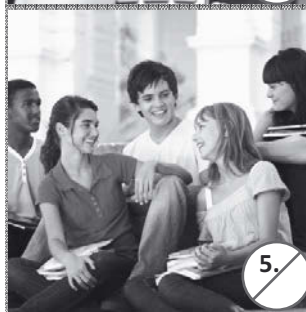
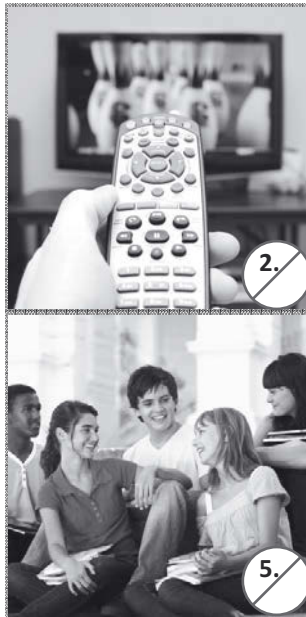
School, sports and activities

Name _____ No. _____ Class _____ Date _____

Note: After doing exercises A, B, C and D, hand in the test. Then do exercise E.

A. Listen to the text about Robert and Julia. CD 2 Tracks 24-25

B. Now listen to *Part 1* and tick (✓) the things Robert does and cross out (X) the ones he doesn't do. CD 2 Track 24



C. Are the sentences True or False?

1. Some teens' everyday routine can be full of stress.
2. Robert's daily life is full of activities.
3. Robert controls his daily life well.
4. Robert's mother didn't know how to help him.
5. Robert had no problem making his activity plan.

True	False
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

D. Now listen to *Part 2* and circle the correct option. CD 2 Track 25

1. Now Julia **doesn't feel** / **continues to feel** stressed about her daily routine.
2. Her parents thought she had **too many** / **not enough** activities during the week.
3. Julia cut out **the most** / **the least** important activities and now she has **more** / **not enough** time for **her friends** / **herself**.

Listening Test 1 (cont.)

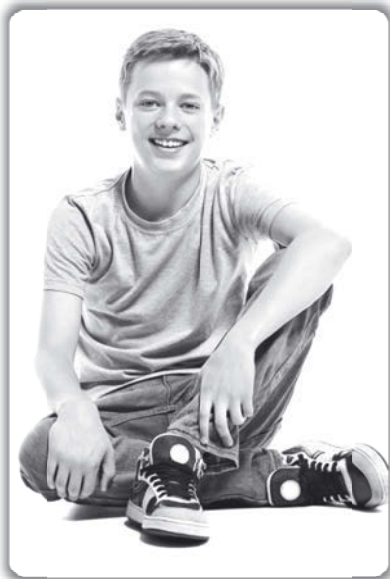
Name _____ No. _____ Class _____ Date _____

E. Listen again and fill in the blanks.

Part 1 CD 2 Track 24

Teens' life can sometimes be very busy: they have (1) _____, extracurricular activities, (2) _____ ... It's not easy for them to manage all these things in a single day.

Listen to what Robert and Julia say about this:



Robert: I feel I (3) _____ enough time to do all the things I have to do: I have school and homework, then I have piano lessons, I play basketball and I like (4) _____ with my friends. Of course I also like to watch TV and play video games but I don't have time to do these things. I sometimes feel very (5) _____ and anxious because I have no time to do everything. I don't know what to do! Yesterday my mother told me to make a plan so that I can (6) _____ my life better. I spent a lot of time trying to do it and I came to the conclusion that I have to stop doing something. I have too much to do.

Part 2 CD 2 Track 25

Julia: I used to feel (1) _____ every day during school time. At the end of the week I was tired, nervous and I didn't sleep well. One day my parents told me that they wanted me to be happy and to (2) _____ myself but I was taking it too far. I was doing so many things that I wasn't having any fun. So, I finally decided to choose just the one I like the best in my free time and I made a weekly planner to organise my time. Now I feel much (3) _____ and I have time for school and for myself.



Listening Test 2

Fashion

Name _____ No. _____ Class _____ Date _____

Note: After doing exercises A, B, C and D, hand in the test. Then do exercise E.

A. Listen to Rachel. CD 2 Tracks 26-27

B. Now listen to *Part 1* and label the pictures according to what Rachel says. CD 2 Track 26



C. Complete the sentences.

1. In the future Rachel wants to be _____
2. She is just a teen but she knows very well what _____
3. When she is not having lessons she is _____
4. She likes to recycle _____
5. Her mum doesn't like her to _____

D. Listen to Part 2 and correct the wrong information. CD 2 Track 27

1. She loved the chance to spend a week at a summer arts camp. _____
2. The structure of the camp was just like a popular fashion magazine challenge. _____
3. At the camp Rachel learnt how to become a fashion critic. _____
4. The winner was chosen by the teachers. _____

Listening Test 2 (cont.)

Name _____ No. _____ Class _____ Date _____

E. Listen again and fill in the blanks.

Part 1 CD 2 Track 26

Rachel

I love watching models (1) _____, fashion and everything connected with it. My dream (2) _____ is to become a fashion designer. I know I am still very young but I'm pretty sure of what I want. I carry some drawing paper or a sketchbook with me at all times. At school I spend the breaks (3) _____

sketches on paper. My friends sometimes even ask me to give them my drawings so that they can use them to have nice

(4) _____ made. I often make my own clothes. My favourite thing is to (5) _____ old clothes into fashionable new ones. I sometimes go through my mum's old stuff but she doesn't think it's a good idea.



Part 2 CD 2 Track 27



The best birthday present my parents have ever given me was the opportunity to spend a week at a Fashion Design Challenge Camp for kids and teens. It

(1) _____ last July. The camp was like the TV show *Runway* but nobody was eliminated. Every day they gave us a challenge and we had all day to complete it. We had to use a lot of imagination and (2) _____

when we designed clothes and accessories.

In the afternoon we usually had workshops

where we learnt important things to become good fashion (3) _____. I had a lot of fun. It was awesome! At the end of the day judges decided which participant had won the challenge.

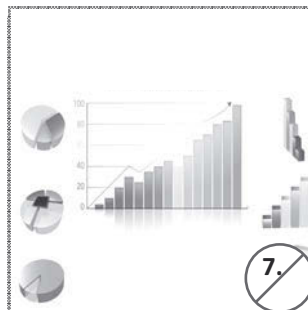
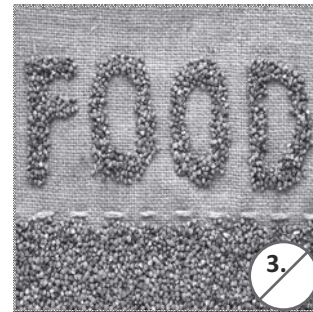
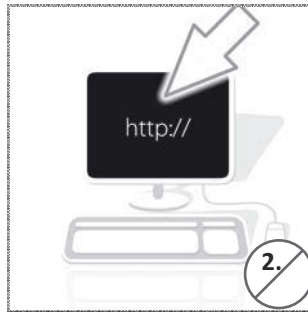
Listening Test 3

Protecting animals

Name _____ No. _____ Class _____ Date _____

Note: After doing exercises A and B, hand in the test. Then do exercise C.

A. Listen to the text and tick (✓) the things you can do to help. Then cross out (X) the ones not mentioned.  CD 2 Track 28



B. Are the sentences True or False according to the text?

	True	False
1. It's difficult to find information you need on animal extinction.	☐	☐
2. If you choose a wild animal like a tiger or a lion, it will have more impact.	☐	☐
3. A simple photo can make people take action.	☐	☐
4. The geography or history teacher can also talk about animal extinction.	☐	☐
5. People can share their stories about the protection of animals online.	☐	☐
6. The members of your family can belong to your school club.	☐	☐

Listening Test 3 (cont.)

Name _____ No. _____ Class _____ Date _____

C. Listen to the text and fill in the blanks with the correct words. CD 2 Track 28

Protecting animals

Do you want to help stop animal extinction? There are lots of simple things you can do.

You can send a letter to the (1) _____ to say how you feel about animal extinction. Use facts and numbers to back up what you are writing. You can go to your school library and (2) _____. Another good place to start is looking for sites on the Internet, such as *The World Wide Fund for Nature* or *The United Nations* and you will find all the information you need.

You can make a sign or poster. Place this sign or poster somewhere at school or where people will see it. Write a text that (3) _____ why you are concerned about the loss of (4) _____ or an animal. For your poster you can choose a photo of a baby animal because this will have more impact on people who read your poster and this may motivate them to do something about it.

You can (5) _____ and animals and make sure that you know every fact about them. Your science teacher can give a class on the (6) _____. This will allow you to talk about it and convince people more than just saying general things. It will show people around you that you (7) _____ about animal extinction and want to do something about the problem.

You can form a club at your school or build a website. You could even combine a club on a website. Write a text about your concerns on animal extinction; load up photos of your letters, your posters or signs. The site can be interactive, for example people can leave comments or write about activists who are also (8) _____ and are trying to protect animals. If you make it into a club at school, have a place where students, teachers and parents can join.



Speaking Test 1

Free time activities

Name _____ No. _____ Class _____ Date _____

Step 1: The questions in the bubbles help you prepare what you will say.

Step 2: You may look for pictures to show to the class while you're speaking.
They'll make your presentation more dynamic.

Step 3: Practise your presentation.

Which free time activity/sport is your favourite? Why?

Which is the activity/sport you find the least interesting?

Do you do any of these activities/sports? Which?



What other activities do you do in your free time?

Why do you like doing it?

How often do you do it a week?

Useful words / expressions

- The activity I prefer is...
- ... is the activity I find the least interesting.
- In my opinion, the best free time activity is...
- It's exciting / challenging / funny / cool / creative
- I'm fond of / I love / I'm keen on...
- it's boring / difficult / dangerous...
- In my free time I...

Speaking Test 2

At the movies

Name _____ No. _____ Class _____ Date _____

**Everybody loves a good film!
And you certainly have a favourite movie.
Tell us about it.**

**You can fill in the following table in note form
to help you with your speaking activity.**



Title of the film	
Type of film	
Director	
Cast (actors and actresses and their characters)	
Plot	
Favourite scene (describe it briefly and explain your choice)	
Awards	
Other details (stunts, sets...)	

© lexto |
Move On 169

[illegible]

Speaking Test 3

The world is in trouble

Name _____ No. _____ Class _____ Date _____

Step 1: Answer the questions in note form.

Step 2: Look for pictures you can show to the class to make your presentation more dynamic.

Step 3: Practise your presentation at home so that you feel more confident.

1.
What are the environmental issues that worry you the most?
(air pollution, water pollution, endangered species, global warming, waste...)

2.
What are the environmental issues you can see where you live?

3.
What solutions can you think of to help protect the environment?
(produce wind or water energy, use public transportation, buy hybrid cars, reduce waste, use rain water...)

4.
How important is recycling? Do you recycle at home? At school?
Are you eco-friendly? Do you buy environmentally-friendly products? Is it easy to be green?

5.
What is the most polluted place in your country? Give reasons.
What is the most beautiful place in your country? How can people protect it?

6.
What should people do in the future to be friends of the planet?

Student's speaking notes

Listen to the students' individual presentations and take notes.

Name/No.	Environmental issues worries	Environmental issues around you	Solutions	Recycling	Most polluted / Most beautiful place	In the future

TESTS

Unit 1

Test A (p. 123)

I. B. 1. felt a bit down (I. 3) 2. I'm really keen on (I. 12) 3. awesome (I. 17)

C. 1. T – "(...) some friends were talking in the playground during lunch break." (II. 1-2) 2. F – She feels anxious and she doesn't sleep well the day before. 3. T – "I feel so excited when I go shopping to buy all those things." (II. 16-17) 4. F – He and his parents spent their summer holidays in a weird place in Sweden. 5. F – Max took photos with his mobile phone.

