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Teacher's Book

**Upgrade
8^o**

ASA

I – Overall presentation of the project

1. Methodological and didactic framework

The *Upgrade 8* Project used three documents as a framework: the CEF Common European Framework for Foreign Languages (2001), the *Metas Curriculares* and the national syllabus for the basic and lower secondary Level (1992).

The purpose and objectives of this project are therefore defined by general competences and specific communicative competences – linguistic, pragmatic and sociolinguistic – and also by the contents of the syllabus: text comprehension and production, the sociocultural dimension and the English language, in its role as a *lingua franca*, as it is used in so many aspects of our globalised society today.

Our project is built on the assumption that the competences as they are presented in the CEF are developed through comprehension, interaction and production. In the conception of this project, particular importance has been given to the communicative approach (Richards, 2001) which focuses on the contextualised use of language leading to successful and progressively autonomous learning:

... if the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself... (R. Allwright, 1979, p. 170, taken from Harmer, 2001, p. 71)

The *Metas Curriculares*, as they are presented and organised, determine which contents are to be taught as far as grammar and sociocultural topics are concerned.

As for methodology, the underlying idea of the project is to develop, at each stage, a progressive learning path with differentiated activities involving the four major skills – *listening, speaking, reading and writing*.

By maintaining the structure in each section of the book and introducing the organisation of the language content before the production stage and skills work, this project is a compromise between two methodological approaches. On the one hand, it allows for more traditional classroom work but, on the other hand, classwork can be more focused on the development of communicative competences, depending on the teachers' preference. This way of presenting the project allows for different pedagogies in the classroom, making it possible to adapt classwork to meet the diverse needs of students.

The language work, that is, what is commonly called grammar, appears here as a process (Thornbury, 2001) and not as an end; it is an instrument of consolidation, of learning serving communicative situations. The grammar is understood as a tool "to do" and to build communicative competence:

It [grammar] is a process for which we need a verb – something like *grammaring*. The verbiness of grammar (...): grammar as a *doing* word. (Thornbury, 2001, p. 1)

The activities suggested bear in mind not only the age of the students but also language use in a controlled classroom context. The project aims at rule inference and at a progression in the complexity and difficulty of the activities suggested. Another asset of this project is the oral approach which appears as a main skill essential to communicative competence, and which is a common thread throughout the project.

References:

- CONSELHO DA EUROPA (2002). *Quadro Europeu Comum de Referência para as línguas: aprendizagem, ensino, avaliação*. Porto: ASA.
- HARMER, J. (2001). *The Practice of English Language Teaching*. Harlow: Longman.
- RICHARDS, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: CUP.
- THORNBURY, S. (2001). *Uncovering Grammar*. Oxford: Macmillan Heinemann.

II – Project structure and organisation

1. Project components

Our project includes:

- **Coursebook** – This is organised into 6 sections: Unit 0 (with text and language activities) and five more units which develop the content of the syllabus. Each unit is divided into 3 parts, each comprising of activities which develop the four skills. Each part presents the following headings:
 1. *Brain Teaser*: warm up and preparation activities to introduce the topic to be covered.
 2. *Reading Corner*: mostly authentic texts of different genres used as models to introduce the language practised in the following section. Also exploited for oral and written comprehension and production.
 3. *Language Stuff*: vocabulary activities on the topic presented; rules and development of the language content and its use in context.
 4. *Listen Up!*: oral comprehension activities using different types of texts and formats.
 5. *Speakers' Corner*: oral interaction and production activities.
 6. *Come write in!*: written interaction and production activities.
- **Coursebook** (teacher's edition) – Identical to the student's book, but with methodological suggestions and answers to the activities printed in the margins.
- **Workbook** (attached to the coursebook) – This expands on and develops the content presented in the coursebook. There's a formative test at the end of each module.
- **Grammar and glossary** (attached to the coursebook) – Grammar tables and extra vocabulary to help speaking and writing activities.
- **Extensive reading** (attached to the coursebook) – This includes the retold of the short story *The hound of the Baskervilles*, by Arthur Conan Doyle.
- **Grammar + Key Practice** – A booklet with grammar exercises to be done as preparation for the tests, and practice for the Key for Schools Test.
- **Teacher's book** – This contains the overall presentation of the project, annual content planning, unit and lesson plans, suggestions for assessment criteria for listening and oral interaction and production activities, audio scripts and teacher's notes on the Extensive Reading.
- **Tests** – Divided into three books, they include 3 placement tests and 3 progress tests per unit, allowing the teacher to use them according to the number of students and classes being taught. They also include, a set of 15 mini-tests and a Mock Key for Schools Test as well as tables of specifications and test correction criteria.
- **Lessons in a minute** – A resource booklet with worksheets on different topics involving reading, writing, and language practice, with easy to follow suggestions and ready to use materials.
- **3 CDs** with all listening and video activities.
- **20 AULA DIGITAL**.

All components can be used together as parts of a coherent project in which a variety of text types and activities are employed to achieve the same goal: effective and successful learning.

We wish you great lessons working with **Upgrade 8!**

The Upgrade team

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1

Planning

Annual content planning

Unit 0 planning

Unit 1 planning

Unit 2 planning

Unit 3 planning

Unit 4 planning

Unit 5 planning

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Foreword to the Year, Unit and Lesson Plans

Carrying on with the aim of saving English teachers as much time as possible, we set up a proposal of year planning, together with all unit plans.

We also include lesson plans for the first three units (0, 1 and 2). They are suggestions of how to manage the classwork on a daily basis, and they include a reference to all the others components of our project, whenever applicable or pertinent. They can all be edited, thus allowing all teachers to adapt them to their own specific classroom(s) realities.

As this brochure only includes lesson plans for the first three units, teachers who choose to work with project will receive plans for all the units and lessons in due time.

We can only stress that these are only suggestions on how to plan the classwork. Teachers may find other ways of planning and managing the contents of the school year more useful or appropriate. Bearing that in mind, all the documents presented here will be offered in digital format (Office Word or PDF), so that they can be edited by any teacher if he or she so chooses.

We wish you a very successful school year and a pleasant time using our materials!

Upgrade 8 – Annual Content Planning

Overall goal: to develop linguistic and communicative competence in English through meaningful and appropriate learning activities.
Assumptions: students should have developed linguistic and communicative competence at a CEF threshold level (A2.1).

Term	Modules	Contents		
		Topics/Vocabulary	Grammar	Functions/Activities
1 st	Unit 0 – Here again Unit 1 – Getting along - Part 1 – Team up! - Part 2 – Let's go wild - Part 3 – BFF	Vocabulary review – Back to school Team activities Voluntary work Extreme sports Friendship Dictionary work	Grammar review – tense revision – verbs and prepositions Present simple and present continuous Past simple and past continuous Modal verbs	Talking about sports and friendship Expressing opinion Expressing preference Giving advice Describing situations/problems
	Unit 2 – Let's have fun - Part 1 – Chill out - Part 2 – On the catwalk - Part 3 – Gig around	Entertainment (films, theatre, music shows) Leisure time Fashion and fashion shows Live gigs and parties	Compound nouns Possessive determiners and pronouns Relatives: <i>who, which, whose, that</i> Future (<i>will</i>); present continuous, <i>going to</i> Connectors: contrast, result, purpose	Talking about films, fashion and entertainment Expressing opinion Expressing preference Reporting Informing
2 nd	Unit 3 – Grab a bite - Part 1 – Fave foods - Part 2 – Chips or fries? - Part 3 – A night out	Food British and American words Meals Restaurants Dictionary work	Quantifiers Countable/uncountable nouns British and American spelling Adjectives with prepositions Plural of nouns (special cases) So + adjective	Talking about food and meals Expressing opinion Expressing preference Describing objects Complaining
	Unit 4 – What's on? - Part 1 – What's new? - Part 2 – From radio to podcast - Part 3 – Little box, flat screen	The written press (newspapers and magazines) Press related jobs Radio; radio programmes TV; TV programmes	Conditionals (type zero and first) Present perfect: form; regular/irregular verbs; time adverbs Present perfect vs. past simple	Talking about newspapers and magazines, radio and TV programmes Expressing opinion Expressing preference Expressing condition Persuading

Upgrade 8 – Annual Content Planning

Term	Modules	Contents		
		Topics/Vocabulary	Grammar	Functions/Activities
3 rd	Extensive reading: <i>The hound of the Baskervilles</i>, by Arthur Conan Doyle Unit 5 – Out in the world • Part 1 – A kiwi year out • Part 2 – A Cape of Good Hope • Part 3 – Caribbean vibes	The English-speaking world (New Zealand, South Africa, the Caribbean) Leisure time Environment and Eco-Voluntourism Weather and environmental disasters	Prepositional verbs Definite article (use) Phrasal verbs Word families <i>Used to</i> and <i>usually</i>	Talking about English-speaking places (location and characteristics) Expressing opinion Expressing preference Describing places/images/events Persuading Narrating

Upgrade 8 – Unit 0 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	Back to school	School vocabulary Year 7 topic review – jobs, food, weather, shops	Tense revision Verbs and prepositions	Identifying words in context Identifying grammar features (verb form, syntax, morphology...)	Understanding • oral texts: vocabulary, theme, sequence • vocabulary • grammar: language system • images/icons Producing • completing sentences	2 (45 min.) + 2 (test)	Direct observation/ classroom activities Placement test

Upgrade 8 – Unit 1 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	Getting along Sports and teens' activities Friendship	Team activities Voluntary work Extreme sports Friendship Dictionary work	Present simple and present continuous Past simple and past continuous Modal verbs	Talking about sports and friendship Expressing opinion Expressing preference Giving advice Describing situations/problems	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/cartoons Interacting • speaking: expressing opinion Producing • written texts: description; letter; film review • oral texts: oral presentation; description	13 (45 min.) + 2 (test)	Direct observation/classroom activities Formative test Progress test

Upgrade 8 – Unit 2 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness)	Listening Speaking Reading Writing	Let's have fun! Entertainment Fashion	Entertainment (films, theatre, music shows) Leisure time Fashion and fashion shows Live gigs and parties	Compound nouns Possessive determiners and pronouns Relatives: <i>who</i> , <i>which</i> , <i>whose</i> , <i>that</i> Future (<i>will</i>); present continuous, <i>going to</i> Connectors: contrast, result, purpose	Talking about films, fashion and entertainment Expressing opinion Expressing preference Reporting Informing	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/ cartoons Interacting • speaking: interviewing; • writing: a postcard Producing • written texts: story line; flyer • oral texts: summary; description	13 (45 min.) + 2 (test)	Direct observation/ classroom activities Formative test Progress test

Upgrade 8 – Unit 3 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	Food Meals Restaurants	Food and food ingredients Meals Going to restaurant British and American vocabulary	Quantifiers Countable/ uncountable nouns British and American spelling Adjectives with prepositions Plural of nouns (special cases) So + adjective	Talking about food and meals Expressing opinion Expressing preference Describing objects Complaining	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/ cartoons Interacting • speaking: role-playing; • writing: an email Producing • written texts: description • oral texts: presentation	13 (45 min.) + 2 (test)	Direct observation/ classroom activities Formative test Progress test

Upgrade 8 – Unit 4 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness)	Listening Speaking Reading Writing	The press Radio TV	The written press (newspapers and magazines) Press related jobs Radio; radio programmes TV; TV programmes	Zero and first Conditionals Present perfect: form; regular/irregular verbs; time adverbs Present perfect vs. past simple	Talking about newspapers and magazines, radio and TV programmes Expressing opinion Expressing preference Expressing condition Persuading	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/cartoons/graphs Interacting • speaking: debating; role-playing; • writing: an email Producing • written texts: news item; opinion text; summary • oral texts: presentation	13 (45 min.) + 2 (test)	Direct observation/classroom activities Formative test Progress test

Upgrade 8 – Unit 5 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences/ activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	The English-speaking world: New Zealand, South Africa, the Caribbean	The English-speaking world (New Zealand) South Africa, the Caribbean) Leisure time Environment and Eco-Voluntourism Weather and environmental disasters	Prepositional verbs Definite article (use) Phrasal verbs Word families <i>Used to and usually</i>	Talking about English-speaking places (location and characteristics) Expressing opinion Expressing preference Describing places/images/events Persuading Narrating	Understanding • written texts: theme, purpose, main ideas • oral texts: vocabulary, theme, main ideas, sequence • vocabulary • grammar: language system • images/icons/cartoons Interacting • speaking: discussing; sharing opinions • writing: a postcard; an email Producing • written texts: diary entry • oral texts: description; presentation	213 (45 min.) + 2 (test)	Direct observation/classroom activities Formative test Progress test

2

Lesson plans

Unit 0

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

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SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Here again (Unit 0)

SKILLS: Listening and reading comprehension; writing

CONTENTS: Brief review of grade 7 contents (vocabulary and grammar review)

GOALS: Listening for information; writing (topic and grammar review)

SUMMARY: Back to school: listening – to a song by Alicia Keys; to a text about Jack's rucksack.
Oral and written work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – coming back to school • Listening – to a song and a text • Writing – completing sentences	• Coursebook (pages 10 and 11)	20 AULA DIGITAL • Tracks 1 and 2 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Here again (Unit 0)

SKILLS: Reading; writing (language work)

CONTENTS: Brief review of grade 7 contents (vocabulary and grammar review)

GOALS: Writing (topic and grammar review)

SUMMARY: Reviewing grammar: written work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – sentences with grammar items • Writing – language work (multiple choice)	• Coursebook (pages 12 and 13)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along – Team up! (Unit 1)

SKILLS: Reading; writing; listening/viewing; speaking

CONTENTS: Team and extracurricular activities

GOALS: Expanding vocabulary on the topic; listening for information

SUMMARY: Team activities: vocabulary.

Collective nouns.

Listening/viewing: “Billy Elliot’s” film trailer.

Listening: a text about Jamie Bell to check information.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – brainstorming (team and extracurricular activities) • Writing – competing sentences; gap filling • Listening/viewing – gap filling; checking correct information	• Coursebook (pages 16 and 17)	20 AULA DIGITAL • Vídeo – “Billy Elliot” • Tracks 3 and 4 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (pages 162 and 163)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along – Team up! (Unit 1)

SKILLS: Reading; writing

CONTENTS: Team and extracurricular activities

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: text “I play Billy Elliot”.

Written comprehension work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – about a boy who plays Billy Elliot • Writing (comprehension) – matching (words and their definition); multiple choice; answering questions	• Coursebook (pages 18 and 19)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Getting along – Team up! (Unit 1)**SKILLS:** Reading; writing (language work)**CONTENTS:** Team and extracurricular activities**GOALS:** Reviewing verb forms: present simple and present continuous**SUMMARY:** Reviewing verb forms: present simple and present continuous.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; table filling; sentences	• Coursebook (pages 20 and 21)	20 AULA DIGITAL • PowerPoint – Present simple and present continuous • Gramática – Present simple and present continuous • Infográfico – Verb timeline • Ferramenta – Wheel of verbs

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (pages 164 and 165)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Getting along – Team up! (Unit 1)**SKILLS:** Listening; speaking; writing**CONTENTS:** Team and extracurricular activities**GOALS:** Listening for information; developing speaking and writing skills**SUMMARY:** Homework correction.

Listening: to a text about a school play.

Speaking: after school activities.

Writing: a text describing a school club.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – about a school play (completing sentences) • Speaking (interacting/producing) – table filling; sharing information • Writing – describing (a school club)	• Coursebook (pages 22 and 23)	20 AULA DIGITAL • Track 5 (CD 1) • Teste interativo – Team up! (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Getting along – Let's go wild! (Unit 1)**SKILLS:** Speaking; writing**CONTENTS:** Extreme sports**GOALS:** Expanding vocabulary on the topic; developing speaking skills**SUMMARY:** Identifying: extreme sports.

Speaking: distinguishing traditional and extreme sports.

Answering a quiz.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Writing – answering a quiz • Speaking – extreme and traditional sports	• Coursebook (pages 24 and 25)	20 AULA DIGITAL • PowerPoint – Sports

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 166)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along – Let's go wild! (Unit 1)

SKILLS: Reading; writing

CONTENTS: Extreme sports

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: young people about extreme sports.

Writing (comprehension).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – identifying information in a text; identifying synonyms; answering questions	• Coursebook (pages 26 and 27)	20 AULA DIGITAL • Track 6 (CD 1) • Animação – Extreme Sports

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along – Let's go wild (Unit 1)

SKILLS: Reading; writing (language work)

CONTENTS: Extreme sports

GOALS: Reviewing verb forms: past simple and past continuous

SUMMARY: Reviewing verb forms: past simple and past continuous.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; table filling; sentences	• Coursebook (pages 28 and 29)	20 AULA DIGITAL • PowerPoint – Past simple and past continuous • Gramática – Past simple • Gramática – Past continuous • Infográfico – Verb timeline • Ferramenta – Wheel of verbs

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 167)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along – Let's go wild! (Unit 1)

SKILLS: Listening; writing (language work)

CONTENTS: Extreme sports

GOALS: Listening for information; reviewing verb forms: past simple or past continuous?

SUMMARY: Homework correction.

Listening: a scuba diving experience.

Reviewing verb forms: past simple or past continuous?

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – guessing; ordering; identifying words • Reading – rules and examples; inferring rules • Writing/language – gap filling; identifying correct forms in context; writing sentences	• Coursebook (pages 30 and 31)	20 AULA DIGITAL • Track 7 (CD 1) • Gramática – Past simple and past continuous • Ferramenta – Wheel of verbs • Infográfico – Verb timeline

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 167)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Getting along – Let's go wild! (Unit 1)**SKILLS:** Speaking; writing**CONTENTS:** Extreme sports**GOALS:** Developing speaking and writing skills**SUMMARY:** Homework correction.

Speaking: presenting your favourite sports celebrity.

Writing: a review of an extreme sports film.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking (producing) – oral presentation • Writing – a film review	• Coursebook (pages 32 and 33)	20 AULA DIGITAL • Vídeo – “Chasing Mavericks” • Track 8 (CD 1) • Teste interativo – Let's go wild! (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along – BFF (Unit 1)

SKILLS: Speaking; listening/viewing; writing

CONTENTS: Best friends

GOALS: Expanding vocabulary on the topic; developing skills

SUMMARY: Listening/viewing: teens talking about their idea of a good friend.

Categorising personality adjectives and feelings.

