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> 0. INTRODUÇÃO

A concepção do projecto *Cool Zone* surge da necessidade de dar resposta à grande heterogeneidade de turmas com que os professores se deparam diariamente. Pretende auxiliar o professor na gestão flexível do Programa e na sua tarefa diária de organizar o processo ensino/aprendizagem, adequando-o às características específicas dos seus alunos: conhecimentos, capacidades, ritmos, estilos de aprendizagem, interesses e motivações.

À semelhança dos manuais do 7.º e 8.º anos, existe neste projecto uma articulação entre o Programa e a organização dos processos de ensino/aprendizagem, de modo a desenvolver as competências específicas que conduzam à construção de uma competência global em Língua Estrangeira, de acordo com as orientações do Quadro Europeu Comum de Referência para as Línguas.

Numa abordagem que visa o desenvolvimento do aluno, não só a nível cognitivo, mas também nos domínios afectivo, social e moral, as metodologias a adoptar deverão ser centradas no discente. Deste modo, são delineados percursos de aprendizagem diversos, após a selecção dos conteúdos a mobilizar no desenvolvimento das competências específicas e das situações a proporcionar aos alunos.

Nesta linha, o professor, enquanto orientador e facilitador da aprendizagem, deve assegurar que as diferentes necessidades e interesses dos alunos são tidos em consideração, estruturando formas diversificadas de organização da aprendizagem.

É nesta vertente que este projecto é inovador, pois apresenta propostas de trabalho delineadas para atender à diversidade apresentada pelos alunos, possibilitando aprendizagens diversificadas e diferenciadas. O trabalho do professor fica, assim, bastante simplificado.

Tal como o Programa preconiza, os conteúdos programáticos estão estruturados em planos de trabalho (*task-based learning*), isto é, a partir de um certo objectivo a atingir, é traçado um percurso através do qual o aluno vai adquirindo as ferramentas necessárias para realizar a actividade final (objectivo a atingir).

"... any structured language learning endeavour, which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning – from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision making."

Breen, in David Nunan, *Designing Tasks for the Communicative Classroom*, New York, CUP, 1989

Os objectivos que se pretende atingir devem ser claros, motivando os alunos para o sentido de responsabilidade e para a construção de aprendizagens significativas.

A página de abertura de cada *Task* é bastante importante, porque permite levar à compreensão, por parte dos alunos, da utilidade dos conteúdos, das actividades a realizar, das estratégias e dos recursos. Aqui são também referidos os conteúdos do *Workbook*, as propostas de trabalhos de projecto e são assinalados os textos gravados nos CD do aluno/professor.



O projecto *COOL ZONE* põe à disposição do professor:

- > o **Manual**, que inclui um apêndice desdobrável, a **Help Zone**, e, exclusivamente para o professor, as sugestões metodológicas e soluções dos exercícios em barras laterais, tornando mais prática a sua consulta;
- > o **Workbook**, que inclui *Revision Sheets*, propostas de fichas diferenciadas de apoio aos conteúdos do Manual e soluções;
- > o **Cool Stuff**, um caderno de actividades lúdicas com as respectivas soluções;
- > a **Leitura Extensiva**, que apresenta actividades de exploração integradas na *short story*;
- > este **Caderno de Apoio ao Professor**, que inclui um conjunto de materiais muito úteis para o professor: fichas de recuperação (*Extra Practice*, com o respectivo guião de utilização e soluções) testes (*Placement*, *Reading/Writing* e *Listening*, com as respectivas soluções e cotações) e guiões de utilização dos diversos materiais que complementam este projecto: as **transparências** e as **apresentações em PowerPoint**;
- > o **CD Áudio do Professor**, que inclui a leitura dos textos das actividades de *Listening* e dos textos dos testes de *Listening*;
- > o **CD Áudio do Aluno**, que apresenta os textos de *Reading* do Manual, a leitura dramatizada da *short story* e as actividades de *Listening* incluídas no *Workbook*;
- > uma **listagem de sites** sobre as temáticas desenvolvidas no Manual, permitindo a consolidação e/ou alargamento das mesmas.

Põe à disposição do aluno:

- > o **Manual**, que inclui um apêndice desdobrável, a **Help Zone**;
- > o **Workbook**;
- > o **Cool Stuff**;
- > a **Leitura Extensiva**;
- > o **CD Áudio do Aluno**;
- > uma **listagem de sites**.

> 1. MANUAL

O Manual está estruturado em seis *Zones* e cada *Zone* em *Tasks* com diversas actividades, textos actualizados e exercícios contextualizados, que muitas vezes associam à vertente didáctica uma vertente lúdica, embora sempre direccionada para a aprendizagem ou consolidação dos assuntos tratados.

Cada *Task* põe em evidência uma *skill*, sem, no entanto, descuidar as outras. Foi, ainda, feita uma gestão equilibrada das *skills* ao longo do Manual.

> 1.1. DIFERENCIAÇÃO

Pelas razões já enunciadas na introdução, julgamos essencial possibilitar aos alunos aprendizagens diferenciadas através de actividades/exercícios variados e de grau de complexidade diferente. Desta forma, o professor é também apoiado na implementação desta estratégia.

Ao longo das *Tasks* foram utilizados símbolos para distinguir o grau de complexidade das actividades:

☆☆ menor grau de dificuldade

☆☆ maior grau de dificuldade

Consideramos que este Manual oferece um vasto leque de possibilidades de trabalho, pelo que deverá ser considerado como um «menu», de onde o professor poderá escolher as actividades que estão mais de acordo com os seus alunos. No entanto, outras estratégias são possíveis: os alunos poderão realizar os exercícios mais fáceis na aula, como primeira etapa, e os mais difíceis, por exemplo, como trabalho de casa ou consolidação dos conteúdos.

LÍNGUA INGLESA	> Tipologia de exercícios diversa. > Abordagem diferenciada dos conteúdos gramaticais, exercícios de graus de dificuldade diferentes.
TEXTOS	> Um mesmo texto proporciona actividades diferenciadas. > Um mesmo texto proporciona as mesmas actividades, mas possibilita aos alunos escolher quais os exercícios que querem realizar. > Dois textos sobre o mesmo tema, mas apresentando um grau de dificuldade crescente (quer a nível do vocabulário, quer a nível do funcionamento da língua). > Dois textos abordando aspectos diferentes de um mesmo tema, semelhantes em termos de dificuldade, proporcionando a diferenciação, ao permitir que seja o aluno a escolher o texto que lhe convém.
VOCABULÁRIO	> Abordagem do vocabulário de um texto/tópico feita através de exercícios variados e de graus de dificuldade diferentes.
PRODUÇÃO ESCRITA	> Guiada: Exemplificação da estrutura do texto a produzir e/ou orientação da sequência das ideias. > Menos guiada: Sugestões de produção de texto. > Writing Zone (ver pág. 5)

A diferenciação que o Manual permite não diz apenas respeito aos conhecimentos e capacidades dos alunos. Tivemos, também, em consideração os diferentes estilos de aprendizagem, pelo que se podem encontrar actividades a níveis visual, auditivo, cinestésico e do ler e escrever. Como exemplos, podemos citar: *puzzles*, quadros exemplificativos, quadros de sistematização, ilustrações de suporte a situações abordadas, textos de leitura de natureza variada (diálogos, poemas, canções, pequenos textos narrativos e descritivos...), construção de pequenos diálogos, etc.

ESTILOS DE APRENDIZAGEM	> Visual: <i>puzzles</i>, descrição de imagens e/ou fotografias, ordenar imagens, quadros exemplificativos. > Ler/Escrever: textos de leitura de natureza variada, produção escrita guiada, menos guiada e livre, anedotas, quadros de sistematização. > Auditivo: textos de natureza variada, entrevistas, pequenos diálogos, poemas. > Cinestésico: <i>role plays</i>, construção de pequenos diálogos, debates.
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Por vezes, a diferenciação situa-se ao nível da escolha que o aluno pode fazer: numa determinada actividade pode tomar decisões sobre o percurso a seguir, os exercícios a realizar, as perguntas a que quer responder, as propostas que mais estejam de acordo com as suas capacidades/conhecimentos.

Sempre que possível tivemos em conta a exequibilidade da correcção de alguns exercícios. Em alguns casos, ao corrigir um dos exercícios (maior ou menor grau de complexidade), o professor dá resposta ao outro exercício de forma paralela ou, até, acrescentando informação. Esta estratégia promove a interacção aluno/aluno aumentando a sua auto-confiança.

> 1.2. ARTICULAÇÃO DAS COMPETÊNCIAS COM O PROJECTO PEDAGÓGICO *COOL ZONE*

Este projecto apresenta estratégias de concretização e desenvolvimento das competências essenciais em Língua Estrangeira ao:

- > adoptar uma metodologia *task-based*;
- > traçar percursos de aprendizagem diferenciados;
- > permitir uma reflexão constante sobre as regras da Língua Inglesa;
- > criar *Zones* dedicadas a competências de comunicação oral e escrita;
- > conceber trabalhos de projecto e ainda de pares e/ou de grupos, promovendo o desenvolvimento de atitudes de cooperação e de responsabilidade;
- > apresentar espaços dedicados à auto-reflexão;
- > conceber e/ou integrar documentos verbais e não-verbais de natureza diversa e de acordo com o nível etário dos alunos.

> 1.3. COMPONENTES DO MANUAL

> 1.3.1. *GRAMMAR ZONE*

A *Grammar Zone* pretende ajudar o aluno numa certa reflexão sobre os conteúdos da Língua Inglesa presentes neste projecto, esquematizando, com maior ou menor grau de apoio visual (cores, setas, palavras ou letras destacadas) a(s) regra(s) subjacente(s) às estruturas gramaticais. Com a colaboração do professor, o aluno deverá registar, passo a passo, a sua “reflexão” sobre um determinado conteúdo de forma a perceber melhor o seu funcionamento e aplicação.

> 1.3.2. *INFO BOX*

Trata-se de uma chamada de atenção para aspectos particulares, quer a nível gramatical, quer a nível vocabular.

> 1.3.3. *WRITING ZONE*

A *Writing Zone* procura auxiliar o aluno (e o próprio professor) na estruturação de tarefas escritas, que requerem concentração, conteúdos socioculturais e outros. Assim, tenta-se orientar o aluno não apenas nas suas ideias, mas também na organização das mesmas, na estrutura do texto, etc.

> 1.3.4. *VOCABULARY HELP*

Neste espaço o vocabulário é trabalhado de duas formas diferentes. Por vezes, dá-se um sinónimo ou uma expressão sinónima da palavra, outras vezes (sempre que pertinente) faz-se a tradução de algum vocabulário, valorizando-se a comparação com a Língua Materna. Ocasionalmente, os alunos são incentivados a consultar o dicionário, a fim de desenvolverem a prática da sua utilização.

> 1.3.5. *LANGUAGE FUNCTION ZONE*

Nestas caixas, apresentam-se as funções de linguagem necessárias à concretização de situações de comunicação.

> 1.3.6. *JOKE ZONE*

Ao longo do Manual encontram-se espaços lúdicos, onde os alunos podem ler anedotas contextualizadas.

> 1.3.7. *CULTURE ZONE*

Esta rubrica possibilita a identificação de aspectos da sociedade e cultura anglo-americana, bem como a reflexão sobre afinidades/diferenças entre a cultura portuguesa e a cultura anglo-americana.

> 1.3.8. *PROJECT ZONE*

No final de cada *Task*, existe sempre uma página dedicada à apresentação de sugestões que poderão ser trabalhadas na metodologia de trabalho de projecto.

> 1.3.9. *HOW-WELL-AM-I-DOING? ZONE*

Este espaço, que se encontra no final de cada *Task*, destina-se à realização de uma auto-reflexão por parte do aluno através da realização de um pequeno questionário sobre as competências trabalhadas ao longo da *Task*, dando sugestões de remediação.

> 1.3.10. *CHECKPOINT*

No final de cada *Zone*, existe uma ficha formativa que os alunos poderão resolver. As soluções, no final do Manual, permitem que os alunos corrijam as suas próprias fichas e que analisem os resultados com base na tabela apresentada.

> 1.3.11. *HELP ZONE*

A *Help Zone* é um apêndice a que os alunos podem recorrer para melhor compreensão de assuntos gramaticais desenvolvidos no Manual ou para alargamento de vocabulário dos assuntos tratados através da consulta de esquemas. Ao longo do Manual é feita uma remissão para esta *Help Zone*, para que seja mais fácil e mais directo o seu manuseamento.

> 2. **WORKBOOK E COOL STUFF**

Nas páginas iniciais do Workbook, o professor poderá encontrar exercícios de revisão de conteúdos de língua inglesa essenciais à aquisição de novos conteúdos.

O Workbook fornece aos alunos actividades suplementares que podem servir como consolidação, remediação e/ou aprofundamento dos conteúdos do Manual. Tem, também, um carácter formativo, dando informação, quer ao aluno, quer ao professor da situação do aluno em cada momento.

A cada *Task* do Manual corresponde uma ficha no Workbook com actividades relativas aos aspectos que considerámos mais importantes ou susceptíveis de serem mais problemáticos para os alunos. A estrutura do Workbook segue o critério do Manual, com a diferenciação das aprendizagens. Deste modo, apresentamos uma tipologia de exercícios diversificada, para ir ao encontro dos diferentes estilos de aprendizagem, conhecimentos e competências. Esta estrutura possibilita, assim, um trabalho autónomo, respeitando os diferentes ritmos dos alunos e permitindo a auto-correcção.

As actividades referentes a cada *Task* estão elaboradas em dois graus de complexidade: a cada *Task* do Manual correspondem duas fichas no Workbook, uma de menor grau de complexidade (A) e outra de maior grau de complexidade (B). Introduziram-se, ainda, exercícios que trabalham a competência de *Listening*.

Ao longo do Manual é feita uma remissão para o Workbook, para que seja fácil e prática a sua utilização a par e passo com o Manual.

O *Cool Stuff*, por sua vez, é um caderno de actividades lúdicas que respeita os conteúdos do Manual e que poderá ser utilizado para aulas de remediação/revisão.

> 3. LEITURA EXTENSIVA

Smoke and Fire é uma *short story* de leitura extensiva, de oferta, que pretende motivar os alunos para a leitura e desenvolver processos de interacção com o texto. Este material encontra-se didactizado no próprio livro e o seu texto está gravado no CD áudio do aluno, pelo que os alunos poderão ouvir a história enquanto a lêem.

> 4. CD ÁUDIO DO ALUNO E CD ÁUDIO DO PROFESSOR

Os CD áudio do aluno e do professor contêm diferentes tipos de registos para actividades de *Listening*, dramatizados por falantes nativos, possibilitando aos alunos ouvir a língua inglesa em diferentes situações (entrevistas, diálogos, poemas, exercícios de pronúncia, testes de *Listening* e exercícios do *Workbook*).

> 5. TRANSPARÊNCIAS

O projecto inclui dez transparências que permitem uma abordagem dos conteúdos mais diversificada e interessante.

> 6. APRESENTAÇÕES EM POWERPOINT

Do projecto faz parte um conjunto de *slides* (em *PowerPoint*) de oferta ao professor. Tendo em consideração que materiais em suporte informático têm tido um papel cada vez mais preponderante no processo de ensino-aprendizagem e pensando ainda na predisposição dos alunos no que diz respeito ao computador e aos programas informáticos, criámos este conjunto de *slides*. Estes materiais pretendem auxiliar o professor na apresentação, recuperação e/ou consolidação de conteúdos da língua inglesa. Assim, os conteúdos vão sendo apresentados à turma de uma forma dinâmica e com o recurso a imagens, diagramas, cores, para uma melhor compreensão dos conteúdos por parte dos alunos.