D. 1. During lunch break they were talking about holidays.

2. Debbie felt a bit down because she always feels anxious on the first day of school after the summer holidays. 3. To feel better about the first day at school Max thinks about the friends he'll see again, the extracurricular activities he's really keen on and the school atmosphere he finds so cool. 4. Yes, he did. He spent his holidays in Sweden in a very weird hotel that looked like a spaceship.

II. A. 1. feel 2. gets 3. Does Pam love 4. don't sleep

B. 1. are talking 2. isn't watching; is sending 3. is writing 4. Are they staying

C. 1. is giving 2. spends / is enjoying 3. aren't having 4. Does she hang out

D. 1. tried; surfed; found 2. Did Diane visit; didn't; didn't have

COTAÇÕES		
I	B	$3 \times 3 = 9$
	C	$5 \times 3 = 15$
	D	$4 \times 4 = 16$
II	A	$4 \times 2 = 8$
	B	$5 \times 2 = 10$
	C	$5 \times 2 = 10$
	D	$6 \times 2 = 12$
III	20	
Total	100	

Test B (p. 126)

I. b 1. c 2. d 3. a

C. 1. T 2. F – She feels anxious and she doesn't sleep well the day before. 3. T 4. F – He and his parents spent their summer holidays in a weird place in Sweden. 5. T.

D. 1. During lunch break they were talking. 2. Debbie wasn't OK because she always feels anxious on the first day of school after the summer holidays. 3. To feel good about the first day at school Max thinks about the friends he'll see again, the extracurricular activities he's really keen on and the school atmosphere he finds so cool. 4. He went to Sweden and stayed in a very weird hotel that looked like a spaceship.

II. A. 1. feel 2. gets 3. Does; love 4. don't sleep

B. 1. are talking 2. isn't watching; is sending 3. is writing 4. Are; they staying

C. 1. is giving 2. spends/is enjoying 3. aren't having 4. Does / hang out?

D. 1. tried; surfed; found 2. Did; visit; didn't; didn't have

COTAÇÕES		
I	B	$3 \times 3 = 9$
	C	$5 \times 3 = 15$
	D	$4 \times 4 = 16$
II	A	$4 \times 2 = 8$
	B	$5 \times 2 = 10$
	C	$5 \times 2 = 10$
	D	$6 \times 2 = 12$
III	20	
Total	100	

Unit 2

Test A (p. 129)

I. B. 1. cities; Dallas; take part in a fencing competition 2. fencing; train several hours 3. they were 7/8 years old

C. 1. take part (I. 1) 2. share (I. 3) 3. a good ranking (I. 5) 4. train hard (I. 5) 5. coach (I. 5)

D. 1. The number of young people doing fencing is going up every day. / More and more young people are doing fencing every day. 2. Fencing helps them with their schoolwork. 3. In their free time they also meet their friends. 4. They are sharing opinions about hanging out places.

E. 1. They have a good coach and they train several hours a week. They also go to lots of competitions. 2. He thinks there aren't cool places for teens to hang out. 3. He had problems in celebrating his birthday because he didn't find a good place to be with his friends. 4. No, he doesn't, because there are many cool places for teens to hang out in Dallas. 5. Personal answer.

II. A. 1. While Luke was training, Julian was watching him. 2. What was she doing yesterday before dinner? 3. Julian's friends weren't applauding him because they were studying. 4. Were they training at 9 pm?

B. 1. were having 2. did you go; went 3. was writing; phoned 4. didn't sleep

C. 1. the best 2. more hardworking than 3. more responsible than 4. cheaper than 5. the oldest

COTAÇÕES		
I	B	$6 \times 2 = 12$
	C	$5 \times 1 = 5$
	D	$4 \times 2 = 8$
	E	$5 \times 3 = 15$
II	A	$4 \times 3 = 12$
	B	$6 \times 3 = 18$
	C	$5 \times 2 = 10$
III	20	
Total	100	

Test B (p. 132)

I. B. 1. Dallas 2. Berryville, Dallas 3. fencing 4. when they were 7/8 years old 5. several hours a week

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

D. 1. T 2. F – Fencing helps them to be better students. 3. F – When they aren't training they hang out with their friends. 4. T

E. 1. They train even harder. 2. He usually hangs out at friends' houses. 3. No, he didn't. He didn't find a good place to celebrate his birthday with his friends. 4. No, he doesn't because there are many cool places for teens to hang out in Dallas. 5. Personal answer.

II. A. 1. were talking; were sleeping 2. was Luke doing 3. wasn't taking; was applauding 4. was relaxing; was practising

B. 1. were having 2. did you go; went 3. was writing; phoned 4. didn't sleep

C. 1. the best 2. more hardworking than 3. more responsible than 4. cheaper than 5. the oldest

COTAÇÕES		
I	B	5 x 2 = 10
	C	5 x 1 = 5
	D	(T) 2 x 2 = 4
		(F) 2 x 3 = 6
	E	Q: 1, 2, 3 x 3 = 9
		Q: 4, 5 x 5 = 10
II	A	7 x 2 = 14
	B	6 x 2 = 12
	C	5 x 2 = 10
III	20	
Total	100	

Unit 3**Test A (p. 135)**

I. B. 1. I. 1 2. II. 6-7 3. II. 13-14 4. I. 17

C. 1. T 2. IK 3. T 4. F – “On the last day we showed our designs at a fashion show for family and friends.” (II. 15-16)

1. Teenagers can go to summer camps with sports activities like horseriding, canoeing or they can go to fashion, cooking or science summer camps.

2. If you are interested in cooking you can participate in TV shows like *Masterchef* or you can take cooking classes.

3. She found it online.

4. At the camp she learned about clothes, accessories and fashion shows. She started her fashion brand and she wrote a fashion blog. She also visited a fashion designer's studio, interviewed models and a fashion editor. She visited shops and took pictures to learn about fashion styles.

5. Personal answer.

II. A. 1. some 2. some 3. any 4. many 5. no 6. much

B. 1. will probably like 2. is going to interview 3. are going to catch 4. will go

C. 1. needs 2. will go 3. likes 4. don't come

COTAÇÕES		
I	B	$4 \times 3 = 12$
	C	$4 \times 3 = 12$
	D	$5 \times 4 = 20$
II	A	$6 \times 2 = 12$
	B	$4 \times 3 = 12$
	C	$4 \times 3 = 12$
III	20	
Total	100	

Test B (p. 138)

I. B. 1. canoeing 2. writing a blog 3. designer; magazine editor 4. showing her designs at a fashion show

C. 1. T 2. F – “I stayed there for one week” (I. 11) 3. T 4. F – “On the last day we showed our designs at a fashion show for family and friends.” (II. 15-16)

D. 1. Cooking, fashion and science camps. 2. If you like cooking, you can participate in TV shows like *Masterchef* or you can take cooking classes. 3. It is New York. 4. She really liked it. The experience was great. 5. Personal answer.

II. A. 1. any 2. many 3. no 4. some 5. some 6. much

B. 1. will probably like 2. is going to interview 3. are going to catch 4. will go

C. 1. needs 2. will go 3. likes 4. don't come

COTAÇÕES		
I	B	$4 \times 3 = 12$
	C	$4 \times 3 = 12$
	D	$5 \times 4 = 20$
II	A	$6 \times 2 = 12$
	B	$4 \times 3 = 12$
	C	$4 \times 3 = 12$
III	20	
Total	100	

Unit 4**Test A (p. 141)**

I. B. 1. blockbuster 2. major 3. ended

C. 1. F – I. 4 2. F – I. 6 3. T 4. IK 5. T

D. 1. Miranda can act in films and on TV shows because she's an actress. She can sing because she has recorded a studio album. She can do fashion shows too. 2. She began her career when she was three years old. She did TV commercials and modelling. 3. *iCarly* is a successful Nickelodeon TV show for teenagers. Miranda plays the role of Carly who hosts and produces an online show.

4. Personal answer.

II. A. 1. flop 2. science fiction 3. director 4. premiere 5. lead

B. 1. can't 2. Would 3. mustn't 4. must

C. 1. which 2. whose 3. who 4. which

D. 1. will be 2. were having; was giving 3. has 4. aren't watching

COTAÇÕES		
I	B	3 x 2 = 6
	C	5 x 3 = 15
	D	4 x 5 = 20
II	A	5 x 1 = 5
	B	4 x 3 = 12
	C	4 x 3 = 12
	D	5 x 2 = 10
III	20	
Total	100	

Test B (p. 144)

I. B 1. *iCarly* 2. *Sparks Fly* 3. *School of Rock*

C. 1. T 2. F (II. 5-6) 3. T 4. T 5. F (II. 15-16)

D. 1. Miranda can act in films and on TV shows because she's an actress. She can sing because she has recorded a studio album. 2. She started her acting career when she was ten. 3. Carly is the character of the TV show *iCarly*. She hosts and produces her own online show. 4. Personal answer.

II. A. 1. flop 2. science fiction 3. director 4. premiere 5. Lead

B.1. can't 2. Would 3. mustn't 4. must

C.1. which 2. whose 3. who 4. which

D.1. will be 2. were having; was giving 3. has 4. aren't watching

COTAÇÕES		
I	B	3 x 2 = 6
	C	5 x 3 = 15
	D	4 x 5 = 20
II	A	5 x 1 = 5
	B	4 x 3 = 12
	C	4 x 3 = 12
	D	5 x 2 = 10
III	20	
Total	100	

Unit 5

Test A (p. 148)

I. B. 1. e. 2. b. 3. d. 4. a.

C. 1. (...) the new Citizenship lessons in school. 2. (...) about their own modern monarchy. 3. (...) used to watch when he was a child. 4. (...) last year's final of *Britain's Got Talent*.

D. 1. He spent some time with them in Cardiff. 2. She is the Queen's Private Secretary. 3. Saffron was impressed by the amount of work the Queen has to do. 4. The teenagers were selected because they already had filming experience

II. A. What are your favourite TV programmes?; How many hours a day do you usually spend watching TV? Why do you spend so many hours watching TV?; Do you like watching commercials?

B. 1. themselves 2. himself 3. myself 4. herself 5. yourselves

C. 1. look after 2. goes back 3. get on well 4. switches on 5. points out

COTAÇÕES		
I	B	4 x 3 = 12
	C	4 x 4 = 16
	D	4 x 5 = 20
II	A	4 x 3 = 12
	B	5 x 2 = 10
	C	5 x 2 = 10
III	20	
Total	100	

Test B (p. 151)

I. B. 1. d 2. b 3. c 4. a

C. 1. (...) they also interviewed the Prime Minister at 10 Downing Street; 2. (...) they rarely learn about our own modern monarchy (II. 8-9) 3. Saffron was impressed to hear about the Queen's "homework" 4. which made last year's final of *Britain's Got Talent*(...) (II 25-26)

D. 1. He spent some time with them in Cardiff 2. She is the Queen's Private Secretary. 3. Saffron was impressed by the amount of work the Queen has to do. 4. The teenagers were selected because they already had filming experience

II. A. What are your favourite TV programmes?; How many hours a day do you usually spend watching TV?; Why do you spend so many hours watching TV?; Do you like watching the commercials?

B. 1. themselves 2. himself 3. myself 4. herself 5. yourselves

C. 1. look after 2. goes back 3. get on well 4. switches on 5. points out

COTAÇÕES		
I	B	4 x 3 = 12
	C	4 x 4 = 16
	D	4 x 5 = 20
II	A	4 x 3 = 12
	B	5 x 2 = 10
	C	5 x 2 = 10
III	20	
Total	100	

Unit 6

Test A (p. 154)

I. B. 1. issues (I. 6) 2. awesome (I. 15) 3. protect (I. 16) 4. aware of (I. 17)

C. 1. e 2. d 3. a 4. f 5. b

D.1. They can write about local environmental activities and issues in their school or community. 2. They are teenagers who are part of a music and theatre group. They tell other teens what to do to protect the environment using songs and plays. 3. We could pick up trash, stop using so much plastic, ride our bikes or walk, turn off the lights and turn off the water. 4. Personal answer.