Answering a quiz.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening/viewing – identifying information • Writing – table and gap filling • Speaking – sharing opinions	• Coursebook (pages 34 and 35)	20 AULA DIGITAL • Vídeo – “What makes a good friend?” • Track 9 (CD 1) • Flashcard – Personality traits

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 168)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Getting along – BFF (Unit 1)**SKILLS:** Reading; writing**CONTENTS:** Best friends**GOALS:** Expanding vocabulary on the topic; reading for information; dictionary work**SUMMARY:** Reading: an agony aunt column.

Writing: comprehension.

Dictionary work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information; looking up words in a dictionary • Writing (comprehension) – identifying theme; identifying synonyms; ordering and completing sentences	• Coursebook (pages 36 and 37)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along – BFF (Unit 1)

SKILLS: Reading; writing (language work)

CONTENTS: Best friends

GOALS: Modal verbs: reviewing; new information

SUMMARY: Modal verbs.

Written work (language).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; matching; writing sentences	• Coursebook (pages 38 and 39)	20 AULA DIGITAL • PowerPoint – Modal verbs • Gramática – Modal verbs

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 167)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Getting along – BFF (Unit 1)**SKILLS:** Speaking; writing**CONTENTS:** Best friends**GOALS:** Developing speaking and writing skills**SUMMARY:** Homework correction.

Listening: to a poem about friendship.

Writing: an agony aunt letter (problem solving).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – ordering ideas; completing lines • Writing – an agony aunt letter	• Coursebook (pages 40 and 41)	20 AULA DIGITAL • Vídeo – “People need people” • Track 10 (CD 1) • Teste interativo – BFF (aluno) • Teste interativo global – Getting along (professor) • Teste interativo global – Getting along (aluno) • Jogo – Board game

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• A step further, coursebook (pages 42 and 43)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Getting along (Unit 1)

SKILLS: Reading; writing

CONTENTS: All in Unit 1

GOALS: Consolidating learning

SUMMARY: Homework correction.
Formative test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Doing the formative test	• Workbook (pages 170 and 171)	20 AULA DIGITAL • Track 13 (CD 2)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written/oral feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Getting along (Unit 1)**SKILLS:** Listening; reading; writing**CONTENTS:** All in Unit 1**GOALS:** Assessing learning**SUMMARY:** Progress test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening, reading and writing – doing a progress test.	• Test Book I (pages 19-27)	20 AULA DIGITAL • Tracks 25 to 31 (CD 3)

ASSESSMENT	HOMEWORK
• Direct observation • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – Chill out! (Unit 2)

SKILLS: Reading; writing; listening/viewing; speaking

CONTENTS: Entertainment

GOALS: Expanding vocabulary on the topic; listening for spelling and information

SUMMARY: Entertainment: cinema, theatre and music vocabulary.

Listening: a song by Lady Gaga.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – brainstorming (films and plays) • Writing – matching • Listening – correcting word spelling	• Coursebook (pages 46 and 47)	20 AULA DIGITAL • Track 11 (CD 1) • Flash card – Film crew

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 178)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – Chill out! (Unit 2)

SKILLS: Reading; writing; speaking

CONTENTS: Entertainment

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Reading: text “Sherlock Holmes: A Game of Shadows”.

Written comprehension work.

Talking about a film.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – about a film • Writing (comprehension) – table filling; quoting equivalent information; asking questions • Speaking – describing a film	• Coursebook (pages 48 and 49)	20 AULA DIGITAL • Vídeo – “A Game of Shadows” • Track 12 (CD 1) • Animação – A Game of Shadows

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – Chill out! (Unit 2)

SKILLS: Reading; writing (language work)

CONTENTS: Entertainment

GOALS: Reviewing possessive determiners and pronouns

SUMMARY: Reviewing possessive determiners and pronouns.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; sentences	• Coursebook (page 50)	20 AULA DIGITAL • Gramática – Possessive determiners and pronouns

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! – Chill out! (Unit 2)**SKILLS:** Listening; speaking**CONTENTS:** Entertainment**GOALS:** Listening for information; developing speaking skills**SUMMARY:** Listening: to information on a cinema magazine page.

Speaking: summarising a film plot.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – about film hours and box office (choosing and correcting information) • Speaking (producing) – summarising	• Coursebook (page 51)	 AULA DIGITAL • Track 13 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – Chill out! (Unit 2)

SKILLS: Reading; writing (language work)

CONTENTS: Entertainment

GOALS: Learning about word formation

SUMMARY: Learning about word formation.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; matching; sentences	• Coursebook (page 52)	20 AULA DIGITAL • Gramática – Compound nouns

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! – Chill out! (Unit 2)**SKILLS:** Writing**CONTENTS:** Entertainment**GOALS:** Developing writing skills**SUMMARY:** Writing: an episode for a TV series.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Writing – a series episode storyline	• Coursebook (page 53)	20 AULA DIGITAL • Teste interativo – Chill out! (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – On the catwalk (Unit 2)

SKILLS: Speaking; writing; listening/viewing

CONTENTS: Fashion

GOALS: Expanding vocabulary on the topic; developing skills

SUMMARY: Identifying words in a word search.

Talking about clothes.

Vocabulary: labelling and unscrambling.

Listening/viewing: the trailer of the film “The Bling Ring”.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Writing – gap filling; labelling; unscrambling words • Speaking – clothes • Listening/viewing – for information (gap filling)	• Coursebook (pages 54 and 55)	20 AULA DIGITAL • Vídeo – “The Bling Ring” • Track 14 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – On the catwalk (Unit 2)

SKILLS: Reading; writing

CONTENTS: Fashion

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Reading: an article about a recycled fashion show.
Writing (comprehension).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – identifying theme and text type; identifying who says what; identifying opposites; completing sentences; answering questions	• Coursebook (pages 56 and 57)	20 AULA DIGITAL • Track 15 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – On the catwalk (Unit 2)

SKILLS: Reading; writing (language work)

CONTENTS: Fashion

GOALS: Learning relative pronouns

SUMMARY: Learning relative pronouns.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; multiple choice; sentences	• Coursebook (pages 58 and 59)	20 AULA DIGITAL • PowerPoint – Who/which/that/whose • Gramática – Who/which/that/whose

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! – On the catwalk (Unit 2)**SKILLS:** Speaking; writing; listening**CONTENTS:** Fashion**GOALS:** Developing listening, speaking and writing skills

SUMMARY: Listening: to a song by Selena Gomez.
 Speaking: presenting a fashion show.
 Writing: a postcard.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – identifying theme; completing lines • Speaking (interacting) – discussing the song's message • Speaking (producing) – presentation • Writing (interacting) – a postcard	• Coursebook (pages 60 and 61)	20 AULA DIGITAL • Tracks 16 and 17 (CD 1) • Teste interativo – On the catwalk (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – Gig around (Unit 2)

SKILLS: Speaking; writing; listening/viewing

CONTENTS: Music and concerts

GOALS: Expanding vocabulary on the topic; developing skills; dictionary work

SUMMARY: Speaking: doing a class survey.
 Labelling and identifying musical instruments.
 Listening: watching a video.
 Dictionary work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening/viewing – identifying information; gap filling • Writing – table and gap filling; labelling • Speaking – sharing opinions • Reading/writing – dictionary work (matching)	• Coursebook (pages 62 and 63)	20 AULA DIGITAL • PowerPoint – Music • Vídeo – “A programme about Taylor Swift” • Track 18 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Let's have fun! – Gig around (Unit 2)

SKILLS: Reading; writing

CONTENTS: Music and concerts

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Reading: about experiencing a music concert.
Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for text type and information • Writing (comprehension) – finding evidence; multiple choice; answering questions	• Coursebook (pages 64 and 65)	20 AULA DIGITAL • Track 19 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! – Gig around (Unit 2)**SKILLS:** Reading; writing (language work)**CONTENTS:** Music and concerts**GOALS:** Learning verb forms: the future**SUMMARY:** The future.

Written work (language).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap and table filling; matching; choosing correct options; writing sentences	• Coursebook (pages 66 and 67)	20 AULA DIGITAL • PowerPoint – Future with <i>will, be going to</i> and the present continuous • Gramática – Future with <i>will, be going to</i> and the present continuous • Infográfico – Verb timeline

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 179)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! – Gig around (Unit 2)**SKILLS:** Listening; writing (language work)**CONTENTS:** Music and concerts**GOALS:** Learning about connectors**SUMMARY:** Homework correction.

Listening: to a report on a rock musician.

The connectors.

Written work (language).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – true/false; gap filling • Reading – rules and examples; inferring rules • Writing/language – choosing correct option; deciding meaning; gap filling; rewriting sentences	• Coursebook (pages 68 and 69)	• Workbook (page 179) • 20 AULA DIGITAL • Track 20 (CD 1) • Gramática – Connectors: contrast, result and purpose

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! – Gig around (Unit 2)**SKILLS:** Speaking; writing**CONTENTS:** Music and concerts**GOALS:** Developing speaking and writing skills

SUMMARY: Speaking: interviewing your favourite female singer.
Writing: a flyer.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking (interacting) – interviewing • Writing – a flyer	• Coursebook (page 71)	20 AULA DIGITAL • Teste interativo – Gig around (aluno) • Teste interativo global – Let's have fun (professor) • Teste interativo global – Let's have fun (aluno) • Jogo – Board game

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• A step further, coursebook (pages 72 and 73)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! (Unit 2)**SKILLS:** Reading; writing**CONTENTS:** All in Unit 2**GOALS:** Consolidating learning**SUMMARY:** Homework correction.
Formative test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Doing the formative test	• Workbook (pages 180 and 181)	20 AULA DIGITAL • Track 14 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written/oral feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Let's have fun! (Unit 2)**SKILLS:** Reading; writing**CONTENTS:** All in Unit 2**GOALS:** Assessing learning**SUMMARY:** Progress test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening, reading and writing – doing a progress test	• Test Book I (pages 33 to 41)	20 AULA DIGITAL • Tracks 32 to 37 (CD 3)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – Fave foods (Unit 3)

SKILLS: Reading; writing; speaking

CONTENTS: Food and meals

GOALS: Expanding vocabulary on the topic

SUMMARY: Fave foods: listing preferences.

Matching: food and countries; food and categories; meals and their definition.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – brainstorming and expressing opinion (fave foods) • Writing – matching	• Coursebook (pages 76 and 77)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (pages 182 and 183)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – Fave foods (Unit 3)

SKILLS: Reading; writing

CONTENTS: Food and meals

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: the text “Your Majesty is served”.

Written comprehension work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – about the British Royal Family’s food preferences • Writing (comprehension) – table filling; finding referents; correcting information; answering questions	• Coursebook (pages 78 and 79)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – Fave foods (Unit 3)

SKILLS: Reading; writing (language work)

CONTENTS: Food and meals

GOALS: Learning countable and uncountable nouns; quantifiers

SUMMARY: Learning countable and uncountable nouns; quantifiers.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – table and gap filling; writing sentences	• Coursebook (pages 80 and 81)	20 AULA DIGITAL • PowerPoint – Countable/ uncountable nouns and quantifiers • Gramática – Countable/ uncountable nouns and quantifiers

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written/oral feedback	• Workbook (pages 184 and 185)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite – Fave foods (Unit 3)**SKILLS:** Listening; speaking**CONTENTS:** Food and meals**GOALS:** Listening for information; developing speaking skills**SUMMARY:** Listening: to a text about a favourite food.

Speaking: presenting information and stating reasons.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – about a favourite food (identifying words; correcting information) • Speaking (producing) – presenting	• Coursebook (page 82)	20 AULA DIGITAL • Track 21 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite – Fave foods (Unit 3)**SKILLS:** Writing**CONTENTS:** Food and meals**GOALS:** Developing writing skills**SUMMARY:** Writing a descriptive text.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Writing – a descriptive text	• Coursebook (page 83)	 AULA DIGITAL • Teste interativo – Fave foods (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – Chips or fries? (Unit 3)

SKILLS: Speaking; writing; listening/viewing

CONTENTS: Food and eating habits

GOALS: Expanding vocabulary on the topic; developing skills

SUMMARY: Identifying foods and their nationalities.

Listening/viewing: a video about ordering food at a restaurant.

Fast and slow food.

Listening: the poem “Natural Anthem”.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Writing – gap filling; labelling; ordering • Speaking – expressing opinion • Listening/viewing – for information and meaning (gap filling)	• Coursebook (pages 84 and 85)	20 AULA DIGITAL • Vídeo – “At a restaurant” • Track 23 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 186)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite – Chips or fries? (Unit 3)**SKILLS:** Reading; writing**CONTENTS:** Food and eating habits**GOALS:** Expanding vocabulary on the topic; reading for information**SUMMARY:** Homework correction.

Reading: the text “What do they eat in Britain?!”

Writing (comprehension).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – about eating habits • Writing (comprehension) – identifying synonyms; identifying true or false statements; answering questions	• Coursebook (pages 86 and 87)	20 AULA DIGITAL • Track 24 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite – Chips or fries? (Unit 3)**SKILLS:** Writing**CONTENTS:** Food and eating habits**GOALS:** Developing writing skills**SUMMARY:** Writing an email message.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Writing (interacting) – an email message	• Coursebook (page 87)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – Chips or fries? (Unit 3)

SKILLS: Reading; writing (language work)

CONTENTS: Food and eating habits

GOALS: Learning British and American words; adjectives with prepositions

SUMMARY: Learning British and American words; adjectives with prepositions.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; multiple choice; sentences	• Coursebook (pages 88 and 89)	20 AULA DIGITAL • PowerPoint – British (Br) and American (Am) words • Gramática – British (Br) and American (Am) words • Gramática – Adjectives with prepositions

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 187)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite – Chips or fries? (Unit 3)**SKILLS:** Listening; speaking**CONTENTS:** Food and eating habits**GOALS:** Developing listening and speaking skills**SUMMARY:** Homework correction.

Listening: to a humouristic text.

Speaking: presenting and expressing opinion.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – gap filling • Speaking (producing) – presentation	• Coursebook (pages 90 and 91)	20 AULA DIGITAL • Track 25 (CD 1) • Animação – British food and drink for Americans • Teste interativo – Chips or fries? (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – A night out (Unit 3)

SKILLS: Speaking; reading; writing

CONTENTS: Food; eating out

GOALS: Expanding vocabulary on the topic; developing skills; dictionary work

SUMMARY: Speaking/writing: captions for cartoons.
Labelling and identifying ways of tasting.
Dictionary work.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking/writing– guessing; gap filling; labelling • Speaking (interacting) – sharing opinions • Reading/writing – dictionary work (gap filling)	• Coursebook (pages 92 and 93)	20 AULA DIGITAL • Flashcard – Cooking and eating utensils

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 188)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – A night out (Unit 3)

SKILLS: Reading; writing

CONTENTS: Food; eating out

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.
Reading: about weird restaurants.
Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – matching; completing sentences; multiple choice; answering questions	• Coursebook (pages 94 and 95)	20 AULA DIGITAL • Track 25 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Grab a bite – A night out (Unit 3)

SKILLS: Reading; writing (language work)

CONTENTS: Food; eating out

GOALS: Learning how to use *so* + adjective and plural forms

SUMMARY: Learning *so* + adjective; plural forms.
Written work (language).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap and table filling; matching; choosing correct options; writing sentences	• Coursebook (pages 96 and 97)	20 AULA DIGITAL • Gramática – <i>So</i> + adjective • Gramática – Plural of nouns

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 189)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite – A night out (Unit 3)**SKILLS:** Listening; writing; speaking**CONTENTS:** Food; eating out**GOALS:** Developing skills**SUMMARY:** Homework correction.

Listening: to a dialogue in a restaurant.

Writing: a text describing a situation.

Speaking: role-playing a dialogue.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – identifying information; gap filling • Writing (producing) – a descriptive text • Speaking (interacting) – role-playing	• Coursebook (pages 98 and 99)	20 AULA DIGITAL • Track 27 (CD 1) • Teste interativo – A night out (aluno) • Teste interativo global – Grab a bite (professor) • Teste interativo global – Grab a bite (aluno) • Jogo – Board game

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• A step further, coursebook (pages 100 and 101)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite (Unit 3)**SKILLS:** Reading; writing**CONTENTS:** All in Unit 3**GOALS:** Consolidating learning**SUMMARY:** Homework correction.
Formative test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Doing the formative test	• Workbook (pages 190 and 191)	 AULA DIGITAL • Track 15 (CD 2)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written/oral feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Grab a bite (Unit 3)**SKILLS:** Reading; writing; listening**CONTENTS:** All in Unit 3**GOALS:** Assessing learning**SUMMARY:** Progress test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
Listening, reading and writing – doing a progress test	Test Book II (pages 5 to 16)	20 AULA DIGITAL Tracks 40 to 46 (CD 3)

ASSESSMENT	HOMEWORK
- Direct observation - Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: What's on? – What's new? (Unit 4)**SKILLS:** Reading; writing; speaking**CONTENTS:** Print media**GOALS:** Expanding vocabulary on the topic**SUMMARY:** Brainstorming; expressing preference.

Types of newspapers.

Matching: topics and magazines; media related vocabulary and definitions.

News article structure.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Speaking – brainstorming and expressing preference • Reading/writing – matching	• Coursebook (pages 104 and 105)	 AULA DIGITAL • PowerPoint – Conventional media and digital media

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 192)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – What's new? (Unit 4)

SKILLS: Reading; writing

CONTENTS: Print media

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: news article "Michael Phelps ends Olympic career with finish that's gold".

Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – a news article • Writing (comprehension) – table filling; finding opposites; completing sentences; answering questions	• Coursebook (pages 106 and 107)	20 AULA DIGITAL • Track 28 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – What's new? (Unit 4)

SKILLS: Reading; writing (language work)

CONTENTS: Print media

GOALS: Learning about conditional sentences

SUMMARY: Learning about the Zero and First Conditionals.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – table and gap filling; matching; completing sentences	• Coursebook (pages 108 and 109)	20 AULA DIGITAL • PowerPoint – Conditional sentences • Gramática – Conditional sentences

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 193)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: What's on? – What's new? (Unit 4)**SKILLS:** Listening; writing; speaking**CONTENTS:** Print media**GOALS:** Listening for information; developing speaking and writing skills**SUMMARY:** Homework correction.

Listening: to a news article.

Writing: a news item.