> 7. CADERNO DE APOIO AO PROFESSOR

O Caderno de Apoio ao Professor, para além de articular todos os materiais do projecto como um todo, inclui um conjunto de materiais destinados a serem fotocopiados que reúne um conjunto de fichas de recuperação (*Extra Practice*), um *Placement Test*, testes de nível diferenciado para cada uma das *Zones* e testes de *Listening*.

First term (cont.)

NUMBER OF LESSONS	TASK	SOCIO-CULTURAL COMPONENT	LISTENING	SPEAKING	READING	WRITING	LANGUAGE STUDY	VOCABULARY	ATTITUDES, VALUES AND SKILLS
6/7	ZONE 1 TASK A SPEAKING HOW MUCH TECHNOLOGY IS TOO MUCH?	> Expressing opinions on teenagers and technology > Agreeing and disagreeing > Giving reasons > Describing pictures	> Teens are wired	> The evolution of teens > Debate: How much technology is too much?	> Two weeks without... my laptop, iPod or mobile phone > Are we disconnected?	> Are we disconnected?	> <i>Used to</i> > Present Perfect > Past Simple and Present Perfect	> Teenagers and technologies	> Developing interaction: pair and group work > Inferring grammar rules > Developing organization skills > Developing oral skills > Sharing information > Evaluating progress information
Project Zone: CLASSROOM SURVEYS (NEW TECHNOLOGIES / TEENS' ONLINE PREFERENCES)									
5/6	ZONE 1 TASK B LISTENING TEENS ONLINE	> Talking about the evolution of music making and technology > Expressing opinions on blogging and videoblogging > Describing virtual characters	> Interview: Internet celebrity, MC Lars > Teens online	> Music and electronic devices ads	> Do you YouTube.com? > Diaries are out... Blogs are in	> <i>Second Life</i>	> Verbs + <i>to</i> + Infinitive > Future: <i>will / going to</i>	> Music and electronic devices > The Internet	> Developing interaction: pair work > Inferring grammar rules > Developing organization skills > Taking notes > Sharing information > Evaluating progress
Project Zone: CLASSROOM SURVEYS (INTERNET FOR TEENS / SECOND LIFE)									

Placement Test / Reading and Writing tests / Listening test / Speaking Assessment: 9 lessons
 Self-evaluation: 1 lesson
 Projects in class: 2 lessons

Second term

NUMBER OF LESSONS	TASK	SOCIO-CULTURAL COMPONENT	LISTENING	SPEAKING	READING	WRITING	LANGUAGE STUDY	VOCABULARY	ATTITUDES, VALUES AND SKILLS
6	ZONE 2 TASK A SPEAKING DEBATE: HOW MUCH FAST FOOD IS TOO MUCH?	> Describing pictures > Expressing/Exchanging opinions on healthy and unhealthy food, school canteen menus and lifestyles > Describing food adverts > Agreeing and disagreeing about fast food > Giving reasons	> Want to <i>veg out</i>? > Garfield's eating habits	> Healthy or unhealthy? That's the question... > Debate: How much fast food is too much?	> Feed me better: Jamie Oliver's campaign > Food and advertising	> Join the forum	> Relative pronouns and adverbs > Quantifiers	> Healthy and unhealthy food > Everyday diets > Food wheel	> Developing interaction: pair and group work > Inferring grammar rules > Developing organization skills > Taking notes > Developing writing skills > Developing oral skills > Sharing information > Evaluating progress
Project Zone: MAKE YOUR SCHOOL A JUNK-FREE ZONE / FAST FOOD HABITS									
6	ZONE 2 TASK B LISTENING B & G RADIO	> Describing pictures > Expressing opinions on body image > Discussing ideas on the influence of the media and celebrities on teens' body image > Agreeing and disagreeing > Giving reasons	> Song: Grace Kelly > B & G Radio	> How do you feel about the way you look?	> Quiz: Body image > America, the beautiful	> A positive opinion on America Ferrera	> Reflexive pronouns > Reported speech	> Physical description > Feelings > Body image	> Developing interaction: pair and group work > Inferring grammar rules > Developing organization skills > Taking notes > Developing writing skills > Developing oral skills > Evaluating progress

Project Zone: OBESITY, A PROBLEM OF OUR TIME / MEDIA INFLUENCE ON TEENS' OBESITY

Second term (cont.)

NUMBER OF LESSONS	TASK	SOCIO-CULTURAL COMPONENT	LISTENING	SPEAKING	READING	WRITING	LANGUAGE STUDY	VOCABULARY	ATTITUDES, VALUES AND SKILLS
5	ZONE 2 TASK C WRITING TEENS AND BODY IMAGE	> Describing pictures > Expressing opinions on eating disorders > Identifying causes for eating disorders > Discussing how people relate to food > Agreeing and disagreeing	> Two teens' stories	> Helping a friend in need	> Quiz: How fit are you? > Teens and exercise	> Becky's problem > Teens and body image	> Adjectives + preposition	> Eating disorders > Exercising	> Developing interaction: pair and group work > Inferring grammar rules > Developing organization skills > Developing writing skills > Developing oral skills > Evaluating progress
Project Zone: FAMOUS PEOPLE AND EATING DISORDERS									
6	ZONE 3 TASK A WRITING A BAD MOMENT IN YOUR LIFE	> Describing pictures > Expressing opinions on teenagers' problems > Identifying problems and causes > Giving advice	> Delete cyberbullying	> Teens' feelings > Giving advice on teens' problems	> Teens' problems	> A bad moment in your life	> Passive voice > Connectors > Verbs + preposition	> Stress, depression... > Peer pressure > Family relationships > School life	> Developing interaction: pair and group work > Inferring grammar rules > Developing organization skills > Developing writing skills > Developing oral skills > Evaluating progress
Project Zone: TEENS' PROBLEMS									
7	ZONE 3 TASK B READING NEWS: BOOZY LOHAN GETS HELP	> Describing pictures > Expressing opinions on addictions > Identifying reasons for addictions > Talking about the damage of addictions > Giving advice	> Song: Keep holding on	> Newspaper headlines	> Alcohol, cigarettes and illegal drugs > <i>The Hip Hop Project</i> > News: Boozzy Lohan gets help	> Let me be your friend	> Conditional sentences (First and Second Conditionals) > Phrasal verbs	> Addictions: smoking, drinking and other drugs	> Developing interaction: pair and group work > Inferring grammar rules > Developing organization skills > Developing writing skills > Developing oral skills > Sharing information > Evaluating progress
Project Zone: ANTI-SMOKING / ANTI-DRINKING / ANTI-DRUGS AD									

Reading and Writing tests / Listening test / Speaking Assessment: 7 lessons
 Self-evaluation: 1 lesson
 Projects in class: 2 lessons

Third term

[illegible]

Extensive reading



NUMBER
OF LESSONS

5/6

At the
beginning of
the third term
or after Zone 4

Reading and Writing tests / Listening test / Speaking Assessment: 7 lessons
Self-evaluation: 1 lesson
Projects in class: 2 lessons

ZONE 0

> TRANSPARÊNCIA 1 > GOING ON HOLIDAY

OBJECTIVOS

- > Identificar destinos de férias.
- > Identificar meios de transporte.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos descrevem os vários locais de férias.
- > Os alunos emitem opinião sobre os vários destinos de férias apresentados.
- > Os alunos identificam e referem os meios de transporte preferidos para viajar.



> TRANSPARÊNCIA 2 > HOLIDAY ACTIVITIES

OBJECTIVOS

- > Identificar actividades de férias.
- > Identificar formas de lazer.
- > Emitir opinião sobre as actividades preferidas.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos estabelecem a relação entre as actividades de férias e os interesses actuais dos jovens.
- > Os alunos seleccionam as suas actividades preferidas e justificam a sua escolha.



ZONE 1

> TRANSPARÊNCIA 3 > TEENS AND NEW TECHNOLOGIES

OBJECTIVOS

- > Identificar os meios de comunicação e outras tecnologias.
- > Descrever as suas funções.
- > Descrever a sua importância na vida diária.
- > Expressar a sua preferência.
- > Emitir opinião sobre as vantagens e desvantagens da utilização destas tecnologias.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos descrevem as fotografias.
- > Os alunos referem-se à importância que estas tecnologias têm nas suas vidas.



ZONE 2

> TRANSPARÊNCIA 4 > A HEALTHY LUNCH BOX

OBJECTIVOS

- > Identificar os alimentos/bebidas.
- > Dividir os alimentos/bebidas em saudáveis e não saudáveis.
- > Expressar opinião sobre preferências alimentares.
- > Escolher alimentos/bebidas que façam parte de uma refeição saudável.

SUGESTÕES DE UTILIZAÇÃO

- > Após identificar os diferentes tipos de alimentos/bebidas, os alunos decidem os que são saudáveis e não saudáveis.
- > Os alunos estabelecem a ligação entre os diferentes alimentos/bebidas e menus saudáveis.
- > Os alunos escolhem os alimentos/bebidas para obter uma refeição equilibrada.



> TRANSPARÊNCIA 10 > THE NEW FOOD PYRAMID

OBJECTIVOS

- > Identificar cada um dos grupos alimentares.
- > Identificar os alimentos constantes em cada um dos grupos alimentares.
- > Analisar a posição que ocupam na pirâmide.
- > Mencionar a importância do exercício físico em relação a um estilo de vida saudável.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos analisam os grupos alimentares e identificam os seus elementos.
- > Os alunos expressam a sua opinião quanto à importância de cada grupo dentro da pirâmide.
- > Os alunos expressam a sua opinião quanto ao se considera ser uma alimentação saudável.



ZONE 3

> TRANSPARÊNCIA 5 > TEENS' PROBLEMS

OBJECTIVOS

- > Descrever as imagens.
- > Identificar os problemas dos jovens.
- > Identificar causas possíveis para estes problemas.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos descrevem as imagens tentando identificar os problemas representados nas imagens.
- > Os alunos procedem ao levantamento de causas possíveis.
- > Os alunos sugerem algumas soluções para os problemas identificados.



> TRANSPARÊNCIA 6 > SAYING NO

OBJECTIVOS

- > Descrever a situação apresentada.
- > Proceder ao levantamento das várias formas de recusa.
- > Dramatizar o diálogo.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos descrevem a imagem.
- > Os alunos analisam e discutem as formas de recusar apresentadas no diálogo.
- > Os alunos preparam a sua dramatização.



ZONE 4

> TRANSPARÊNCIA 7 > JOBS FOR TEENS

OBJECTIVOS

- > Identificar as profissões apresentadas nas imagens.
- > Descrever as profissões em *part-time*.
- > Emitir opinião sobre cada uma destas profissões e escolher aquela com a qual mais se identifica.
- > Relacionar cada profissão com perfis pessoais e profissionais adequados.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos descrevem as imagens.
- > Os alunos identificam as profissões e referem os respectivos locais de trabalho.
- > Os alunos relacionam cada profissão com um perfil determinado.



> TRANSPARÊNCIA 8 > CAREERS

OBJECTIVOS

- > Identificar profissões e locais de trabalho.
- > Identificar as profissões apresentadas nas imagens.
- > Emitir opinião sobre cada uma destas profissões e escolher aquela com a qual mais se identifica.
- > Relacionar cada profissão com perfis pessoais e profissionais adequados.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos descrevem as imagens.
- > Os alunos identificam as profissões e referem os respectivos locais de trabalho.
- > Os alunos relacionam cada profissão com um perfil determinado.



> TRANSPARÊNCIA 9 > MEN AND WOMEN: TIMES ARE CHANGING

OBJECTIVOS

- > Descrever as imagens.
- > Identificar profissões tradicionalmente mais adequadas a homens/mulheres.
- > Expressar opinião sobre os novos papéis do homem e da mulher na sociedade.

SUGESTÕES DE UTILIZAÇÃO

- > Os alunos descrevem as imagens.
- > Os alunos exprimem a sua opinião sobre a evolução destas profissões.
- > Os alunos descrevem os novos papéis atribuídos aos homens e às mulheres na sociedade exprimindo a sua opinião.



GUIÃO DE UTILIZAÇÃO DAS FICHAS DE *EXTRA PRACTICE*

O projecto Cool Zone contém um conjunto de fichas de recuperação, *Extra Practice*, que aborda conteúdos essenciais da língua inglesa, que os alunos irão rever ou aprender.

> OBJECTIVOS

- > Rever/Recuperar conteúdos essenciais abordados em anos anteriores.
- > Consolidar estruturas básicas da língua inglesa.
- > Apoiar o trabalho desenvolvido em aula.

> SUGESTÕES

Estas fichas poderão ser utilizadas nas aulas de Inglês, em casa, ou, ainda, nas aulas de Estudo Acompanhado.

FICHA

CONTEÚDOS

- | | |
|-------------------|---|
| Extra Practice 1 | – Present Simple |
| Extra Practice 2 | – Present Simple Present Continuous |
| Extra Practice 3 | – Past Simple |
| Extra Practice 4 | – Present Simple Present Continuous Past Simple |
| Extra Practice 5 | – Past Continuous |
| Extra Practice 6 | – Past Simple Past Continuous |
| Extra Practice 7 | – Present Perfect |
| Extra Practice 8 | – Past Simple Present Perfect |
| Extra Practice 9 | – Reported speech |
| Extra Practice 10 | – Passive voice (one object) |
| Extra Practice 11 | – Passive voice (two objects) |
| Extra Practice 12 | – First Conditional |
| Extra Practice 13 | – Second Conditional |
| Extra Practice 14 | – Connectors |
| Extra Practice 15 | – Comparatives and superlatives |

O projecto Cool Zone inclui um conjunto de *slides* em *PowerPoint* que permite sistematizar de uma forma interactiva, dinâmica e actual alguns dos conteúdos de língua inglesa abordados ao longo do ano.

Slide 1 – Introduction

Slide 2/3 – Table of contents

ZONE 0

Slide 4 – Present Simple

Slide 5 – Present Continuous

Slide 6 – Present Simple / Present Continuous

Slide 7 – Past Simple

Slide 8 – Past Continuous

Slide 9 – Past Simple / Past Continuous

ZONE 1

Slides 10/11 – Present Perfect

Slides 12/13 – Past Simple / Present Perfect

Slide 14 – Future: will/going to

ZONE 2

Slides 15/16 – Relative pronouns and adverbs

Slides 17/18/19 – Reported speech

ZONE 3

Slides 20/21/22/23 – Passive voice

Slide 24 – Connectors

Slides 25/26/27 – Conditionals

ZONE 4

Slide 28 – Present Perfect / Present Perfect Continuous

Slide 29 – Comparatives

Slide 30 – Superlatives

Slide 31 – Comparatives/Superlatives

Slide 32 – Past Perfect

Slides 33/34 – Reported Speech (Past Simple / Present Perfect)

> SUGESTÕES

Sugere-se que os *slides* sejam trabalhados em momentos de sistematização/consolidação. O professor decide o ritmo em que os elementos que compõem o *slide* se sucedem.

Antes da aula, o professor poderá fotocopiar o *slide* apenas parcialmente preenchido, permitindo, assim, que os alunos interajam com a apresentação (oralmente e por escrito), completando-o. Enquanto a apresentação decorre, o professor vai elicitando as respostas dos alunos, antecipando a sistematização que é feita no *slide*.

**> MATERIAL
FOTOCOPIÁVEL**

- > ***EXTRA PRACTICE***
- > ***PLACEMENT TEST***
- > ***TESTS A / B (ZONES 0, 1, 2, 3 AND 4)***
- > ***LISTENING TESTS***

School

Name Class No

11

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

1. She _____ (detest) being alone, so she usually _____ (meet) her friends after school.
2. Tracy _____ (not / get) on well with her brothers.
3. He _____ (love) living in Los Angeles.
4. We _____ (not / live) in Canada.
5. Robert always _____ (play) football in his free time. He _____ (have got) some friends who usually _____ (play) with him.
6. She _____ (not / study) much that's why she _____ (not / be) a good student.