II. A. 1. Deforestation 2. Endangered species 3. Global warming 4. Floods

B. 1. since 2. just 3. ever; never 4. yet 5. for

C. 1. has she been 2. have known 3. hasn't watched 4. Have you tried

- D. 1. did you read 2. haven't written; finished 3. went; visited; was 4. have lived
 III. Personal answer.

COTAÇÕES		
I	B	4 x 2 = 8
	C	5 x 2 = 10
	D	4 x 5 = 20
II	A	4 x 2 = 8
	B	6 x 2 = 12
	C	4 x 2 = 8
	D	7 x 2 = 14
III	20	
Total	100	

Test B (p. 157)

I. B. 1. d. 2. c 3. a 4. b

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

D. 1. They can write about local environmental activities and issues in their school or community. 2. They are teenagers who are part of a music and theatre group. They tell other teens what to do to protect the environment using songs and plays. 3. We could pick up trash, stop using so much plastic, ride our bikes or walk, turn off the lights and turn off the water. 4. Personal answer.

II. A. 1. Deforestation 2. Endangered species 3. Global warming 4. Floods

B. 1. just 2. for 3. yet 4. ever; never 5. since

C. 1. has she been 2. have known 3. hasn't watched 4. Have you tried

D. 1. did you read 2. haven't written; finished 3. went; visited; was 4. have lived

III. Personal answer.

COTAÇÕES		
I	B	4 x 2 = 8
	C	5 x 2 = 10
	D	4 x 5 = 20
II	A	4 x 2 = 8
	B	6 x 2 = 12
	C	4 x 2 = 8
	D	7 x 2 = 14
III	20	
Total	100	

LISTENING TESTS

Test 1 (pp. 160-161)

B. 1. ✓ 2. ✗ 3. ✗ 4. ✓ 5. ✓ 6. ✓

C. 1. T 2. T 3. F 4. F 5. F

D. 1. doesn't feel 2. too many 3. the least; more; herself

E. Part 1: 1. school 2. friends 3. don't have 4. hanging out 5. stressed 6. organise

Part 2: 1. stressed 2. enjoy 3. Better

COTAÇÕES	
B	6 x 4 = 24
C	5 x 4 = 20
D	5 x 4 = 20
E	9 x 4 = 36
Total	100

Test 2 (pp. 162-163)

B. 1. (watching) models (on the catwalk), fashion 2. Fashion designer 3. Sketchbook 4. Drawing during breaks 5. Making clothes / Recycling clothes

C. 1. (...) a fashion designer. 2. (...) she wants. 3. (...) drawing.

4. (...) old clothes. 5. (...) go through her old stuff.

D. 1. summer arts camp – Fashion Design Challenge Camp

2. magazine challenge – TV programme 3. Critic – designer

4. Teachers – judges

E. Part 1: 1. on the catwalk 2. job 3. drawing 4. clothes 5. recycle

Part 2: 1. happened 2. creativity 3. designers

COTAÇÕES	
B	5 x 4 = 20
C	5 x 4 = 20
D	4 x 5 = 20
E	8 x 5 = 40
Total	100

Test 3 (pp. 164-165)

A. 1. ✗ 2. ✓ 3. ✗ 4. ✗ 5. ✓ 6. ✓ 7. ✓ 8. ✓

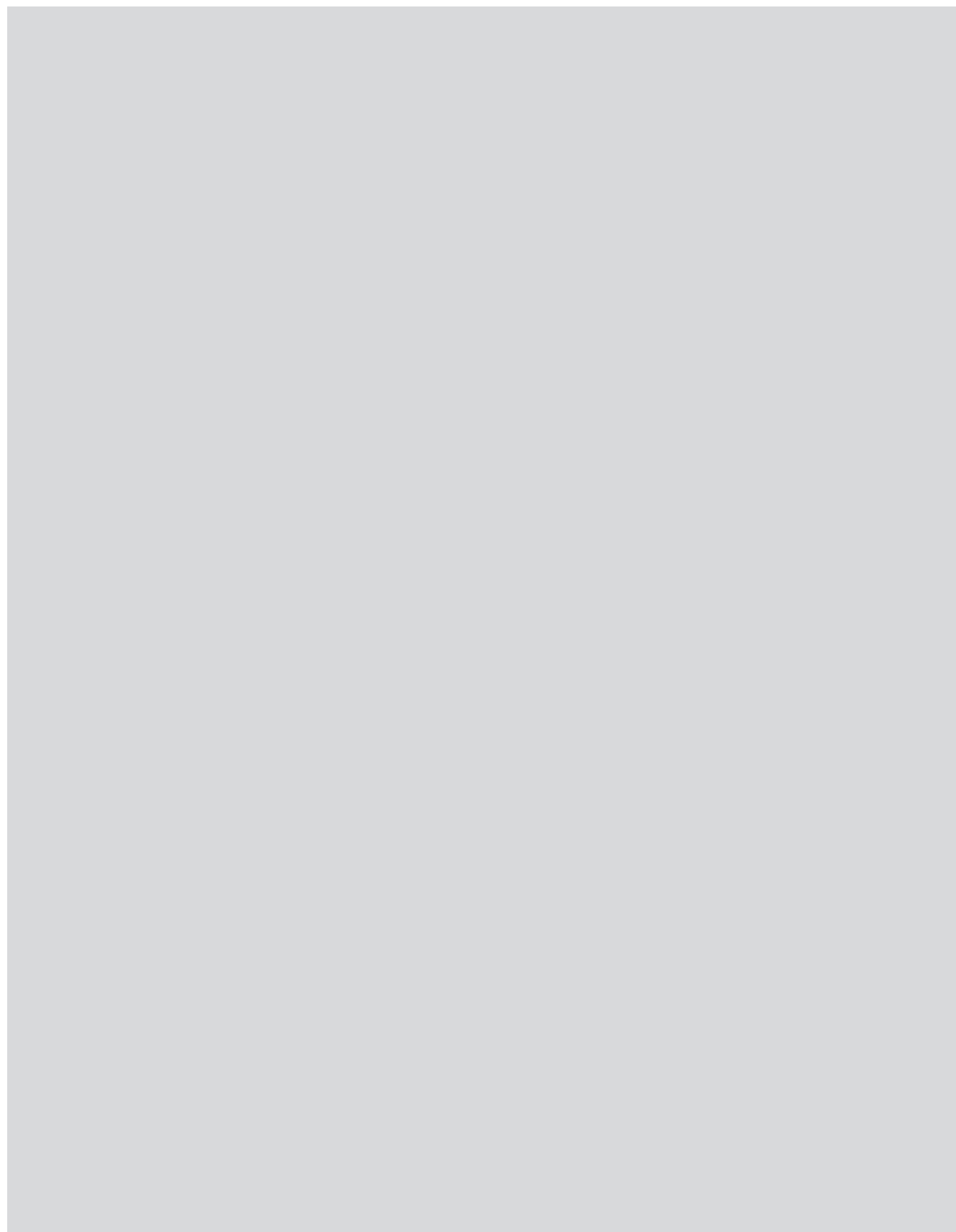
B. 1. F 2. F 3. T 4. F 5. T 6. T

C. 1. government 2. do some research 3. makes it clear

4. a species 5. study wildlife 6. subject 7. are really concerned

8. taking action

COTAÇÕES	
A	8 x 4 = 32
B	6 x 6 = 36
C	8 x 4 = 32
Total	100



Key-type test

Reading and Writing • Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 This machine doesn't work.

Answer:

0	A	B	C	D	E	F	G	H
	☐	☒	☐	☐	☐	☐	☐	☐

1 Take your things with you when leaving this place.

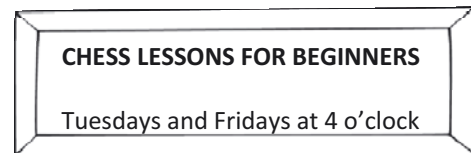
2 You find this sign in the canteen.

3 You can learn how to play this board game here.

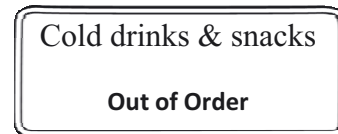
4 You mustn't walk here.

5 You cannot go in this room.

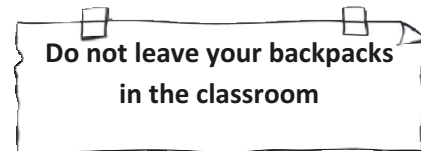
A



B



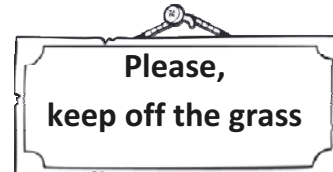
C



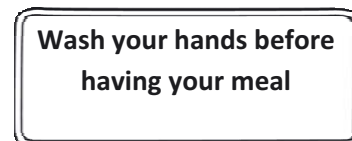
D



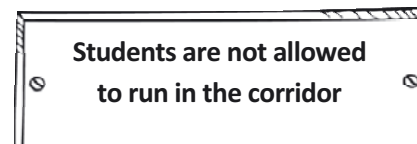
E



F



G



H



Reading and Writing • Part 2

Questions 6 – 10

Read the sentences about Meg's free time activities.

Choose the best word (**A**, **B** or **C**) for each space.

For questions **6 – 10**, mark **A**, **B** or **C** on your answer sheet.



Example:

0 Meg's _____ free time activity is swimming.

A favourite

B better

C important

Answer:

0	A	B	C
	☒	☐	☐

6 In her free time Meg also likes _____ fencing.

A making

B playing

C going

7 She usually swims _____ Mondays and Fridays.

A on

B in

C at

8 She sometimes _____ with her friends after school.

A spends

B hangs out

C meet

9 Yesterday she _____ the afternoon at the beach with her friends.

A spent

B was

C spends

10 She is the _____ swimmer in her class.

A better

B best

C good

Reading and Writing • Part 3

Questions 11 – 15

Complete the five conversations.

For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:

0 What's your job?

A I'm a teacher.

B I'm 25.

C At school.

Answer:

0	A	B	C
☒	☐	☐	☐

11 Where do you usually meet your friends?

A Yes, I do.

B At the park.

C In the afternoon.

12 Whose iPod is this?

A I don't know.

B It's in the backpack.

C It's great!

13 I love cooking.

A I cook.

B I'd love to.

C Oh, I don't.

14 How long did they stay in Madrid?

A Last month.

B Two days ago.

C A week.

15 I am organising a party.

A Do you need any help?

B I'd love to.

C I'm not sure.

Questions 16 – 20

Complete the telephone conversation between two friends.

What does Josh say to Matt?

For questions 16 – 20, mark the correct letter **A – H** on your answer sheet.

Example:

Matt: Hi Josh! Are you busy?

Josh: 0 C

Answer:

0	A	B	C	D	E	F	G	H
	☐	☐	☒	☐	☐	☐	☐	☐

Matt: What are you doing?

Josh: 16 _____

Matt: Oh, great! I'll help you.

Josh: 17 _____

Matt: Let's make a list then.

Josh: 18 _____

Matt: Have you sent the invitation cards yet?

Josh: 19 _____

Matt: OK, then. And we have to choose the music for the party too.

Josh: 20 _____

Matt: Great! Everything is planned.

A Thanks. We have to buy some food and drinks.

B No, not yet. Let's do that first.

C Yes, I am.

D I am organising a back-to-school party.

E OK, let's do it!

F It's next Saturday!

G Oh, my brother is doing that. He is the DJ for the party.