Speaking: class debate on the topic of the song "Piece of me", by Britney Spears.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – to a news article (identifying information; multiple choice) • Writing (producing) – a news article • Speaking (interacting) – debating	• Coursebook (pages 110 and 111)	20 AULA DIGITAL • Tracks 29 and 30 (CD 1) • Animação – A news item • Teste interativo – What's new? (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – From radio to podcast (Unit 4)

SKILLS: Listening; writing; speaking

CONTENTS: Radio

GOALS: Expanding vocabulary on the topic; developing skills

SUMMARY: Listening: to the song “Radio”, by The Corrs.
Radio related vocabulary: matching; a word search.
Speaking: fave radio programmes.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – to a song (matching) • Reading/writing – a word search; matching • Speaking – expressing preference	• Coursebook (pages 112 and 113)	20 AULA DIGITAL • Track 31 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 194)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – From radio to podcast (Unit 4)

SKILLS: Reading; writing

CONTENTS: Radio

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: the text "Radio and teenagers".

Writing (comprehension).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – identifying opposites; identifying true or false statements; multiple choice; answering questions	• Coursebook (pages 114 and 115)	20 AULA DIGITAL • Track 32 (CD 1)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: What's on? – From radio to podcast (Unit 4)**SKILLS:** Reading; writing (language work)**CONTENTS:** Radio**GOALS:** Learning new structures (verb forms)

SUMMARY: Learning the present perfect.
Time expressions with the present perfect.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; multiple choice; sentences	• Coursebook (pages 116, 117 and 118)	20 AULA DIGITAL • Gramática – Present Perfect • Ferramenta – Wheel of verbs • Infográfico – Verb timeline

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 195)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: What's on? – From radio to podcast (Unit 4)**SKILLS:** Listening; writing; speaking**CONTENTS:** Radio**GOALS:** Developing listening, speaking and writing skills**SUMMARY:** Homework correction.

Listening: to radio broadcasts.

Speaking: interviewing.

Writing: an opinion text.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – multiple choice; answering questions • Speaking (interacting) – interview • Writing (producing) – an opinion text	• Coursebook (pages 118 and 119)	20 AULA DIGITAL • Tracks 33, 34 and 35 (CD 1) • Teste interativo – From radio to podcast (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – Little box, flat screen (Unit 4)

SKILLS: Listening; writing; speaking

CONTENTS: TV

GOALS: Expanding vocabulary on the topic; developing skills

SUMMARY: Listening: to a rap song about being famous.
Speaking/writing: reasons to be in a reality show.
Vocabulary: TV and TV genres.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – to a song • Speaking – sharing opinions • Reading/writing – vocabulary (gap filling; matching)	• Coursebook (pages 120 and 121)	 AULA DIGITAL • Track 36 (CD 1) • Flashcard – Types of TV programmes

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 196)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – Little box, flat screen (Unit 4)

SKILLS: Reading; writing

CONTENTS: TV

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: text "America's Next Top Model".

Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for text type and information • Writing (comprehension) – table filling; ordering; identifying true and false statements	• Coursebook (pages 122 and 123)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – Little box, flat screen (Unit 4)

SKILLS: Listening; reading; writing (language work)

CONTENTS: TV

GOALS: Learning about the use of verb forms (past simple and present perfect)

SUMMARY: Learning about the differences between the past simple and the present perfect (use in context).

Listening: to the song "Haven't met you yet", by Michael Bublé.

Written work (language).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Listening/writing/language – gap and table filling; choosing correct options; writing sentences	• Coursebook (pages 124 and 125)	20 AULA DIGITAL • PowerPoint – Past Simple vs. Present Perfect • Gramática – Past Simple vs. Present Perfect • Infográfico – Verb timeline • Ferramenta – Wheel of verbs

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 197)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: What's on? – Little box, flat screen (Unit 4)

SKILLS: Listening; writing; speaking

CONTENTS: TV

GOALS: Developing skills

SUMMARY: Homework correction.

Listening: to teens talking about TV.

Speaking: presenting an idea for a TV programme.

Writing: a summary of your favourite TV programme.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – identifying information; table filling • Writing (producing) – a summary • Speaking (producing) – presentation	• Coursebook (pages 126 and 127)	20 AULA DIGITAL • Track 38 (CD 1) • Teste interativo – Little box, flat screen (aluno) • Teste interativo global – What's on? (professor) • Teste interativo global – What's on? (aluno) • Jogo – Board game

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• A step further, coursebook (pages 128 and 129)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: What's on? (Unit 4)**SKILLS:** Reading; writing**CONTENTS:** All in Unit 4**GOALS:** Consolidating learning**SUMMARY:** Homework correction.
Formative test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Doing the formative test	• Workbook (pages 198 and 199)	 AULA DIGITAL • Track 16 (CD 2)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written/oral feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: What's on? (Unit 4)**SKILLS:** Reading; writing; listening**CONTENTS:** All in Unit 4**GOALS:** Assessing learning**SUMMARY:** Progress test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
Listening, reading and writing – doing a progress test	Test Book II (pages 19 to 31)	 AULA DIGITAL Tracks 47 to 53 (CD 3)

ASSESSMENT	HOMEWORK
- Direct observation - Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – A kiwi year out (Unit 5)

SKILLS: Reading; listening/viewing; writing

CONTENTS: The English-speaking world – New Zealand

GOALS: Expanding vocabulary on the topic

SUMMARY: A quiz: “what do you know about New Zealand?”
Listening/viewing: the Haka. Maori culture.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening/viewing – a video (completing sentences) • Reading/writing – a quiz; completing a text	• Coursebook (pages 132 and 133)	 AULA DIGITAL • Tracks 1 and 2 (CD 2) • Vídeo – “NZ’s national Rugby team performing the HAKA”

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – A kiwi year out (Unit 5)

SKILLS: Reading; writing

CONTENTS: The English-speaking world – New Zealand

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Reading: informative text “New Zealand information network”.
Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – an informative text • Writing (comprehension) – identifying paragraphs and referents; finding evidence; answering questions	• Coursebook (pages 134 and 135)	

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 200)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – A kiwi year out (Unit 5)

SKILLS: Reading; writing (language work); listening

CONTENTS: The English-speaking world – New Zealand

GOALS: Learning about the definite article; listening for words

SUMMARY: Homework correction.

Learning about the definite article.

Listening: to the song “Paradise”, by Coldplay.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – table and gap filling; matching; completing sentences • Listening – identifying vocabulary	• Coursebook (pages 136 and 137)	 AULA DIGITAL • Gramática – Definite article • Track 3 (CD 2)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 201)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Out in the world – A kiwi year out (Unit 5)**SKILLS:** Reading; writing (language work); speaking; writing**CONTENTS:** The English-speaking world – New Zealand**GOALS:** Learning about prepositional verbs; developing speaking and writing skills**SUMMARY:** Homework correction.

Learning about prepositional verbs.

Listening/speaking: presenting an area of New Zealand.

Writing: a diary entry.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading/writing (language work) – multiple choice; correcting information; gap filling • Writing (producing) – a diary entry • Speaking (producing) – a presentation	• Coursebook (pages 138 and 139)	 AULA DIGITAL • PowerPoint – Prepositional verbs • Track 4 (CD 2) • Teste – A kiwi year out

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – Cape of Good Hope (Unit 5)

SKILLS: Reading; speaking; listening/viewing; writing

CONTENTS: The English-speaking world – South Africa

GOALS: Expanding vocabulary on the topic; developing skills

SUMMARY: Speaking: what do you know about South Africa?
 Listening/viewing: to a video about South Africa.
 Vocabulary: a word search; labelling images.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – to a song (matching) • Reading/ writing – a word search; matching • Speaking – expressing preference	• Coursebook (pages 140 and 141)	 AULA DIGITAL • Track 5 (CD 2) • Vídeo – “South Africa”

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 202)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – Cape of Good Hope (Unit 5)

SKILLS: Reading; writing

CONTENTS: The English-speaking world – South Africa

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: two texts about South Africa.

Writing (comprehension).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – matching paragraphs; correcting information; completing sentences; answering questions	• Coursebook (pages 142 and 143)	20 AULA DIGITAL • PowerPoint – Eco tourism

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – Cape of Good Hope (Unit 5)

SKILLS: Reading; writing (language work)

CONTENTS: The English-speaking world – South Africa

GOALS: Learning about phrasal verbs and word families

SUMMARY: Learning about phrasal verbs.
Dictionary work: word families.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap filling; matching; multiple choice; completing sentences and a table	• Coursebook (pages 144 and 145)	20 AULA DIGITAL • Gramática – Phrasal verbs

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 203)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Out in the world – Cape of Good Hope (Unit 5)**SKILLS:** Speaking; listening; writing**CONTENTS:** The English-speaking world – South Africa**GOALS:** Developing listening, speaking and writing skills**SUMMARY:** Homework correction.

Speaking: discussing.

Listening: to an ad.

Writing: a postcard.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening – multiple choice; identifying true and false statements; table filling • Speaking (interacting) – discussion • Writing (interacting) – a postcard	• Coursebook (pages 146 and 147)	20 AULA DIGITAL • Tracks 6, 7 and 8 (CD 2) • Teste interativo – Cape of Good Hope (aluno)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Out in the world – Caribbean Vibe (Unit 5)**SKILLS:** Speaking; listening; writing**CONTENTS:** The English-speaking world – the Caribbean**GOALS:** Expanding vocabulary on the topic; developing skills**SUMMARY:** Speaking: what do you know about the Caribbean?

Vocabulary: natural and environmental disasters (listening/viewing; matching; identifying information).

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening/viewing – to a video • Speaking – brainstorming • Reading/writing – vocabulary (matching; identifying information)	• Coursebook (pages 148 and 149)	20 AULA DIGITAL • Track 9 (CD 2) • Video – “Voices of climate change” • Flashcard – Natural disasters • Lessons in a Minute (pages 12 to 15, 22 and 23 and 41 to 43)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 204)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – Caribbean Vibe (Unit 5)

SKILLS: Reading; writing

CONTENTS: The English-speaking world – the Caribbean

GOALS: Expanding vocabulary on the topic; reading for information

SUMMARY: Homework correction.

Reading: informative text “Interesting facts about the Caribbean”.

Writing: comprehension.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – for information • Writing (comprehension) – matching; completing sentences; finding synonyms; answering questions	• Coursebook (pages 150 and 151)	20 AULA DIGITAL • Animação – Interesting facts about the Caribbean

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Out in the world – Caribbean Vibe (Unit 5)

SKILLS: Reading; writing (language work); listening

CONTENTS: The English-speaking world – the Caribbean

GOALS: Learning about the use of structures (*usually* and *used to*)

SUMMARY: Learning about *usually* and *used to*.

Written work (language).

Listening: to a text about and a song by Bob Marley.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Reading – rules and examples; inferring rules • Writing/language – gap and table filling; choosing correct options; writing sentences • Listening – to a song (gap filling; ordering; answering questions)	• Coursebook (pages 152, 153 and 154)	20 AULA DIGITAL • Gramática – <i>Used to</i> and <i>usually</i> • Tracks 10 and 11 (CD 2)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 205)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Out in the world – Caribbean Vibe (Unit 5)**SKILLS:** Speaking; writing**CONTENTS:** The English-speaking world – the Caribbean**GOALS:** Developing skills**SUMMARY:** Homework correction.

Speaking: discussing and sharing opinions.

Viewing: the trailer of the film “The impossible”.

Writing: an email about a trip to the Caribbean.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Listening/viewing – identifying information; table filling • Writing (interacting) – an email • Speaking (interacting) – discussing and expressing opinion	• Coursebook (pages 155, 156 and 157)	20 AULA DIGITAL • Track 12 (CD 2) • Vídeo – “The impossible” • Teste interativo – Caribbean vibe (aluno) • Teste interativo global – Out in the world (professor) • Teste interativo global – Out in the world (aluno) • Jogo – Board game
ASSESSMENT	HOMEWORK	
• Direct observation • Oral interaction	• A step further, coursebook (pages 158 and 159)	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Out in the world (Unit 5)**SKILLS:** Reading; writing; listening**CONTENTS:** All in Unit 5**GOALS:** Consolidating learning**SUMMARY:** Homework correction.
Formative test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
• Doing the formative test	• Workbook (pages 206 and 207)	20 AULA DIGITAL • Track 17 (CD 2)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written/oral feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 8 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Out in the world (Unit 5)**SKILLS:** Reading; writing; listening**CONTENTS:** All in Unit 5**GOALS:** Assessing learning**SUMMARY:** Progress test.

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES	ADDITIONAL RESOURCES
Listening, reading and writing – doing a progress test	Test Book II (pages 33 to 45)	20 AULA DIGITAL Tracks 54 to 61 (CD 3)

ASSESSMENT	HOMEWORK
- Direct observation - Written feedback	

3

Rubrics for Assessing Listening and Speaking Activities

Answer Sheet Mock Key for Schools Test

Editable in  AULA DIGITAL

Rubrics for listening and speaking assessment activities

1. Assessing listening activities

Listening skills are not usually assessed in the English classroom by themselves as they are usually included in a multi-skilled test. But we can assess listening activities on their own – whatever their focus is.

Upgrade 8 presents a set of listening assessment rubrics which are very diverse and easy to use: check lists to assess vocabulary comprehension, film viewing (extensive listening), general listening comprehension in the language classroom and a descriptive rubric for text comprehension.

2. Assessing speaking activities

Assessing oral activities in the classroom is one of the most difficult and complicated aspects of English language teaching. As there are too many students to assess in each class, the task of finding, designing and applying meaningful and feasible activities is a hard one. Then again, there is the question of the assessment itself: how can we make it objective and fair for every student?

Upgrade 8 is focused on helping teachers of English in this difficult task. Not only are most of the suggestions presented in our *Speakers' Corner* section prepared as assessment activities, but we also give you **oral assessment rubrics**, especially designed to be used with all the oral activities in the project.

How to use the oral assessment rubrics

For each oral activity, of which there are a total of four – presenting, narrating, describing, interacting –, a number of assessment criteria or categories are defined, amongst others: use of language, correction, fluency, topic development and interaction. Each category is allocated a percentage of the final mark. However, the distribution we present is merely a suggestion and teachers can distribute marks according to what they consider more or less important in the students' performance. We have paid special attention to the general categories of use of language, accuracy and fluency, because these are the linguistic support of the students' production. Moreover, in each case, special importance has been given to the distinctive features and functions of the activity itself (debating, narrating or describing, for example). Non-verbal aspects of communication are also included.

To make the marking process easier, each category is divided into 5 levels of performance, and each level is allocated a percentage of the total marks of the category. The interval between the markings on the different levels must be equal. This way, the final mark of a student will be the sum of the different marks he got in each category, and this doesn't mean he was marked in the same level in the different categories assessed.

We must also stress that the assessment grids presented here are also provided in Excel format with

20 AULA DIGITAL and therefore can be edited according to each teacher's needs.

We hope this will help you ease the workload of such a difficult and time-consuming task!

References:

<http://jfmueeller.faculty.noctrl.edu/toolbox/>, accessed in February 2013.

MARZANO, R. (2010). *Formative assessment & Standards-based grading*. Marzano Research Laboratory (The classroom strategies series): Bloomington, Indiana (USA).

TOMLINSON, C. and MCTIGHE, J. (2006). *Integrating differentiated instruction + understanding by design*. ASCD: Alexandria, Virginia (USA).

WIGGINS, G. (1998). *Educative assessment: designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

Check list for general listening comprehension in classroom context

Teacher observation

General descriptor

Can understand straightforward factual information about common everyday related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters. Can understand instructions and explanations, provided speech is clearly and slowly articulated.

Objectives →		Can understand common classroom instructions, requests and simple learning tasks explanations	Can follow clearly articulated speech in everyday conversation, though has to ask for repetition of particular words and phrases	Can generally follow the main points of extended discussions, provided speech is clearly articulated	Can understand the main points of simple recorded material on topics of personal interest delivered relatively slowly and clearly	Can catch the main points on familiar topics when the delivery is relatively slow and clear.
Student ↓						
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30						

Legend: Y = yes N = no ~ = with help

Based on larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in February 2014

Check list for extensive listening/viewing – feature film

Teacher observation

General descriptor

Can understand and identify both general idea and specific details in the story/plot. Can understand the main points of clear standard speech. Can identify specific aspects of the film: characters; time; setting; ...

Objectives →		Can identify the film genre and main topic	Can understand the main ideas/ message of the story/ plot	Can understand the sequence of events in the story/ plot and eventual parallel stories/ story within the story	Can identify and distinguish main and supporting characters	Can identify time and setting of the story/ plot	Can understand the film without the help of subtitles
Student ↓							
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2							
3							
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30							

Legend: Y = yes N = no ~ = with help

Based on larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in February 2014

Check list: listening for a specific purpose – lexicon

Teacher observation

General descriptor

Can understand common and specific vocabulary in an audio text, regardless of text type and provided that speech is clearly articulated. Can identify requested word relations (synonyms, opposites...), semantic relations and common language patterns within a particular context.