B. Write these sentences in the affirmative.

1. You don't enjoy chatting.

2. William doesn't like doing his homework.

3. My father doesn't buy the newspaper every day.

4. They don't hate going to school.

5. Sally doesn't swim in the morning.

C. Circle the correct verb form.

1. I **go** / **goes** shopping on Saturdays.
2. **Do** / **Does** he **watches** / **watch** horror films?
3. She **don't drive** / **doesn't drive** to school every day.
4. They **doesn't take** / **don't take** photos in summer.
5. Where **do** / **does** they **live** / **lives**?

D. Make correct sentences in the Present Simple with the words given.

1. Rose / travel / a lot / every summer / .

2. The bus / always / arrive / on time / .

3. David / like / going out / friends / ?

4. Where / Peter / live / ?

5. They / not collect / cans / .

E. Ask the questions.

1. _____
Helen lives **with her parents and her brother**.
2. _____
She writes a letter to her grandparents every month **because they live in Canada**.
3. _____
In her free time **she usually goes sailing**.
4. _____
No, she doesn't. She doesn't like reading mystery books.
5. _____
Yes, she does. Her mother often works late.

F. Look at the pictures and write a sentence in the Present Simple using the words in brackets.



e.g. (Christie / play / computer games / every evening)
Christie plays computer games every evening.



1. (Mr Howard / usually / go / to work / car)

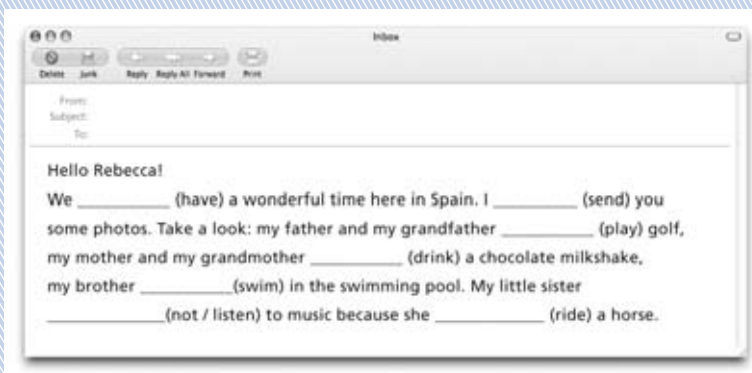


2. (Peter / never / play / football)

School

Name Class No

12

A. Complete the email using the Present Continuous.**B. Present Simple or Present Continuous? Read the sentences and tick if they are *right* or *wrong*. Correct the wrong ones.**

- | | R | W |
|---|--------------------------|--------------------------|
| 1. They usually are having lunch at home.
_____ | ☐ | ☐ |
| 2. We rarely get up early at weekends.
_____ | ☐ | ☐ |
| 3. Mr Thompson is painting his house next week.
_____ | ☐ | ☐ |
| 4. Claire doesn't watch a film at the moment.
_____ | ☐ | ☐ |
| 5. I am having a guitar lesson every Monday and Wednesday.
_____ | ☐ | ☐ |

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

- I can't help you right now. I (write) an essay.
- They generally (finish) work at 5 o'clock but at the moment they (have) a very important meeting.
- How often (he / go) to live concerts?
- "Where is your dog?"
"He (sleep) on the couch."
- Cathy (send) her parents an email at the moment. She usually (send) them emails every week.

A. Complete the sentences with the correct form of the Past Simple.

1. The tourists _____ (fly) to London yesterday.
2. They _____ (not / visit) the British Museum. They _____ (not / have) time.
3. What _____ (she / buy) for Tony's birthday?
4. In the past people _____ (watch) many theatre plays because there _____ (not / be) any television.
5. We _____ (understand) the exercise perfectly.
6. Ferdinand _____ (take) a lot of photos on his holiday last summer.

B. Write these sentences in the negative.

1. We moved to this house in 2004.

2. She made a cake yesterday.

- 3.** They arrived on Monday.

4. My grandfather died in 1970.

- 5.** The police caught the thieves last week.

- 6.** I bought a new house two years ago.

C. Write a short text using these prompts.

1. last Christmas / I / go / New York /
group friends
2. we / stay / very comfortable hotel /
15 days / and we / enjoy / food / very
much
3. on / first day / we / not go / disco /
because / we / be / tired
4. it / be / very / cold / and / there be / lot
of snow
5. we / visit / lots of / interesting places
6. we / meet / famous people / when / we /
go / cinema / to see a film preview
7. we / have / great time

Last Christmas I _____

School

Name Class No

14

A. Change these sentences from the Present Simple into the Past Simple. Follow the model.e.g. Mike **plays** football every day.Mike **played** football **yesterday**.1. He **watches** TV in the evening.

.....

2. The bus **stops** opposite the school.

.....

3. Mary **travels** to London every month.

.....

4. Peter **rushes** home after work.

.....

B. Write the sentences in the negative form.

1. She studies a lot at weekends.

.....

2. They're visiting the new museum.

.....

3. You were at the swimming pool this morning.

.....

4. My best friend went to Italy last summer.

.....

C. Ask questions for these answers.

1.

On Saturday morning I **played football** with the school team.

2.

She took part in the school trip **a week ago**.

3.

Yes, they did. They sold their house in the country.

4.

I arrived at school **at 9 o'clock**.

5.

No, he didn't. He didn't send his mother a letter.**D. Complete the sentences with the Present Simple, Present Continuous and Past Simple.**

1. I usually (go) to school on foot but today my father (drive) me because he (not / go) to work.

2. David (play) chess with his friends at the moment.

3. Her grandfather (not / feel) well last night and (go) to hospital.

4. Richard often (listen) to music before falling asleep.

5. The little boy (break) a window at school yesterday.

6. She (have) a bath at the moment.

School _____

Name _____ Class _____ No _____

15

A. Complete the sentences to describe what these people were doing or not doing yesterday at 9 o'clock in the morning.e.g. We *weren't walking* (not / walk) down the street. We *were waiting* (wait) for the bus at the bus stop.

1. Bill _____ (drive) to work.
2. I _____ (not / work) on the computer. I _____ (read) the newspaper.
3. The children _____ (not / sleep). They _____ (have) breakfast.
4. She _____ (clean) the windows.

B. Ask the questions to complete the dialogue.

Mike: _____

Jill: Last Saturday at 5 o'clock I **was taking my dog for a walk.**

Mike: _____

Jill: **No, he wasn't.** My boyfriend wasn't playing football.

Mike: _____

Jill: He wasn't playing football **because he was injured.**

Mike: _____

Jill: **Yes, they were.** My parents were flying to Rome.**C. Make sentences in the Past Continuous using the prompts to describe what these people were doing last Sunday at 12.00.**

1. Mr Shaw / talk / mobile phone

2. Celia / not finish / school report

3. they / swim / lake

4. my grandfather / rest / sofa

5. I / have / a drink / café

School

Name Class No

A. Past Simple or Past Continuous? Circle the correct verb form.

1. Last night we **went** / **were going** to the cinema.
2. When you called me I **didn't have** / **wasn't having** a bath. I **watched** / **was watching** a film on TV.
3. The children **played** / **were playing** when their grandparents arrived.
4. I **listened** / **was listening** to music this morning at 8.30.
5. You **didn't travel** / **weren't travelling** to Liverpool two months ago.

B. Follow the model to write sentences using the Past Continuous and the Past Simple.

e.g. (ride / fall down)

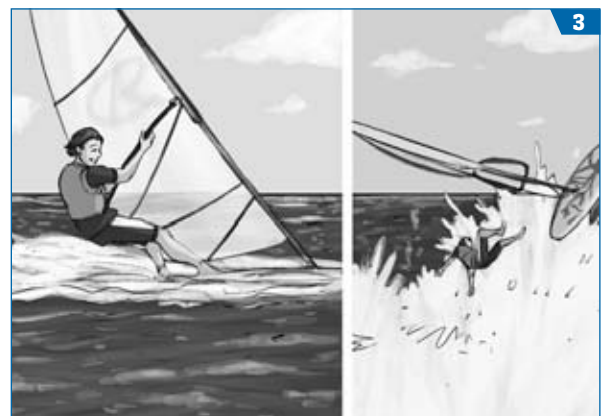
He was riding his bicycle when he fell down.

1. (cook / ring)



2. (take the dog for a walk / rain)

3. (windsurf / fall down)



School

Name

Class

No

A. Complete the sentences with the correct form of the Present Perfect.

1. He _____ (already / buy) a computer.
2. My grandfather _____ (never / use) an iPod.
3. I _____ (not / see) this film yet.
4. _____ they _____ (go) to Australia?
5. You _____ (not / do) your homework.
6. We _____ (not / eat) anything.

B. Write sentences using the Present Perfect.

1. the children / just / arrive / from school / .

2. your mother / ever / visit / Sydney / ?

3. she / not send / email / yet / .

4. we / already / buy / computer / .

5. how long / he / live / here / ?

C. Alice and Adam have accepted the challenge of living without their favourite electronic device for two weeks. Look at the notes and write about what they have (✓) or haven't (✗) done.

e.g. Meet his friends at home (Adam) ✓

Adam has met his friends at home.

1. Listen to music on their iPods (Adam and Alice) ✗

1. Adam and Alice _____ .

2. Go to the cinema (Alice) ✓

2. Alice _____ .

3. Send emails (Alice and Adam) ✗

3. _____

4. Talk on the mobile phone (Adam and Alice) ✗

4. _____

5. Read two books (Adam) ✓

5. _____

6. Spend many hours in front of the computer (Adam and Alice) ✗

6. _____

7. Go for walks with her parents (Alice) ✓

7. _____

School

Name Class No

A. Write these time expressions in the correct column.

for	in 2003	ever	this week	last year	since	two days ago
already	yesterday	yet	last weekend	just	a week ago	never

PAST SIMPLE	PRESENT PERFECT

B. Past Simple or Present Perfect? Read the sentences and tick if they are *right* or *wrong*. Correct the wrong ones.

- | | R | W |
|---|--------------------------|--------------------------|
| 1. We have already left home.
_____ | ☐ | ☐ |
| 2. She has gone to the cinema yesterday.
_____ | ☐ | ☐ |
| 3. Lewis sent an email last week.
_____ | ☐ | ☐ |
| 4. Jenny hasn't watched TV for a month.
_____ | ☐ | ☐ |
| 5. I already bought a new mobile phone.
_____ | ☐ | ☐ |
| 6. They didn't just break the window.
_____ | ☐ | ☐ |

C. Complete the sentences with the correct form of the verbs in the Past Simple or Present Perfect.

- I _____ (just / make) some coffee.
- _____ (they / ever / eat) Chinese food?
- My boss _____ (have) a very important meeting two days ago.
- _____ (you / see) my iPod?
- She _____ (become) a lawyer in 1998.
- We _____ (meet) our friends in the café yesterday.

School _____

Name _____ Class _____ No _____

A. Look at the table and fill in the missing parts.

VERB TENSES	
Direct speech	Reported speech
Present Simple	_____
_____	Past Continuous
Future	_____

WORD OR EXPRESSIONS			
Direct speech	Reported speech	Direct speech	Reported speech
now	_____	next Monday	_____
today	_____	this	_____
yesterday	_____	these	_____
tomorrow	_____	here	_____

B. The *Teen Reporters* is a school newspaper. Ronny and Sally decided to interview a group of teenagers about the topic *eating disorders* for the next newspaper edition. Complete the article by reporting what they said.**TEEN REPORTERS****EATING DISORDERS**

by Ronny Smith and Sally Grant

Eating disorders are a very serious problem among teenagers. This is what some teenagers said about this matter.

Liam said _____

Colin and Ted said _____

Sarah told us _____

Tommy suggested _____

Cindy told us _____

Liam: I think magazines are a bad influence on teenagers because they are sending dangerous signals.

Colin and Ted: Teenagers feel pressured by their peers to be thin.

Sarah: Sometimes teenagers believe that their friends won't like them anymore if they are fat.

Tommy: All the teens who are suffering from eating disorders will have to get medical help.

Cindy: In my opinion eating disorders have profound effects on teens and their families. My sister is seeing the doctor next week.

C. Ronny and Sally are preparing another interview. These are the questions they are going to ask parents. Read them and then write them in reported speech.

- | | |
|--|---------------------|
| 1. Why do magazines influence teenagers' body image? | 1. They asked _____ |
| 2. Is your daughter doing physical exercise now? | 2. _____ |
| 3. Will Ronny go on a diet to lose weight? | 3. _____ |
| 4. When is Diane starting her recovery programme? | 4. _____ |

D. Mrs Mackenzie is phoning a friend. Report what she said.

- (1) I'm very worried. (2) My daughter isn't eating properly. (3) She is suffering from an eating disorder.
(4) This is a very serious problem. (5) I'm taking her to a specialist tomorrow.

1. Mrs Mackenzie told her friend _____ .
2. She said _____ .
3. She thought _____ .
4. She added that _____ .
5. She said _____ .

E. Rewrite the following sentences in reported speech.

1. My mother isn't coming to the specialist with me tomorrow.
Nancy _____ .
2. Now we are watching a TV programme about eating disorders.
They _____ .
3. Paul will go to the health club next Saturday.
Mrs Morgan _____ .
4. Weight problems among children are increasing.
Specialists _____ .

EXTRA PRACTICE

PASSIVE VOICE (ONE OBJECT)

School _____

Name _____ Class _____ No _____

10

A. Read the sentence and fill in the boxes with the words below.

verb	subject	object
------	---------	--------

My best friend wrote an article.

B. Now read the sentence again and fill in the boxes below it.

Active My best friend wrote an article.

Past Simple

Passive _____

New subject _____ to be _____ + Past Participle of the main verb _____ agent _____

C. Now do the same with the sentences below.

1. Active Our parents watched a documentary.

Past Simple

Passive _____

New subject _____ to be _____ + Past Participle of the main verb _____ agent _____

2. Active Some teachers help troubled teens.

Present Simple

Passive _____

New subject _____ to be _____ + Past Participle of the main verb _____ agent _____

D. Complete the table with the Past Participle. Follow the example.

REGULAR VERBS	
finish	finished
play	
discuss	
accept	
study	
use	
promise	
inform	

IRREGULAR VERBS	
be	been
give	
write	
make	
lose	
take	
do	
send	

E. Read the sentences and then circle the correct option.

1. The bully **stole** the kids' money.
The kids' money **is stolen** / **was stolen** by the bully.
2. The school psychologist **can help** bullied victims.
Bullied victims **are helped** / **can be helped** by the school psychologist.
3. The school **will buy** cameras to keep an eye on bullies.
Cameras **will be bought** / **were bought** by the school to keep an eye on bullies.
4. Bullies **can send** emails.
Emails **will be sent** / **can be sent** by bullies.

F. Change into the passive voice.

1. The student is reading an article about bullying.
An article about bullying _____.
2. He must protect the young kids.
The young kids _____.
3. Lots of schools organize meetings to discuss violence.
Meetings _____.
4. They will pay for the broken window.
The broken window _____.
5. Teens made a speech against bullying at school.
A speech against bullying _____.

G. Change into the active voice.

1. He was bullied by an older girl.

2. Her story is being written by her.

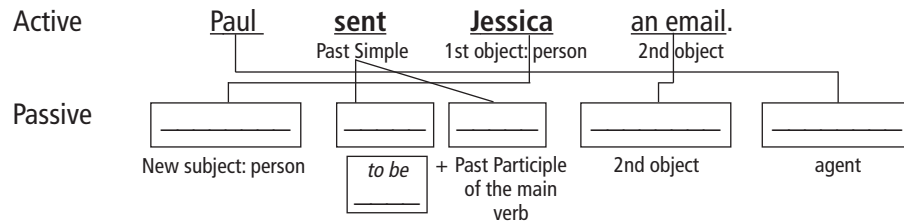
3. Football is played by kids at school.

