

# ***Move On***

# **TEACHER'S RESOURCE BOOK**

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**Planning**



**Reading  
Writing**



**Listening  
Speaking**



**Grammar  
Vocabulary**



**Special  
Needs**



**Movie  
Sheets**



**Tests**



**PET Kit**



**Audio Scripts  
Answer Keys**

## **9.º Ano Inglês**



**Texto**

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## FIRST TERM PLAN

| Number of lessons (45 min.)  | Unit / Step                                                                                                                                |                                        | Reading                      | Speaking                                                                   | Listening                                                | Writing                                            | Vocabulary                                                   | Grammar Stop                                                                                                                          | Video                                                                                             |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 6                            | Unit 0                                                                                                                                     | Check in                               | Beat the clock               | Best summer holiday                                                        | Azores Islands rock!                                     | A postcard                                         | Hobbies<br>School triggers<br>Summer holiday                 | Present Simple / Present Continuous <b>p. 20</b><br>Song: Counting stars<br>Past Simple <b>p. 23</b><br>Song: The best day of my life | Entry page<br>My best summer holiday<br>Video help (Writing a postcard)                           |
|                              |                                                                                                                                            | Step 1<br>Studying abroad              | Exchange students            | One-minute Talk: A weekend trip to London<br>Interview for a teen magazine | Studying abroad                                          | Letter to your host family                         | Exchange programmes<br>Studying abroad<br>Airport travelling | Past Continuous<br>Past Simple / Past Continuous <b>p. 23</b><br>Song: Geronimo                                                       | Entry page<br>Studying abroad: Language school<br>Video help (Writing a letter)                   |
| 6                            | Unit 1                                                                                                                                     | Step 2<br>Volunteering                 | Teens take action            | Helping out is cool                                                        | Goodwill Ambassador                                      | Volunteer application                              | Volunteering: jobs and organisations<br>Giving back          | Connectors <b>p. 44</b>                                                                                                               | UN Speech: Goodwill<br>Ambassador: Emma Watson<br>Documentary: Goodwill<br>Ambassador: Katy Perry |
|                              |                                                                                                                                            | Step 1<br>Do you understand tech talk? | Teens and social media tools | Describing a tech classroom                                                | The Vlogbrothers<br>The rise of selfies<br>Song: Selfies | A blog post: My favourite social media – Instagram | Tech talk<br>New tech words                                  | Present Perfect <b>p. 60</b><br>Present Perfect / Past Simple <b>p. 61</b>                                                            | Entry page                                                                                        |
| 6                            | Unit 2                                                                                                                                     | Step 2<br>Technology in our lives      | Switching off screens        | High tech schools: Yes or No?<br>One-minute Talk: Teens and technology     | What will the future bring to classrooms?                | A day in the life of a teen in 2030                | Technology now and in the future                             | Relative pronouns (and omission) <b>p. 70</b>                                                                                         | Video help (A day in the life of a teen in 2030)<br>Video: Unplugged (Modern Family)              |
| Move on<br>Mag &<br>Projects | Exchange student survival guide/ Celebrities' help / How safe is your password? / Smartphone smarts / Online etiquette                     |                                        |                              |                                                                            |                                                          |                                                    |                                                              |                                                                                                                                       |                                                                                                   |
| Celebrations                 | Halloween / Christmas                                                                                                                      |                                        |                              |                                                                            |                                                          |                                                    |                                                              |                                                                                                                                       |                                                                                                   |
| 8                            | Canada Quiz / Australia Quiz / Video: Australia / Canada / Lamingtons / Check in / Tests (listening, Reading, Writing) / Speaking activity |                                        |                              |                                                                            |                                                          |                                                    |                                                              |                                                                                                                                       |                                                                                                   |
| 2                            | Last Stop                                                                                                                                  |                                        |                              |                                                                            |                                                          |                                                    |                                                              |                                                                                                                                       |                                                                                                   |
| 1                            | Self-evaluation                                                                                                                            |                                        |                              |                                                                            |                                                          |                                                    |                                                              |                                                                                                                                       |                                                                                                   |