Objectives →		Can understand common isolated words	Can understand new words in context	Can identify specific topic vocabulary	Can identify synonyms of given words	Can identify opposites of given words	Can identify specific word categories: nouns, verbs, adjectives	Can identify specific word patterns (collocations, noun phrases, compound words...)
Student ↓								
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7								
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9								
10								
11								
12								
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14								
15								
16								
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20								
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22								
23								
24								
25								
26								
27								
28								
29								
30								

Legend: Y = yes N = no ~ = with help

Based on larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in February 2014

Listening comprehension assessment rubric – texts

Performance Level Descriptors					
Criteria	Excellent	Good	Average	Limited	Poor
Text type, theme and purpose: identifies the appropriate features of the specific oral text	20 • Demonstrates a high degree of ability to identify text type, theme and purpose	16	12 • Demonstrates reasonable ability to identify text type, theme and purpose	8	4 • Demonstrates limited ability to identify text type, theme and purpose
Comprehension strategies: distinguishes a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)	20 • Demonstrates a high degree of ability to distinguish a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)	16	12 • Demonstrates reasonable ability to distinguish a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)	8	4 • Demonstrates limited ability to distinguish a variety of text features: main and supporting ideas; sequence of events (narration); arguments or opinions (opinion text)
Understanding of content: understands the information and ideas in oral texts in a variety of ways	20 • Demonstrates a high degree of ability to understand ideas and information in oral texts	16	12 • Demonstrates a reasonable ability to understand ideas and information in oral texts	8	4 • Demonstrates a limited ability to understand ideas and information in oral texts
Interpreting texts: interprets oral text information using the language of the text and oral and visual cues to support interpretations	20 • Demonstrates a high degree of ability to develop and explain interpretations of oral texts and support interpretations	16	12 • Demonstrates a reasonable ability to develop and explain interpretations of oral texts and support interpretations	8	4 • Demonstrates a limited ability to develop and explain interpretations of oral texts and support interpretations
Critical literacy: uses critical literacy skills to understand the content, tone (irony, sarcasm, sadness...) and point of view of oral texts	20 • Demonstrates a high degree of ability to use critical literacy skills to understand the content, tone and point of view of oral texts	16	12 • Demonstrates a reasonable ability to use critical literacy skills to understand the content, tone and point of view of oral texts	8	4 • Demonstrates a limited ability to use critical literacy skills to understand the content, tone and point of view of oral texts

Based on <http://web.dsbns.edu.on.ca/~Julie.Aquilina@dsbn.org/FOV1-000FC436/FOV1-000A9D5A/S0122A79A?Plugin=Metro>, accessed in January 2014

Listening comprehension assessment rubric – texts

Student		Criteria					Total score
		Text type, theme and purpose	Comprehension strategies	Understanding of content	Interpreting texts	Critical literacy	
		4/8/12/16/20	4/8/12/16/20	4/8/12/16/20	4/8/12/16/20	4/8/12/16/20	
1							
2							
3							
4							
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6							
7							
8							
9							
10							
11							
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30							

Interactions/discussions

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	25 Diversified range of appropriate linguistic resources to express ideas	20	15 Limited range of simple linguistic resources, some of which are inappropriate	10	5 Very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	15 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	12	9 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	6	3 - Stream of speech is often hesitant - Makes frequent pauses or doesn't finish sentences
Accuracy	15 - Speech is grammatically correct - Minor errors do not impede understanding - Minimal interference from mother tongue - Intonation is clear and understandable	12	9 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear but understandable	6	3 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand
Conversation development	25 - Shows a very good ability to maintain a conversation/discussion - Arguments/ideas are numerous, clear and pertinent - Uses appropriate cohesive elements to connect ideas	20	15 - Shows a reasonable ability to maintain a conversation/discussion - Arguments/ideas are sufficient and pertinent - Speech is usually coherent, with simple cohesive elements	10	5 - Shows limited ability to maintain a conversation/discussion - Repeats or rephrases a limited number of arguments/ideas, not always adequate - Speech is sometimes incoherent - Uses basic cohesive elements
Interaction	20 - Interacts naturally and usually shows no problems in understanding what is being said - Ready to ask for or give explanations when he doesn't understand - Asks and answers questions confidently	15	12 - Sometimes shows a few problems in understanding what is being said - Is ready to ask for or give explanations when he doesn't understand, but is not always successful - Shows some insecurity when asking or answering questions	8	4 - Frequently unable to understand what is being said - Shows difficulty in asking for or giving explanations when he doesn't understand - Shows much insecurity when asking or answering questions

Interactions/discussions

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Conversation development	Interaction	
		5/10/15/20/25	3/6/9/12/15	3/6/9/12/15	5/10/15/20/25	4/8/12/16/20	
1							
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3							
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Presentations

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	25 Diversified range of appropriate linguistic resources to express ideas	20	15 Limited range of simple linguistic resources, some of which are inappropriate	10	5 Very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	15 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	12	9 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	6	3 - Stream of speech is often hesitant - Makes frequent pauses or doesn't finish sentences
Accuracy	20 - Speech is grammatically correct - Minor errors do not impede understanding - Minimal interference from mother tongue - Intonation is clear and understandable	15	12 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear but understandable	9	6 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand
Topic development	25 - Shows very good knowledge of the topic presented - Examples are numerous, clear and pertinent - Uses appropriate cohesive elements to connect ideas	20	15 - Knowledge of the topic presented is reasonable but not solid - Examples are sufficient and pertinent - Speech is usually coherent, with simple cohesive elements	10	5 - Knowledge of the topic presented is scarce and limited - Repeats or rephrases a limited number of examples, not always adequate - Speech is sometimes incoherent or with elementary cohesive elements
Communication skills/posture	15 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly	12	9 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice is sometimes difficult to hear, impeding communication	6	3 - Lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

Presentations

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Topic development	Communication skills/posture	
		5/10/15/20/25	3/6/9/12/15	4/8/12/16/20	5/10/15/20/25	3/6/9/12/15	
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Describing

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	25 Diversified range of appropriate linguistic resources to express ideas	20	15 Limited range of simple linguistic resources, some of which are inappropriate	10	5 Very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	15 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	12	9 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	6	3 - Stream of speech is often hesitant - Make frequent pauses or doesn't finish sentences
Accuracy	20 - Speech is grammatically correct - Minor errors do not impede understanding - Minimal interference from mother tongue - Intonation is clear and understandable	16	12 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear but understandable	8	4 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand
Quality of description	25 - Description is accurate and precise - Details are clearly presented - Speech is well organised with use of appropriate cohesive elements to connect ideas	20	15 - Description is mostly accurate and precise - Details may not be presented fully - Speech is generally organised and coherent, with the use of simple cohesive elements	10	5 - Description is confusing and mostly inaccurate - Details are incompletely presented - Speech is mostly disorganised, sometimes incoherent - Uses elementary cohesive elements
Communication skills/posture	15 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly	12	9 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice is sometimes difficult to hear, impeding communication	6	3 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

Describing

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Quality of argumentation	Communication skills/posture	
		5/10/15/20/25	3/6/9/12/15	4/8/12/16/20	5/10/15/20/25	3/6/9/12/15	
1							
2							
3							
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Narrating

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	25 Diversified range of appropriate linguistic resources to express ideas	20	15 Limited range of simple linguistic resources, some of which are inappropriate	10	5 Very limited range of elementary linguistic resources, most of which are inappropriate
Fluency	20 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	16	12 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	8	4 - Stream of speech is often hesitant - Makes frequent pauses or doesn't finish sentences
Accuracy	15 - Speech is grammatically correct - Minor errors do not impede understanding - Minimal interference from mother tongue - Intonation is clear and understandable	12	9 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear but understandable	6	3 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand
Story development	25 - Shows a very good notion of narrative text structure and organisation – beginning, development and ending - Time, setting, plot and characters are well defined - Uses appropriate cohesive elements to connect ideas	20	15 - Shows a good notion of narrative text structure and organisation – beginning, development and ending - Time, setting, plot and characters may not be clearly defined - Speech is usually coherent, with simple cohesive elements	10	5 - Text structure and organisation is confusing and unclear - Time, setting, plot and characters are not clearly perceived - Speech is sometimes incoherent or with elementary cohesive elements
Communication skills/posture	15 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly	12	9 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice is sometimes difficult to hear, impeding communication	6	3 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

Narrating

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Story development	Communication skills/posture	
		5/10/15/20/25	4/8/12/15/20	3/6/9/12/15	5/10/15/20/25	3/6/9/12/15	
1							
2							
3							
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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
	☐	☐	☐	☐	☐	☐
2	A	B	C	D	E	F
	☐	☐	☐	☐	☐	☐
3	A	B	C	D	E	F
	☐	☐	☐	☐	☐	☐
4	A	B	C	D	E	F
	☐	☐	☐	☐	☐	☐
5	A	B	C	D	E	F
	☐	☐	☐	☐	☐	☐

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 4			
16	A	B	C
	☐	☐	☐
17	A	B	C
	☐	☐	☐
18	A	B	C
	☐	☐	☐
19	A	B	C
	☐	☐	☐
20	A	B	C
	☐	☐	☐
21	A	B	C
	☐	☐	☐
22	A	B	C
	☐	☐	☐
23	A	B	C
	☐	☐	☐
24	A	B	C
	☐	☐	☐

Part 5			
25	A	B	C
	☐	☐	☐
26	A	B	C
	☐	☐	☐
27	A	B	C
	☐	☐	☐
28	A	B	C
	☐	☐	☐
29	A	B	C
	☐	☐	☐
30	A	B	C
	☐	☐	☐
31	A	B	C
	☐	☐	☐
32	A	B	C
	☐	☐	☐

Part 6 (question 33): Write your answer below.

Reading and Writing

Instructions

For **part 7** (questions **34 -41**), write your answer in the spaces next to the numbers.

Part 7		Do not write here
34		1 ³⁴ 0
35		1 ³⁵ 0
36		1 ³⁶ 0
37		1 ³⁷ 0
38		1 ³⁸ 0
39		1 ³⁹ 0
40		1 ⁴⁰ 0
41		1 ⁴¹ 0

0	example 
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Listening

Instructions

For **parts 1** and **2**, mark ONE letter for each question like this:

0	A	B	C
☐	☐	☒	☐

Part 1								Part 2							
1	A	B	C	D	E	F	G	6	A	B	C	11	A	B	C
2	A	B	C	D	E	F	G	7	A	B	C	12	A	B	C
3	A	B	C	D	E	F	G	8	A	B	C	13	A	B	C
4	A	B	C	D	E	F	G	9	A	B	C	14	A	B	C
5	A	B	C	D	E	F	G	10	A	B	C				

Instructions

For **part 3** (questions **15 -21**), write your answer in the spaces next to the numbers.

0	example 
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Part 3		Do not write here
15		1 ¹⁵ 0
16		1 ¹⁶ 0
17		1 ¹⁷ 0
18		1 ¹⁸ 0

Part 3		Do not write here
19		1 ¹⁹ 0
20		1 ²⁰ 0
21		1 ²¹ 0

4

Audio scripts

Coursebook

Workbook

Extensive Reading

Grammar + Key Practice

Tests

Unit Zero

Track 1

“New Day”, by Alicia Keys

[Chorus]

Party people say, party people say, ay
 It's a new day, it's a new day
 The world is getting ready
 Everybody's ready, yeah
 For a new day, for a new day
 Celebrate and say, ay ay ay ay
 It's alright
 To feel however you want
 There's no limitation no
 If you love your life
 Let me see your hands up one time

I celebrate mine
 'Cause I ain't gonna get no more
 So we can do this all night
 One time, everybody say ay ay ohhh
 There's a feeling that I got
 That I can't give up
 Feeling in my heart
 That I can't get over
 I know that it's coming
 Let the sun come up
 Tell me do you feel the same?
 Everybody say

[Chorus]

<http://www.youtube.com/watch?v=L00ld3vXza0>
 (abridged and adapted), accessed in August 2013

Track 2

“Jack's rucksack”

Woah, first day of school again! Holidays seem to be shorter and shorter each year... Yesterday evening I spent almost two hours preparing my backpack with everything I need. Of course, books and notebooks came first. Pencils and pens, or else I can't write anything... I couldn't forget my smartphone, for sure! How would I text? And my iPod. My mum gave me a banana, in case I get hungry in the mid-morning break, and also some lunch money. I am having PE in the second period, so I'll need my trainers. I think that's all... No, I was forgetting to mention my laptop! I packed everything nicely and carefully because I don't want to lose anything! Ooops, got to run, I'm late already... Have a great first day at school!

Unit One

Track 4

“Jamie Bell on bullying”

Jamie Bell is from Billingham, a town in North East England.

He comes from a family of dancers, so he started dancing very early when he was just six years old.

At school his classmates teased him when they found out that he had ballet lessons, and called him “Ballerina Boy”.

He played Billy Elliot at the age of 13 and won the Best Actor Award for his performance at the 2001 British Academy Awards (BAFTAs).

Jamie loves football. Chelsea is his favourite team. He lives in L.A. and in his free time he likes photography.

Track 5

“This year's school play”

Grant: Do you know what play the school is putting on this year, Lynn?

Lynn: Yes, it's Shakespeare's *Romeo and Juliet* and Andrew is playing Romeo.

Grant: What? Andrew, your boyfriend? Can he act?

Lynn: Oh, yes! He's fantastic! He's got lots of lines to learn.

Grant: Mel Bryant has too. She's playing the part of Juliet.

Lynn: Are you sure? She happens to be Andrew's ex-girlfriend! Are they rehearsing now?

Grant: Yes, they're with Miss Taylor. Let's find out what's going on. (...)

Miss Taylor: Ah, hello! Have you come to volunteer?

Lynn: Err... For what?

Miss Taylor: Well, I need people to help the cast learn the lines.

Grant: Oh... We're just here to watch...

Lynn: Shh! Have you got a part for me?

Miss Taylor: In fact I'm looking for someone to be Juliet's nurse. Are you interested?

Lynn: Oh, yes! I'd like to have a try. (...)

Grant: Lynn, you don't know how to act!

Lynn: And do you really think I'm going to leave Andrew alone with her?

In *Vocabulary Activities*, Mary Glasgow Magazines, 2002 (adapted)

Track 7

“My first scuba diving experience”

Some people are scared of trying scuba diving. Some people LOVE this sport and always find an excuse to go somewhere to dive, others HATE it and some just don't have the courage to try it.

I'd been thinking of taking a scuba diving course for ages, but wasn't sure...

But then, I was curious why people love it so much. They all say that under the sea is like a totally different world, yet a beautiful one. And even though I was afraid of bumping into a sea snake (yeah... yeah... you can laugh at me!)... I decided to go for it!

So, after taking a private lesson from my diving instructor, Mbak Vita, I went to Sepa Island with her and another girl, Anin. Here's my first experience:

First dive, 12 meters depth. Tried hard not to panic. “What on earth am I doing?”, I said to myself. I could feel my heart beating fast. Suddenly everything around me was green. It felt like living in a green world! Really. As far as I could see... everything was green! While I was diving, I saw some corals, big ones. Some of them looked like giant mushrooms.

So, that was the first dive. The next dives were smooth and for

sure I didn't lose my fins! hehehe... I was really amazed to see different types of fish swimming in front of me as if I was invisible. The sea definitely looks beautiful underwater and it really amazed me that there are thousands of creatures living under the sea. Peacefully.

It was so peaceful down there. So quiet. All I could hear was myself breathing... breathing in... breathing out... while enjoying the "green world" and its inhabitants around me... In the end I took the final exam and got my open water diving certificate.

<http://nilatanzil.blogspot.pt/2007/09/my-first-scuba-diving-experience.html>
(adapted and abridged), accessed in June 2012

Track 10

"People need people", by Benjamin Zephaniah

To walk to
To talk to
To cry and rely on,
People will always need people.
To love and to miss
To hug and to kiss,
It's useful to have other people.
To whom will you moan
If you're all alone,
It's so hard to share
When no one is there.
There's not much to do
When there's no one but you.
People will always need people.

To please
To tease
To put you at ease,
People will always need people.
To make life appealing
And give life some meaning
It's useful to have other people.
If you need a change,
To whom will you turn,
If you need a lesson
From whom will you learn,
If you need to play
You'll know why I say
People will always need people.
As girlfriends
As boyfriends
From Bombay
To Ostend,
People will always need people.
To have friendly fights with
And share tasty bites with,
It's useful to have other people.
People live in families
Gangs, posses and packs,
It seems we need company
Before we relax,
So stop making enemies
And let's face the facts,
People will always need people,
Yes
People will always need people.

Benjamin Zephaniah, *Wicked World*, Penguin Books Ltd. Unit Two

Unit Two

Track 11

"Paparazzi", by Lady Gaga

We are the crowd
We're c-coming out
Got my flash on, it's true
Need that picture of you
It's so magical
We'd be so fantastic oh

Leather and jeans
Garage glamorous
Not sure what it means
But this photo of us
It don't have a price
Ready for those flashing lights
'Cause you know that, baby, I...

[Chorus]
I'm your biggest fan
I'll follow you until you love me
Papa-paparazzi
Baby, there's no other superstar
You know that I'll be
Papa-paparazzi
Promise I'll be kind
But I won't stop
Until that boy is mine
Baby, you'll be famous
Chase you down until you love me
Papa-paparazzi

I'll be your girl
Backstage at your show
Velvet ropes and guitars
Yeah, 'cause you're my rock star
In between the sets
Eyeliner and cigarettes

Shadow is burnt
Yellow dance in return
My lashes are dry
Purple teardrops I cry
It don't have a price
Loving you is cherry pie
'Cause you know that, baby, I...

[Chorus]

<http://www.metrolyrics.com/paparazzi-lyrics-lady-gaga.html>
(abridged and adapted), accessed in August 2013

Track 13

"Riverview cinema"

"Hello and thank you for calling Riverview Cinema, the city's finest cinema complex with stadium seating. The box office opens 45 minutes before show time.

Movies currently playing include:

Return to Mars II, rated PG-13 with a running time of 1 hour 53 minutes, showing at 12.00, 2.15, 5.00, and 7.20;

Road Trip, rated R, with a running time of 1 hour 49 minutes at 11.15, 1.20, 3.45, and 6.05;

Go for the Gold, rated PG, running time, 1 hour 37 minutes. Playing at 11.50, 2.00, 4.15, and 6.30;

Friends Forever, rated G, at 12.10, 2.00, 3.50, 6.15, and 8.30. Running time, 1 hour 32 minutes.

These times are valid through to the 17th of the month.

Matinee tickets are £2.00 before 4 pm for all discount card holders.

Regular tickets are £6.00 for adults, £2.50 for children from 3-11, and £4.50 for ages 12-17. Senior citizen tickets only cost £4.50.

All tickets on Tuesdays are £2.00.

You can also purchase tickets online. No wait, no queues.

We're located in the centre of the city at 79, Haymarket.

Visit our website for up-to-date information".

<http://www.esl-lab.com/show/showsc1.htm>
(abridged and adapted), accessed in June 2012

Track 16

"Falling down", by Selena Gomez

You walk and talk like, you're some new sensation
You move in circles, you don't need an invitation
You spent your money, you can't get no satisfaction
You play it right so you can get the right reaction.

It won't be long my darling
Pick up the phone nobody's on it
Where are your friends now baby?
All of the ones supposed to be there for...

You, when you're falling down, the worlds starts spinning round
You, when you're falling down, now it's not all about
You, when you're falling down, you know I'll be around
When you're falling down, falling down.

(Falling down, you're falling down, falling down.)

What's out of place when you look into the mirror?
The truth is blurry but the lies are getting clearer
Your eyes are fixed, your smile is so elastic
You gave me roses but they're all just made of plastic.