H I'll look for some fun decorations on the Net.

Reading and Writing • Part 4

Questions 21 – 27

Read the article about a family's weekend in the mountains.

Are sentences **21 – 27** "Right" (A) or "Wrong" (B)?

If there is not enough information to answer "Right" (A) or "Wrong" (B), choose "Doesn't say" (C).

For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

A weekend in the mountains

The Spencers love Nature. They live in the city but whenever they can they travel to the mountains where they have a beautiful log cabin. When they are there they want to have a very natural kind of life, so they don't have electricity and they get the water they need from a small river near the cabin.

Last weekend Mr Spencer suggested going to the mountains and his two children and wife agreed happily. Ann, 13, and Thomas, 14, always have a lot of fun when they spend the weekend in their log cabin. They do lots of cool things like walking in the mountains, taking pictures, swimming in the river and having picnics... It's always great fun!

On Saturday morning Mr Spencer drove his family to the mountains. When they arrived Mrs Spencer opened the cabin door but she didn't go inside. She told her children and husband to get into the car. She turned back slowly and went to the car too. Feeling really scared she said: "There's a bear inside!" "WHAT???" everybody asked. "We must have forgotten to close the back door," Mr Spencer concluded. Suddenly the bear came out and ran into the woods. The family could finally go inside and have a relaxing weekend.



Example:

0 The Spencers often travel to the mountains.

A Right

B Wrong

C Doesn't say

Answer:

0	A	B	C
	☒	☐	☐

21 The Spencers live in a beautiful log cabin in the city.

A Right

B Wrong

C Doesn't say

22 Their cabin is very modern with electricity and water.

A Right

B Wrong

C Doesn't say

23 There's a river near the cabin.

A Right

B Wrong

C Doesn't say

24 Their children love spending the weekend in their log cabin.

A Right

B Wrong

C Doesn't say

25 Ann and Thomas have got lots of friends in the mountains.

A Right

B Wrong

C Doesn't say

26 Mrs Spencer was really frightened because there was an animal inside the cabin.

A Right

B Wrong

C Doesn't say

27 It was very difficult to get the bear out of the cabin.

A Right

B Wrong

C Doesn't say

Reading and Writing • Part 5

Questions 28 – 35

Read the article about teens' favourite hanging out places.

Choose the best word (**A**, **B** or **C**) for each space.

For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

Teens enjoy **(0)** _____ with their friends in different places depending on what they feel like doing. For example if you and **(28)** _____ friends like outdoor activities, then the beach or the park would be the **(29)** _____ places to hang out.

(30) _____ the other hand, teens who are more into adventurous activities **(31)** _____ go to theme parks or bungee jumping.

For the majority of teens, shopping centres are the most important places to hang out **(32)** _____ there they can have some food, enjoy **(33)** _____, shop or even go to the cinema. Shopping centres are also considered safe places for teens to get together and they are **(34)** _____ protected against bad weather.

Finally, hanging out **(35)** _____ home is another possibility. Teens can play games, watch TV or films and they are also safe from street violence.

Example:

0 **A** staying **B** hanging out **C** studying

Answer:

0	A	B	C
☐	☒	☐	☐

- | | | | |
|-----------|---------------------|------------------|-----------------|
| 28 | A your | B yours | C theirs |
| 29 | A worst | B good | C best |
| 30 | A at | B in | C on |
| 31 | A do | B are | C can |
| 32 | A but | B because | C so |
| 33 | A themselves | B them | C his |
| 34 | A to | B also | C for |
| 35 | A on | B in | C at |

Reading and Writing • Part 6

Questions 36 – 40

Read the descriptions of some summer activities.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions **36 – 40**, write the words on your answer sheet.

Example:

0 The underwater world fascinates me.

S _ _ _ _ d _ _ _ _

Answer:

0

scuba diving

36 I love sleeping in a tent and being in the open air.

c _ _ _ _ _

37 The activity of planting and growing plants and flowers.

g _ _ _ _ _

38 I love riding the waves on a surfboard.

s _ _ _ _ _

39 People wear waterskis and are pulled along behind a boat.

w _ _ _ _ _

40 You need a net, a ball and two teams to play this game on the sand.

b _ _ _ _ v _ _ _ _ _

Reading and Writing • Part 7

Questions 41 – 50

Complete this email.

Write ONE word for each space.

For questions **41 – 50**, write the words on your answer sheet.

Example:

0

a

Hi Aunt Sarah,

I'm having **(0)** _____ great time here in Rome. I travelled **(41)** _____ plane **(42)** _____ my parents and my brother and we arrived two days **(43)** _____.

Yesterday we visited St Peter's Square and we managed to see the Pope. Then we visited one of **(44)** _____ most famous tourist attractions **(45)** _____ Rome: the Colosseum. The weather **(46)** _____ fantastic. **(47)** _____ was sunny and warm. My father **(48)** _____ lots of photos.

Tomorrow we are going **(49)** _____ catch the sightseeing bus **(50)** _____ it's the best way to visit a city.

Reading and Writing • Part 8

Questions 51 – 55

Read these two notes about a dinner party at school.

Fill in the missing information on the poster.

For questions 51 – 55, write the information on your answer sheet.

DINNER PARTY
In the school canteen
Saturday, 8 o'clock

From:	Pam
To:	Julie
I am sending the details about the dinner party.	
Don't forget to bring a dessert. We'll meet in front of the post office at 7.30.	

DINNER PARTY	
Place:	School canteen
Day:	51
Time:	52
Cost:	53
Don't forget to take:	54
Meeting place:	55

Reading and Writing • Part 9

Question 56

Read the email Roger, your cousin's friend, has sent you.

From:	Roger
Hi,	
At weekends I usually meet my friends. Do you like hanging out with your friends? Where do you usually meet your friends at weekends? What do you usually do?	

Write an email to Roger and answer his questions.

Write **25 – 35** words.

Write the email on your answer sheet.

Listening • Part 1

Questions 1 – 5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (**A**, **B** or **C**).

Example: What time is John's birthday party?

 CD 2 Track 30



A



B



C

1. What did Louise buy?

 CD 2 Track 31



A



B



C

2. Where did Pam go yesterday afternoon?

 CD 2 Track 32



A



B



C

3. What are Ron and Adam going to do this afternoon?

CD 2 Track 33



A

B

C

4. When is Ryan going to travel to London?

CD 2 Track 34



A

B

C

5. What is Bill's mum going to cook for dinner?

CD 2 Track 35



A

B

C

Listening • Part 2

Questions 6 – 10

 **CD 2** Tracks 35-36

Listen to Simon and Jack talking about people's favourite type of films.

Which type of film does each person like?

For questions **6 – 10**, write a letter **A – H** next to each person.

You will hear the conversation twice.

Example:

0 Simon's mum

F

PEOPLE		FILMS
6	Jack	A Historical
7	Simon	B Action
8	Carol	C Comedies
9	Jack's mum	D Western
10	Simon's father	E Romantic
		F Musical
		G Thriller
		H Science fiction

Listening • Part 3

Questions 11 – 15

 **CD 2** Tracks 37-38

Listen to Tracy talking to her friend Louis about favourite sports.

For each question, choose the right answer (**A**, **B** or **C**).

You will hear the conversation twice.

Example:

0 What is Tracy's favourite sport?

- ☒ **A** Football
 - ☐ **B** Basketball
 - ☐ **C** Rock climbing
-

11 Louis likes rock climbing because

- ☐ **A** it's dangerous.
- ☐ **B** he has to follow rules.
- ☐ **C** it's fun and exciting.

12 Tracy started playing basketball

- ☐ **A** in winter.
- ☐ **B** in primary school.
- ☐ **C** in the stadium.

13 Tracy practises basketball

- ☐ **A** on Mondays and Wednesdays.
- ☐ **B** 3 times a week.
- ☐ **C** 4 times a week.

14 Basketball practice starts

- ☐ **A** at 8.
- ☐ **B** at 3.
- ☐ **C** at 6.

15 Louis invites Tracy to

- ☐ **A** go rock climbing.
- ☐ **B** play basketball.
- ☐ **C** watch a football match.

Listening • Part 4

Questions 16 – 20

 **CD 2** Tracks 39-40

You will hear a boy, Fred, asking a friend about a school activity.

Listen and complete each question.

You will hear the conversation twice.

Recycling Day at School

Day: **Saturday**

Time: **(16)** _____

Teacher's name: **(17)** _____

Name of TV programme: **(18)** _____

Number of groups: **(19)** _____

What to take: **(20)** _____

Listening • Part 5

Questions 21 – 25

 **CD 2** Tracks 41-42

You will hear the headmaster of Daniel's new school giving him some information about the building.

Listen and complete each question.

You will hear the information twice.

Daniel's School

Name: St Mary's High School

Date it was built: **(21)** _____

Library:

- ❖ What students can find in the library: books, videos and **(22)** _____
- ❖ Film sessions: – on the first **(23)** _____ of every month

Canteen – number of meals served: **(24)** _____

Important school clubs: school newspaper club and **(25)** _____

You now have 8 minutes to write your answers on the answer sheet.

Speaking • Part 1

Part 1: 5 – 6 minutes

In this part of the Speaking test, each student interacts with the teacher.

Possible questions:

- What's your favourite subject at school?
- Can you spell it?
- What are your free time activities?
- Do you take part in school contests? Which?
- Have you got a pet? What is your pet?
- Do you meet your friends outside school? When?
- Where do you usually hang out?

Speaking • Part 2

Part 2: 3 – 4 minutes (Prompt card activity)

Student A, here is some information about a pet exhibition.

Student B, you don't know anything about the pet exhibition, so ask A some questions about it.

Now B, ask A your questions about the pet exhibition and A, you answer them.

Student A – your answers

School Pet expo

Bring your pet!
All animals welcome

SCHOOL GYM

11th April

10 am – 4 pm

Free admission!



For further information talk to Mr Clark

Student B – your questions

School Pet expo

Where?

When?

Opening / closing time?

Which animals?

How much / cost?

Who / information?

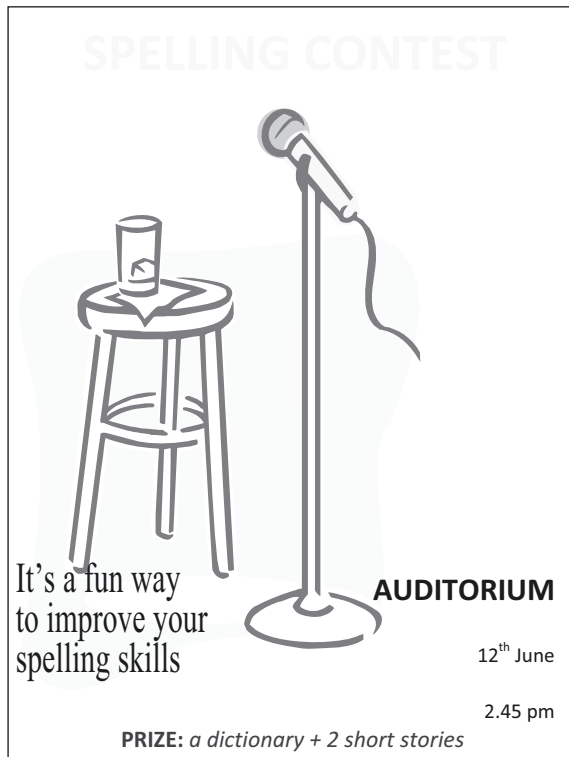
Part 2: 3 – 4 minutes (Prompt card activity)

Student B, here is some information about a spelling contest.

Student A, you don't know anything about the spelling contest, so ask B some questions about it.

Now A, ask B your questions about the spelling contest and B, you answer them.

Student B – your answers



Student A – your questions

Spelling Contest

Who?

Why / important?

Where?

When?

What time?

What / prize?