## SECOND TERM PLAN

| Number of lessons (45 min.) | Unit / Step                                                                                                                                                                    | Reading                                               | Speaking                                                                                       | Listening                                                | Writing                                    | Vocabulary                                          | Grammar Stop                                                                                | Video                                                                   |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 6                           | <b>Unit 3</b>                                                                                                                                                                  |                                                       |                                                                                                |                                                          |                                            |                                                     |                                                                                             |                                                                         |
|                             | <b>Step 1</b><br>Healthy and unhealthy lifestyles                                                                                                                              | Meet the food fighters                                | On the phone                                                                                   | Aimee - a survivor's story                               |                                            | Healthy and unhealthy lifestyles<br>Health problems | Past Perfect<br>Past Simple / Past Perfect <b>p. 86</b>                                     | Film: The blind side                                                    |
| 6                           | <b>Step 2</b><br>How cool are you with you                                                                                                                                     | Teens and body image                                  | Are videogames sports? Have teens become sports-crazy?<br>One-minute Talk: Personal appearance | Colbie Caillat's interview – Less Photoshop<br>Song: Try | Advertising                                | Teens and body image<br>Advertising                 | Conditional sentences <b>p. 94</b><br>Song: Budapest                                        | Video: Song – Try                                                       |
| 6                           | <b>Unit 4</b>                                                                                                                                                                  |                                                       |                                                                                                |                                                          |                                            |                                                     |                                                                                             |                                                                         |
|                             | <b>Step 1</b><br>Part-time jobs                                                                                                                                                | Teens and part-time jobs                              | Debate: for or against part-time jobs for teens                                                | Before they were famous                                  | Letter: what I look for in a part-time job | Part-time jobs<br>Teens' work                       | Reported speech – statements <b>p. 112</b><br>Song: Shake it off                            | Video: Famous people's first jobs                                       |
| 7                           | <b>Step 2</b><br>Future jobs and careers                                                                                                                                       | Careers so cool... you didn't even know they existed! | A job interview<br>One-minute Talk: Dream jobs                                                 | Jobs of the future                                       | Successful teens                           | Future jobs<br>Careers<br>Applying for a job        | Reported speech: questions, orders, requests, warnings, advice or invitations <b>p. 122</b> | Video: Curious kids – careers<br>Video: Kool Kids<br>Sno Konez business |
| Move on Mag & Projects      | How about getting one of these teens' summer jobs? / A job you didn't even know existed / The CV that looks like a chocolate bar / Perfectly imperfect celebrities / Operation |                                                       |                                                                                                |                                                          |                                            |                                                     |                                                                                             |                                                                         |
| Celebrations                | Groundhog Day / Pancake Day                                                                                                                                                    |                                                       |                                                                                                |                                                          |                                            |                                                     |                                                                                             |                                                                         |
| 8                           | Tests (listening, Reading, Writing) / Speaking activity                                                                                                                        |                                                       |                                                                                                |                                                          |                                            |                                                     |                                                                                             |                                                                         |
| 2                           | Last Stop                                                                                                                                                                      |                                                       |                                                                                                |                                                          |                                            |                                                     |                                                                                             |                                                                         |
| 1                           | Self-evaluation                                                                                                                                                                |                                                       |                                                                                                |                                                          |                                            |                                                     |                                                                                             |                                                                         |

### THIRD TERM PLAN

| Number of lessons (45 min.)  | Unit / Step                                                                                | Reading             | Speaking                                                | Listening                                       | Writing                                             | Vocabulary                                                | Grammar Stop                                              | Video                            |
|------------------------------|--------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|----------------------------------|
| 6                            | <b>Unit 5</b>                                                                              |                     |                                                         |                                                 |                                                     |                                                           |                                                           |                                  |
|                              | <b>Step 1</b><br>Teens' addictions                                                         | Viewing marathon    | Are kids and teens screen addicts?                      | Live smart – Have alcohol and smoking-free fun! | Can teens have fun without alcohol?                 | Teens' addictions                                         | Verbs + to-infinitive and verbs + -ing form <b>p. 138</b> |                                  |
| 6                            | <b>Step 2</b><br>Teenage years                                                             | It's a teen's world | What makes a BFF?<br>One-minute talk: Teens and parents | Tweeting nice<br>Song: Mean                     | Argumentative essay: It's not easy being a teenager | Teens' issues: bullying, cyberbullying, teens and parents | Connectors <b>p. 148</b><br>Question tags <b>p. 149</b>   | Video: Stand up to cyberbullying |
| Move on<br>Mag &<br>Projects | Ignore no more / Online friends – the new trend / Smoking-hearing loss / Anti-bullying Day |                     |                                                         |                                                 |                                                     |                                                           |                                                           |                                  |
| Extensive Reading            | Diary of a YouTuber                                                                        |                     |                                                         |                                                 |                                                     |                                                           |                                                           |                                  |
| 8                            | Tests (listening, Reading, Writing) / Speaking activity                                    |                     |                                                         |                                                 |                                                     |                                                           |                                                           |                                  |
| 2                            | Last Stop                                                                                  |                     |                                                         |                                                 |                                                     |                                                           |                                                           |                                  |
| 1                            | Self-evaluation                                                                            |                     |                                                         |                                                 |                                                     |                                                           |                                                           |                                  |