<http://www.lyricsty.com/selena-gomez-falling-down-lyrics.html>
(abridged and adapted), accessed in July 2012

Track 17

"On the Catwalk"

Here comes Sierra Mugan, modelling for Irina Bit-Babik and Melanie Hogue. The dress she is wearing was inspired by the gingerbread house in *Hansel and Gretel* and is a recycled work of art. The designers used only recycled materials to produce this fantastic creation. The top is made of ice cream sticks and candy wrappers. The skirt is partly made of fabric and has colourful cardboard squares glued to it. It is a truly green dress and can be worn casually or on a more formal occasion, depending on the accessories. Sierra is also wearing eco-shoes: high-heeled sandals entirely made of cork!

Track 18

"60 Minutes Overtime"

We give you a behind-the-scenes look at the production of this complicated show. On the stage during a rehearsal, Taylor shows some of the details of this mega-production. As fireworks explode around the stage and acrobats practise tricks on ropes, Taylor

studies the lighting plan: "The way you light a scene, it determines how your audience feels about it," she says. We also take you on Taylor's tour bus, even to her bedroom, and her backstage dressing room, where Taylor gets ready for each show. Part of her pre-show routine is writing a line of text on her arm.

http://www.cbsnews.com/8301-504803_162-57328060-10391709/behind-the-scenes-at-a-taylor-swift-concert (abridged and adapted), accessed in June 2012

Track 20

"A report about Rob Bourdon"

In an interview before a show, drummer Rob Bourdon said the band always tried to pick songs that they thought would do justice to each album in its live shows. He added that the band took note of fan reactions and concert reviews after each show and tour.

"We have a few different set lists that we alternate each night, so each night we play something different," he said. "There are certain songs that we've been playing for over 10 years, but on a certain night, you can just be in the moment and really enjoy the song."

If they ever start to feel bored playing certain hits, Bourdon said all they needed to do was look out at the audience and feed off the fans' enthusiasm for the music.

"When you see them, it's really hard not to be excited about it," he said.

He said touring was always about finding a balance between performing and mixing music in the studio. The band is already working on new material for the new album.

He said the process of recording 2006s *Minutes to Midnight* had brought the band to a new creative level, one that involved all of the members writing and sharing ideas and material.

"*Minutes to Midnight* was the first time we kind of broke down the box, the walls and the rules, but we had a struggle to do that," Bourdon said.

By trying to balance the expectations of both old and new fans, Bourdon said Linkin Park was experiencing an artistic revolution as they challenged themselves to create something new. "[But] we are still the same band that made *Hybrid Theory* and *Meteora*", he said. After heading home from the exhausting world tour, the members of Linkin Park will have a few weeks to relax before their next show. After that, the band plans to get back into the studio to work on the new album.

<http://www.chesterbnetwork.com/2011/09/interview-w-rob-linkin-park-wows-fans-with-jakarta-concert/> (abridged and adapted), accessed in June 2012

Unit Three

Track 21

"A week without..."

The situation:

What is the most popular New Year's Resolution in the UK? It's "I'm going to give up chocolate". Nearly 50% of Brits want to lose weight after Christmas, but with Valentine's Day, Easter and the cold weather it's not easy.

The teen:

Edie Earle is 14 and she's a chocoholic. Edie LOVES chocolate and eats a bar a day as well as chocolate biscuits and chocolate cake. Edie wears braces and she's not allowed to eat chewy sweets or have fizzy drinks, so, when she needs something sweet, she eats chocolate every time.

The challenge:

Can Edie live for seven days without chocolate? "I'm scared of this challenge", says Edie. "I love chocolate and I don't know how I'm going to cope without it for a week. I doubt I'll manage."

Team Magazine, January/February 2013 (abridged)

Track 23

"Natural Anthem", by Benjamin Zephaniah

God save our gracious green
Long live our glorious scene
God save our green.

Dis ting is serious
Do it for all of us
Save our asparagus,
God save
Our
Green.

Benjamin Zephaniah, Funky chickens, Puffin Books Ltd

Track 25

"British food and drink for Americans"

British food is the best in the world. But be careful because the British love to add spices to everything! And the English pub is a treat not to be missed!

Restaurants

When you arrive, don't wait to be seated. Walk to the table you want. If it is occupied, stand next to the table and watch the people carefully until they leave. Call a waiter with the traditional cry of "Oy-you!". Pay no attention to the menu, but order your favourite meal. Best of all, order a steak with a Waldorf salad. Every restaurant sells this; do not accept a steak less than 5 kg in weight.

The English Pub

Order your drinks carefully. When tasting your beer, exclaim that there must be water in it. They will admire you for being clever, and will offer to buy you a drink "on the house". It's common to find pool tables in pubs. Be attentive, they are not playing to American rules! The objective is to play all your balls as quickly as possible without disturbing the white. You score extra points for "blocking" your opponent's attempts to shoot, using your hands. Have fun!

http://www.brookview.karoo.net/BFA/food_and_drink.htm
(abridged and adapted), accessed in July 2012

Track 27

Dialogue in a restaurant

Waiter: Welcome to Delicious Kitchen. Do you have a reservation?

Customer: Yes, the name is Johnson, Paul.

Waiter: Ah, yes, here you are. It's a party of one, correct?

Customer: Yes.

Waiter: Right this way, sir. Here's the menu.

(...)

Waiter: Are you ready to order, sir?

Customer: Yes, please. For starters I'd like a bowl of chicken soup.

Waiter: And what would you like for the main course?

Customer: I'll have the sea trout.

Waiter: How would you like that grilled?

Customer: Well done, please.

Waiter: And for dessert, please?

Customer: What do you recommend?

Waiter: The cherry pie and the cheesecake are delicious.

Customer: I'll have the cherry pie, please.

Waiter: Would you care for something to drink?

Customer: I'll have a beer with my meal and a cup of black coffee with dessert.

Waiter: Very good sir. Enjoy your meal.

Customer: Thanks.

Unit Four

Track 29

A news item

A 16-year-old British schoolgirl has become the youngest person ever to ski to the South Pole.

Amelia Adams, daughter of explorer David Adams, joined her dad on the expedition. They skied 97 miles and spent 17 nights on the ice, where temperatures were as low as -50 degrees and there was 24-hour daylight, before they arrived early on Friday morning.

Amelia called the experience "extraordinary" and told the BBC "the biggest challenges were the freezing cold, dried food, and dad's snoring."

The best bit, she said, was "experiencing what dad does on expeditions." She said she wasn't sure whether she'd want to repeat the experience. "I'll have to think about that after a few nights' sleep." Father and daughter and their small team left the U.K. on Nov. 18 and arrived in Punta Arenas in southern Chile on Nov. 20. They began the expedition on Nov. 26 from the Farthest Point South.

Amelia's father told the BBC that he was very proud of his youngest daughter. "Amelia has done amazingly well." He said he was very protective and looked out for her. "Obviously, I wanted to make sure she returned to the U.K. with all her fingers and toes."

On Amelia's blog, he noted that he found it hard to keep up with his daughter. "She did everything. She cooked, she pulled her sledge the whole way, so there was no slacking."

Amelia said she has a busy Christmas ahead. "I think I'll have a lot of homework to do over the Christmas holidays," she told the U.K.'s Telegraph. "I'm most looking forward to a comfy bed, a shower and some chocolate brownies."

On her blog, Amelia wrote that she was following in the footsteps of her sisters, Alicia, 22, who in 2005 at age 15 became the youngest person to travel to the North Pole, and Camilla, 19. "It must be in our blood!" she said. She said she really missed her black retriever, Lilly, while she was away.

<http://abcnews.go.com/International/british-teenager-youngest-person-ski-south-pole/story?id=15121065>

(abridged and adapted), accessed in September 2013

Track 30

"Piece of me", by Britney Spears

I'm Miss American Dream since I was 17

Don't matter if I step on the scene

Or sneak away to the Philippines

They're still gonna put pictures of my derriere in the magazine

You want a piece of me?

You want a piece of me...

I'm Miss bad media karma

Another day another drama

Guess I can't see no harm

In working and being a mama
And with a kid on my arm
I'm still an exceptional earner
You want a piece of me...

I'm Mrs. Lifestyles of the rich and famous
(You want a piece of me)
I'm Mrs. Oh my God that Britney's Shameless
(You want a piece of me)
I'm Mrs. Extra! Extra! This just in
(You want a piece of me)
I'm Mrs. She's too big, now she's too thin
(You want a piece of me)

www.metrolyrics.com/piece-of-me-lyrics-britney-spears.html

(adapted), accessed in September 2013

Track 31

"Radio", by The Corrs

It's late at night
And I'm feeling down
There're couples standing on the street
Sharing summer kisses and silly sounds

So I step inside
Pour a glass of wine
With a full glass and an empty heart
I search for something to occupy my mind

But you are in my head
Swimming forever in my head
Tangled in my dreams
swimming forever

So I listen to the radio (listen to the radio)
And all the songs we used to know, oh, oh
So I listen to the radio (listen to the radio)
Remember where we used to go...

Now it's morning light
And it's cold outside
Caught up in a distant dream
I turn and think that you are by my side

So I leave my bed
And I try to dress
Wondering why my mind plays tricks
And fools me into thinking you are there

www.metrolyrics.com/radio-lyrics-the-corrs.html

(adapted), accessed in September 2013

Track 33

"Radio broadcasts"

1. "Five men have been arrested in connection with the theft last month of three masterpieces from the National Museum in Stockholm. The Swedish nationals were detained in the Stockholm area just days after police received several photos of the paintings, along with a demand for hundreds of thousands of pounds. The works of art, including one by the Dutch master Rembrandt, are estimated to be worth up to \$30m in total."

in <http://www.bbc.co.uk/worldservice/learningenglish/radio/studyguides/pdfs/langmedia.pdf>, accessed in August 2012

Track 37

"Haven't met you yet", by Michael Bublé

I'm not surprised, not everything lasts
I've broken my heart so many times,
I stopped keeping track
Talk myself in, I talk myself out
I get all worked up, then I let myself down

I tried so very hard not to lose it
I came up with a million excuses
I thought, I thought of every possibility

And I know some day that it'll all turn out
You'll make me work, so we can work to work it out
And I'll promise you, kid, that I give so much more than I get
I just haven't met you yet

<http://www.metrolyrics.com/havent-met-you-yet-lyrics-michael-buble.html>

(abridged and adapted), accessed in August 2013

Track 38

"Teens about fave TV programmes"

– "I'm Ryan and I'm 14. I love the Vampire Diaries! It's always full of humor, drama, mystery, thrills, horror, and ALWAYS leaves you in suspense. I think this TV show is the BEST one around because it's magical! All the actors are just so perfect. I watch them all. Well, I'm obsessed".

– "My favourite TV programme is How I Met Your Mother. I LOVE IT! It's so awesome, especially because all the characters are HILARIOUS, and they share the stories of their lives as if they are telling the stories to their kids in the future. (: AWESOME. I'm Maggie and I'm 13.

– "My name's Debra and I'm 14. Glee is the best show ever! It's not only about high school and singing, but it reveals many hidden messages that deal with everyday teens. Very inspiring characters! Everyone will find a character that they can relate to. Besides, it's funny and cute. I recommend it to all teens!"

<http://www.the-top-tens.com/lists/top-tv-shows-teenagers.as>

(abridged and adapted), accessed in July 2013

CD 2

Unit Five

Track 1

"All Blacks Haka"

The All Blacks "Haka" is a traditional Maori dance. A "Haka" was traditionally performed before charging into battle. In 1888 the first "Haka" was performed by a New Zealand rugby team in Britain. The "Haka" involves loud chanting, aggressive body movements and fierce facial expressions; it is seen as a challenge thrown down by the All Blacks to their opponents on the field.

"Taringa Whakarongo!" (Listen up with your ears)

"Kia rite!" (2 x) (Prepare yourself)

"Kia mau, hi!" (Hands on hips; bend the knees)

"Ringa ringa pakia!" (Slap the hands against the thighs!)

"Waewae takahia kia kino nei hoki!" (Stamp the feet as hard as you can)

"Kia kino nei hoki" (As hard as you can)

"Ka mate! Ka mate! Ka ora! Ka ora!" (2 x) (I die! I die! I live! I live!)

"Tenei te tangata puhuru huru!" (This is the hairy man)

“Nana nei i tiki mai! (Who fetched the sun)
 “Whakawhiti te ra!” (And caused it to shine again)
 “A upa... ne! Ka upa... ne!” (One upward step! Another upward step!)
 “A upane kaupane whiti te ra!” (An upward step, another... the sun shines)
 “Hi” (Rise/dawn)

<http://www.youtube.com/watch?v=tdMCAV6YdOY>, accessed in July 2013

Track 2

“Maori culture”

The Maori have lived in New Zealand for more than a thousand years. When Captain Cook and his men landed here, they found a tall, strong people with dark skin and black hair. The Maori of those times lived in wooden houses, had wooden boats and they often cut beautiful shapes into the wood they worked with. They hunted birds and fish and grew sweet potatoes for food. They were excellent singers and dancers. Now they are well known for their artwork, craftwork, dance and language. Maori tattoos are also very popular and several celebrities, including singers Robbie Williams and Ben Harper, have chosen Maori designs. The Maori call white people *Pakeha* and now they are showing the world their way of life and rich culture. Together they are making New Zealand's future greater, welcoming tourists with *Kia Ora*, their way of greeting.

Based on Australia and New Zealand Factfiles, *Oxford Bookworms 3*

Track 3

“Paradise”, by Coldplay

When she was just a girl
 She expected the world
 But it flew away from her reach so
 She ran away in her sleep
 And dreamed of
 Para-para-paradise,
 Para-para-paradise,
 Para-para-paradise
 Every time she closed her eyes

When she was just a girl
 She expected the world
 But it flew away from her reach
 And the bullets catch in her teeth
 Life goes on, it gets so heavy
 The wheel breaks the butterfly
 Every tear a waterfall
 In the night the stormy night she'll close her eyes
 In the night the stormy night away she'd fly

[Chorus]

And dreams of
 Para-para-paradise
 Para-para-paradise
 Para-para-paradise
 Oh ohohohoh oh-oh-oh

<http://www.coldplay.com/recordings/paradise/paradise/>
 (adapted), accessed in August 2013

Track 4

“Uluru or Ayers Rock in Australia”

The strange shape of Uluru in the distance and watching the sunrise over the rock is a must for all visitors. There are many authentic and interesting cultural experiences, such as the guided

garden walk where an indigenous guide describes the native plants and their role as food or medicine. There are bush exhibitions of traditional weapons and tools, several times a day, in the Circle of Sand in the Town Square Lawn area in Alice Springs and every afternoon there is a fascinating hour-long show of Aboriginal song and dance by the Wakagetti Cultural dancers.

The natives, also known as aborigines, are a very welcoming and warming people. They are very proud of their culture and traditions and are willing to tell everyone visiting this place everything about their past and how they managed to keep their culture alive. All visitors want to take part in the dances and enjoy the time spent there. No one will regret going there!

It's pure magic!

Tracks 6-7-8

“A volunteer project ad”

[1st part]

If you like watching animals in their natural habitat, are interested in nature and research, and don't mind basic accommodation, here is a unique opportunity to volunteer in beautiful Swaziland (a country completely inside the borders of South Africa!), where you will monitor a variety of amazing and endangered African wildlife. There will also be an opportunity to learn about some larger African animals, such as the white rhino and the African elephant, close up, in their natural habitat.

[2nd part]

As a volunteer you will help professional researchers to collect important information on specific flora and fauna. You may be following animals using radio transmitters and observing daily habits. Reserve managers need to know which habitat is being used more than others and why, and which species are healthy and which are struggling to survive.

The tasks require dedication and hard work, but you'll be staying in the heart of the reserves, surrounded by the sounds, smells and sights of the jungle. Whenever you travel to or from work you'll have a good chance of seeing animals like elephants, hippos and antelopes.

[3rd part]

Your days normally start at 6 am or 7 am and finish around 5 pm including a generous lunch break. Each project lasts two weeks and each volunteer team can have from 8 to about 25 people, plus one or more Project Leader. Each volunteer team is supervised and directed by professional staff from the host organisation. No prior experience needed. Accommodation may be in volunteer houses, dormitories, rustic country hotels, family homestays, research stations, or bush camps. Meals (3 per day) will be provided during the project. This promises to be a nature experience that you'll never forget.

<http://www.isvolunteers.org/destination/south-africa/volunteer-projects>
 (adapted and abridged), accessed in July 2013

Track 10

“Bob Marley's life and legacy”

Bob Marley was born Robert Nesta Marley on February 6, 1945, in Saint Ann, Jamaica. His father was a white Englishman and his mother was a black Jamaican. He was a very famous reggae singer, guitarist and songwriter.

Much of his work dealt with the struggles of the poor or powerless. Bob Marley spent much of the late 1970s trying to promote peace and cultural understanding within Jamaica. He also acted as a cultural ambassador for the Jamaican people and the Rastafarian religion.

Marley had twelve children and five of them carry on his musical legacy.

He died of cancer in Miami on May 11, 1981.

http://www.bobmarley.com/life_and_legacy_early_life.php
(adapted and abridged), accessed in August 2013

Track 11

“Three Little Birds”, by Bob Marley

[Chorus]

Don't worry about a thing
'cause every little thing is gonna be alright
singing don't worry about a thing
'cause every little thing is gonna be alright

Rise up this morning
smiled with the rising sun
three little birds
pitch by my doorstep
singing sweet songs
of melodies pure and true
saying, this is my message to you:

[Chorus]

<http://www.metrolyrics.com/three-little-birds-lyrics-bob-marley.html>
(abridged), accessed in August 2013

WORKBOOK

Unit one

Track 13

At the tender age of eight, Clair Marie fell in love with the sport of BASE jumping and made it her mission in life. After following the sport throughout her teens, her ambition was finally realised and at sixteen she became the youngest professional woman in BASE jumping. She still holds the record of being the youngest female BASE jumper, although now it's possible to meet people who are younger than she was and are active jumpers.

When she was about 8 years old she saw a ski BASE video in the lodge at her local ski resort. She was so fascinated with it and the possibilities it brought that she told her mom she was going to do that one day. She still didn't know exactly what she was watching, but she says that she knew in that moment that it was in her blood and in her future!

In the beginning there was very minimal support of her dream and passion from her family but that never stopped her from dreaming. She had already graduated high school and had spent 2.5 years in college. Being incredibly independent in all areas of her life but still living at home she told her mom that she had an awesome opportunity to make a BASE jump. She reluctantly agreed to let her go and make her first jump without telling her dad.

When someone asks her why there are so few women in BASE jumping, she usually answers that there is still a lot of criticism and judgement when women participate in the sport. It's common

to believe that BASE is a man's sport and women have to be very thick skinned to participate while still maintaining their personality. Luckily that is changing as more women are introduced to this challenging activity.