STUDENTS 11-14

Key-type test

Student's Answer Sheet

Name _____ No. _____ Class _____ Date _____

READING AND WRITING

Instructions

For parts 1, 2, 3, 4, 5 mark **ONE** letter for each question, like this:

0	A	B	C
☐	☐	☐	☒



Part 1

1	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
2	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
3	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
4	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
5	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐

Part 2

6	A	B	C
	☐	☐	☐
7	A	B	C
	☐	☐	☐
8	A	B	C
	☐	☐	☐
9	A	B	C
	☐	☐	☐
10	A	B	C
	☐	☐	☐

Part 3

11	A	B	C
	☐	☐	☐
12	A	B	C
	☐	☐	☐
13	A	B	C
	☐	☐	☐
14	A	B	C
	☐	☐	☐
15	A	B	C
	☐	☐	☐

Part 3

16	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
17	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
18	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
19	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
20	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐

Part 4

21	A	B	C
	☐	☐	☐
22	A	B	C
	☐	☐	☐
23	A	B	C
	☐	☐	☐
24	A	B	C
	☐	☐	☐
25	A	B	C
	☐	☐	☐
26	A	B	C
	☐	☐	☐
27	A	B	C
	☐	☐	☐

Part 5

28	A	B	C
	☐	☐	☐
29	A	B	C
	☐	☐	☐
30	A	B	C
	☐	☐	☐
31	A	B	C
	☐	☐	☐
32	A	B	C
	☐	☐	☐
33	A	B	C
	☐	☐	☐
34	A	B	C
	☐	☐	☐
35	A	B	C
	☐	☐	☐

Instructions

For parts 6, 7 and 8:

Write your answers in the spaces next to the numbers (36 to 55) like this:

0*example***Part 6: Write the words below.**

36	
37	
38	
39	
40	

Part 8: Write the information below.

51	
52	
53	
54	
55	

Part 7: Write the words below.

41	
42	
43	
44	
45	
46	
47	
48	
49	
50	

Part 9: Write your text below (25-35 words).

56	
-----------	---

LISTENING

Instructions

For parts 1 and 2 mark **ONE** letter for each question, like this:

0	A	B	C
	☐	☐	☒



Part 1

1	A	B	C
	☐	☐	☐
2	A	B	C
	☐	☐	☐
3	A	B	C
	☐	☐	☐
4	A	B	C
	☐	☐	☐
5	A	B	C
	☐	☐	☐

Part 2

6	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
7	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
8	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
9	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐
10	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	☐

Part 3

11	A	B	C
	☐	☐	☐
12	A	B	C
	☐	☐	☐
13	A	B	C
	☐	☐	☐
14	A	B	C
	☐	☐	☐
15	A	B	C
	☐	☐	☐

Instructions

For parts 4 and 5:

Write your answers in the spaces next to the numbers (16 to 24) like this:

0	<i>example</i>
---	----------------



Part 4:

16	
17	
18	
19	
20	

Part 5:

21	
22	
23	
24	
25	

Answer key

Key-type test

READING AND WRITING (pp. 177-185)

PART 1	PART 2	PART 3		PART 4
1. C	6. C	11. B	16. D	21. B
2. F	7. A	12. A	17. A	22. B
3. A	8. B	13. A	18. E	23. A
4. E	9. A	14. C	19. B	24. A
5. H	10. B	15. A	20. G	25. C
				26. A
				27. B

PART 5	PART 6	PART 7	PART 8
28. A	36. camping	41. by	51. Saturday
29. C	37. gardening	42. with	52. 8 o'clock
30. C	38. surfing	43. ago	53. £10
31. C	39. waterskiing	44. the	54. a dessert
32. B	40. beach	45. in	55. in front of
33. A	volleyball	46. was	the post
34. B		47. It	office
35. C		48. took	
		49. to	
		50. because	

PART 9

Example: I like hanging out with my friends very much. At the weekend I usually meet my friends at the park near my house. We usually ride our bikes or play football. We always have fun.

LISTENING (pp. 186-190)

PART 1	PART 2	PART 3	PART 4	PART 5
1. C	6. G	11. C	16. 9.30/half past nine	21. 2010
2. B	7. B	12. B	17. Mrs Brown	22. magazines
3. A	8. C	13. B	18. Go Green	23. Thursday
4. C	9. E	14. C	19. It depends on the number of participants; between 10-20	24. 750
5. B	10. D	15. A	20. A big plastic bag	25. theatre club

SPEAKING (pp. 191-192)

School pet exhibition

Student B: Where is the school pet exhibition?
 Student A: It's in the school gym.
 Student B: When is the pet exhibition?
 Student A: It's on 11th April.
 Student B: What is the opening and closing time?
 Student A: It's open from 10 am to 04 pm.
 Student B: Which animals are accepted / can take part?
 Student A: All animals are accepted.
 Student B: How much does it cost?
 Student A: It's free admission.
 Student B: Who can give more information?
 Student A: You can talk to Mr Clark.

Spelling contest

Student A: Who is the spelling contest for?
 Student B: It's for students between 11 and 14 years old.
 Student A: Why is the spelling contest important?
 Student B: It's important because it's a fun way to improve your spelling skills.
 Student A: Where is the spelling contest?
 Student B: It's in the auditorium.
 Student A: When is it?
 Student B: It's on 12th June.
 Student A: At what time is it?
 Student B: It's at 2.45 pm.
 Student A: What is the prize?
 Student B: It's a dictionary and two short stories.

Audio Scripts

Key-type test

CD 2

Track 30 – Listening part 1 – Intro

There are five parts to the test. Parts one, two, three, four and five.

We will now stop for a moment before we start the test. Please ask any questions now because you must NOT speak during the test.

PAUSE

Now look at the instructions for Part One.

PAUSE

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A, B or C).

Here is an example.

What time is John's birthday party?

Greg: I'm going to John's birthday party at 4 o'clock next Saturday. What about you?

Sue: I'm going at 3 o'clock. I want to help him decorate his living room.

Greg: I'm going a bit earlier, so I can help too. In the invitation John told everybody to be there at half past four.

PAUSE

The answer is C.

Now we are ready to start.

Track 31 – Listening part 1 – Short conversation 1

1 What did Louise buy?

Louise: I know you went shopping yesterday. Did you buy nice things?

Rose: Oh, yes! First I wanted a pair of boots but they didn't have my size. Then I saw a beautiful pair of shoes but I didn't like the colour. Finally I saw a pair of awesome sandals and they were OK. Next I found the right shirt to match my new pair of jeans.

Louise: Cool! Next time invite me to go with you.

PAUSE

Now listen again.

PAUSE

Track 32 – Listening part 1 – Short conversation 2

2 Where did Pam go yesterday afternoon?

Luke: Where did you go yesterday afternoon?

Pam: I went out to go to the supermarket but at the bus stop I met my friend Kate. She invited me to go to the café.

Luke: Oh, I see... And did you go to the café?

Pam: No, I didn't. When we were walking to the café we met Carl. He was going to the cinema and invited us. We decided to accept!

PAUSE

Now listen again.

PAUSE

Track 33 – Listening part 1 – Short conversation 3

3 What are Ron and Adam going to do this afternoon?

Ron: Let's play football this afternoon after school!

Adam: I like playing football but this afternoon I'd like to play basketball.

Ron: Come on, Adam! You know I'm not keen on that sport. How about riding our bikes?

Adam: Well, I'd rather play basketball but it's OK.

PAUSE

Now listen again.

PAUSE

Track 34 – Listening Part 1 – Short conversation 4

4 When is Ryan going to travel to London?

Carl: When are you going to travel to London?

Ryan: I'm planning to go next Friday. Why do you ask?

Carl: Because I'd like to go with you but on Friday I can't. Could you change your trip to Saturday?

Ryan: Yes, of course but then I'll only come back on Monday morning.

Carl: OK. Let's go together then.

PAUSE

Now listen again.

PAUSE

Track 35 – Listening Part 1 – Short conversation 5

5 What is Bill's mum going to cook for dinner?

Bill: Mum, what are you going to cook for dinner?

Mum: Your father's favourite dish: fish and vegetables.

Bill: I like fish but I'd like to invite my friend David to have dinner with us and he doesn't like fish. Could you cook lasagna?

Mum: I can't cook that. Your brother doesn't like it. How about chicken?

Bill: Ok. That's fine.

Mum: OK, I'll cook chicken.

PAUSE

Now listen again.

PAUSE

Track 36 – Listening Part 2 – Intro

Now look at Part Two.

PAUSE

Listen to Simon and Jack talking about people's favourite type of films.

Which type of film does each person like?

For questions 6 – 10, write a letter A – H next to each person.

You will hear the conversation twice.

PAUSE

Track 37 – Listening Part 2 – Conversation

Simon: Hi, Jack. I phoned you yesterday but you didn't answer.

Jack: I'm sorry, yesterday I went to the cinema.

Simon: I didn't know that. Why didn't you invite me? You know I love going to the cinema.

Jack: It was my neighbour's birthday and he invited me...

Simon: Did you enjoy yourself?

Jack: Oh, yes! The film was great! The special effects were impressive.

Simon: Cool! What type of film was it?

Jack: My favourite: a thriller. Adventure films are OK but thrillers are top of the top. The characters are usually at great risk. Do you also like these films?

Simon: No, not really. I prefer action films. I am a great James Bond fan.

Jack: Oh, my sister Carol likes them too, but she prefers comedies. She says that she likes watching films that make her laugh and feel good. I know your mum loves watching films. Does she like comedies too or does she prefer romantic films like mine?

Simon: My mum is very keen on musicals like *Mamma Mia*. At home we like different types of films, for example, my father never misses a western on TV. Unfortunately for him TV channels nowadays don't often show westerns anymore.

Jack: Yes, that's true.

PAUSE

Now listen again.

PAUSE

This is the end of Part Two.

PAUSE

Track 38 – Listening Part 3 – Intro

Now look at Part Three.

PAUSE

Listen to Tracy talking to her friend Louis about favourite sports. For each question, choose the right answer (A, B or C). You will hear the conversation twice. Look at questions 11–15 now. You have twenty seconds.

Track 39 – Listening Part 3 – Conversation

Tracy: What's your favourite sport, Louis? I play basketball in my free time but my favourite sport is football. I'm a football fan!

Louis: Really?! I like to watch football, especially if I can watch it live in a stadium, but I prefer extreme sports.

Tracy: Oh, I see, but aren't they dangerous? Do you do any extreme sports?

Louis: Yes, I do. Rock climbing is my favourite. You're right! It can be dangerous but I'm not afraid. You just have to be careful and follow some rules.

Tracy: Why do you like rock climbing so much?

Louis: It's a fun exciting sport. When did you start playing basketball?

Tracy: I started when I was in primary school. Now I only feel well if I play.

Louis: How often do you play?

Tracy: Three times a week. On Mondays, Wednesdays and Fridays. Basketball practice usually starts at 6 and ends at 8. Do you often go rock climbing?

Louis: Yes, during summer I go outdoor climbing. In winter I go to an indoor climbing gym.

Tracy: Which do you prefer?

Louis: Outdoor climbing, of course! I love being in the open air and it's more fun. Would you like to come with me one of these days? I think you'd like it!

Tracy: Thanks, but no thanks! I'm not an adventurous girl!

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part Three.

PAUSE

Track 40 – Listening Part 4 – Intro

Now look at Part Four.

PAUSE

You will hear a boy, Fred, asking a friend about a school day activity.

Listen and complete each question.

You will hear the conversation twice.

Track 41 – Listening Part 4 – Conversation

Fred: Hello Eileen, it's Fred.

Eileen: Hi, Fred.

Fred: Listen Eileen, I want to know about the Recycling Day at School. I want to join!

Eileen: Awesome! The activities are going to take place next Saturday at 9.30.