School _____

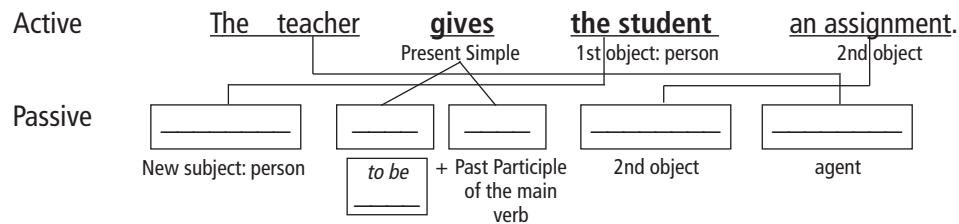
Name _____ Class _____ No _____



A. Read the sentence and then complete the boxes.



B. Now do the same.



C. Change into the passive voice.

- His uncle will show him the new library.

He _____.

- The doctor gave my friend some advice on how to avoid bullies.

- Parents asked the head teacher to find a way of dealing with bullies.

- The school psychologist sent stressed out children a brochure of a holiday camp.

School _____

Name _____ Class _____ No _____

A. Read the sentences and complete the boxes with the words: *Future* or *Present Simple*.

1. If he
- goes
- to a rehab clinic, he'll
- get
- better.

2. They
- will help
- their daughter if she
- asks
- them.

B. Fill in the blanks with help from the boxes.

1. If she _____ my help, I _____ take her to the doctor.

2. They _____ an accident if they _____ drinking.

C. Complete the sentences using the Present Simple or the Future.

1. If I _____ (accept) a cigarette, it will be hard to stop smoking.
2. If my brother gets into trouble, I _____ (help) him.
3. They _____ (have) a bad mark if they don't study for the test.
4. If my parents _____ (not / stop) smoking, they'll have serious health problems.
5. Will you call me if you _____ (drink) too much?

D. Complete the sentences using the First Conditional.

1. If he _____ (drink) at the party, he _____ (not / drive) his car.
2. Her parents _____ (be) angry if she _____ (say) yes to smoking.
3. My friends _____ (be) upset if I _____ (start) smoking.

School _____

Name _____ Class _____ No _____

A. Read the sentence and complete the boxes with the words: *Conditional* or *Past Simple*.

1. If she knew about all the chemicals in a cigarette, she would stop smoking.

2. They would help their son if he called them.

B. Fill in the blanks with help from the boxes.

1. If he _____ me he _____ to contact me.

need

try

2. They _____ a healthier life if they _____ .

have

not / drink

C. Complete the sentences using the Past Simple or the Conditional.

- If she knew all the terrible effects of drugs, she _____ (stop) taking them immediately.
- She _____ (tell) her parents if she was in trouble.
- If they _____ (not / care) about him they wouldn't be here.
- If you really liked him, you _____ (give) him some advice.
- _____ (they / go) to a rehab clinic if I asked them?

D. Complete the sentences using the Second Conditional.

- If they _____ (need) my help, they _____ (ask) me.
- He _____ (not / do) well at school if he _____ (take) drugs.
- _____ (you / come) if I _____ (call) you?

School

Name Class No

Connectors play a very important role in linking (connecting) two or more sentences together. They express different meanings.

ADDITION	CONTRAST	ALTERNATIVE	PURPOSE	REASON/ CONSEQUENCE	TIME/SEQUENCE OF EVENTS
and, also, too, not only... but also, besides	but, however, although, on the other hand in spite of	or, either... or	so that, to, in order to	because, so, consequently, as a result, therefore	when, while, as soon as, first, then, next, finally
I like going out with my friends and I like doing fun things with them.	They tried to call their son at school but he wasn't there.	Would you like to go to the cinema or the concert?	You have to study carefully in order to have good results.	I'm not coming to school tomorrow because I've got an appointment.	His parents were surprised when they found out he was a bully.

A. Join the beginning and the end of the sentences using the correct connector.

1. The headmaster called the parents...

because

a) he still gets into trouble.

2. He was crying...

while

b) be accepted by the group.

3. He got a tattoo...

so that

c) he could tell them the truth about violence at school.

4. She thinks she isn't beautiful...

but

d) they were shouting at him.

5. His parents have tried everything...

in order to

e) she's got very short red hair.

B. Join these sentences using the connectors in brackets. Make any necessary changes.

1. She has never been bullied. She knows what victims of bullying suffer. (although)

2. Bullied students don't say anything. They isolate themselves. (or)

3. The teacher stopped the bullies. They were making fun of a young boy. (when)

4. She tried to protect her friend. The bully was stronger than her. (but)

5. They are afraid of bullies. They go alone to school. (in spite of)

School _____

Name _____ Class _____ No _____

15

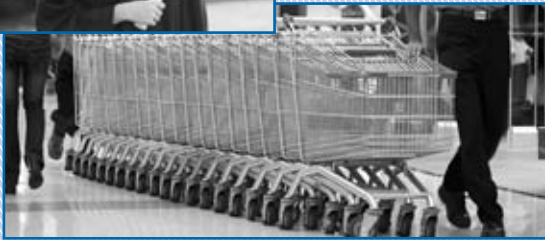
A. Have a look at the pictures and make sentences with the comparative forms of the adjectives.



1. working outdoors / healthy / working indoors



2. being a factory worker / tiring / being a doctor



3. having a diploma / good / having no qualifications



4. going to work by car / comfortable / going to work by bus

B. Fill in the blanks with the comparative or superlative of the adjectives in brackets.

1. Fathers who do not help at home have got an _____ (easy) life than working mothers.
2. It's _____ (easy) interview I've done.
3. His professional qualifications are _____ (amazing) ones I've seen today!
4. She can type _____ (fast) than my secretary.
5. I'd like you to be _____ (punctual) from now on.
6. He's written _____ (complete) letter of application I've ever read.

School

Name Class No

Part A

A. Read the text.

myblog: Sarah

This blog exists to help you share ideas

10.30 pm – Summer is over

Unfortunately the summer holidays are over and today was my first day back at school. When I got up I felt very sad about starting a new school year. However, when I arrived at school my feelings changed completely because it was great to be with all my friends again.

Suddenly the bell rang and we had to go to the classroom to start the morning classes. The first was an English lesson. As usual our teacher asked us to write a short composition about our summer holidays.

So that's why I wrote this in my blog:

Last summer holiday I had an unforgettable experience. I didn't go to the seaside as I usually do because my friend Jeremy invited me to spend two weeks on his grandparents' farm in Wales. As I'm a city girl I thought of refusing the invitation. I was afraid of having a very boring holiday but then I accepted. It would be a new experience and my friend needed me to keep him company.

Jeremy's parents drove us on a Saturday afternoon. We arrived quite late at night.

The next morning I woke up to the smell of fresh bread and cakes. When I went downstairs everybody was having breakfast. Jeremy said: "On a farm everybody gets up very early, you know? There's always a lot of things to do." Breakfast was incredible. I had fresh butter and milk! Everything was really delicious! All the meals were great!

And he was right! I won't forget my last summer holiday because I enjoyed myself a lot. I milked the cows, watered the vegetables, fed the animals and picked fruit. Not bad for a city girl! In fact my farm holiday wasn't boring at all!



B. Are the sentences *true* (T) or *false* (F)? Find evidence for the true sentences and correct the false ones.

1. Sarah feels unhappy about the end of the summer holiday.

☐

2. She didn't like meeting her friends.

☐

3. The students had an English lesson after lunch.

☐

4. They had to do a written activity.

☐

5. Sarah didn't write the text.

☐

C. Answer the following questions.

1. Where does Sarah usually go on her summer holiday? Did she go there last summer?

2. Why was she afraid of having a boring holiday?

3. Was she the first to get up? Why / Why not?

4. What's her opinion of meals on the farm?

5. Did she enjoy her last summer holiday? Explain.

D. Complete the dialogue between Sarah and you. Write the questions for the words or expressions in bold.

You: _____

Sarah: When I got up this morning I felt **very sad**.

You: _____

Sarah: Our English teacher is **old and strict**.

You: _____

Sarah: **Oh, yes**. My last summer holiday was very exciting.

You: _____

Sarah: I enjoyed my holiday **because I did lots of exciting activities**.

Part B

Imagine you go on the Internet and read Sarah's blog. Post a comment on her summer holiday and describe your last summer holiday too.

PLACEMENT TEST

Part C

Circle the correct answer.

1. Sarah's parents gave _____ a new bike.
a) he b) she c) her
2. The teachers told _____ students to go to class.
a) they b) them c) their
3. Have you seen _____ dog?
a) ours b) our c) us
4. The children are playing with _____ toys.
a) they b) they're c) their
5. There aren't _____ students here.
a) no b) any c) some
6. The man _____ daughter is a famous writer is my friend.
a) who b) that c) whose
7. The dog _____ barks all night belongs to my father.
a) which b) whose c) who
8. She arrived late, _____?
a) don't she b) didn't she c) doesn't she
9. They don't go to the cinema, _____?
a) does they b) are they c) do they
10. He is _____ than me.
a) richer b) more rich c) the most rich
11. She is _____ student in the class.
a) the goodest b) the best c) the more good
12. Last summer they _____ to the countryside.
a) go b) don't go c) went
13. Where _____ yesterday?
a) you went b) did you went c) did you go
14. Right now they _____ football.
a) play b) will play c) are playing
15. She _____ a phone call.
a) has just received b) have just received c) is just received
16. They _____ to Paris next year.
a) will probably go b) probably go c) are probably go
17. _____ do you go home?
a) where b) what c) how
18. _____ is she like?
a) what b) how c) when
19. _____ she is happy, she misses her parents.
a) Although b) But c) However
20. She bought a new house _____ she didn't buy a new car.
a) so b) where c) when

School _____

Name _____

Class _____

No _____

ZONE 0 | A

TEST

Part A**A. Look at these pictures. Complete the labels with the name of summer activities.**

1. _ _ mp _ _ _



2. w _ d u _ _ n _



3. c _ o _ _ g



4. s _ nb _ _ _ _ _

B. Read the text carefully.**Holidays with Aunt Maggie**

Lots of people stay at home during the holidays and, unfortunately, I am one of them. My parents always work during the summer and I am left alone with nothing to do. When I was younger I always spent holidays at my grandparents' but now my Mum says I am responsible enough to be left on my own. As I can go out all by myself and meet my friends I don't feel so bored because there are loads of things to do when we get together. Sometimes we go to the beach and we play beach volleyball, swim and sunbathe. Other times we go to amusement parks where we always enjoy ourselves very much. I love everything there but my favourite is the roller coaster.

However, last summer was the coolest summer ever! My mother's sister, aunt Maggie, invited me to spend my holiday with her and uncle John. They have got two children, a boy and a girl, who are my age. So I thought it would be just great. Besides they live in New Zealand, which is a terrific country. My parents were hard to convince because it's a very far away country but my aunt talked to them and everything was settled.

My parents took me to the airport early on a Saturday morning. While I was waiting to do the check in, my Mum didn't stop giving me advice on what to do or not to do: "I don't want you to be a burden* to your aunt, so don't forget to make your bed and to help her with other household chores; be nice, polite and responsible; be careful when you go out; don't do dangerous things... Dave, are you listening to me?" She was right. I wasn't listening to her anymore. I was thinking about the fantastic days ahead of me.

When I arrived, my aunt, uncle and cousins were waiting for me at the airport. This was the beginning of a great, great holiday.

VOCABULARY HELP> to be a burden: *ser um peso*

C. Circle the correct meaning.

- | | |
|--------------------------|----------------|
| 1. unfortunately (l. 1) | |
| a) unluckily | b) happily |
| 2. on my own (ll. 3-4) | |
| a) alone | b) accompanied |
| 3. loads of (ll. 4-5) | |
| a) few | b) lots of |
| 4. terrific (l. 10) | |
| a) terrible | b) fantastic |
| 5. settled (l. 12) | |
| a) arranged | b) prepared |

D. Make sentences about the text. Find in column B the right endings for the beginning of the sentences in column A.

- | A | B |
|--|--|
| 1. Dave always | a) do lots of cool things together. |
| 2. He spent holidays with his grandparents | b) he had a completely new experience. |
| 3. Dave and his friends | c) were the same as in previous years. |
| 4. Last summer holidays | d) works during summer holidays. |
| | e) love roller coasters. |
| | f) spends his summer holidays alone. |
| | g) when he was a child. |

E. Decide if these sentences are *true* (T) or *false* (F). Correct the false ones.

1. Last summer Dave was invited to spend his holiday abroad.

2. Aunt Maggie's children are younger than Dave.

3. Dave's parents agreed with the idea immediately.

4. Aunt Maggie convinced Dave's parents to let him travel to New Zealand.

F. Answer the questions.

1. What was he thinking about while his mother was giving him some advice?

2. Who was waiting for him in New Zealand?

Part B

A. Read the sentences and circle the correct option.

1. My parents always work during summer.
 a) Present Simple b) Present Continuous c) Past Simple
2. Dave's parents took him to the hospital.
 a) Past Continuous b) Past Simple c) Present Simple
3. Dave is telling his friends about his holidays.
 a) Past Continuous b) Past Simple c) Present Continuous
4. Yesterday after dinner Dave was talking with his cousins on the Net.
 a) Past Continuous b) Present Simple c) Past Simple

B. Put the verbs in brackets in the correct tense: Present Simple, Present Continuous, Past Simple or Past Continuous. The words in bold will help you.

1. Dave _____ (not / go / **usually**) on holiday without his family.
2. **Last summer** Dave _____ (not / spend) his holidays at home. He _____ (spend) them abroad. He _____ (travel) alone for the first time.
3. **When** he _____ (be) in New Zealand he _____ (see) wonderful places and _____ (meet) nice people.
4. On the second day, **while** Dave _____ (take) some photos his cousins _____ (film) him.
5. **Right now** Dave _____ (tell) his friends all about his summer holidays.

Part C

Write a text about your coolest holidays.

You may tell a true story or imagine everything.

The following structure may help you:

1st paragraph:

- Where you went
- How you got there
- Who you went with

2nd paragraph:

- What you did
- What you saw
- How you enjoyed yourself

3rd paragraph:

- Conclusion (your impressions of this holiday)

School _____

Name _____ Class _____ No _____

ZONE 0 | B

Part A**A. Look at these pictures. Label them with the name of summer activities.**

1. _____



2. _____



3. _____



4. _____

B. Read the text carefully.**Holidays with Aunt Maggie**

Lots of people stay at home during the holidays and, unfortunately, I am one of them. My parents always work during the summer and I am left alone with nothing to do. When I was younger I always spent holidays at my grandparents' but now my Mum says I am responsible enough to be left on my own. As I can go out all by myself and meet my friends I don't feel so bored because there are loads of things to do when we get together. Sometimes we go to the beach and we play beach volleyball, swim and sunbathe. Other times we go to amusement parks where we always enjoy ourselves very much. I love everything there but my favourite is the roller coaster.

However, last summer was the coolest summer ever! My mother's sister, aunt Maggie, invited me to spend my holiday with her and uncle John. They have got two children, a boy and a girl, who are my age. So I thought it would be just great. Besides they live in New Zealand, which is a terrific country. My parents were hard to convince because it's a very far away country but my aunt talked to them and everything was settled.

My parents took me to the airport early on a Saturday morning. While I was waiting to do the check in, my Mum didn't stop giving me advice on what to do or not to do: "I don't want you to be a burden* to your aunt, so don't forget to make your bed and to help her with other household chores; be nice, polite and responsible; be careful when you go out; don't do dangerous things... Dave, are you listening to me?" She was right. I wasn't listening to her anymore. I was thinking about the fantastic days ahead of me.