She gives some advice to the kids who want to do what she has done: "Do as much research as you can, read about it, watch it and start skydiving as soon as you turn 18. I know I started with BASE but I had very rare circumstances which helped me to enter into the sport without skydiving. However learning to skydive only means that when you do start BASE jumping you will already have a solid understanding about the equipment as well as better skills for landing!"

<http://www.redbull.com/uk/en/skateboarding/stories/1331582316866/juliet-elliott-basegirl-base-jumping-skydiving-clair-marie>
adapted and abridged, accessed in October, 2013

Unit two

Track 14

Think you need to throw around tons of the green stuff to be chic and stylish?

You're wrong! Real style isn't about endless logos and big designers: it's about knowing what you love and what looks great on you!

Here are some tips for getting the maximum bang for your wardrobe bucks:

1. You need to start out with the basics: several solid-color tees and tanks, a couple of sweaters (either cardigans or pullovers), and some nice-fitting khakis, jeans, and skirts in flattering lengths and styles. Buy them at inexpensive stores or check the end-of-season sales at department stores for good quality!
2. Never buy anything that goes with nothing else in your closet. You may never find that perfect piece to go with it or, by the time you do, the trend has officially ended! Learn to mix and match, and you'll have endless possibilities! Know what styles work for you and which ones don't.
3. Try going to a store for trendy styles without all the brand names – for a lot less!
4. Regularly check your favorite, more expensive stores for sales. Some are better than others, but you wouldn't believe how lucky you can be! The sales usually start a couple months after the clothing comes into the shops. Also check out local outlet stores from time to time.
5. Visit a thrift or vintage shop! Vintage clothing is clothing from past eras, usually in great condition, and thrift is clothing from a couple of years ago, in okay condition. Some thrift shops exclusively carry well-known labels and designer clothes! You can find quite a bargain at shops like these, if you look hard enough!
6. Shoes can make or break an outfit, and they can add a lot to a simple look. Instead of buying more and more clothes, buy several different styles of shoes to update classics and add some style to an outfit!
7. Add little extras like hair accessories, handbags and jewelry. Buy them in hip patterns and funky colors to add personality.
8. Get together with friends and have a cloths swap. Trade anything you no longer like for something new (to you) and cool!

<http://fashion.about.com/blteen0308.htm>
(abridged and adapted), accessed August 2013

Unit three

Track 15

Fun dinners in London with teens

We live in Boston and we'll be in London for 5 nights at the end of December/early January. We are looking for places with delicious food that we can go to with 13 and 9 year old daughters. We are specifically looking for a good, homey Italian place for Xmas eve or Xmas day dinner. We are staying in Chelsea/Belgravia and travelling by underground. What can you recommend?

Pasta-loving kids will adore the food at Spaghetti House restaurants across London. The kids' menu offers Italian dishes such as spaghetti with tomato sauce, spaghetti bolognese, and pizza with oven-roasted Mediterranean vegetables. There's even chocolate pizza for pudding!

Carluccios is another chain where you can have a decently priced meal (for London) and is relatively kid friendly.

Belgo is a chain of Belgian restaurants, and teenagers seem to enjoy the atmosphere and food. The food is very basic – moules, frites, roast chicken, etc. I'm pretty sure they have a special price if you eat before 6.30. It's not gourmet or "delicious," but the atmosphere is always lively. One location is near Covent Garden. Don't be afraid of the Pret A Manger chain – the sandwiches and salads are a good deal and the shops are everywhere. They use natural ingredients and home-baked baguettes.

People here may disagree with me for saying this, but I think Yo! Sushi would be really fun for young people. You watch the sushi go round, then grab what you want. You can order from the menu too, but the sushi can be really fun. I take American guests to Yo! often and they love it.

Lastly, for the fish and chips experience, get a table at the Golden Hind in Marylebone. The fish is GREAT but the chips are average. Tell them you want them to be nicely fried. You may need to book ahead.

<http://chowhound.chow.com/topics/454980>
(adapted and abridged), accessed in September 2013

Unit four

Track 16

From *Survivor* to *American Idol*, reality TV shows have been capturing the attention not only of viewers in the United States, but the rest of the world as well. There may be some which have some educational value but few do. Reality TV shows have impacted upon society negatively because they often lack morals, destroy relationships, and exploit their stars. Want to learn how to stab a best friend in the back? Watch *Big Brother*. How about how to raise a child in high school? *Teen Mom* and *16 and Pregnant* can help.

Reality TV has been around since 1950, but these shows leapt to popularity in 2002 with the first season of *American Idol* and *Survivor*. Shows such as *Extreme Makeover* and *America's Next Top Model* encourage a perfect body image – and people watch them because they think they too should be perfect, just like the people who take part in them.

One reason reality TV shows have negatively impacted society is the way they defend loose morals. For example, on *Jersey Shore* the stars saw how they get better ratings for cheating on their boyfriend or girlfriend, getting plastic surgery, and getting into fights and arguments with friends or enemies. Another example

of this is *Teen Mom*. A study has shown that there are many girls aged 13-18 with low self-esteem, who have thought about getting pregnant in order to get on TV. They thought that it would increase their popularity at school, and give them a chance at their own reality TV show. One of the biggest Reality TV icons at the moment is Snooki. I've talked to girls who think of her as a good role model. But, if you look at Snooki, she's rude and makes Italian-Americans (especially those living in New Jersey) look self-centered. If you showed Snooki to your parents, would they want you to end up like her?

Despite all these things, some people think reality shows are great. Take a look at what people are saying about reality TV shows:

"I think that it's really cool to watch people eat bugs, and other gross things!" – Male, 16

"The characters are real people; not just made up characters, and they're really easy to relate to." – Female, 18

What do you think about reality TV? Do you want to be on a show? Don't worry, 47% of teens who were asked said that they did too. Do you want to look like one of the stars? You're not alone in that either: 62% of the teens said so. How about wanting to be like one of the contestants? 42% of teens said yes. However, I continue to believe that reality TV shows are ruining society because they destroy relationships, showcase bad role models and exploit their stars.

http://www.teenink.com/opinion/movies_music_tv/article/358403/Reality-TV-Essay/

(adapted and abridged), accessed in September 2013

Unit five

Track 17

My name is Megan and I decided to visit my cousins in New Zealand during my holidays. My uncle took us to Queenstown and I was a bit nervous because that's one of the most famous places for bungee jumping and I was anxious to try it.

Finally the day of the jump arrived. I was really excited but my cousin started telling me about accidents. I tried to ignore him but I was feeling scared. When it was my turn to go they helped me put on all the security equipment and took me to the jumping platform. I was so afraid that I couldn't let go of the bar and when they told me to jump, I just froze. I stood there looking like an idiot! Everybody was cheering for me to jump but I couldn't. I had to sit back, try to relax and watch other people jump. Then, I wanted to try again. When I got to the platform I decided not to think. The guy counted down and I just jumped. Everybody was cheering and it was the best feeling in my whole life! I'll never forget the sensation. You can't put it into words. I'm glad I had the courage to do it!

Maria Cleary, *World Around*, *Helbling Languages* (abridged and adapted)

Key practice exercises

Track 18

I am very lucky because I have great classmates. Take Fiona, for example, she loves sports and is always winning competitions. George is also keen on sports, but he clearly prefers the adventure of the extreme sports. I adore Martha and Rupert! Martha never gets angry at anybody, and Rupert will run to help anyone who needs him at any time. Ralph is a bit different, I'm afraid. He likes making other people mad, and that's not nice!

Track 19

Martha: Hi Rupert! So, the party is on Saturday! I hope we can raise enough money to buy Christmas presents for the children at the centre.

Rupert: I'm sure we will. The fun thing is that we'll make money and throw them a party at the same time.

Martha: Is everything ready? What do we still have to do?

Rupert: We must choose the music and order the food.

Martha: Let's ask Ralph to be the DJ. He'll be busy and won't tease anyone!

Rupert: Good idea! What about food?

Martha: I told all our classmates to ask their mums to prepare something: cookies, cakes, pizzas, pies... and each of us is going to bring something to drink. That way...

Rupert: ... we won't spend money and we'll make a good profit! How much money do we need?

Martha: We need at least £200.

Rupert: Oh, I almost forgot to tell you: my cousin Paula and her friends have volunteered to come and perform circus acts to entertain the kids.

Martha: Woa! That's awesome! I think it'll be great!

Track 20

Hi guys! I'm here to tell you about a music competition that our school is organising on the last day of the Spring term. It's called "Best band on the block" and only six bands will be allowed in. So, don't waste time and enroll now! If you have a band and play pop, rock or punk music, all you have to do is enroll and pay a 20€ fee. But, don't forget: all members of the band must be school students! Come along: you could win a recording contract with a big music label as a prize...

EXTENSIVE READING

Track 21

Meet the author

Sir Arthur Conan Doyle was born in 1859, in Edinburgh, Scotland. Supported by wealthy uncles, Doyle was sent to a Roman Catholic Jesuit boarding school at the age of nine. Despite having attended different Jesuit schools, he would later reject the Catholic religion and become an atheist.

From 1876 to 1881, he studied medicine at the University of Edinburgh. While studying, Doyle began writing short stories. His first published piece *The Mystery of Sasassa Valley*, a story set in South Africa, was printed in Chambers's Edinburgh Journal in 1879.

Following his studies at university, and after his graduation, Doyle was employed as a ship's surgeon during a voyage to the West African coast, in 1881. He then settled in Portsmouth on the English south coast and divided his time between medicine and writing.

Sir Arthur was married twice. In 1885 he married Louisa Hawkins and they had two children but Louisa suffered from tuberculosis and died in 1906. The following year he married Jean Elizabeth Leckie and had three children with his second wife.

Conan Doyle played football as a goalkeeper for Portsmouth Association Football Club. He was also a keen cricketer, and a keen golfer and was elected captain of the Crowborough Beacon Golf Club.

As an author, he wrote four novels and 56 short stories about Holmes. The first novel, *A Study in Scarlet*, appeared in 1887. The character grew tremendously in popularity with the first series of short stories in *The Strand Magazine*. The stories cover a period from around 1880 up to 1914.

He died of a heart attack at the age of 71. His last words were directed toward his wife: "You are wonderful."

<http://www.biography.com/people/arthur-conan-doyle-9278600/videos>
(abridged and adapted), accessed in January 2104

Track 24

After reading

Twenty years earlier, when he was seven, young Henry Knight saw his father being killed by a monstrous creature near their Dartmoor home. Now Henry has seen the footprints of a huge beast and suspects that the nearby Baskerville government research station is producing mutant animals. Sherlock and Watson travel to the moor where a local young man, Fletcher, organises tourist walks related to the legend of Dartmoor's ghost hound. Using false identification, Holmes and his friend infiltrate Baskerville and are challenged by mysterious Major Barrymore but saved by sympathetic Dr Frankland, a friend of Henry's. After Sherlock himself sees the monstrous creature he asks for the help of geneticist Dr Stapleton to solve the mystery.

GRAMMAR + KEY PRACTICE

CD 3

KEY PREPARATION EXERCISES

Track 1

A: How can I help you?

B: I am looking for a sweater.

A: What size do you take?

B: Medium, I think.

A: Here. How do you like this one?

B: Cool. Can I try it on?

A: You can try it on in the fitting room over there.

Track 2

A: I want something sweet after dinner.

B: What do you have in mind?

A: Some pie would be nice.

B: What kind of pie do you want?

A: I love apple pie.

B: I love apple pie too. Problem solved.

Track 3

A: I'd like to buy some meat.

B: What kind of meat would you like to get today?

A: I need three kilos of chicken breasts.

B: The chicken breasts cost £3.99 per kilo.

A: What's that in total?

B: That's £11.99 all together.

A: I think that will be all for me today.

Track 4

A: Well, I was just wondering if you'd like to go out this Friday.
B: Really?
A: Yeah, I was thinking we could get a bite to eat and go to the cinema.
B: That sounds like fun.
A: Of course, we could do something else.
B: No, no, dinner and a film sounds great.
A: Well, what time would you like me to pick you up?
B: How about 7.30?
A: Ok, I'll see you then.

Track 5

A: I want to go on a cruise.
B: That sounds like fun. Where do you want to go?
A: I want to cruise to Hawaii.
B: That should be a nice trip. Lots of fun, and lots of food.
A: Well, of course I want to go when the weather is nice. And I want to get a big cabin with a view.
B: Are you going to travel alone?
A: No, my sister's coming with me.
B: Well, you should go online and try to find a good deal.

Track 6

A: Hi there, I want to reserve a hotel room.
B: No problem at all. Could I have your full name, please?
A: Sure, Marvin Pendleton.
B: Hi, Mr Pendleton. I'm Susanne, at your service. When do you need the room?
A: My plans are to be there from May 12th to the 15th.
B: We have new room rates, sir. I hope they'll be acceptable.
A: It depends on the price, of course. What are they?
B: All rooms cost £110 a night.
A: I have no problem with that.
B: Great! Would you prefer smoking or nonsmoking?
A: Definitely nonsmoking. I can't handle that smell.
B: Nonsmoking. Now, is a double bed okay?
A: No problem.
B: Great, Mr Pendleton. Your reservation is confirmed. Now all I need is your phone number.
A: Of course! It's 06265 551 739.
B: Thank you so much, Mr Pendleton. We look forward to seeing you.

Track 7

Hi Maggie, it's me, Leroy! I thought about sending a postcard but this is really cool, no? I'm so tired today because we went to a party last night and I went to bed at three o'clock this morning. It was a great party! Anyway, let me tell you about the holiday so far. On Monday we were in Edinburgh. We drove there from London and I was next to William on the coach. Ten hours to get there, but it was worth it because it's an amazing city. The people are very friendly and they all seem so happy. Some of the group tried traditional Scottish cooking, but William and I had a hamburger instead. I wanted to buy a kilt but they cost a lot of money so instead I bought a large photograph of Edinburgh castle. The next day we went to Paris on the train. I sat next to Marcus and we listened to his hip hop CDs. The journey was very long so we had lunch on the train, but I don't like French food so I had a hot dog. Paris is beautiful too and I bought some postcards which I'm going to send tomorrow.

From there we went to Rome, again on the coach, and this time I sat next to John. We stopped for lunch in a service station on the motorway and I had a large steak and a mountain of chips – it was delicious. When we got to Rome I bought a book as a souvenir so that I can read about it when I get home. Now I'm sitting next to Elisabeth on a train just outside Bavaria. We are eating asparagus and Elisabeth is playing the harmonica I bought. She's terrible, but she's also quite nice so I'm going to let her play it as much as she wants! Tomorrow we are flying to Helsinki in Finland. I'm going to sit next to Maria because she doesn't like flying and I want to help her relax. When we get there I'm going to eat spaghetti – I know it's strange to eat spaghetti in Finland but our teacher was there some years ago and she said it was delicious. She also said that electronic goods are very very cheap so I'm going to buy a computer – they're nearly half the price! Anyway, it's time to get off the train now so I'll say goodbye. Give a big kiss to mum and dad from me and I'll see you soon. Bye!

In <http://www.esl-lounge.com/student/listening/2L4-vacation-stress-transcript.php>, accessed in January 2014

Mock Key for Schools Test

Listening – Part 1

Track 8 (example)

A: It's getting dark. Do you have the time?
B: It's quarter past eight.
A: Time flies. It feels like it's only seven! I better start heading home.
B: I'll call you tomorrow.

Track 9

Sophie: Hello. Is Bill there?
Sandra: I'm sorry. He's not here right now. I'm his sister, Sandra. Can I take a message?
Sophie: Yes, please. Can you tell him Sophie called and that the English test is going to be next Monday?
Sandra: Don't worry. I'll give him your message as soon as he arrives home.

Track 10

Boy: Mum, help me! I've just seen an alien in our garden.
Mum: Are you sure? Can you describe it?
Boy: It looked like a small dragon. It was purple, with a big blue eye on its forehead and three smiling mouths!
(...)
Mum: Are you sure?

Track 11

Sarah: You play tennis really well! How often do you play?
Carly: About twice a week. And you?
Sarah: Me? Just three or four times a year.
Carly: You should play more often.

Track 12

Diana: I'm going to order some Chinese food. Or would you rather have pizza, Cathy?
Cathy: I'd prefer pizza. But Chinese food is ok.
Diana: I don't really care either way, so let's order pizza.
Cathy: Cool!

Track 13

A: Excuse me. Is there a bank near here?

B: Yes. There's one not far from here.

A: How do I get there?

B: Turn left at the traffic lights, and go straight on. It's on the right, between the café and the bookshop.

A: Thank you.

B: Don't mention it.

Track 14

Eve: Yesterday I attended the school drama club's new production. It was great. They really brought the play to life.

Bryan: Which play did they do?

Eve: It was Shakespeare's *Midsummer night's dream*. The whole cast did really well. There was never a dull moment.

Bryan: Who played Puck?

Eve: Peggy did. She was amazing and so funny!

Bryan: What about the romantic couples?

Eve: Oh, it was embarrassing: Mr Temple, the director, chose Peter to play Lysander and Grace, his ex-girlfriend, was playing Hermia.

Bryan: And?

Eve: Paul, who is in love with Grace at the moment, got the role of Demetrius. Can you imagine?

Bryan: Oh, God, what a mess!

Eve: Of course they were very... professional! More professional than Sally and Josh, playing Titania and Oberon, the Queen and King of the Fairies.

Bryan: What happened? Tell me!

Eve: They couldn't stop laughing in the middle of a scene. Anyway, Titania was beautiful and Oberon looked like a real king. Now can you guess the name of the girl in the role of Helena?

Bryan: Was it Jane? I think that's the perfect character for her. She's a bit boring, isn't she?

Eve: Don't be so mean. But you're right. Jane was a perfect Helena.

Bryan: I wish I could have been there. Are they going to perform it again?

Eve: I don't know. You can find some information on their website.

Track 15

Muriel: I'm so glad it's Friday. Are you doing anything this weekend?

Rob: I'm going snowboarding with Trevor.

Muriel: Didn't you go bungee jumping last weekend?

Rob: Yeah, and we plan to go skydiving in a couple of weeks.

Muriel: I didn't know you were into extreme sports. I guess it's a big adrenaline rush.

Rob: It is. But for me, it's about going to the limit and enjoying nature.

Muriel: Where are you going to this time?