Fred: Who is responsible for the organisation?

Eileen: It's Mrs Brown, our science teacher.

Fred: Oh, she's great! How many groups are we going to have?

Eileen: Well, it depends on the number of participants but probably between 10 and 20. The best group will have the chance to participate in the GO Green TV programme.

Fred: That's great news! Do you need any help?

Eileen: Yes. Please bring a big plastic bag to hold the waste.

Fred: Ok, then. Thanks for your help.

PAUSE

Now listen again.

PAUSE

This is the end of Part Four.

PAUSE

Track 42 – Listening Part 5 – Intro

Now look at Part Five.

PAUSE

You will hear the headmaster of Daniel's new school giving him some information about the school building.

Listen and complete each question.

You will hear the information twice.

Track 43 – Listening Part 5 – Information

Headmaster: Welcome to St. Mary's High School. It's a new modern school. It has two floors and was built in 2010. Besides the main building there is a modern gymnasium.

On the ground floor there is the library on the left. There you can find good useful books, videos and magazines. On the first Thursday of every month there is a film session at half past two followed by a discussion of its main topics. There's also a special area where students can use computers to do their schoolwork or to surf the Net. Opposite the library there's the science lab. If you go along the corridor on the right you'll find the canteen. It usually serves around 750 meals at lunch. Students usually say the food tastes good. Upstairs there are classrooms, a language lab and my office. Behind the gym you can find sports fields. We are a very active school and our students take part in several sports events. Our teachers train students well so that they can win prizes. There are lots of clubs. The ones that have the most impact at school are the school newspaper and the theatre club. Well, Daniel, I hope you like it here and you have a lot of success.

This is the end of Part Five.

You now have eight minutes to write your answers on the answer sheet.

PAUSE

This is the end of the test.

CD 1

UNIT 1 – Step 1

Track 1 (p. 17)

See text on page 17.

Tracks 2-4 (p. 18)

See texts on page 18.

Track 5 (p. 22)

Rachel: I'm always very worried about my schoolwork and my marks. I'm a hardworking student but this year the subjects are going to be more difficult and I'm afraid I won't do well at school. I love reading and at the moment I am reading a book about adventures. This is what I do to feel relaxed.

Track 6 (p. 22)

Mike: The way I look worries me. You see, the first impression is very important. A lot of people think that boys don't care about this stuff but that isn't true. I think that what I am is more important than the way I look but I want to look good. Now I'm starting to get acne and this is a bit of a problem too. I often talk with my parents about this and they help me a lot. I'm lucky!

Track 7 (p. 22)

Joan: Making new friends is something that worries me a lot. I am very shy and I find it difficult to meet new people. Right now, I am feeling really stressed about this because the new school year is starting soon and I don't know anyone at this new school. To feel less stressed, I write. Now, I am writing an article for a teen magazine about stress before school starts.

Track 8 (p. 25)

See text on page 25.

UNIT 1 – Step 2

Track 9 (p. 26)

Christopher: This was my first time in Madeira. I wanted to try the Monte Toboggan because a cousin of mine told me about this unique ride. There are two toboggan drivers dressed in white and with straw hats who push the wooden sledge downhill. They use their rubber boots as breaks. It's a ten-minute trip down and it's so scary! You really have to try it.

Track 10 (p. 26)

Mr Harris: My wife and I really liked this London tour. We usually go on a bus sightseeing tour when we visit a city, but this time we chose something different. We drove in the streets of London for a while and then we splashed into the river for a fun cruise. We had the best of times!

Track 11 (p. 26)

Erica: This is a very unusual way to discover the place where you are on holiday. It's something you can do with your family. You get closer to nature, the forests, the rivers and at the same

time it's great exercise. The kids loved it! We kept looking behind expecting to see a train...

Track 12 (p. 26)

Kenny: Hi! Well, my parents and I are in London for a week. Pollution in big cities is really a problem so we didn't want to rent a car or take the bus. This means of transport is great. It's a small vehicle with two wheels and a person on a bike pulling it.

Tracks 13-14 (p. 28)

See texts on page 28.

UNIT 2 – Step 1

Track 15 (p. 42)

See text on page 42.

Track 16 (p. 46)

[Sounds]

Track 17 (p. 47)

See text on page 47.

UNIT 2 – Step 2

Track 18 (p. 49)

1. Collecting coins
2. Rowing
3. Snowboarding
4. Scuba diving
5. Pottery
6. Playing chess

Track 19 (p. 50)

Famous people are like everybody else and they all have activities that they enjoy doing in their free time. Take Jaden Smith, for example. His favourite activities are singing and dancing. He loves them so much that he spends most of his free time doing them. But the best thing for him is to spend time with his family.

Very few people know that Tom Cruise loves fencing. He usually invites Will Smith and David Beckham to his house. Will explains, "Tom has a room for training, so we go to his house whenever we can. David, Tom and I have a lot of fun." Tom Cruise also loves cooking. He cooks better than Will Smith.

Leonardo DiCaprio is fond of collecting action figures and has a great collection.

Jennifer Lawrence liked to surf but she decided to stop surfing after having an accident in the water. She plays the guitar and she loves playing for her family and friends. She doesn't like doing gymnastics but she feels good running in the open air. However, what she really loves doing when she has some free time is watching reality TV while eating junk food.

Track 20 (p. 52)

See text on page 52.

UNIT 3 – Step 1

Track 21 (p. 66)

See text on page 66.

Track 22 (p. 71)

David Pines is a 12-year-old boy who has already eaten at more New York City restaurants than most adults. He can discuss the spicy, sweet, crispy, tender or buttery attributes of food. He is also different from most boys his age because he has recently published his first book – the only New York food guide written from a kid's perspective.

Although his parents have very busy work schedules and David has school and sports (from tennis and soccer to skiing and swimming) they always find time to eat out and they are always looking for new places.

David had the idea of writing a food guide because one day he was looking for a restaurant to eat out with his family and he realised there wasn't a guide with the information he wanted. David says, "I thought I should write my own guide with the best dishes for kids to eat. I thought it would make it much easier for other families with kids to eat out too. Adults make too many judgments based on the appearance of the restaurants. They get mad because the glasses weren't all there when they walked in. I think: who cares? How did the food taste?"

David plans to write another guide. "In my next book I'll write about theme restaurants like the place where I celebrated my last birthday. It was decorated like an ancient Japanese village and the waiters dressed as ninjas. It was a lot of fun."

Track 23 (p. 73)

At the restaurant

Mrs Jordan and her two children, Zack and Sally, are having dinner out at their favourite restaurant.

Waiter: Good evening. Table for three? Follow me, please.

Mrs Jordan: May we have the menu?

Waiter: Here are your menus. Today's special is spaghetti carbonara. I'll be back to take your order in a few minutes.

A few minutes later...

Waiter: Are you ready to order?

Mrs Jordan: Yes, I'll have the grilled salmon with potatoes and mixed vegetables.

Waiter: And you?

Zack: I'll take the roast chicken with chips.

Waiter: I'm sorry. I'm afraid there's no roast chicken left.

Zack: I'll have a steak with mashed potatoes, then.

Sally: I'll have today's special.

Waiter: Would you like anything to drink?

Sally: I'll have a coke, please.

Zack: I'll have a coke too, please.

Mrs Jordan: Mineral water for me, please.

A few minutes later...

Waiter: Here is your food. Enjoy your meal.

Some time later...

Waiter: Is everything all right?

Mrs Jordan: Yes, thank you. It was delicious.

Waiter: Would you like some dessert?

Zack: I'll have the mango pudding.

Sally: Strawberry ice cream with cream for me.

Waiter: What about you, madam, would you like some dessert?

Mrs Jordan: No, thank you.

Some time later...

Mrs Jordan: Could we have the bill, please?

Waiter: Here it is!

Sally: How much is it, mum?

Mrs Jordan: It's 50£.

Zack: Mum, don't forget the tip!

UNIT 3 – Step 2

Track 24 (p. 76)

See text on page 76.

Track 25 (p. 80)

Miami Ink, *L. A. Ink* or *London Ink* are famous TV reality shows. They show the work of famous tattooists all around the world. They asked some celebrities to tell the viewers about the meaning of some of their tattoos.

Interviewer: First let's hear one of the most amazingly talented British pop singers, Robbie Williams.

Robbie Williams: I obviously have a passion for tattoos. I've got more than 15! They represent important moments or people in my life. You could say they are like the pictures of my life. I like all of them but people usually admire the Maori tribal tattoo on my left shoulder. The waves of this tattoo represent all the good and bad moments in my life. Then there is the French sentence on my chest. For me it says that we have to respect everyone's opinions. Then I've got the letter B behind my ear which is the first letter of my grandmother's name, the name Jack Farrell on my wrist which is the name of my grandfather and the sentence: "All you need is love" and the notes of the song by the British band *The Beatles*. They were one of the best bands ever.

Interviewer: And now let's listen to the singer Katy Perry.

Katy Perry: At the end of my second music tour, I got a smiling peppermint sweet on my ankle. It was a music adventure I'll never forget, so I wanted it to be a part of me. On my other ankle, there's the smiling strawberry which represents my first music tour.

Interviewer: Next is the Olympian swimmer Michael Phelps.

Michael Phelps: I don't really have a lot of tattoos, just the Olympic Rings on my hip bone. It's a very traditional and common tattoo for athletes who participate in the Olympic Games so it represents a lot for me.

Track 26 (p. 82)

See text on page 82.

UNIT 4 – Step 1

Track 27 (p. 91)

Types of music:

Rock 'n' Roll – Elvis Presley, "Jailhouse Rock"

Rap – Eminem, "Farewell"

Pop – Michael Jackson, "Billie Jean"

Reggae – Bob Marley, "One love"

Fado – Ana Moura, "Desfado"

Country – Keith Urban, "Little bit of everything"

Jazz – Frank Sinatra, "You make me feel so young"

Pop rock – The Beatles, "Help!"

Punk – Green Day, "American idiot"

Pop rock – One Direction, "One way or another"

Classical Music – Mozart, "Symphony 40"

Tracks 28-29 (p. 92)

See texts on page 92.

Tracks 30-32 (p. 93)

See texts on page 93.

UNIT 4 – Step 1

Track 33 (p. 97)

Adam: I'm 14 years old and I'm not too much into pop music. I just don't think pop singers are that talented. There is so much autotune to correct the imperfections and electronic instruments that we don't really know if they have a good singing voice. I like listening to reggae, alternative and rock. My father introduced me to some talented bands and singers like Bob Marley, Oasis and The Cure. It actually shocks me when people at school don't know who these artists are and they just look at me like I'm speaking a different language. My favourite bands at the moment are *Kings of Leon*, *Florence and the Machine* and *Coldplay*. These artists can truly play and their songs actually say something. I can relate to that.

Track 34 (p. 97)

Olivia: I don't agree with Adam. I like pop music because it's really happy and very easy to dance to. I usually listen to pop music when I'm around friends and we just have a great time. It's easy to sing along and have fun with. It's great when you are stressed out because you forget about your problems. It helps me relax when I'm studying. I also listen to other stuff, but the only kind I really don't like is country music. I just don't like the sound of it.

Track 35 (p. 98)

See text on page 98.

UNIT 4 – Step 2

Track 36 (p. 102)

See text on page 102.

Track 37 (p. 103)

See text on page 103.

Track 38 (p. 105)

Make a speech. Make a film. Do sports. Make mistakes. Do my homework. Make a fortune. Make noise. Do my best. Do a favour. Do gymnastics.

Track 39 (p. 106)

1. It's drama and it takes place in Washington, DC.
2. It's an animated film that takes place in Paris.
3. The main character worked at the White House and served several presidents.
4. The film takes place on a Greek Island.
5. The animated characters are from Belgium.
6. The plot takes place in the 22nd century.
7. The actors sing songs by ABBA.
8. It's a science fiction film.
9. The film is a musical comedy.