When I arrived, my aunt, uncle and cousins were waiting for me at the airport. This was the beginning of a great, great holiday.

VOCABULARY HELP> to be a burden: *ser um peso*

C. Match the words taken from the text with their meaning.

- | | |
|-------------------------|--------------|
| 1. unfortunately (l. 1) | a) lots of |
| 2. on my own (ll. 3-4) | b) fantastic |
| 3. loads of (ll. 4-5) | c) unluckily |
| 4. terrific (l. 10) | d) luckily |
| 5. settled (l. 12) | e) terrible |
| | f) alone |
| | g) few |
| | h) arranged |

D. Complete the sentences according to the information in the text.

- Dave usually spends _____.
- When he was a little child _____.
- Dave and his friends _____.
- He had a different experience last year because _____.

E. Decide if these sentences are *true* (T), *false* (F) or *impossible to know* (IK). Correct the false ones.

- Last summer Dave was invited to spend his holiday abroad. ☐

- Dave's parents agreed with the idea immediately. ☐

- Dave's parents took him to the airport by car. ☐

- Dave convinced his parents to let him travel to New Zealand. ☐

F. Answer the questions.

- What did Dave's mother do at the airport?

- Why wasn't Dave listening to his mother?

Part B

A. Find in the text:

1. A sentence in the Present Simple.

2. A sentence in the Present Continuous.

3. A sentence in the Past Simple.

4. A sentence in the Past Continuous.

B. Put the verbs in brackets in the correct tense: Present Simple, Present Continuous, Past Simple or Past Continuous.

1. Dave _____ (not / go / usually) on holidays without his family.
2. Last Summer Dave _____ (not / spend) his holidays at home. He _____ (spend) them abroad. He _____ (travel) alone for the first time.
3. When he _____ (be) in New Zealand he _____ (see) wonderful places and _____ (meet) nice people.
4. On the second day, while Dave _____ (take) some photos his cousins _____ (film) him.
5. Right now Dave _____ (tell) his friends all about his summer holidays.

Part C

Write a text about your coolest holiday.

You may tell a true story or imagine everything.

The following structure may help you:

1st paragraph:

- Where you went

- How you got there

- Who you went with

2nd paragraph:

- What you did

- What you saw

- How you enjoyed yourself

3rd paragraph:

- Conclusion (your impressions of this holiday)

School _____

Name _____

Class _____

No _____

ZONE 1 | **TEST A**

TEST

Part A**A. What is the word? Read the definitions and choose the corresponding word in the box.**

download

Internet

video

laptop

device

paste

blog

wired

online

upload

screen

cyberspace

1. Obsessed with the Internet: _____
2. A diary online: _____
3. A personal computer: _____
4. To transfer documents into your computer: _____

B. Read the text carefully.**Web obsession**

The Korean camp is quite impressive. There are instructors who look like military soldiers. It's a camp for young people... But these young people are not fighting alcohol, cigarettes or drugs. Rather, they have severe cases of what many in this country believe is a new, deadly addiction: cyberspace.

South Korea is probably the most wired nation on earth. In fact, perhaps no other country has so fully accepted the Internet. Ninety percent of homes connect to cheap, high-speed broadband. Online gaming is a professional sport, and young people hang out in Internet places that exist on practically every street corner.

But easy access to the Web has created obsessed users that cannot keep themselves away from their computer screens. Compulsive Internet use has been identified as a mental health issue in other countries, including the USA. However, it may be a particularly serious problem in South Korea because of the country's nearly universal Internet access. Users started dropping dead from exhaustion after playing online games for days on end. Lots of students have skipped* school and meals to stay online.

At the camp participants are only allowed one hour of cell phone calls a day, to stop them from playing online games via the phone. They also follow a rigorous routine of physical exercise and group activities, like horseback riding, to connect themselves to the real world and forget about the virtual one. One participant, Lee Chang, used to spend 17 hours a day online. He used to play all night and to skip school to sleep. In the virtual world he could enjoy more success and popularity he says. "I couldn't control myself, but now I know I can enjoy real friends and hanging out with them... I've promised my parents to read more and do sports."

*The New York Times, 2007 (adapted)***VOCABULARY HELP**> skipped school: *faltaram à escola*> skipped meals: *saltaram refeições*

C. Read the second and third paragraphs again and decide if the statements are *true* (T) or *false* (F). Correct the false ones.

1. Most Koreans don't have access to the Internet. ☐

2. You can surf the Net in the streets of Korea. ☐

3. Keeping away from computers hasn't been a problem. ☐

4. Too much time online can kill people. ☐

5. Internet games don't keep you away from the classroom. ☐

D. Match the columns.

- | | |
|-------------|-----------------------|
| 1. fighting | a) fatal |
| 2. severe | b) inexpensive |
| 3. deadly | c) struggling against |
| 4. cheap | e) serious |

E. Answer the questions about the text using your own words as far as possible.

1. What is this camp for?

2. Why is Korea the most wired nation?

3. What are the consequences of Internet addiction?

4. What do teenagers do at the camp?

Part B

A. Ask questions for the words or expressions in bold. Circle the correct expression to begin your question.

1. When / How long _____ ?
Lee Chang has been an Internet addict **for two years**.
2. When / How Long _____ ?
His best friend died **last year**.
3. Why / What _____ ?
He wants to give up **virtual games**.

1. The camp instructors promised _____ (tell) the parents about their children's progress.
2. The teenager decided _____ (not / go) to the camp.
3. They hope _____ (get) better.

C. Complete the sentences with *used to* (affirmative, negative or interrogative) and the verbs in brackets.

1. In the past boys _____ (play) virtual games, they _____ (play) football.
2. _____ (she / have) a laptop when she was young?

D. Put the verbs in brackets in the correct tense: Present Simple, Present Perfect or Past Simple. The words in bold may help you.

- Nowadays** all parents _____ (believe) the Internet _____ (bring) problems to their children. **In the past** children _____ (know) how to have fun. They _____ (not / need) a computer!
- Over the last twenty years** the Internet _____ (become) a very powerful instrument.
- Lee Chang _____ just _____ (return) home from camp.

Part C

Write a text expressing your opinion on ONE of the topics below.

1. I spend / don't spend too much time on the Internet.
2. Online activities are great!

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

School

Name

Class

No

ZONE 1 | B

TEST

Part A**A. What is the word you use**

1. when you transfer online documents into your computer? _____
2. for an online diary? _____
3. to talk to your friends online? _____
4. to call a computer you can take everywhere? _____

B. Read the text carefully.**Web obsession**

The Korean camp is quite impressive. There are instructors who look like military soldiers. It's a camp for young people... But these young people are not fighting alcohol, cigarettes or drugs. Rather, they have severe cases of what many in this country believe is a new, deadly addiction: cyberspace.

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The New York Times, 2007 (adapted)**VOCABULARY HELP**

- > skipped school: *faltaram à escola*
- > skipped meals: *saltaram refeições*

C. Decide if the statements are *true* (T), *false* (F) or *impossible to know* (IK). Correct the false ones.

1. The camp is near the city. ☐

2. Most Koreans don't have access to the Internet. ☐

3. You can surf the Net in the streets of Korea. ☐

4. Keeping away from computers hasn't been a problem. ☐

5. Internet games don't keep you away from classrooms. ☐

D. Find the synonyms of the words below in the first, second and third paragraphs.

- | | |
|-------------------|--------------|
| 1. are similar to | 3. fanatical |
| 2. completely | 4. problem |

E. Answer the questions about the text using your own words as far as possible.

1. Who are the teens who go to the camp and why do they go there?

2. Why is Korea the most wired nation?

3. What are the consequences of Internet addiction?

4. What do teenagers do at the camp?

Part B

A. Ask questions for the words or expressions in bold.

1. _____
My friends like **online games**.
2. _____
Lee Chang has been an Internet addict **for two years**.
3. _____
His parents bought him a laptop **last summer**.

3. last night / Lee Chang / decide / not / go home

3. this teenager / use / go to / cybercafés / when he was in town / .

1. Nowadays all parents _____ (believe) the Internet _____ (bring) problems to their children. In the past children _____ (know) how to have fun. They _____ (not / need) a computer!
2. Over the last twenty years the Internet _____ (become) a very powerful instrument.
3. Lee Chang _____ (just / return) home from camp.

Part C

Write a text expressing your opinion on ONE of the topics below.

1. I spend / don't spend too much time on the Internet.
2. Online activities are great!

School

Name

Class

No

ZONE 2 | A**Part A****A. Choose the correct option.**

1. An obese person is
a) underweight. b) skinny. c) overweight.
2. A crazy diet is when someone
a) eats healthy food. b) doesn't have a balanced diet. c) stops eating completely.
3. Your body image is
a) the image you see in the mirror. b) the way you would like to be. c) the way the others see you.
4. _____ can cause teens to develop eating disorders.
a) Low self-esteem b) A good body image c) Over-exercise
5. Negative attitudes related to food can cause
a) a good humour. b) serious physical problems. c) peer pressure.

Part B**B. Read the text.****When teens become obsessed with body image**

Many teens worry about the way they look, "Am I pretty, good looking? Is my nose too small, big? Am I too short, tall? Do my friends like me the way I am?"

Lots of teens are not satisfied with the way they look. TV programmes, films, advertisements, magazines show teens almost perfect men and women that become their role models. This is one of the main reasons why they don't like what they see when they look in the mirror. They compare themselves to those beautiful famous people like actors, celebrities and models and they begin to develop low self-esteem.

The obsession with body image leads teens to crazy diets and they often develop eating disorders. Although girls are 10 times more likely to suffer from eating disorders, some boys start dangerous diets, too. Health agencies are reporting that body image issues are becoming more and more of a problem. On the one hand this is because boys are increasingly interested in their appearance. On the other hand they often want to have a certain weight for playing a sport or doing gymnastics.

Take Don, for example. He didn't like his image in the mirror and he wanted to be a better athlete, so he began a diet thinking that this would be healthy. Then he began to exercise more and more. The more weight he lost the more obsessed he became. Soon he couldn't control himself anymore and became seriously ill.

Over-exercising and wrong diets are not the way to feel better. It is essential that teens develop self-confidence and they get this by having a positive attitude and a healthy lifestyle – they must balance a healthy diet and the right exercise. Above all teens should accept themselves the way they are.



C. Match the following sentences with the paragraphs.

Sentences

1. Self-esteem and a balanced diet are the key to healthy living.
2. Physical appearance is not only a girls' issue.
3. Teens think body image is important.
4. Young people often compare themselves with famous people.
5. A diet may get out of control.

Paragraphs

☐
☐
☐
☐
☐

D. Choose the correct ending for these sentences.

1. Teens worry about their physical appearance because
 - a) they want to be healthy.
 - b) they want to fit in.
 - c) they want to lose weight.
2. Celebrities play a very important role in influencing teens' opinions about
 - a) self-esteem.
 - b) a positive attitude.
 - c) their looks.
3. As teens don't like what they see in the mirror they
 - a) stop eating healthy food.
 - b) stop eating.
 - c) start eating unhealthy food.

E. Answer the questions.

1. Are eating disorders only a girls' problem? Explain.

2. Why did Don start a diet?

3. What is the right way to become self-confident?

Part B

A. Put in the correct relative pronoun or adverb.

1. Teens _____ life at school is very difficult may suffer from eating disorders.
2. Young people _____ compare themselves to famous models often feel frustrated.
3. Low self-esteem, _____ is the cause of many teen problems, is the topic of a project at school.
4. The gym _____ I do gymnastics is offering special discounts to teenagers.

B. Change into reported speech.

1. Don: **I don't feel I need** to go on a diet anymore. **Now I like my** body image and **I am** proud of **myself**.

2. Don: **At the moment I am finishing** a project work on eating disorders. **I will present** it **tomorrow** in class.

3. Don's mother: Don, **how do you think you can** help other boys and girls with **this** problem? **Will** they **listen to you**?

C. Complete the sentences with the correct preposition. Choose from the box.

at

about

with

in

of

for

1. Don is feeling **disappointed** _____ some of his friends because they didn't **take any notice** _____ his advice.
2. Don is **responsible** _____ a club at school called "Healthy living". Its objective is to make teens **aware** _____ the dangers of starting crazy diets and having unhealthy habits.
3. Don's parents are **surprised** _____ the number of young people that are **interested** _____ listening to their son's experience.

Part C

Write a text giving your opinion on the importance of body image.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

School

Name

Class

No

ZONE 2 | B**TEST****Part A****A. Match the words on the left with their meaning on the right. Some of the meanings will not be used.**

- | | |
|--------------------|--|
| 1. healthy diet | a) the way you see yourself |
| 2. eating disorder | b) to eat in an uncontrolled way |
| 3. self-esteem | c) eating food that is good for your body |
| 4. body image | d) the opinion you have about yourself |
| | e) a low physical opinion about yourself |
| | f) a negative attitude towards food that may cause serious health consequences |

B. Look at the pictures and tick the words that best describe them.1. physical exercise ☐3. overweight ☐5. body image ☐2. healthy food ☐4. low self esteem ☐6. obesity ☐**C. Read the text carefully.****When teens become obsessed with body image**

Many teens worry about the way they look, “Am I pretty, good looking? Is my nose too small, big? Am I too short, tall? Do my friends like me the way I am?”

Lots of teens are not satisfied with the way they look. TV programmes, films, advertisements, magazines show teens almost perfect men and women that become their role models. This is one of the main reasons why they don't like what they see when they look in the mirror. They compare themselves to those beautiful famous people like actors, celebrities and models and they begin to develop low self-esteem.

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Take Don, for example. He didn't like his image in the mirror and he wanted to be a better athlete, so he began a diet thinking that this would be healthy. Then he began to exercise more and more. The more weight he lost the more obsessed he became. Soon he couldn't control himself anymore and became seriously ill.

Over-exercising and wrong diets are not the way to feel better. It is essential that teens develop self-confidence and they get this by having a positive attitude and a healthy lifestyle – they must balance a healthy diet and the right exercise. Above all teens should accept themselves the way they are.

D. Find a synonym for the following words/expressions in the second paragraph.

1. pleased _____
2. body image _____
3. people teens try to copy _____
4. principal _____
5. a fixed idea _____
6. risky _____

E. Complete the sentences according to information in the text.

1. Teens' physical appearance _____.
2. The way famous people look _____.
3. Teens start crazy diets because _____.

F. Answer the questions.

1. What made Don start a diet?

2. Why are boys suffering more and more from eating disorders?

3. How can teens feel good about themselves?

Part B**A. Join the two sentences using a relative pronoun or adverb.**

1. The site was designed by a student. I saw an interesting survey about eating disorders there.

2. Some teens insist on starting crazy diets. They make them seriously ill.

3. Parents feel terribly worried. Their children suffer from eating disorders.

B. Change into reported speech.

1. Don: I don't feel I need to go on a diet anymore. Now I like my body image and I am proud of myself.

2. Don: At the moment I am finishing a project on eating disorders. I will present it tomorrow in class.

3. Don's mother: Don, how do you think you can help other boys and girls with this problem? Will they listen to you?

3. Don's parents are surprised _____ the number of young people that are interested _____ listening to their son's experience.

Write a text giving your opinion on the importance of body image.

[illegible]

School

Name Class No

ZONE 3 | **TEST A**

Part A

A. Look at the pictures and write one sentence about each one giving your opinion.

to be addicted

feel depressed

saying no

want to fit in



B. Read the text carefully.

Teens and drugs

Teens get involved with drugs for many different reasons. They are curious, they want to fit in with a group of friends, they feel depressed and hope drugs will make them feel better or forget their problems... However most of them end up addicted to these substances and facing serious problems. Unfortunately, teenagers don't often see the link between their actions today and the consequences tomorrow. They also have a tendency to feel indestructible and immune to the problems that others experience. For this reason it is extremely important that they are made aware of the dangers they face and of the fact that taking drugs does not solve their problems.