Rob: To the Brown mountains. According to the latest report it'll be sunny and not too cold.

Muriel: Aren't you afraid of getting hurt?

Rob: Sure. There's always a danger of getting hurt, but we try to control the risks. We do it for fun, you know? But sometimes I like trying new stunts. Do you want to come with us?

Muriel: Me? I'm not really the adventurous type.

Rob: You never know. You might like it. Stella often goes with us. And she loves it especially when we go ice climbing.

Muriel: I've done some climbing before but I think I'll pass.

Rob: Let me know if you change your mind. We're leaving at 8.30 tomorrow morning. Trevor is driving and you know... he's a bit slow.

Muriel: Ok. Anyway have fun this weekend.

Rob: Thanks.

Track 16

Travel Agent: Fast Travel. How can I help you?

Camile: Yes, I'd like to make a flight reservation for the fifteenth of April.

Travel Agent: Okay. And your destination is...?

Camile: Well, I'm flying to São Paulo, Brazil.

Travel Agent: Okay. Let me check what flights are available. And when will you be returning?

Camile: Ah, well, I'd like to catch a return flight on the twenty-fifth.

Travel Agent: Okay. Let me see. Um, hmm... Well, the price for the flight is much cheaper if you leave a day after.

Camile: Oh! I'd prefer the cheaper flight, of course. How much is it?

Travel Agent: It's only £980.

Camile: That's alright. I'd like to book it please.

Travel Agent: Okay, then. It's flight 673 from London to Rio de Janeiro, transferring to flight 751 from Rio to São Paulo.

Camile: And can you tell me the departure and arrival times for each of those flights?

Travel Agent: It takes off from London at 07.10 am, and arrives in Rio at 7.30 pm. Flight 751 leaves at 7.50 pm, and arrives in São Paulo at 8.48 pm.

Camile: Ok. And, uh, I'd like to request a seat with extra leg room.

Travel Agent: Sure, no problem. Could I have your full name and contact phone number, please?

Camile: Camile Brooks, 07820 500 671.

Travel Agent: Thank you very much and enjoy your flight.

Track 17

Today I'm going to tell you about our annual school photo contest. This year's theme is "Self portrait" and it's open to all high school students. Only one photo per person and per category can be submitted and the photo must be an original. You cannot submit someone else's photo.

Photos must be in JPG form, no larger than 8" x 10", either black-and-white or colour. No digital manipulation may be used.

The photo must show school-related content, such as sports events, activities, or school scenery. Be creative!

If your photos have other student(s) in them you must get permission to use their image. Don't forget! No identification on the front! Attach the entry form to the back of the work.

The photos will be accepted from Monday, April 1st, to Friday, May 10th. After that date, no more entries will be considered.

The Judges are professional photographers and designers. They will take into account originality, respect for the rules and will choose the 10 finalists whose photos will be exhibited in the school library and entrance hall.

The prizes for the winners are:

Student 1st place – a digital camera and a certificate.

Student 2nd place – a camera USB drive and a certificate.

Student 3rd place – a Photoshop frame and a certificate.

TESTS

TEST BOOK I

Placement Tests

Tracks 18-19

The importance of healthy eating

[1st part]

Have you ever heard the saying “you are what you eat?” This is true, because the foods we eat are extremely important for our growth, our well-being and our health. Therefore, if you value your health, you should learn as much about healthy eating as possible.

Healthy eating is important from the day we are born. As a child, we grow very quickly in part because of the foods we eat. Foods all contain nutrients that give us not only energy to live, but also the substances that build our bones and muscles.

[2nd part]

In our daily lives, we use energy to think, walk, talk, breathe, and perform many other actions. The energy it takes our body to do these things comes from two sources: fat reserves in the body and the food we eat every day. If you don't eat healthy foods, you'll find that you are feeling weak. If you don't eat the right nutrients, your body cannot function properly.

<http://hutchinsonm.hubpages.com/hub/The-Importance-of-Healthy-Eating>
(abridged and adapted), accessed in July 2013

Tracks 20-21-22

The School

[1st part]

Abberley Hall surroundings are stunning. It is some of the most beautiful countryside in England. The school is the perfect place for children aged 8 to 12. They spend their summer with other children from all over the world.

The Abberley Hall Summer School programme gives children the opportunity to learn English in a fun and safe environment. The lessons, activities, and school trips are wonderful experiences for students, while they grow more confident and make new friends.

Accommodation

[2nd part]

The accommodation at Abberley Hall is ideal for children. In the dormitories they get to know each other quickly and make good friends. The girls and boys sleep in different boarding houses. Younger children stay in larger dormitories and the older ones in smaller rooms for 3-4 children. All the rooms are bright and large. The children feel welcome and comfortable away from home.

Meals

[3rd part]

The students have three meals a day. Meals are served in the school's dining rooms. For breakfast there is a hot English breakfast three mornings each week.

There are always two hot choices for lunch and dinner and a vegetarian option. There is a salad bar, fresh bread, fruit and desserts and afternoon snacks, and drinks and biscuits before bed are also served.

<http://www.abberleyhallsummerschool.co.uk/School.aspx>
(adapted and abridged), accessed January 2014

Tracks 23-24-25

Gill – Massachusetts

[1st part]

Disney World, no matter how old you are, brings out the best in you, and the child inside all of us. The staff always are so helpful and nice. And they try to make you have a magical day by always doing their best. My cousin dropped her popcorn, and a staff member saw it and gave her some more. It was such a nice thing for them to do. Disney always manages to be so clean and neat. It's a bit expensive at times, but they seem to have affordable prices for rooms.

I love Disney!

TcTunes, Buffalo

[2nd part]

Our family loves all the Disney Parks and we love staying on site and the meal plan but one thing that we continue to HATE is the Bus system. With all the money they make, there's NO excuse for this... There should be many more buses, especially when the parks close. There's nothing worse than walking the parks all day, then having to walk another 1/2 mile to buses and then standing and waiting. The buses always seem so far away and there are so many people waiting. All the parks should have been connected by monorail year ago. The buses could quickly get people to monorail stations.

Britospin, Philadelphia

[3rd part]

Coming back to Disney World with our daughter, we were excited to return. Go straight to Buzz Lightyear since it can be a long wait. She loved taking a picture with Sophia the First, and going on the Little Mermaid ride. The Disney Jr. and Beauty and the Beast shows are great too. Almost forgot about our excellent lunch at the sci-fi restaurant, which we reserved several months before.

http://www.tripadvisor.co.uk/Attraction_Review-g34515-d143394-Reviews-Walt_Disney_World-Orlando_Florida.html
(adapted and abridged), accessed in January 2014

Progress Tests

Unit 1

Tracks 26-27

Choosing the right sport for you!

[1st part]

Corey and Angie, twin brother and sister, enjoy playing all kinds of outdoor games and sports with their friends. They especially love playing pickup games of basketball and touch football. On particularly nice days, Corey and Angie have been known to kick around the soccer ball, toss around the baseball, or go on long runs. In just a month the twins will be high school freshmen and neither can think which sport to try out for in the fall. Corey is deciding between football, soccer, and cross-country. Angie is debating whether to try her hand at a sport she has never played, like field hockey, or go with one she knows, like soccer or cross-country. They're facing a problem lot of teens face – which sports to play and which sports to quit.

[2nd part]

For some people, choosing which sports to pursue in high school is hard because they have never really played an organised sport before and aren't sure what they'll most enjoy. For others it's a difficult decision because their friends don't like to play the same sports.

No matter what your sports difficulty is, you have to make the decision that is best for you. If you're great at soccer but would rather play football because you think it's more fun, then try it (just make sure it's cool with mom and dad)!

Sports are meant to be fun. If there is a sport you really enjoy but you aren't sure if you can make the team, try out anyway. What's the worst that can happen? If you don't like it you can always try another sport. And sports like cross-country and track don't typically cut participants from the team. You can still participate even if you're not on the meet squad.

http://kidshealth.org/teen/food_fitness/exercise/find_sports.html?tracking=T_RelatedArticle
(abridged and adapted) accessed in January 2014

Tracks 28-29-30

[1st part]

I really like history, I find it interesting, but I like maths too and English as well. I guess the only subject I really dislike is science. I am really bad at science.

[2nd part]

Chemistry. It's hard, but it's really interesting. Like you would never take the time to think about elements and atoms and energy, but once you do it's pretty amazing how simple things are actually so complex and everything was just designed so perfectly. Least favourite is gym. It's not an academic subject obviously, but there's no other class that I really mind.

[3rd part]

Favourite: I can't believe I'm saying this, but I've learned to love maths. I think it's just because my teacher explains so well and it all makes sense now. Getting straight As in it is wonderful. It's a mental challenge also, which I like.

<http://uk.answers.yahoo.com/question/index?qid=20111217044536AAkHyWi>
(abridged and adapted), accessed in January 2014

Tracks 31-32

[1st part]

Your best friend should be somebody that you can trust one hundred percent. You should be able to confide in them knowing that they will not spread your news to other people.

How many times have you told a friend a piece of personal information and then asked them not to tell anybody else about it? The simple fact that you had to ask them not to tell other people should tell you that they are not best friend material. All of us have stages of our life when we really need a friend. We may be in trouble, we may have done a terrible action and what we require in this situation is somebody to support us, listen to our problems, offer advice, but above all, not to judge us. We all make mistakes; after all we are human. A best friend will offer all of these things, without hesitation.

[2nd part]

A best friend is someone who trusts and cares about you. No matter how busy he or she may be, but they'll always be there for you when you need them. They live up to your expectations and always give you advice and shed tears when you're in pain and worried. They keep your secrets and would do anything for you. They fight with you, but when someone hurts you they go crazy and they never hide anything from you.

<http://www.smartgirl.org/writing/forum/archives/bestfriends.htm>
(abridged and adapted), accessed in January 2014

Unit 2

Track 33-34-35

[1st part]

A famous actress is interviewed about her recent work.

Dennis: Joining me this evening on *Theatre Hour* is the recent winner of the New York Times Actress of the Year award Jenny Longton. She's currently appearing on Broadway in the spectacular musical, *Daydreams*. Jenny, welcome to the show.

Jenny: Thank you Dennis. It's a pleasure to be here.

Dennis: Your life has been rather busy recently, wouldn't you say?

Jenny: Oh yes, very much so for about six months.

[2nd part]

Dennis: Tell us what you're doing at the moment.

Jenny: Well, *Daydreams* has been running for three months now but I've been working non-stop since I began working on my new movie.

Dennis: Ah yes, this is quite a debut for you, isn't it?

Jenny: Because I have never worked in cinema before, yes it is. It's been a very rewarding experience.

Dennis: It is very different from theatre work, isn't it?

Jenny: Oh, totally. But that's been the great thing. From the audition to the shooting. You don't have time to sit down and think "What am I doing here? I belong in the theatre".

[3rd part]

Dennis: Tell us something about this movie.

Jenny: Well, everyone knows Tom Cruise plays the lead role but it's a team performance to tell you the truth.

Dennis: What was Tom Cruise like to work with?

Jenny: Oh listen! You know you get all these actors and people on their way to success who just feel very excited because of the big stars and say how wonderful they are, but with Tom it's been great. He put me at ease from the first take. I was a little marveled on day one. We were out in the desert in Arizona and I just wanted to ask Tom for his autograph. What an amateur. But he makes it simple and that was very important for me.

<http://www.esl-lounge.com/student/listening/4L1-actress-transcript.php>
(abridged and adapted), accessed in January 2014

Tracks 36-37

A former top model

[1st part]

Childhood Ambition:

A teacher, then the first woman president, then a nuclear physicist, though I wasn't even sure what a nuclear physicist did. I just knew I wanted to do something different.

When I was a young girl in Illinois, I could never have even dreamed about a life like mine. I would like to acknowledge and thank God for the incredibly good fortune I've had. I am blessed with a wonderful, healthy family and a career that has given me the opportunity to experience so many incredible things as well as opened the door to countless opportunities – past, present and future.

My intention behind the creation of this website is to share with you some of the things I've done, some of the things I'm currently up to, and a little of what I've learned along the way.

[2nd part]

Here's a little of what you don't see in the pictures

First Job:

Babysitting, working in the cornfields and working in a clothing store in DeKalb – my duties included dusting and refolding shirts after customers came in.

Advice to Aspiring Models:

You wouldn't believe how often I'm asked for advice on how to get started in the modeling industry. I tell everyone the same thing, so here it is:

If you are interested in modeling, take time to research a few agencies in the largest cities near you. Most modeling agencies have one day a week or month where they have an open call. Call the agencies and schedule an appointment. If the first agency tells you "No", keep trying!

I'm not a big advocate of modeling schools. They will always take your money, even if they don't see any real potential.

Good luck, but also remember that there are a lot of other fulfilling jobs out there and only a very small percentage of the people that try out for modeling are actually able to be successful in the business.

<http://www.cindy.com/about-me>

(abridged and adapted), accessed in January 2014

Track 38-39

Tomorrowland

Minimum Age

The minimum age limit for entry to the festival is 18. (People born in 1996 will be granted entrance even though their 18th birthday is after the festival). Anybody who turns 18 in 2014, is allowed entrance.

[2nd part]

Access to Tomorrowland

During the period of online Ticket Sale you can buy tickets for weekend 1 or weekend 2. It's important to double check that you buy tickets for your preferred weekend. Access to the festival is only possible if you have a valid ticket for your preferred weekend. If you are in possession of a Tomorrowland ticket for the other weekend, access will be denied! You cannot exchange your tickets for the other weekend.

CHECK IN

On Friday and Saturday check in is open until 22 pm. Access will be denied after this time.

On Sunday check in closes at 21 pm. Access will be denied after this time.

RE-ENTRY

If you have a day ticket, you will be required to produce separate tickets for each day to re-enter the festival site.

If you've bought a Full Madness Regular/Comfort Pass, re-entry is only possible after 5 pm.

Re-entry throughout the whole day is only possible for people who have purchased a DreamVille Package.

NO ENTRY

Access to the festival ground can be refused or denied at all times. Clothes and/or other external signs, which express an explicit political or social message, are forbidden.

<http://www.tomorrowland.com/en/node/2267>

(abridged and adapted), accessed in January 2014

TEST BOOK II

Progress Tests

Unit 3

Tracks 40-41

Teens and food

[1st part]

Louis Barnett

Age: 18

Where: Kinver, Staffordshire

Food attitude: Chocolate entrepreneur

Adolescents are increasingly taking nutritional matters into their own hands – and cooking up surprising attitudes to eating.

Louis lives with his mother Mary and stepfather Phil, who both work for his business, as does his girlfriend Sally, who's his PA. Despite being "dyslexic, dyspraxic and dyscalculic", Louis had a very inquisitive mind as a youngster. "At nine, I bought the first Belgian chocolates on sale at Bhs with my pocket money. Chocolate has a complexity like no other ingredient in terms of flavours, textures and variety."

When he was 12, Louis announced to his mother: "I want to be a chocolatier." He had often cooked with her, but now he began selling chocolate cakes locally. At 13 he became Waitrose's youngest-ever supplier. The product and company Chokolit (his dyslexic spelling for chocolate) were formed. "At 16, Louis got his chocolate champagne flutes into Selfridges," cheers Mary. "And now he's got his first massive order from America."

[2nd part]

Louis calls himself an ethical chocolatier, with pictures of endangered species on the packaging of his 11 exotic gluten-and-palm-oil-free Biting Back chocolate bars, with a percentage of his profits paid to the charities protecting them. "I released the first, the Orangutan, in 2006. Then I moved from the garage to a rented production site. One problem was picking the right staff: some couldn't take orders from a teenager. After securing an order from Waitrose for 100,000 boxes in 2007, we had to move the factory up north. I'm still trying new blends in the kitchen at home, but I'm more of a virtual manager."

"Mexico City invited Louis as a celebrity chef to its Chocolate Fest," says Mary. "In the UK I'd signed 20 autographs in my life," say Louis, "but there I signed 4,000. I'm looking to set up a production line in Mexico soon. And in two years India will be the biggest chocolate consumer in the world. Can we handle it, Mum? I don't know."

[http://www.theguardian.com/lifeandstyle/2011/apr/17/](http://www.theguardian.com/lifeandstyle/2011/apr/17/teens-adolescents-food-eating-cooking)

[teens-adolescents-food-eating-cooking](http://www.theguardian.com/lifeandstyle/2011/apr/17/teens-adolescents-food-eating-cooking)

(abridged and adapted), accessed in February 2014

Tracks 42-43

Top American favorite foods

[1st part]

1 Hamburgers

The average American consumes 3 hamburgers per week. 71% per cent of the beef served in commercial restaurants is in the form of hamburgers and cheese burgers. Americans eat 13 billion hamburgers a year, which is enough to circle the Earth 32 times.

2 Hotdogs

Hotdogs are part of 4th July culture in America and it's reported that Americans consume 150 million hot dogs that day. An average American consumes more than 50 hot dogs a year. Mustard for adults and ketchup for kids are the most popular toppings for hot dogs in America.

3 French fries

French fries account for more than ¼ of all potatoes sold in America. Americans eat about 2 million tons of French fries each year. An average American consumes 30 pounds of French fries per year.

4 Oreo cookies

7.5 billion Oreo cookies are consumed each year. Oreos can be found in more than 100 countries today. In America, Oreos are the top selling packaged cookie and about 490 billion cookies have been sold since 1912. Oreo has become a flavor these days and you can have Oreo milkshakes, cakes and pies as well as the cookies.

5 Pizza

94 percent of Americans eat pizza regularly and about 3 billion pizzas are sold annually in the U.S. Americans prefer meat toppings on pizzas more than vegetables. In the U.S. October is National Pizza Month. Americans eat approximately 100 acres of pizza each day or 350 slices per second.

[2nd part]

6 Soft drinks

Americans consume at least 1 glass of soda pop/soft drinks per day, although in the last decade Americans have realized that the sugary soda beverages lead to obesity and weight gain. Soft drinks are the main source of added sugar in the diet Americans consume, with 22 teaspoons of sugar added to each bottle.

<http://visual.ly/top-10-americas-favorite-foods>
(abridged and adapted), accessed in February 2014

Tracks 44-45-46

[1st part]

Fast Food Restaurants

Fast food restaurants are popular options among teens, due to low cost and easy accessibility. There are several popular fast food restaurants. Many of the fast food establishments are located in and around Azusa Pacific University, making it a convenient option for teenagers attending the college.