Track 40 (p. 106)

Martin: My name is Allen. Martin Allen. And yes! I am a huge James Bond fan. The first James Bond film I saw was *Skyfall* with Daniel Craig. I really enjoyed it and it made me watch others like *Dr. No* and *Casino Royale*. Did you know that there are more than 20 James Bond films? The hero, James Bond, code name 007, is a British Secret Service agent. He works for MI6. These action films are all blockbusters. I like everything about them: their theme songs, Bond's fast cars, high-tech gadgets and awesome special effects.

Track 41 (p. 106)

Lara: Hi, I'm Lara. I really like animated films. *Despicable Me 2* is one of my favourites. It's about this character called Gru who was a villain in the first film. However, now in the sequel, Gru is kind and he tries to be a good father. He becomes a super-agent who fights against a powerful new super criminal to save the world. It's a very funny film and it's perfect to watch with the whole family.

Track 42 (p. 107)

See text on page 107.

Track 43 (p. 108)

Colin: Hi, Megan!

Megan: Hi, Colin. What's up?

Colin: What are you doing this afternoon, Megan?

Megan: Nothing special. Why?

Colin: How about going to the cinema?

Megan: Sure. It sounds fun. What's on?

Colin: There's this French blockbuster on. It's a comedy. They say it's a must-see.

Megan: Is it dubbed?

Colin: No, it isn't. It's subtitled.

Megan: When is it on?

Colin: At half past three.

Megan: Ok, then. Let's meet outside the cinema at quarter past three.

Colin: Right, see you then!

Megan: Bye, Colin.

Colin: Bye, Megan.

Track 44 (p. 109)

See text on page 109.

UNIT 5 – Step 1

Track 45 (p. 118)

See text on page 118.

Track 46 (p. 120)

Teacher: Many people say teens aren't reading anymore but I totally disagree. They still enjoy themselves reading and they are reading the same or even more because they have more opportunities to read. The thing is at present reading takes different forms. Let me explain: nowadays with all the technology around us, teens have the chance to read all the time. They read emails, text messages, blogs, newspapers and magazines online but they use e-book readers, computers, tablets, phones... So the correct question should be: Is reading printed material out of fashion?

Brian: I think teens don't mind reading. The problem is reading printed books. We have so many ways to enjoy ourselves, like computers, video games, iPhones, etc., that reading books is like something from the past. Many teens like reading but they don't let their friends catch them reading because they would make fun of them. Take me, for example, I feel embarrassed to say I like reading. I don't want my friends to think I'm a geek.

Carol: I don't think there's anything wrong with reading. I enjoy myself a lot reading adventure books and I don't hide at home so that my friends don't see me reading like some other teens do. I read anywhere. It's so relaxing! Do yourself a favour and chill out reading a good book!

UNIT 5 – Step 2

Track 47 (p. 129)

Tara Adams is just an ordinary high school junior... except for one little thing. Tara's got a secret – a secret identity. In fact, she's Radio Rebel, the school radio DJ of the most popular show on the air at her high school, Lincoln Bay High School. She has many fans who love listening to her programme. However, nobody knows who she is. How could they? At school she is a completely different person: she is extremely shy, she is very quiet and she doesn't talk in public. When a teacher calls her to write on the whiteboard, for example, she feels terribly embarrassed and she doesn't do or say anything. But broadcasting from her bedroom as Radio Rebel, Tara is very confident, and she has no difficulty in communicating. She even gives some advice to other teens like: "Don't care about what other people think. Just be yourselves!"

Track 48 (p. 129)

Debby Ryan is the actress who plays Tara Adams and she says, "I enjoyed playing the role of Tara because she is very cool and friendly and she has her own ideas but she is so shy that she keeps quiet. This is something that sometimes happens to all of us: to have something to say but not enough courage to say it. As a DJ she feels stronger and more confident to express what she thinks."

Track 49 (p. 133)

See text on page 133.

UNIT 6 – Step 1

Track 50 (p. 144)

See text on page 144.

Track 51 (p. 148)

Leonardo DiCaprio is not only a famous and successful film star; he has also been an environmental activist for years. He has appeared in films about the environment and he has also made great documentaries including his most popular *11th hour* which won several awards.

Leonardo's foundation has protected the environment for more than 15 years. On his webpage, you can find out about his efforts to protect our planet. He says that we have to take action immediately. In his opinion, global warming is the most important issue of all. However, he has other worries: the destruction of forests, air and water pollution and the extinction of animals and plants. He is also involved in other environmental campaigns, for example he has tried to eliminate the use of plastic bags. In 2009, Leonardo received the Big Green Help Award for his work as an environmentalist.

Leonardo has tried to live a green life. They say he doesn't fly on private planes, he does what everybody does: he travels on regular flights. He drives a hybrid car and he uses solar energy in his house. In a recent interview he said that he would like to travel the world doing good for the environment.

UNIT 6 – Step 2

Track 52 (p. 152)

See text on page 152.

Track 53 (p. 156)

My name is Lily and every summer I usually go to Portugal with my older sister and brother. It's an awesome country, especially if you like surfing like we all do. My parents stay in London for work reasons. We go first and then they join us a week later. I like to think of myself as an eco kid because, yes, we aren't adults, but we can still make a difference. All the little things we do every day at home, like recycling or buying at the local market, can help our environment a lot. In my family we're all like that, we try to respect the planet and live an environmentally friendly life. We try not to leave a big footprint. This year we chose an eco resort in Ericeira. It's called EcoSound.

Track 54 (p. 156)

At EcoSound Ericeira, there is a lot to do to have fun and at the same time we can be environmentally responsible. We can stay in bungalows made of wood or recycled wine barrels transformed into bedrooms or kitchens. And they use solar energy for hot water. There is a biological swimming pool that works with aquatic ecosystems. There is also a fruit and vegetable garden and the possibility of cooking our own food. The ecological resort is not far from the town, so there is no need for a car, we just use bikes or we walk. We can go down to the beach and enjoy the wonderful sea. My brother and sister are experienced surfers. But I am just learning at the surf school. Who said that eco-holidays are boring? Not here anyway! They are the perfect choice to have fun, relax and respect the environment.

CELEBRATIONS

Track 55 (p. 163)

See text on page 163.

CD 2

Listening • Part 1

Track 1 (p. 20)

Unit 3 – Step 2

Fashion

Description 1 – This person is wearing a pink shirt with long sleeves, dark jeans, a black cap and orange glasses.

Description 2 – This person is wearing a T-shirt, blue jeans and a black bracelet. This person is also carrying a green bag.

Description 3 – This person is wearing a yellow jacket with short sleeves and a hood, an orange T-shirt, dark jeans and a red scarf. This person has got headphones on.

Description 4 – This person is wearing a brown leather jacket, black trousers and a white T-shirt. This person is also carrying a brown and white bag.

Track 2 (p. 28)

Unit 4 – Step 2

Favourite film

My favourite film is *ET*. The director is Steven Spielberg. I think it's a science fiction film. The film won four Academy Awards. It's the story of a boy called Elliott whose best friend is an alien. Elliot discovers ET in his garden shed and the two become best friends. Some government agents try to catch him, but Elliot, his brother, his sister and their friends try to hide him. ET just wants to go back home and Elliott decides to help him build a sort of "phone" so that he can phone home and tell his friends to come and get him. The story is very emotional and gripping. The actors are all so good! This blockbuster is also about family and friendship so it is definitely a must-see for the whole family!

Track 3 (p. 40)

Daniel: Hi, Gary. What are you doing?

Gary: I'm watching a documentary on TV.

Daniel: What is it about?

Gary: It's about endangered species. It's quite interesting, isn't it?

Daniel: Not really. I think global warming is something we should worry about much more. The planet is getting warmer and warmer. The ice caps are melting and it's a real problem for everyone.

Gary: Well, yes, you're right. But it's so sad what's happening to some animals. I don't know what to do to help.

Daniel: You can start by becoming a member of a green organisation. Then you can try to stop illegal animal hunting.

Gary: That's a great idea. I'll ask our science teacher tomorrow. I'm sure he'll help me.

Track 4 (p. 44)

Sally:

At home we are all very worried about the environment. Every member of my family does something to save the Earth: we save water and energy and we recycle. I have also joined an environmental group like a lot of other teens. We often have meetings to decide what we can do to motivate people to follow us and help saving the planet.

Peter

My brother always forgets to turn off the lights when he leaves his room. My mum is always telling us that we have to care

about the environment. Every Saturday I help cleaning the garden of the school. I think young people have to be green and take action if we want to have a beautiful planet.

Carl

I don't live far from school so I usually walk because cars pollute the environment a lot. I always tell my friends that teens have to take action and save the planet.

Listening • Part 1

Track 5 (p. 58)

There are five parts to the test. Parts one, two, three, four and five.

We will now stop for a moment before we start the test. Please ask any questions now because you must NOT speak during the test.

PAUSE

Now look at the instructions for Part One.

PAUSE

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A, B or C).

Here is an example.

What does Jake usually have for breakfast on week days?

Teacher: What do you usually have for breakfast?

Jake: I love yoghurt but on week days I usually have orange juice and a toast with honey.

Teacher: It's really a healthy breakfast, Jake. Don't you like cereal? They're also very good for our health.

Jake: Yes, I do. Sometimes I have cereal with fresh fruit.

PAUSE

The answer is A.

Now we are ready to start.

Track 6 (p. 58)

Look at question 1.

1 What time did the plane to Venice take off?

Mr Jones: Did the plane to Venice leave at ten to eight?

Assistant: No, Sir! There was a 30 minute delay. It only took off at 20 past eight.

Mr Jones: Thank you for the information.

Track 7 (p. 58)

Now look at question 2.

2 Where are the friends going to have dinner tomorrow?

Lynn: Would you like to have dinner with us tomorrow?

Sophie: Are you going to the Pizzeria?

Lynn: No, we aren't. We went there last week. Edward suggested the Fast Food restaurant but it's not healthy, so we are going to have dinner at the vegetarian restaurant.

Pam: Oh, I love vegetarian food. I'll go with you.

Track 8 (p. 59)

Now look at question 3.

3 What is Lisa doing at the moment?

Tony: Is your sister skating now?

Victor: No, she isn't. Lisa hurt her foot yesterday.

Tony: What is she doing? Is she reading?
Victor: No, she isn't. She's listening to music.

Track 9 (p. 59)

Now look at question 4.

4 What kind of birthday present does Rachel want to give her brother?

Mum: Tomorrow is David's birthday. What do you want to give your brother?

Rachel: I don't know yet. Perhaps a book.

Mum: I don't think he'll like that. Why not a CD of his favourite band?

Rachel: He doesn't need a CD. He's got all his favourite songs on his mobile phone. I think I'll get him a gym bag.

Mum: Great idea. He really needs a new one.

Track 10 (p. 59)

Now look at question 5.

5 How much does the top cost?

Martha: Hi, Laura. Are you buying a dress to wear at the party?

Laura: No, I'm looking for a top but they are too expensive. This white one costs £25 and the black one is £35.

Martha: What about this blue one? It's only £20 and it's beautiful.

Laura: Awesome! I'll take it.

PAUSE

This is the end of Part One.

Listening • Part 2

Track 11 (p. 60)

Now look at Part Two.

Listen to Brian and Daniel talking about people's favourite free time activities.

Which free time activity does each person like?

For questions 6–10, write a letter A–H next to each person.

You will hear the conversation twice.

PAUSE

Brian: Hi, Daniel! Would you like to go bungee jumping next Saturday?

Daniel: I'm sorry, but I don't like bungee jumping. My favourite activity is scuba diving.

Brian: I have never tried scuba diving. My brother Kyle often goes scuba diving with his friends but he prefers riding his bike. He rides it every day.