Gary and Joan are two young people who have clear ideas on this issue. When asked for their opinion on illegal drugs Gary said: "I don't think teens should be taking drugs, but the fact is that many get addicted to them and they can't get off them easily. There are drugs being sold at my school and some boys have already tried to sell me some but I simply said no and left. Drug dealers should be put in prison away from the kids that they are selling the drugs to."

Joan shares Gary's opinion. She said: "I don't think people should take drugs but if they start we have to make them get off these substances. Adults have to think of ways to defend kids from drug dealers. Sometimes they can be very persuasive and young people believe in what they say. I would never consider taking drugs myself. I think there are much better ways of having fun."

C. Choose the correct option.

1. Some teens believe drugs
 - a) can make their life better.
 - b) aren't harmful.
2. _____ try drugs become dependent on them.
 - a) Few teens who
 - b) The great majority of teens who
3. Teens think
 - a) nothing harmful can happen to them.
 - b) no drug can make them forget their problems.

D. Correct the wrong information in these sentences.

1. Taking drugs is risky but it helps teens with their problems.

2. Gary and Joan aren't sure about their opinion on illegal drugs.

3. Gary thinks it's easy to stop being dependent on drugs.

E. Answer these questions.

1. Has Gary already been offered drugs? How did he react?

2. In Gary's opinion what should happen to drug dealers?

3. How can we help teens who are dependent on drugs?

4. Why has Joan never taken drugs?

Part B

A. Change into the passive voice. Use the indirect passive when possible. The words in bold may help you.

1. **Some teens** at school offered **Gary** drugs.

2. **Joan** is writing an article about "**teens and drugs**" for the school newspaper.

3. **Some teens** don't share **Gary's opinion** about illegal drugs.

1. Some teens know that drugs are very dangerous _____ (**but** / **or**) they don't stop taking them.
2. _____ (**In spite of** / **Although**) teens know drugs don't solve their problems, they sometimes take **them**.
3. Schools _____ (**on the one hand** / **not only**) inform students about the danger of drugs but they _____ (**on the other hand** / **also**) help them get off them.

1. If teens **were** well informed, they _____ (not / take) drugs.
2. Gary _____ (help) his friends if they **become** addicted to drugs.
3. If we **involve** teens in interesting activities, they _____ (not / turn) to dangerous things.

Write your opinion on the following topic: "Drugs are nothing but trouble".

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

School _____

Name _____ Class _____ No _____

ZONE 3 | TEST B

Part A

A. Look at the pictures and write one sentence about each one giving your opinion.



B. Read the text carefully.

Teens and drugs

Teens get involved with drugs for many different reasons. They are curious, they want to fit in with a group of friends, they feel depressed and hope drugs will make them feel better or forget their problems... However most of them end up addicted to these substances and facing serious problems. Unfortunately, teenagers don't often see the link between their actions today and the consequences tomorrow. They also have a tendency to feel indestructible and immune to the problems that others experience. For this reason it is extremely important that they are made aware of the dangers they face and of the fact that taking drugs does not solve their problems.

Gary and Joan are two young people who have clear ideas on this issue. When asked for their opinion on illegal drugs Gary said: "I don't think teens should be taking drugs, but the fact is that many get addicted to them and they can't get off them easily. There are drugs being sold at my school and some boys have already tried to sell me some but I simply said no and left. Drug dealers should be put in prison away from the kids that they are selling the drugs to."

Joan shares Gary's opinion. She said: "I don't think people should take drugs but if they start we have to make them get off these substances. Adults have to think of ways to defend kids from drug dealers. Sometimes they can be very persuasive and young people believe in what they say. I would never consider taking drugs myself. I think there are much better ways of having fun."

C. Find evidence in the text for the following statements.

1. Some teens believe drugs can make their lives better.

2. The great majority of young people who try drugs become dependent on them.

3. Teens think nothing wrong will ever happen to them and that they will never have the same problems as some of their friends.

D. Complete the sentences.

1. Taking drugs is dangerous and _____.
2. Gary and Joan know exactly _____.
3. Gary thinks it's difficult for young people to _____.

E. Answer these questions.

1. Do Gary and Joan share the same opinion about drug dealers? Explain.

2. How can people help drug addict teens?

3. What makes drug dealers so dangerous?

4. Why would Joan never consider taking drugs?

1. Some teens at school offered Gary drugs.

2. Joan is writing an article about "teens and drugs" for the school newspaper.

- 3.** Some teens don't share Gary's opinion about illegal drugs.

1. They offered drugs to Gary. He refused.

- 2. Schools inform students about drug dangers. They help teens with problems.**

- 3.** Joan refused to take drugs. She knows they are dangerous.

1. If teens were well informed, they _____ (not / take) drugs.

2. Gary _____ (help) his friends if they become addicted to drugs.

- 3.** If we involve teens in interesting activities, they _____ (not / turn) to dangerous things.

Write your opinion on the following topic: "Drugs are nothing but trouble".

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

School

Name

Class

No

ZONE 4

TEST

A**Part A****A. Circle the odd one out.**

1. to hire | to employ | to provide work for | to be laid off
2. out of work | letter of application | promotion | job centre
3. licence | salary | diploma | certificate
4. work | pay | money | wages

B. Read the text carefully.

Two weeks ago, I had my first job interview in years. I wasn't really expecting **it**. I was called for interview for a full-time position. I had seen the ad in the newspaper a month before. I've been
5 working as a freelance photographer since 2002. I decided to stay at home after my second child was born. My wife and I made the decision when we had to consider our income: we couldn't afford a day care centre for the children. As **she** was
10 working as a doctor in a nearby clinic, it seemed obvious I had to stay home to take care of our children and our house since she made more money than I did.

I think it will be exciting to go back to a full-time
15 job because I miss speaking to other adults and travelling too. My work has been a bit slow since I couldn't really travel. I've been a stay-at-home Dad for the last few years and it seems I've forgotten all about the outside world. From time
20 to time I try to go out and take pictures of people in the street, of the city, but my wife's job is very demanding and our children are so little that **they** need my full attention. I like being around **them** though. We've got an amazing relationship. We
25 talk a lot and we play a lot too. They are quite imaginative children and one of the games they like is to make up stories from the pictures I take.

If I get the job, I'll have to balance work and family. I'm not sure I'm ready to go back to an office but I need a career. I think I still have good personal qualities: I'm very professional and punctual, and
30 of course people can depend on me. As far as my professional qualifications are concerned, I've got a degree in photography and I've just taken some courses in digital photography as well.



C. Find evidence for the following in the first and second paragraphs.

1. The job interview was a total surprise.

2. His wife had a higher salary.

3. He hasn't had many work opportunities.

D. Say what the words in bold in the text refer to.

1. it: _____

3. they: _____

2. she: _____

4. them: _____

E. Answer the following questions about the text using your own words as far as possible.

1. What reasons did he give to stay at home?

2. Why can't he wait to go back to work?

3. What does he think about his role as a stay-at-home Dad?

4. Has he got a good chance of getting this full-time job? Explain.

Part B

A. Fill in the blanks with the correct modal verb. Choose from the box.

would

can't

should

can

must

1. " _____ I ask you to help me write my letter of application, please?"

2. You _____ take a taxi to be on time for the job interview.

3. "Listen to me, you _____ prepare yourself for your job interview"

4. " _____ you like to come with me to the job interview?"

5. He's got a car but he _____ drive.

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

1. Who's _____ photographer in the world? (**good**)
2. Her father's job is _____ her mother's job. (**busy**)
3. Walking in the park after work is _____ activity there is. (**relaxing**)
4. Was this your _____ day at the office? (**tiring**)

C. Rewrite the sentences in reported speech. Pay special attention to the words in bold.

1. "You **gave** an excellent interview **yesterday**, Frank. They **hired you**."

Frank's friend told him _____.
2. "Last **weekend I wrote my** letter of application."

She said _____.

D. Put the verbs in brackets in the correct tense: Present Perfect, Present Perfect Continuous, Past Simple or Past Perfect. The words in bold may help you.

1. He _____ (write) a letter of application **all night**.
2. When he got to the interview, they _____ (hire) another person **the day before**.
3. _____ (he / **ever** / look) for a job in a job centre?
4. They _____ (not / go) with him to the interview **yesterday** because they _____ (be) very busy.

Part C

Choose ONE of the following topics.

1. Write a short text about "My dream job".
2. Read the ad. Imagine you'd like to apply for the job. Write the letter of application.

COUNSELLOR FOR SUMMER CAMP

In Boston, needed for June, July and August.

All applicants must be over 16 and have some experience in dealing with children. Must be responsible and enjoy outdoor activities.

Accommodation and meals provided.

Please send application letter and photograph to Mr Watters PO. Box 3921, Boston.

School

Name

Class

No

ZONE 4 | TEST B

Part A**A. Read the definitions and write the words.**

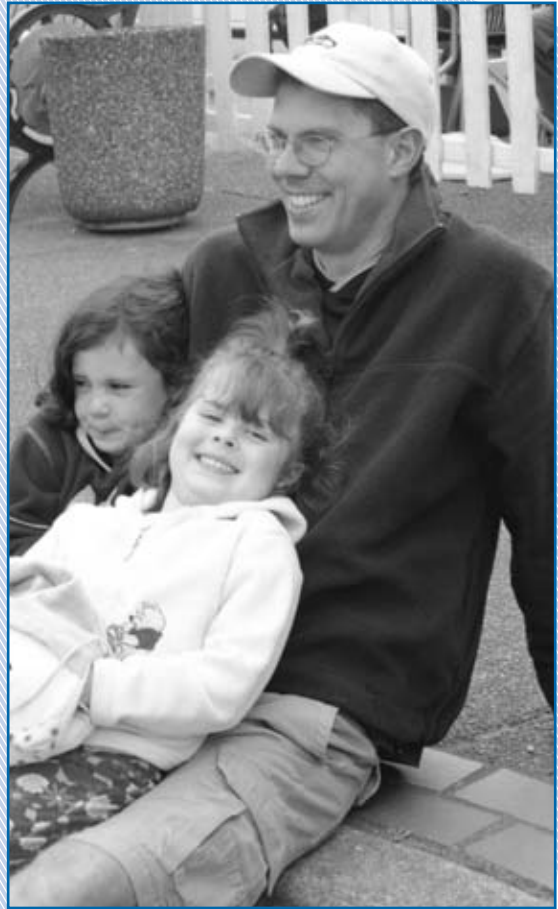
1. a person who's applying for a job:
2. a payment for a regular job:
3. to be laid off:
4. a document about your skills and qualifications:

B. Read the text carefully.

Two weeks ago, I had my first job interview in years. I wasn't really expecting **it**. I was called for interview for a full-time position. I had seen the ad in the newspaper a month before. I've been
5 working as a freelance photographer since 2002. I decided to stay at home after my second child was born. My wife and I made the decision when we had to consider our income: we couldn't afford a day care centre for the children. As **she** was
10 working as a doctor in a nearby clinic, it seemed obvious I had to stay home to take care of our children and our house since she made more money than I did.

I think it will be exciting to go back to a full-time
15 job because I miss speaking to other adults and travelling too. My work has been a bit slow since I couldn't really travel. I've been a stay-at-home Dad for the last few years and it seems I've forgotten all about the outside world. From time to time I try
20 to go out and take pictures of people in the street, of the city, but my wife's job is very demanding and our children are so little that **they** need my full attention. I like being around **them** though. We've got an amazing relationship. We talk a lot and we
25 play a lot too. They are quite imaginative children and one of the games they like is to make up stories from the pictures I take.

If I get the job, I'll have to balance work and family. I'm not sure I'm ready to go back to an office but I need a career. I think I still have good personal qualities: I'm very professional and punctual, and
30 of course people can depend on me. As far as my professional qualifications are concerned, I've got a degree in photography and I've just taken some courses in digital photography as well.

<http://www.businessweek.com> (adapted)

C. Find evidence for the following in the text.

1. He's got two children.

2. His wife had a higher salary.

3. He's always on time.

D. Say what the words in bold in the text refer to.

1. it: _____

3. they: _____

2. she: _____

4. them: _____

E. Answer the following questions about the text using your own words as far as possible.

1. What reasons did he give to stay at home?

2. Why can't he wait to go back to work?

3. What does he think about his role as a stay-at-home Dad?

4. Has he got a good chance of getting this full-time job? Explain.

Part B**A. Fill in the blanks with the correct modal verb.**

1. " _____ I ask you to help me write my letter of application, please?"

2. You _____ take a taxi to be on time for the job interview

3. "Listen to me, you _____ prepare yourself for your job interview"

4. " _____ you like to come with me to the job interview?"

5. He's got a car but he _____ drive.

B. Complete the sentences with the comparative or superlative of the adjectives in the box.

tiring	busy	good	relaxing
--------	------	------	----------

1. Who's _____ photographer in the world?
2. Her father's job is _____ her mother's job.
3. Walking in the park after work is _____ activity there is.
4. Was this your _____ day at the office?

C. Rewrite the sentences in reported speech.

1. You gave an excellent interview yesterday, Frank. They hired you."
Frank's friend told him _____.
2. "Last weekend I wrote my letter of application."
She said _____.

D. Put the verbs in brackets in the correct tense: Present Perfect, Present Perfect Continuous, Past Simple or Past Perfect.

1. He _____ (write) a letter of application all night.
2. When he got to the interview, they _____ (hire) another person the day before.
3. _____ (he / ever / look) for a job in a job centre?
4. They _____ (not / go) with him to the interview yesterday because they _____ (be) very busy.

Part C

Choose ONE of the following topics.

1. Write a short text about "My dream job".
2. Read the ad. Imagine you'd like to apply for the job. Write the letter of application.

COUNSELLOR FOR SUMMER CAMP

In Vermont, needed for July and August.

All applicants must be over 16 and have some experience in dealing with children. Must be responsible and enjoy outdoor activities.

Accommodation and meals provided.

Please send application letter and photograph to Mr Collins PO. Box 3921, Hartford, Vermont.

LISTENING TEST 1

HOLIDAY DESTINATIONS | ACTIVITIES | MEANS OF TRANSPORT

School

Name Class No

Note: After doing exercises A, B and C hand in the test. Then do exercise D.

Andrew's holidays



track 39

A. Have a look at the pictures. Listen to the first part of the text and tick the correct ones.



B. Listen again and tick *T* (true), *F* (false) or *IK* (impossible to know) for each option.

1. Andrew and his friends visited their country.
2. They visited an important city.
3. Money wasn't a problem.
4. They decided to catch the plane.
5. The German teenagers liked the food.
6. The weather was awful all week.
7. There were lots of people on the bus when they visited the city.

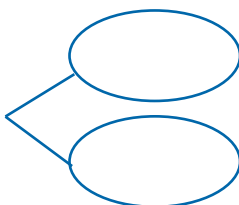
T	F	IK
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

C. Listen to the second part of the text and complete the diagram in note form.

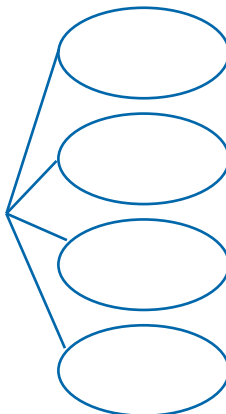


track 40

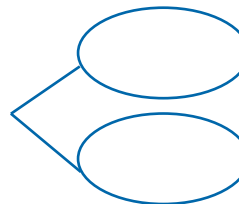
Luggage



Weather



Holiday activities



School

Name Class No



tracks 39-40

D. Listen to the text again and fill in the blanks.

This year my friends and I decided to ⁽¹⁾ _____ for the summer holidays. The ⁽²⁾ _____ was our destination. As we didn't have much money ⁽³⁾ _____ by bus and train. We didn't have much luggage with us, just a big bag and a backpack. We stayed in a hotel near Russell Square. It was a very big place full of ⁽⁴⁾ _____ like us coming from all over the world. We had a chat over dinner with some German teenagers. It was also their first time in the capital.