[2nd part]

Mexican Restaurants

Mexican restaurants often offer cheap cuisine and a lively environment. Many restaurants also offer unlimited chips and salsa for diners in the restaurant. On Thursdays, Acapulco Mexican Restaurant offers all you can eat combo platters for a set price. La Tolteca Azusa offers low-priced menu items as well as large tables to accommodate large parties. Taco King serves a large menu of tacos, burritos and other Mexican Cuisine.

[3rd part]

Italian Restaurants

For teenagers looking for Italian restaurants, there are two types of restaurants in the area. There are several pizzerias, which serve pizza by the slice, which is ideal for teenagers splitting the bill. These pizzerias also have an additional menu, often including calzones, hot subs and pasta dishes. Tulipano Italian Restaurant, Spaghetti Eddie's, Spinella Pasta Bar and Aldolino's Restaurant all

offer cheap yet peaceful dining experiences for teenagers in a location ideal for dinner and a movie.

<http://traveltips.usatoday.com/restaurants-teenagers-near-azusa-california-60093.html>
(abridged and adapted), accessed in February 2014

Unit 4

Tracks 47-48

The teen daughters of Lil Wayne and Birdman spill about their debut novel

[1st part]

From the looks of it, Reginae Carter and Bria Williams are just normal teen girls. They go to high school, they spend too much time on Instagram, and they love shopping. But the fact is they have super-famous rap star dads (Lil Wayne and Birdman, respectively), and a forthcoming book in which they reveal what it's *really* like to grow up as hip-hop royalty.

Technically *Paparazzi Princesses* is fictional, but it's impossible to deny the similarities between Reginae and Bria and the book's two music mogul daughters – who, coincidentally, are dealing with paparazzi, gossip rags, and super famous fathers.

We chatted with the girls about what it's like to grow up in the spotlight, what *they* like listening to, and how their debut novel is just the tip of their Young Hollywood takeover.

[2nd part]

How did you decide to write a book based on your lives?

Bria Williams: My dad said we should write a book. He just threw the idea out, but then Reginae and I really wanted to do it.

Reginae Carter: We always say, "Oh my gosh, if someone could just look at our lives..." People think it would be so cool to be a celebrity's kid, but it has its ups and downs. Me and Bria have been used to the paparazzi and awards shows since we were so little. One day, we said, "Everybody thinks it's just so perfect, but maybe we should tell them how it is." Instead of them just looking at us, they can come into our lives. We feel like not a lot of kids read nowadays, with social media and everything, so we're hoping to put the fun back into reading."

<http://www.teenvogue.com/entertainment/books/2013-05/lil-wayne-birdman-daughters-paparazzi-princesses-book>
(abridged and adapted), accessed in February 2014

Tracks 49-50-51

[1st part]

Express Yourself![™] is an highly entertaining radio program where passion, productivity, and possibility populate the airwaves. Tune in NOON PT on *Voice America Kids Network*.

Hosted by Youngjoo Ahn and guest co-hosted by a brilliant team of teenage field reporters, *Express Yourself!*[™] is *THE* destination for teens to be heard and have their creativity promoted.

[2nd part]

Within the walls of the young adult community, listeners will be uplifted, encouraged, and supported to be the stars of their own lives. Through connections, collaborations, conversations, and conflicts, a global campus of young people unite to express their viewpoints.

[3rd part]

Topics include books, music, making a difference, technology, school, art, writing, volunteering, careers, films, family, friends, foes, fashion, and fun.

Come play in STAR country *Voice America Kids Network and Express Yourself!*[™]. It's a global hour of adolescent fusion with the voices of teens, experts, & celebrities. Produced by Cynthia Brian, Starstyle® Productions, LLC and under the auspices of *Be the Star You Are!*[®] charity, the radio program *Express Yourself!*[™] is a show for, by, and about teens. *Express Yourself!*[™] is the # 1 network show.

<http://www.expressyourselfteenradio.com/>
(abridged and adapted), accessed in February 2014

Tracks 52-53

[1st part]

With an ever-expanding media universe, social networks play an increasingly important role in the lives of teens... as they do in pretty much everyone else's, too. The 33 million or so teenagers (aged 12 to 17) in the U.S. keep on consuming quite a lot of non-connected media, such as TV, radio and – get this – even dead-tree stuff like newspapers, in addition to their online activities.

[2nd part]

According to Nielsen, teenagers are far from abandoning TV for so-called new media. In fact, television viewing rates among U.S. teens have actually gone up 6% in the last five years. Sure, they browse the Web a lot, but far less than you do. The average time spent browsing for an adult in the United States is about 29 hours and 15 minutes per month. While I reach that average almost on a daily basis, teens are said to browse the Web a lot less than that: 11 hours and 32 minutes per month on average. I honestly thought the average teen would spend that much time on the Web a week, at least.

<http://techcrunch.com/2009/06/24/nielsen-debunks-myths-on-teens-and-media-they-still-watch-tv/>
(abridged and adapted), accessed in February 2014

Unit 5

Tracks 54-55-56

[1st part]

Stef is from Jersey in the Channel Islands. She started studying at the University of Otago in February 2012.

"Living in the Channel Islands, I always knew I would have to study abroad. England was the obvious choice but after going to a higher education fair, I realized how many more options there were and that becoming an international student wasn't nearly as difficult as I'd first imagined! After a lot of prospectus browsing, I finally decided on New Zealand.

[2nd part]

"This was a relatively easy choice to make due to the similar education system and the fact I'd always dreamed of travelling there. I got hold of Study Options who whisked me through the application and visa process with ease. After a fair bit of paperwork and lots of emails, just a few months later, here I am at the University of Otago. One semester in and I can't get over how comfortable I am here! Within just a few weeks I was happy to call Dunedin home. I opted to live in Otago University flats as you have a bit more freedom. I live with other international students from across the world and each flat has a Kiwi host – a local student who is there to help you. I think this is a great option for students who are new to the area, who want their own space but still like to be surrounded by student culture. But Dunedin has a student population of 25,000, so it's actually quite difficult to avoid student culture!

There is always something to do with so many students about. The university has a great selection of clubs and activities from tramp and kayaking to dancing and knitting. Clubs are a great way to meet people by keeping up a hobby or taking up something new. Many of them run organized trips to places around the South Island but it's just as easy to get around yourself. Buses run from Dunedin to nearby cities like Queenstown and Christchurch for a pretty decent price, and standby flights offer a cheap way to travel if you want to go that bit further or to get up to the North Island."

[3rd part]

"When it actually comes to study, the classes are great. I can access all my lecture slides online as well as via podcasts. The labs are equipped with loads of technology similar to that of a CSI lab! There is also plenty of help at hand when needed, through study groups or one-on-one tutor sessions, so it's hard to get behind. I took full advantage of this support and my fairly flexible timetable, so have been lucky enough to see a fair bit of the South Island already between classes."

http://www.studyoptions.com/study_informations/student-nz.html#UvVOnGJ_vlc
(abridged and adapted), accessed in February 2014

Tracks 57-58-59

Conservation work on wildlife projects & reserves in Southern Africa

[1st part]

Enkosini Eco Experience offers self-funding volunteers a unique opportunity to work abroad on leading wildlife conservation, rehabilitation and research programs in South Africa, Namibia and Botswana.

[2nd part]

A wildlife conservation program is the ultimate life changing and rewarding experience. Volunteer programs range from 1-12 weeks, giving volunteers the opportunity to become involved in a wide variety of wildlife conservation activities in Africa; including anti-poaching, wildlife research, animal rehabilitation and reintroduction, hands on animal care, game tracking and capture, bush rehabilitation and everyday reserve maintenance and management. Volunteers can choose to focus exclusively on one program, or alternatively experience a number of different programs. All of our conservation projects have a strong element of continuity. The work of one volunteer is continued by future volunteers and collectively.

Founded in 2003, Enkosini Eco Experience allows you to volunteer in a way that fills your heart, mind and spirit and maximizes your financial contribution to the projects you choose.

[3rd part]

You'll enjoy Enkosini's complete support before, during and after your volunteer experience including emergency phone lines, infield coordinators, full training where required, independent Africa travel advice, and most importantly a team with the experience to answer all your questions. We are well-informed about local issues and culture, and help ensure that all the organizational details for your volunteer project are covered so that your experience is safe, enjoyable and fulfilling.

<http://www.enkosini.org/> (abridged and adapted), accessed in February 2014

Tracks 60-61

[1st part]

Last Sunday, I flew down to the Bahamas and met up with my television crew to shoot some segments for my show. We visited the amazingly grand and beautiful Atlantis resort on Paradise Island. I was particularly interested in experiencing the world's largest open-air marine habitat. There are fourteen lagoons in all, teeming with more than 50,000 marine animals from over 200 different species.

[2nd part]

Truly amazing! We also learned all about Kerzner International's Blue Project, which was founded to research the extensive damage to the ocean's coral reefs and to hopefully discover methods of coral rejuvenation. This is a most important study as coral houses 25% of marine life, and losing it would affect the entire planet. In addition, I really enjoyed visiting all the lovely lush tropical gardens.

<http://www.themarthablog.com/2008/04/come-see-the-photos-of-my-trip-to-the-bahamas.html>
(abridged and adapted), accessed in February 2014

TEST BOOK III

Listening – Part 1

Track 62

Man: How many students went to the summer course? Did you enjoy the course?

Carla: The group was composed of 23 students. Yes, we learned a lot there.

Man: How many teachers were there with the group? Where did you all stay?

Carla: Three teachers went with us. Each of us stayed with a family.

Man: How long did the course last? Did you visit many places?

Carla: It lasted two weeks. Yes, we went to Cambridge and we visited London during the weekend.

Track 63

Woman: Do you remember where you camped when you were watching birds? Was it a nice place?

Jill: Oh yes! We put up our tent by a lake. On the other bank to the left, there were some hills completely covered in snow and some trees to the right.

Woman: Would you like to go back?

Jill: Yes, whenever we have the opportunity.

Track 64

Man: How long did you work in the animal shelter? Which country was it in?

Martha: I worked there as a volunteer for 4 weeks. It was in Tanzania.

Man: Which animals were in the refuge? Did you look after any of them?

Martha: The refuge gave shelter to wild animals that were attacked by illegal hunters, like elephants and rhinos, but I looked after some of the young gorillas. They were lovely.

Tack 65

Man: What kind of food do you eat every day?

Mark: I try to eat healthy food. Some fish and meat, greens, cheese and eggs too. Rice, but no pasta!

Man: What's your favourite food?

Mark: I like anything. As long as it's healthy, but fruit and veg are my favourites.

Track 66

Woman: Where would you like to go on holiday?

Cathy: I'd love to go some place where I could relax and get away from the noise of city centres. Somewhere which wouldn't be crowded with people.

Woman: Is that your dream holiday destination?

Cathy: Yes, I'd love to lie down on the beach and listen to the sea for as long as I wanted. I actually have a destination in mind.

Listening – Part 2

Track 67

Girl: Hi Peter. Have you decided when you're leaving to start your gap year?

Peter: Yes. Next February I'm going to Turkey. I want to spend some time there visiting some of Istanbul's most memorable places.

Girl: How long do you plan to stay there?

Peter: For about a month. In March I want to visit Morocco. They have some wonderful palaces and hotels I'd like to photograph.

Girl: Will you always be collecting material for your exhibition next year?

Peter: Yes, that's my plan. I also want to visit Portugal in April. I am interested in The Douro Valley. I've heard it's amazing. Then in May I would like to spend some time in Spain. I must visit Barcelona: the Ramblas and Gaudi's work.

Girl: Where will you be going next?

Peter: Probably to France. There are some wonderful places waiting to be photographed there, so I'll spend the rest of May there. After that, I'm planning to go to Italy. That should take the whole month of June. Then I'm going back home.

Girl: What a wonderful holiday!

Listening – Part 3

Track 68

Rebecca: Hi, Julie. Would you like to come to the fashion show with me and Erica on Saturday? We asked Samantha and Penelope but they're going to a gig.

Julie: Which fashion show are you going to, Rebecca?

Rebecca: London Fashion Week. Some of the latest creations by British designers will be shown.

Julie: Oh yes, I know. I've heard a lot about it recently. Where is the show going to take place? Is it in a hotel in the centre of the city?

Rebecca: Oh no. It's in Portobello Road. They've decided to hold a street fashion show for London Fashion Week.

Julie: And how are you getting there?

Rebecca: My sister is driving us there. But then we have to come home by bus because she'll be working.

Julie: All right. What time should I be at your house then?

Rebecca: Well, the show starts at four-thirty, so come at three-thirty. It takes about thirty minutes to get there.

Julie: Fine. And how much does each ticket cost? It's about twenty pounds each, right?

Rebecca: The tickets were given to me by my friend, Aisha. She's going to be on the catwalk!

Julie: That's wonderful! I'm taking five pounds so I can get a drink after the show.

Rebecca: Good idea! See you later!

Listening – Part 4

Track 69

Stephanie: Hello Christina, it's Steph here.

Christina: Hi.

Stephanie: I'm calling to ask about your Mandarin lessons. I'm really interested in learning another foreign language.

Christina: That's great. The teacher I'm learning with gives lessons every Wednesday in the evening.

Stephanie: What's the teacher's name?

Christina: She's called Bi Hua. She's very good.

Stephanie: How do you spell her surname?

Christina: It's H-U-A.

Stephanie: And how much is each lesson? I can't pay more than thirty pounds. Otherwise I'll spend all of my pocket money.

Christina: It's twenty pounds for an hour. But you can have a shorter lesson if you want. I pay fifteen pounds for forty minutes.

Stephanie: That sounds good. And where do you have the lessons?

Christina: She teaches at the Multilingual School. 24 Edward Square. It's close to the city centre. You'll find it easily.

Stephanie: Have you got her phone number?

Christina: Yes, it's 01235 678 901.

Stephanie: Thanks Christina. I'll call her at once.

Christina: Ok. Make sure you don't call after seven. She leaves the school at seven sharp.

Stephanie: All right. Thanks for your help Chris.

Listening – Part 5

Track 70

Now, listen carefully! I want to tell you about a new talk show on TV. It's called *Who are you talking to?*, and it's on channel six at 2 o'clock every Saturday. It'll be just like the popular talk show which finished last week. I'm sure you've all watched it.

Every week there will be one hundred young people in the audience who will interact with the host of the program and the celebrities invited.

One teenager in the audience will be selected at the beginning of the show to try and guess the name of the celebrity they are going to hear while he or she talks to the host.

There will be some great prizes. This week the people in the audience will get tickets for the concert Kings of Leon are holding next weekend. Everyone wants to attend this great concert. Next week the first prize for the audience is a plane ticket to the One Direction concert in London. If you'd like to be in the audience of *Who are you talking to?*, then call 05735 989 345. Just give your name, age and address, and maybe you'll be on TV soon!

5

Extensive Reading

**Teacher's notes on "The hound of the Baskervilles",
Arthur Conan Doyle**

Foreword to “The hound of the Baskervilles”

Classic literature never goes out of style. It invites and survives frequent re-readings and adapts itself to various times and places, providing the possibility of not being “forgotten” for future generations to come. Besides, Sir Arthur Conan Doyle’s *The Hound of the Baskervilles* has been regarded as the best of the four Sherlock Holmes novels. Aren’t these very good reasons for us to work on a retold of it?

Of course it was important the fact that the detective genre has always been very attractive to young readers mainly if it is based on amazing deductive powers with much action and some humour, characteristics that have been deepened in the many adaptations of the Sherlock Holmes novels for film and television.

The notes and the suggestions made here are meant to be further work options for the teacher to better contextualise or expand on the activities included in the Extensive Reading brochure, whether he or she wishes or feels the need to. They are for teacher’s use and we hope they can be useful.

Before reading

A. The author

There are many sites on the internet where it is possible to find information about Sir Arthur Conan Doyle's life and work, mainly about Sherlock Holmes and the novels he was featured in.

<http://www.sherlockholmesonline.org/>

<http://www.sherlockian.net/>

It's even available a video where Sir Arthur explains who inspired him to create Sherlock Holmes:

<http://www.biography.com/people/arthur-conan-doyle-9278600/videos>

B. The story

Perhaps a previous exploitation of the geographical setting can be useful for the correct understanding of it. Some links provide good information about Dartmoor and even Baskerville Hall as it is known today: a hotel.

<http://www.dartmoor.co.uk/>

<http://www.dartmoor-npa.gov.uk/>

C. Issues

To prepare the understanding of the story some issues could be analysed such as:

- the gothic style of the novel – atmosphere of mystery, suspense and isolation, ancient curses, visions, inexplicable events, darkness...
- the good and evil opposition – good and noble characters in opposition to evil and amoral ones...
- natural vs. supernatural – Sherlock Holmes's rationalism against superstition and folk tales...

Likewise the introduction of the topic "Why are crime and detective novels, films, and television shows so popular?" based on a debate or a group work can prepare the understanding of the story.

While reading

A. Story analysis

It is possible to expand on narrative categories, in order to broaden the students' knowledge of the story.

1. Structure – discussing any later incidents foreshadowed early in the story, or the idea of a surprising ending;
2. Setting – asking the students to characterise the place/s of action trying to answer the following questions:
 - Is the setting described in detail or is it implicit?

- Does it reveal anything about the feelings of the characters or the narrator(s)? Why?/ Why not?
- Does it influence the characters' behaviour? If it does, how?
- Which of the places was more appealing for you? Why?

3. Characters – Working on main and secondary characters – who they are, how they are described and what their relationships mean for the development of the story;
4. Symbols – the hound/ the moor – explore them and their role in the story.

B. Word work

Motivate the students to make a personal glossary – students can be challenged to build their own glossary for the story, and organise it alphabetically or by categories (nouns, verbs and adjectives, for example); this would help develop vocabulary knowledge in an active way.

After reading

1. There are different films and TV series about this novel with different approaches of it.
In group work some of them can be analysed with each group developing different activities:
 - Finding similarities and differences with Conan Doyle's story;
 - Finding the ones that best portray the novel atmosphere and why;
 - Finding the ones that best appeal to the students and why.
2. There are also other films and series that can be compared to the novel as far as the ways crime and science interact – *CSI*, *Criminal Minds*, ... – Watching them, students can answer the question: "Has this interaction changed through time?"
3. Project work A: Write a newspaper article telling what happened as if it was a recent story. What would you include and what would be uninteresting to the readers?

Project work B: Rewrite the text as a play and perform it for your classmates. (This will reinforce students' understanding of the novel and recognise the differences in genres and how they relate to different audiences).