What does your sister like doing in her free time?

Daniel: Megan loves gardening. She always helps Mum in the garden.

Brian: Cool! My sister Tracy likes gardening too but she definitely prefers swimming. She practises three times a week.

Daniel: Oh, did you know Joe is a fantastic windsurfer? He is taking part in a contest tomorrow. Let's watch him!

Brian: Good idea. We'll meet at the beach.

PAUSE

This is the end of Part Two.

Listening • Part 3

Track 12 (p. 61)

204

Now look at Part Three.

Listen to Carl talking to his friend Gina about starting a radio club at school

For each question, choose the right answer (A, B or C).

You will hear the conversation twice.

Look at questions 11–15 now. You have twenty seconds.

PAUSE

Now listen to the conversation.

Carl: Hi Gina! I am starting a radio club at school with Jim. We also invited Donna and Perry but they are too busy. Would you like to join us?

Gina: Well, I'm busy too and I have the cinema project but I love the idea.

Carl: Great! What do you think would be the best time to play music?

Gina: I think the best time is the 5 minute break as well as lunch break because the 5 and 10 minute breaks are too short.

How many members is the club going to have?

Carl: Well, in the beginning there were only 2 of us, but now there are 4. We need a teacher in the team. So, there will be 5 altogether.

Gina: And who is the teacher we are going to ask?

Carl: Maybe Mr Ryan, the Maths teacher.

Gina: Oh, I'm not so sure. He doesn't have much free time. I think we could ask Mrs Monroe or Mr Anderson.

Carl: Yes, you're right. Mr Anderson, the PE teacher, is a good idea. He knows a lot about radio. Look, we need to have a meeting. What do you suggest?

Gina: Maybe on Wednesday afternoon. We don't have classes.

Carl: No way! Jim can't make it on Wednesday. What about Friday?

Gina: Fine with me. See you on Friday.

PAUSE

This is the end of Part Three.

Track 13 (p. 62)

Now look at Part Four.

You will hear a girl, Sheila, asking a friend about getting a tattoo.

Listen and complete each question.

You will hear the conversation twice.

Sheila: Hi Nancy!

Nancy: Hi!

Sheila: Listen, I want to get a tattoo but I am not sure where to go. I hope you can help me.

Nancy: Well, I got mine at the *Ink Tattoo Shop*.

Sheila: Is it safe?

Nancy: Oh, yes, absolutely. George Doley is a licensed professional.

Sheila: And what's the address of the shop?

Nancy: It's 35, Baker Street but you have to book a session in advance.

Sheila: Have you got George's phone number?

Nancy: Yes. It's 01336 294778. Do you know what you're going to have done?

Sheila: Yes, sure. The first letter of my name – S. And I want to have it on my foot.

Nancy: That's nice. I'm sure George will do a fantastic job.

Sheila: Ok, then. Thanks for your help!

PAUSE

This is the end of Part Four.

Track 14 (p. 63)

Now look at Part Five.

You will hear a film review.

Listen and complete each question.

You will hear the information twice.

PAUSE

Last week I went to the cinema and watched the film Elysium. It's a science-fiction film. The story happens in 2154. There are two classes of people: the very rich, who live on a luxurious space station called Elysium, and the poor, who live on an overpopulated and ruined Earth.

People on Elysium have a comfortable life and very good doctors and hospitals.

People on Earth live a very poor life and need more doctors and medicine. The powerful people on Elysium will do anything to

protect the space station. The hero of the film, Max da Costa, tries to save the people living on Earth. His mission is very dangerous.

I really liked the film. The best part of the film is that it is full of action. But the worst part is that the story is not very original.

PAUSE

This is the end of Part Five.

You now have eight minutes to write your answers on the answer sheet.

PAUSE

This is the end of the test.

LISTENING HANDOUTS

CD 2

Track 15 (p. 49)

Listening 1

See text on page 49.

Track 16 (p. 50)

Listening 2

Martin: My parents don't let me hang out in the city. They say it's very dangerous and I am still too young. I sometimes meet my friends at the shopping centre but where I usually am with them is online. I think it's cool because I am sitting in my cosy bedroom and at the same time I communicate with lots of friends in different places. I don't have to leave home to be with them and I can do other things at the same time. I know this way of hanging out can be dangerous if we don't follow some safety rules like being careful with personal information. My parents are always telling me not to post information about my private life and I know they are right. A negative thing about facebook is that it is sometimes difficult to stop checking it and concentrate on other things like studying. I often say to myself "I have to switch off the computer and do my homework." But then I think "Oh, just five more minutes.". The problem is that those five minutes go on and on and I end up not doing my homework.

Listening 3

Track 17 (p. 51)

Part 1

Patricia, France

Well, fashion and I are best friends. I know everything about it: the new trends, the new designers, the new shops and I can tell you what is going to be in and out of fashion. To be fashionable is expensive so I buy lots of things online. My aunt works for a fashion magazine in Paris and she sometimes invites me to go to catwalk shows. The style I like the most is casual chic and smart. I really like to see people well-dressed on the streets or at work. It makes everything look prettier.

Track 18 (p. 51)

Part 2

Oliver, England

Fashion isn't really important to me. I only go shopping for clothes when I need them or when there is something special, like a wedding or at Christmas. I also try not to spend a lot of money on shoes. I usually wear T-shirts, jeans and trainers to school. I like comfortable clothes. I'm very sporty so clothes have to be easy to run and move in. The clothes I choose must also show my personality. There's only one thing I don't like: shirts. They aren't comfortable at all.

Track 19 (p. 51)

Part 3

Matteo, Italy

I live in Milan so fashion is quite a big thing here. At my school we have to be in all the time because if you aren't, it is difficult to be accepted. I like fashion and I like to be in but it's not really an important thing in my life. I usually go shopping with my older sister and I trust her taste in fashion. She buys my clothes and she's got great taste. I try to wear nice sporty clothes but I don't really buy brand names because they are quite expensive.

Track 20 (p. 53)

Listening 4

A famous band

In 2010, five teenagers decided to take part in the singing competition *The X Factor*. They were not successful as individual singers so they joined together and formed a boy band. One of the boys came up with the name for the group. They finished in third place in the competition. They quickly became popular in the UK. Immediately after the final of the TV show, their song "Forever Young" became an Internet sensation.

They released their first hit song. "What Makes You Beautiful" became number one in the UK and in many other countries in the world. Then they released other successful songs. In February 2012 their debut album *Up All Night* became the number one album on a US chart by a British group. The album sold over three million copies in the world.

In November 2012 they released their second album, *Take Me Home*. The first song in the album, "Live While We're Young", was in the top ten in lots of countries.

Midnight Memories is their third album and it was released in November 2013.

Have you guessed the name of the band?

Their name is: One Direction.

Track 21 (p. 64)

Listening 5

Part 1

Dear Agony Aunt,

I used to be Julie's best friend but now I'm not sure of that anymore. There's a new girl in our class and she's always with her. Her name is Carol and she is already really popular at school. She is beautiful and very nice to everybody. She is always telling jokes and making everyone laugh... everyone except me.

Now things have got worse and my friend Julie is going out with her and her group of friends and she ignores me. I'm feeling very sad and I don't know what to do. I thought of ignoring her back but I can't because I really like being friends with her. I don't know what to do! Help me, please!

Track 22 (p. 54)

Part 2

Dear Pam,

I suggest you talk to your friend as soon as possible. Tell her how you feel and ask her why she is acting like that. If she is ignoring you just because this new student is very popular, it means she isn't really your friend. Don't feel so miserable and forget her. Make new true friends!

Track 23 (p. 55)

Listening 6

1. I think we should only buy glass bottles because plastic is more difficult to recycle.
2. Many habitats are in danger because men are destroying rainforests and nature. We have to protect them to save endangered species. Lots of animals like pandas, tigers and wolves are disappearing rapidly.
3. Could you take these newspapers to the recycling containers, please?
4. Global warming can cause lots of problems.
5. We are cutting down lots of trees instead of planting some new ones.
6. One solution to protect our natural resources is to use solar or wind power for electricity and heating.
7. Oil spills are a danger to oceans and sea life.
8. It's difficult to breathe in big cities because of air pollution. We should use public transport to go to work and leave our cars at home.

LISTENING TESTS

Track 24 (p. 160)

Listening Test 1

Part 1

Teens' life can sometimes be very busy: they have school, extracurricular activities, friends... It's not easy for them to manage all these things in a single day.

Listen to what Robert and Julia say about this:

Robert: I feel I don't have enough time to do all the things I have to do: I have school and homework. Then I have piano lessons, I play basketball and I like hanging out with my friends. Of course I also like to watch TV and play video games but I don't have time to do these things. I sometimes feel very stressed and anxious because I have no time to do everything. I don't know what to do! Yesterday my mother told me to make a plan so that I can organise my life better. I spent a lot of time trying to do it and I came to the conclusion that I have to stop doing something. I have too much to do.

Track 25 (p. 161)

Part 2

Julia: I used to feel stressed every day during school time. At the end of the week I was tired, nervous and I didn't sleep well. One day my parents told me that they wanted me to be happy and to enjoy myself but I was taking it too far. I was doing so many things that I wasn't having any fun. So, I finally decided to choose just the one I like the best to do in my free time and I made a weekly planner to organise my time. Now I feel much better and I have time for school and for myself.

Track 26 (p. 163)

Listening Test 2

Part 1

I love watching models on the catwalk fashion and everything connected with it. My dream job is to become a fashion designer. I know I am still very young but I'm pretty sure of what I want. I carry some drawing paper or a sketchbook with me at all times. At school I spend the breaks drawing sketches on paper. My friends sometimes even ask me to give them my drawings so that they can use them to have nice clothes made. I often make my own clothes. My favourite thing is to recycle old clothes into fashionable new ones. I sometimes go through my mum's old stuff but she doesn't think it's a good idea.

Track 27 (p. 163)

Part 2

The best birthday present my parents have ever given me was the opportunity to spend a week at the Fashion Design Challenge Camp for kids and teens. It happened last July. The camp was like the TV show *Runway* but nobody was eliminated. Every day they gave us a challenge and we had all day to complete it. We had to use a lot of imagination and creativity when we designed clothes and accessories. In the afternoon we usually had workshops where we learnt important things to become good fashion designers. I had a lot of fun. It was awesome! At the end of the day judges decided which participant had won the challenge.

Track 28 (p. 164)

Listening Test 3

Protecting animals

Do you want to help stop animal extinction? There are lots of simple things you can do.

You can send a letter to the government to say how you feel about animal extinction. Use facts and numbers to back up what you are writing. You can go to your school library and do some research. Another good place to start is looking for sites on the internet, such as *The World Wide Fund for Nature* or *The United Nations* and you will find all the information you need.

You can make a sign or poster. Place this sign or poster somewhere at school or where people will see it. Write a text that makes it clear why you are concerned about the loss of a species or animal. For your poster you can choose a photo of a baby animal because this will have more impact on people who read your poster and this may motivate them to do something about it.

You can study wildlife and animals and make sure that you know every fact about them. Your science teacher can give a class on the subject. This will allow you to talk about it and convince people more than just saying general things. It will show people around you that you are really concerned about endangered species and want to do something about the problem.

You can form a club at your school or build a website. You could even combine a club on a website. Write a text about your concerns on animal extinction; load up photos of your letters, your posters or signs. The site can be interactive, for example people can leave comments or write about activists who are also taking action and are trying to protect animals. If you make it into a club at school, have a place where students, teachers and parents can join.

www.wikihow.com (abridged and adapted)
(accessed in December, 2013)

Move On **TEACHER'S RESOURCE BOOK**

 www.leya.com	 www.texto.pt	978-111-11-3457-0
		 9 781111 134570



	EDUCAÇÃO
www.leyaeducacao.com	