At first ⁽⁵⁾ _____ wasn't that nice. There were dark clouds and it rained a lot for two days. We visited two museums and ⁽⁶⁾ _____ some of the most famous paintings in the world. Then the sun came out and the sky was all blue again so we went ⁽⁷⁾ _____ of the capital.

School

Name Class No

Note: After doing exercises A and B hand in the test. Then do exercise C.



- A. Listen to the first part of the text. Stephanie and her family use the Internet in six different ways. Identify them and write them in note form in the table.**



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



- B. Now listen to the second part of the text and circle the correct option.**

1. When Stephanie is home she spends
 - a) more than one hour on the Internet.
 - b) one hour on the Internet.
 - c) some hours on the Internet.
2. Her parents' friends believe
 - a) the Internet can interest teenagers.
 - b) the Internet can be positive.
 - c) the Internet is a bad influence.
3. According to them online games aren't
 - a) educational.
 - b) interesting.
 - c) safe.
4. Stephanie's parents
 - a) agree with their friends.
 - b) have confidence in their daughter.
 - c) understand their friends' point of view.
5. Stephanie isn't
 - a) obsessed with online games.
 - b) good at online games.
 - c) an online player.
6. The Internet is also used to
 - a) download music.
 - b) make hotel reservations.
 - c) book a restaurant.

School _____

Name _____ Class _____ No _____



c. Listen to the text again and fill in the blanks.

Part 1

A whole week without the Internet? How can I do without the Internet? Of course I can, but why should I? In our house, the Internet is much ⁽¹⁾ _____ when we want to ⁽²⁾ _____ to our friends and relatives, pay the electricity or gas bills, buy groceries online like milk, meat or pasta, search for information ⁽³⁾ _____, watch music videos of our favourite singers and bands or just ⁽⁴⁾ _____ with online games! Two years ago my parents decided it was time to have the Internet at home. They understood its power and ⁽⁵⁾ _____. My parents even decided to buy ⁽⁶⁾ _____ just for my brother and me.

Part 2

I usually spend one hour on the Internet when I'm at home. My parents' friends say it's too much and that the Internet has a negative ⁽⁷⁾ _____. They forget about real life and real friends, ⁽⁸⁾ _____ and kids can't learn anything from online games. Fortunately my parents understand its importance. And they know I ⁽⁹⁾ _____. I mostly use the Internet for school work. It's a lot easier and faster than going to the library! And I can include pictures and graphics in my school projects. I sometimes play online games, but I'm ⁽¹⁰⁾ _____! I like being with my friends much more! My parents also use the Internet to do some shopping, to buy cinema tickets or to book the hotel rooms when we go on holiday.

School _____

Name _____ Class _____ No _____

Part A



tracks 43-44

A. Listen to what Tracy and Gary say.



track 43

B. Now listen to Tracy again and tick what she says about exercise.

1. She thinks doing exercise is important. ☐
2. She plays sports. ☐
3. She does exercise because it's healthy. ☐
4. Her parents believe in sports and eating right. ☐
5. Her mother always cooks fresh fish for dinner. ☐
6. Her mother goes to the swimming pool next to their house. ☐

C. Are these sentences *true* (T) or *false* (F)? Correct the false ones.

1. At home Tracy and her family always have the right food. ☐

2. Her father and mother decide the kind of food they eat. ☐

3. She watches TV and chats with her friends on the Internet every day. ☐

4. Like most teens she likes eating pizza and hamburgers with chips. ☐



School _____

Name _____ Class _____ No _____

Part B



A. Now listen to Gary. Look at the pictures and tick what Gary likes.



B. Match column A to column B to make true sentences about the text. Not all the options are possible.

A

1. Gary doesn't like
2. He loves
3. His father sometimes
4. He spends most of his time

B

- a) takes him to school.
- b) doing exercise and eating healthy food.
- c) watching TV and eating.
- d) eating unhealthy food.
- e) watches TV and eats sweets with him.
- f) playing computer games.

Part C



Listen to the two texts again and choose the correct option to make true sentences.

1. Tracy does a lot of exercise because she wants to **have a good body image / keep fit**.
2. Tracy's parents know the importance of **having a healthy life and eating the right food / having a good physical appearance and eating what makes you happy**.
3. Gary doesn't like walking or doing physical exercise because he **doesn't think exercise is important / doesn't like being active**.
4. Gary's parents think he is **obese / underweight**.

LISTENING TEST 4

JOBS AND CAREERS

School

Name Class No

Note: After doing exercises A, B, C and D hand in the test. Then do exercise E.



A. Listen to text A and tick the correct pictures.



B. Listen to text B and complete the table.

NAME	
SURNAME	
AGE	
JOB	
EDUCATION/DIPLOMA	



C. Listen to text A again and underline the wrong information.

1. Sam started work in 2005.
2. He's a biologist who studies the seas.
3. He spends half his time in a lab.



D. Listen to text B again and tick *true* (T) or *false* (F).

1. She didn't like looking for things on the Internet when she was young.
2. The first web page she visited was about a fruit.
3. She completed her studies two years ago.
4. She has just found a job in the English capital.
5. She thinks her job is very tiring.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

School

Name Class No



tracks 45-46

E. Listen to the texts again and fill in the blanks.**Text A**

"I'm Sam Cook. I've lived in Seattle since I was born. I'm an oceanographer with the University of Washington. I ⁽¹⁾ _____ in oceanography from Texas A&M University and I've been an oceanographer since 2003. But to become an oceanographer you can also get a degree in biology, ⁽²⁾ _____ or geology. I feel lucky to do oceanographic ⁽³⁾ _____. I'm like a scientist who studies the oceans and I try to understand the movements of ocean waters, so lab work is also part of my job. I've always admired the oceans, so I don't mind spending 50% of my time at sea."

Text B

"I'm Diane Mitchell. I'm 24 years old and I'm a web designer. I've loved the web since I was eleven years old. My first research was about "bananas" because it was the first silly thing I thought of. I found the web page of a person in Wales who collected banana stickers from all over the world. Then after secondary school I went to university ⁽⁴⁾ _____. Now I've just finished university and ⁽⁵⁾ _____ for a job in a web designing company here in London and they've just decided ⁽⁶⁾ _____. My future work is about being creative, being good at graphic art and of course programming. I think this is a ⁽⁷⁾ _____."

> Keys

EXTRA PRACTICE

EXTRA PRACTICE 1

- A.** 1. detests/meets 2. doesn't get 3. loves 4. don't live
5. plays; has got; play 6. doesn't study; isn't
B. 1. You enjoy chatting. 2. William likes doing his homework.
3. My father buys the newspaper every day. 4. They hate going to school. 5. Sally swims in the morning.
C. 1. go 2. Does he watch 3. doesn't drive 4. don't take
5. do they live
D. 1. Rose travels a lot every summer. 2. The bus always arrives on time. 3. Does David like going out with his friends?
4. Where does Peter live? 5. They don't collect cans.
E. 1. Who does Helen live with? 2. Why does she write a letter to her grandparents every month? 3. What does she usually do in her free time? 4. Does she like reading mystery books?
5. Does her mother often work late?
F. 1. Mr Howard usually goes to work by car. 2. Peter never plays football.

EXTRA PRACTICE 2

- A.** are having; am sending; are playing; are drinking; is swimming; isn't listening; is riding
B. 1. W: They usually have... 2. R 3. R 4. W: Claire isn't watching... 5. W: I have...
C. 1. am writing 2. finish; are having 3. does he go
4. is sleeping 5. is sending; sends

EXTRA PRACTICE 3

- A.** 1. flew 2. didn't visit; didn't have 3. did she buy
4. watched; wasn't 5. understood 6. took
B. 1. We didn't move... 2. She didn't make... 3. They didn't arrive... 4. My grandfather didn't die... 5. The police didn't catch... 6. I didn't buy...
C. 1. Last Christmas I went to New York with a group of friends.
2. We stayed at a very comfortable hotel for 15 days and we enjoyed the food very much. 3. On the first day we didn't go to the disco because we were tired. 4. It was very cold and there was a lot of snow. 5. We visited lots of interesting places. 6. We met some famous people when we went to the cinema to see a film preview. 7. We had a great time.

EXTRA PRACTICE 4

- A.** 1. He watched TV in the evening. 2. The bus stopped opposite the school. 3. Mary travelled to London last month.
4. Peter rushed home after work.
B. 1. She doesn't study... 2. They aren't visiting... 3. You weren't... 4. My best friend didn't go...
C. 1. What did you do on Saturday morning? 2. When did she take part in the school trip? 3. Did they sell their house in the country? 4. What time did you arrive at school? 5. Did he send his mother a letter?
D. 1. go; is driving; isn't going 2. is playing 3. didn't feel; went 4. listens 5. broke 6. is having

EXTRA PRACTICE 5

- A.** 1. was driving 2. wasn't working; was reading 3. weren't sleeping; were having 4. was cleaning
B. What were you doing last Saturday at 5 o'clock?; Was your boyfriend playing football?; Why wasn't he playing football?; Were your parents flying to Rome?
C. 1. Mr Shaw was talking on his mobile phone. 2. Celia wasn't finishing her school report. 3. They were swimming in the lake. 4. My grandfather was resting on the sofa. 5. I was having a drink at the café.

EXTRA PRACTICE 6

- A.** 1. went 2. wasn't having; was watching 3. were playing
4. was listening 5. didn't travel
B. 1. She was cooking when the doorbell rang. 2. They were taking their dog for a walk when it started to rain. 3. He was windsurfing when he fell down.

EXTRA PRACTICE 7

- A.** 1. has already bought 2. has never used 3. haven't seen
4. Have they gone 5. haven't done 6. haven't eaten
B. 1. The children have just arrived from school. 2. Has your mother ever visited Sydney? 3. She hasn't sent an email yet.
4. We have already bought a computer. 5. How long has he lived here?
C. 1. ... haven't listened... 2. ... has gone... 3. Alice and Adam haven't sent... 4. Adam and Alice haven't talked...
5. Adam has read... 6. Adam and Alice haven't spent 7. Alice has gone...

EXTRA PRACTICE 8

- A.** Past Simple: in 2003; last year; two days ago; a week ago; yesterday; last weekend
Present Perfect: for; ever; this week; yet; just; since; already; never
B. 1. R 2. W: She went... 3. R 4. R 5. W: I have already bought... 6. W: They haven't just broken...
C. 1. have just made 2. Have they ever eaten 3. had 4. Have you seen 5. became 6. met

EXTRA PRACTICE 9

- A.** Past Simple; Present Continuous; Conditional;
then (at that moment); that day; the previous day / the day before; the next day; the following Monday; that; those; there
B. ... magazines were a bad influence on teenagers because they were sending dangerous signals. ... teenagers felt pressured by their peers to be thin. ... sometimes teenagers believed that their friends wouldn't like them anymore if they were fat. ... all these teens who were suffering from eating disorders would have to get medical help. ... in her opinion eating disorders had profound effects on teens and their families. Her sister was seeing the doctor the following week.
C. 1. They asked why magazines influenced teenagers' body image. 2. They asked if his/her daughter was doing physical exercise at that moment. 3. They asked if Ronny would go on a diet to lose weight. 4. They asked when Diane was starting her recovery programme.

D. 1. she was very worried 2. her daughter wasn't eating properly 3. she was suffering from an eating disorder 4. that was a very serious problem 5. she was taking her to a specialist the following day

E. 1. ... explained that her mother wasn't coming to the specialist with her the following day 2. ... said that at that moment (then) they were watching a TV programme about eating disorders 3. ... said that Paul would go to the health club the following Saturday 4. ... said that weight problems among children were increasing

EXTRA PRACTICE 10

- A.** subject: verb; object
B. An article; was written; by my best friend
C. 1. A documentary; was watched; by our parents; Past Simple
 2. Troubled teens; are helped; by some teachers; Present Simple
D.

finish	finished
play	played
discuss	discussed
accept	accepted
study	studied
use	used
promise	promised
inform	informed

be	been
give	given
write	written
make	made
lose	lost
take	taken
do	done
send	sent

E. 1. was stolen 2. can be helped 3. will be bought 4. can be sent

F. 1. ... is being read by the student. 2. ... must be protected by him. 3. ... are organized by lots of schools to discuss violence. 4. ... will be paid for by them. 5. ... was made by teens at school.
G. 1. An older girl bullied him. 2. She is writing her story. 3. Kids play football at school.

EXTRA PRACTICE 11

- A.** Jessica; was sent; an email; by Paul; Past Simple
B. The student; is given; an assignment; by the teacher; Present Simple
C. 1. He will be shown the new library by his uncle. 2. My friend was given some advice on how to avoid bullies by the doctor. 3. The head teacher was asked to find a way of dealing with bullies by parents. 4. Stressed out children were sent a brochure of a holiday camp by the school psychologist.

EXTRA PRACTICE 12

- A.** 1. Present Simple; Future 2. Future; Present Simple
B. 1. accepts; will take 2. will have; don't stop
C. 1. accept 2. will help 3. will have 4. don't stop 5. drink
D. 1. drinks; won't drive 2. will be; says 3. will be; start

EXTRA PRACTICE 13

- A.** 1. Past Simple; Conditional 2. Conditional; Past Simple
B. 1. needed; would try 2. would have; didn't drink
C. 1. would stop 3. would tell 3. didn't care 4. would give
 5. Would they go
D. 1. needed; would ask 2. wouldn't do; took 3. would you come; called

EXTRA PRACTICE 14

- A.** 1. so that; c) 2. while; d) 3. in order to; b) 4. because; e)
 5. but; a)
C. 1. Although she has never been bullied she knows...
 2. Bullied students don't say anything or they isolate themselves. 3. The teacher stopped the bullies when they were... 4. She tried to protect her friend but the bully...
 5. In spite of being afraid of the bullies, they go alone to school.

EXTRA PRACTICE 15

- A.** 1. Working outdoors is healthier than working indoors.
 2. Being a factory worker is more tiring than being a doctor.
 3. Having a diploma is better than having no qualifications.
 4. Going to work by car is more comfortable than going to work by bus.
B. 1. easier 2. the easiest 3. the most amazing 4. faster
 5. more punctual 6. the most complete

PLACEMENT TEST

PART A

- B.** 1. T: "Unfortunately the summer holidays are over..." / "When I got up I felt very sad..." 2. F: It was great to meet her friends again. 3. F: The students had an English lesson in the morning. 4. T: "... she asked us to write a short composition about our summer holidays." 5. F: Sarah wrote the text.
C. 1. She usually goes to the seaside. No, she didn't. Last summer she went to a farm in Wales. 2. ... because she is a city girl and she thought the quiet of the countryside would be boring. 3. No, she wasn't because on the farm everybody gets up very early. They have many activities to do. 4. She thinks meals on the farm are always very good. 5. Yes, she did. She says she won't forget her last summer holiday. She says she did many exciting activities.
D. How did you feel when you got up this morning?; What is your English teacher like?; Was your last summer holiday exciting?; Why did you enjoy your holiday?

PART B

Open answer

PART C

1. c) 2. c) 3. b) 4. c) 5. b) 6. c) 7. a) 8. b) 9. c) 10. a)
 11. b) 12. c) 13. c) 14. c) 15. a) 16. a) 17. c) 18. a)
 19. a) 20. a)

TESTS

ZONE 0 > TEST A

PART A

- A.** 1. camping 2. windsurfing 3. canoeing 4. sunbathing

C. 1. a) 2. a) 3. b) 4. b) 5. a)

D. 1. f) 2. g) 3. a) 4. b)

E. 1. T 2. F: They are the same age as Dave. 3. F: His parents were hard to convince. 4. T

F. 1. He was thinking about the fantastic holiday he was going to have. 2. His aunt, uncle and his cousins were waiting for him in New Zealand.

PART B

A. 1. a) 2. b) 3. c) 4. a)

B. 1. doesn't usually go 2. didn't spend; spent; travelled

3. was; saw; met 4. was taking; were filming 5. is telling

PART C

Open answer

ZONE 0 > TEST B

PART A

A. 1. camping 2. windsurfing 3. canoeing 4. sunbathing

C. 1. c) 2. f) 3. a) 4. b) 5. h)

D. 1. ... his holidays on his own at home. 2. ... he spent his holidays at his grandparents. 3. ... do many different things when they are on holiday and so he doesn't get bored.

4. ... he was invited to spend his holidays in New Zealand.

E. 1. T 2. F: They were hard to convince. 3. IK 4. F: His aunt Maggie convinced his parents to let him travel to New Zealand.

F. 1. Dave's mother gave him advice on many different things.

2. ... because he was thinking about the fantastic holiday he was going to have.

PART B

A. Open answer

B. 1. doesn't usually go 2. didn't spend; spent; travelled

3. was; saw; met 4. was taking; were filming 5. is telling

PART C

Open answer

Tests A and B		
Part A	A	$4 \times 2 = 8$
	C	$5 \times 2 = 10$
	D	$4 \times 3 = 12$
	E	$2 \times 1 = 2$ (T) $2 \times 3 = 6$ (F)
	F	$2 \times 5 = 10$
Part B	A	$4 \times 3 = 12$
	B	$10 \times 1 = 10$
Part C	30	

ZONE 1 > TEST A

PART A

A. 1. wired 2. blog 3. laptop 4. download

C. 1. F: South Korea is probably the most wired nation on Earth.

2. T 3. F: ... plenty of obsessed users find that they cannot keep themselves away from their computer screens... 4. T 5. F: Lots of students have skipped school...

D. 1. c) 2. d) 3. a) 4. b)

E. 1. The camp is for teenagers who are addicted to the Internet. They used to spend lots of time online playing games,

chatting or surfing. At the camp they try to help them. 2. Korea is the most wired nation because ninety percent of homes are connected to cheap, high-speed broadband and they can go online anywhere on the street in Internet places. 3. The consequences of Internet addiction are: death from exhaustion, skipping school to catch up on sleep and skipping meals.

4. They try to forget about their addiction. They do physical exercise and group activities like horseback riding. They try to get back to the real world.

PART B

A. 1. How long has Lee Chang been an Internet addict?

2. When did his best friend die? 3. What does he want to give up?

B. 1. to tell 2. not to go 3. to get

C. 1. didn't use to play; used to play 2. Did she use to have...

D. 1. believe; brings; knew; didn't need 2. has become 3. has just returned

PART C

Open answer

Test A		
Part A	A	$4 \times 1 = 4$
	C	1. $2 + 1 = 3$
		2. 2
		3. $2 + 1 = 3$
		4. 2
		5. $2 + 1 = 3$
Part B	D	$4 \times 2 = 8$
	E	$4 \times 5 = 20$
	A	$3 \times 2 = 6$
	B	$3 \times 2 = 6$
Part C	C	$3 \times 2 = 6$
	D	$6 \times 2 = 12$
	25	

ZONE 1 > TEST B

PART A

A. 1. download 2. blog 3. chat 4. laptop

C. 1. IK 2. F: ... South Korea is probably the most wired nation on Earth 3. T 4. F: ... plenty of obsessed users find that they cannot keep themselves away from their computer screens...

5. F: Lots of students have skipped school...

D. 1. look like 2. fully 3. obsessed 4. issue

E. 1. The teens who go to the camp are addicted to the Internet. They go there to forget about online games. They want to live a normal life. 2. Korea is the most wired nation because ninety percent of homes are connected to cheap, high-speed broadband and they can go online anywhere on the street in Internet places. 3. The consequences of Internet addiction are: death from exhaustion, skipping school to catch up on sleep and skipping meals. 4. They try to forget about their addiction. They do physical exercise and group activities like horseback riding. They try to get back to the real world.

PART B

- A. 1.** What do your friends like? **2.** How long has Lee Chang been an Internet addict? **3.** When did his parents buy him a laptop?
- B. 1.** The teenagers want to play virtual games all the time.
2. The camp instructor hopes to help some addicted teens.
3. Last night Lee Chang decided not to go home.
- C. 1.** Children didn't use to play computer games in the past.
2. My parents used to go to the park when they were young.
3. This teenager used to go to cybercafés when he was in town.
- D. 1.** believe; brings; knew; didn't need **2.** has become **3.** has just returned

PART C

Open answer

Test B		
Part A	A	$4 \times 1 = 4$
	C	1. 2
		2. $2 + 1 = 3$
		3. 2
		4. $2 + 1 = 3$
		5. $2 + 1 = 3$
	D	$4 \times 2 = 8$
	E	$4 \times 5 = 20$
Part B	A	$3 \times 2 = 6$
	B	$3 \times 2 = 6$
	C	$3 \times 2 = 6$
	D	$6 \times 2 = 12$
Part C	25	

ZONE 2 > TEST A

PART A

- A. 1. c) 2. b) 3. a) 4. a) 5. b)**
C. 1. 5 2. 3 3. 1 4. 2 5. 4
D. 1. b) 2. c) 3. a)
E. 1. No, they aren't. They are also a boys' problem because they are more and more worried about their physical appearance. **2.** On the one hand he didn't like his body image, on the other hand he wanted to be a better athlete. **3.** It's very important that teens have a positive attitude towards life and a healthy lifestyle.

PART B

- A. 1.** whose **2.** who **3.** which **4.** where
B. 1. Don said that he didn't feel he needed... He added that at that moment he liked his... and he was... himself.
2. Don said that at that moment he was finishing... He also said he would present it the next day... **3.** Don's mother asked him how he thought he could... that problem. She asked him if they would listen to him.
C. 1. with; of **2.** for; of **3.** at; in

PART C

Open answer

Test A		
Part A	A	$5 \times 2 = 10$
	C	$5 \times 2 = 10$
	D	$3 \times 2 = 6$
	E	$3 \times 5 = 15$
Part B	A	$4 \times 2 = 8$
	B	$3 \times 5 = 15$
	C	$6 \times 1 = 6$
Part C	30	

ZONE 2 > TEST B

PART A

- A. 1. c) 2. f) 3. d) 4. a)**
B. 1; 3; 5
D. 1. satisfied **2.** the way they look **3.** role models **4.** main
5. obsession **6.** crazy
E. 1. ... is very important for them. **2.** ... influences teens' body image. **3.** ... they want to have a perfect body image.
F. 1. On the one hand he didn't like his body image, on the other hand he wanted to be a better athlete. **2.** ...because they are more and more worried about their physical appearance.
3. They must have a positive attitude towards life and a healthy lifestyle.

PART B

- A. 1.** The site where I saw an interesting survey about eating disorders was designed by a student. **2.** Some teens insist on starting crazy diets which make them... **3.** Parents whose children... feel terribly worried.
B. 1. Don said that he didn't feel he needed... He added that at that moment he liked his... and he was... himself. **2.** Don said that at that moment he was finishing... He also said he would present it the next day... **3.** Don's mother asked him how he thought he could... that problem. She asked him if they would listen to him.
C. 1. with **2.** for; of **3.** at; in

PART C

Open answer

Test B		
Part A	A	$4 \times 2 = 8$
	B	$3 \times 1 = 3$
	D	$6 \times 1,5 = 9$
	E	$3 \times 3 = 9$
	F	$3 \times 4 = 12$
Part B	A	$3 \times 3 = 9$
	B	$3 \times 5 = 15$
	C	$5 \times 1 = 5$
Part C	30	

ZONE 3 > TEST A**PART A****A.** Open answer**C.** 1. a) 2. b) 3. a)**D.** 1. ... and it doesn't solve teens' problems. 2. Gary and Joan are sure about their opinion on illegal drugs. 3. Gary thinks it's very difficult to stop being dependent on drugs.**E.** 1. Yes, he has. He said no and left. 2. They should be put into prison and kept away from young people. 3. We have to help them to give up drugs and we have to think of ways to keep young people away from drug dealers. 4. She thinks there are better ways to have fun.**PART B****A.** 1. Gary was offered drugs by some teens at school.**2.** An article about "teens and drugs" is being written by Joan for the school newspaper. **3.** Gary's opinion about illegal drugs is not shared by some teens.**B.** 1. but 2. Although 3. not only... also**C.** 1. wouldn't take 2. will help 3. won't turn**PART C**

Open answer

ZONE 3 > TEST B**PART A****A.** Open answer**C.** 1. "... and hope drugs make them feel better or forget their problems." 2. "However most of them end up addicted to these substances and facing serious problems." 3. "They also have a tendency to feel indestructible and immune to the problems that others experience."**D.** 1. teens may become addicted to them. 2. what they think about illegal drugs. 3. get off drugs.**E.** 1. Yes, they do. They both think drug dealers are dangerous people that should be kept away from kids. 2. People should help them get off drugs and defend teens from drug dealers.**3.** They are very persuasive and make teens do what they want.**4.** ... because she thinks there are other ways of having fun.**PART B****A.** 1. Gary was offered drugs by some teens at school. 2. An article about "teens and drugs" is being written by Joan for the school newspaper. 3. Gary's opinion about illegal drugs is not shared by some teens.**B.** 1. They offered drugs to Gary but he refused. 2. Schools inform students about drug dangers and they also help teens with problems. 3. Joan refused to take drugs because she knows they are dangerous.**C.** 1. wouldn't take 2. will help 3. won't turn**PART C**

Open answer

Tests A and B		
Part A	A	$2 \times 2 = 4$
	C	$3 \times 2 = 6$
	D	$3 \times 3 = 9$
	E	$4 \times 5 = 20$
Part B	A	$3 \times 3 = 9$
	B	$3 \times 2 = 6$
	C	$3 \times 2 = 6$
Part C	30	

ZONE 4 > TEST A**PART A****A.** 1. to be laid off 2. promotion 3. salary 4. work**C.** 1. "I wasn't really expecting it" 2. "since she made more money that I did." 3. "My work has been a bit slow since I couldn't really travel"**D.** 1. interview 2. my wife 3. our children 4. our children**E.** 1. He decided to stay at home because he had two very young children. He couldn't afford a day care centre for his two children and since his wife had a higher salary, he was the one who had to stay home and take care of the children and the house. 2. He can't wait to go back to work because it will be exciting to have a full-time job again. He misses speaking to adults. He also misses travelling. 3. He has enjoyed being a stay-at-home Dad. He gets on well with his children. They have a good time playing and making up stories. 4. Yes, he has. He's got good personal qualities. He's responsible and very punctual. He's got a degree in photography and he has done courses in digital photography.**PART B****A.** 1. Can 2. should 3. must 4. Would 5. can't**B.** 1. the best 2. busier than 3. the most relaxing 4. most tiring**C.** 1. ... had given... the previous day. He added that... had hired him 2. ... the previous weekend she had written her...**D.** 1. has been writing 2. had hired 3. Has he ever looked 4. didn't go; were**PART C**

Open answer

ZONE 4 > TEST B**PART A****A.** 1. a job applicant 2. a salary / wages 3. to be fired 4. CV**C.** 1. "after my second child was born" 2. "since she made more money that I did" 3. "and very punctual"

D. 1. interview **2.** my wife **3.** our children **4.** our children
E. 1. He decided to stay at home because he had two very young children. He couldn't afford a day care centre for his two children and since his wife had a higher salary, he was the one who had to stay home and take care of the children and the house. **2.** He can't wait to go back to work because it will be exciting to have a full-time job again. He misses speaking to adults. He also misses travelling. **3.** He has enjoyed being a stay-at-home Dad. He gets on well with his children. They have a good time playing and making up stories. **4.** Yes, he has. He's got good personal qualities. He's responsible and very punctual. He's got a degree in photography and he has done courses in digital photography.

PART B

A. 1. Can **2.** should **3.** must **4.** Would **5.** can't
B. 1. the best **2.** busier than **3.** the most relaxing
4. most tiring
C. 1. ... he had given... the previous day. He added that... had hired him **2.** ... the previous weekend she had written her...
D. 1. has been writing **2.** had hired **3.** Has he ever looked
4. didn't go; were

PART C

Open answer

Tests A and B		
Part A	A	$4 \times 1 = 4$
	C	$3 \times 2 = 6$
	D	$4 \times 2 = 8$
	E	$4 \times 5 = 20$
Part B	A	$5 \times 2 = 10$
	B	$4 \times 2 = 8$
	C	$9 \times 1 = 9$
	D	$5 \times 2 = 10$
Part C	25	

LISTENING TESTS

LISTENING TEST 1

A. A, C, E, F
B. 1. F **2.** T **3.** F **4.** F **5.** IK **6.** F
7. IK
C. Luggage: big bag; backpack
 Weather: dark clouds; rained; sun comes up;
 sky was blue
 Holiday activities: visited museums; sightseeing tour
D. ⁽¹⁾go abroad; ⁽²⁾English capital;

⁽³⁾we travelled; ⁽⁴⁾young tourists;
⁽⁵⁾the weather; ⁽⁶⁾admired; ⁽⁷⁾on a sightseeing tour

A	$4 \times 5 = 20$
B	$7 \times 5 = 35$
C	$8 \times 3 = 24$
D	$7 \times 3 = 21$

LISTENING TEST 2

A. 1. send a message **2.** pay the bills **3.** buy groceries
4. search for information **5.** watch music videos **6.** have fun with online games
B. 1. b) 2. c) 3. a) 4. b) 5. a) 6. b)
C. ⁽¹⁾more inconvenient; ⁽²⁾send a message; ⁽³⁾for our school projects;
⁽⁴⁾have fun; ⁽⁵⁾usefulness; ⁽⁶⁾another laptop; ⁽⁷⁾impact on teenagers;
⁽⁸⁾some sites aren't safe; ⁽⁹⁾can be trusted; ⁽¹⁰⁾not addicted to them

A	$6 \times 5 = 30$
B	$6 \times 5 = 30$
C	$10 \times 4 = 40$

LISTENING TEST 3

PART A

B. 1, 2, 4, 5
C. 1. T 2. F: Her mother decides... **3. F:** She doesn't watch TV or chat with her friends on the Internet very often. **4. T**

PART B

A. B, C, F
B. 1. b) 2. c) / d) 3. a) 4. c) / d) / f)

PART C

1. keep fit **2.** having a healthy life and eating the right food
3. doesn't like being active **4.** obese

Part A	B	$4 \times 4 = 16$
	C	$2 \times 5 = 10$
		$2 \times 7 = 14$
Part B	A	$3 \times 4 = 12$
	B	$4 \times 6 = 24$
Part C	$4 \times 6 = 24$	

LISTENING TEST 4

A. C, E, F
B. Diane; Mitchell; 24; web designer; degree in architecture
C. 1. in 2005 **2.** biologist **3.** a lab
D. 1. F 2. T 3. F 4. T 5. F
E. ⁽¹⁾got my degree; ⁽²⁾chemistry;
⁽³⁾research as a career; ⁽⁴⁾to get a degree in architecture; ⁽⁵⁾I've applied; ⁽⁶⁾to hire me; ⁽⁷⁾really exciting job

A	$3 \times 4 = 12$
B	$5 \times 4 = 20$
C	$3 \times 5 = 15$
D	$5 \times 5 = 25$
E	$7 \times 4 = 28$