## Lesson Plan 1

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 0: Check in

### Lead in: Describing the entry page (p. 15)

**Contents:** Back to school; Summer holidays and activities

|                              |                                                                                                                                                                                                                                                                                                      |                  |                     |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>• Describing a picture (Lead in)</li> <li>• Quiz: How well do you know your friends</li> <li>• Questionnaire: School triggers</li> </ul>                                                                                                                      |                  |                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>• Descrever uma imagem</li> <li>• Rever e consolidar a interrogativa através da realização de um diálogo</li> <li>• Expressar opinião</li> </ul>                                                                                                              |                  |                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>• Exploração de imagem (página de entrada); visionamento do vídeo</li> <li>• Realização do <i>Quiz</i> e do diálogo</li> <li>• Realização do questionário e recolha de soluções para os problemas identificados (poderão ser registados no quadro)</li> </ul> |                  |                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>• Manual: págs. 14, 15, 16, 17</li> <li>• PC and LCD Projector</li> <li>• Teacher's Resource Book</li> <li>• <b>20 AULA DIGITAL</b></li> <li>• Video Help: Entry page</li> </ul>                                                                              |                  |                     |
| <b>TPC</b>                   | • Page 16: lexical chunk                                                                                                                                                                                                                                                                             | <b>Avaliação</b> | • Observação direta |

## Lesson Plan 2

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 0: Check in

**Contents:** Teens and school; Present Simple and Present Continuous

|                              |                                                                                                                                                                                                                                                                                                                          |                  |                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>• Homework correction</li> <li>• Reading a comic strip</li> <li>• Reading the text "Beat the clock"</li> </ul>                                                                                                                                                                    |                  |                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>• Reconhecer e selecionar informação de um texto</li> </ul>                                                                                                                                                                                                                       |                  |                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>• Correção do trabalho de casa</li> <li>• Descrever a banda desenhada (Para além de realizar a tarefa proposta, identificar as personagens e a relação entre elas)</li> <li>• Análise do título do texto: o que se entende por "Beat the clock" e compreensão do mesmo</li> </ul> |                  |                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>• Manual: págs. 18 e 19</li> <li>• CD áudio</li> <li>• Teacher's Resource Book</li> </ul>                                                                                                                                                                                         |                  |                     |
| <b>TPC</b>                   | • Workbook: Vocabulary and Interaction (pág. 5)                                                                                                                                                                                                                                                                          | <b>Avaliação</b> | • Observação direta |

## Lesson Plan 3

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 0: Check in

Contents: Present Simple; Present Continuous

|                              |                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                     |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Revising the Present Simple and Present Continuous tenses</li> <li>Listening to a song: Counting stars</li> </ul>                                                                                                                                                                                                 |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Rever e consolidar o Present Simple e Present Continuous</li> <li>Identificar informação através da audição de uma canção</li> </ul>                                                                                                                                                                                                           |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Visualização e realização das atividades propostas no PPT: Present Simple and Present Continuous</li> <li>Realização das atividades propostas: análise dos exemplos e tabelas; exercícios de aplicação</li> <li>Audição da canção: Counting stars (One Republic); preenchimento de espaços; identificação dos tempos verbais usados</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 20 e 21</li> <li>Audio CD</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>PPT: Present Simple / Present Continuous</li> </ul>                                                                                                                                                                             |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Present Simple / Present Continuous (págs. 6-7)</li> </ul>                                                                                                                                                                                                                                                                          | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 4

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 0: Check in

Contents: Summer holidays and activities; Past Simple

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |                                                                     |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Listening activity: Azores Islands rock</li> <li>Using the Past Simple</li> </ul>                                                                                                                                                                                                                                                                            |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Identificar informação através da audição de um texto</li> <li>Rever e consolidar o Past Simple</li> </ul>                                                                                                                                                                                                                                                                                |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Audição do texto: ordenar imagens, identificação de informação essencial</li> <li>Visualização e realização das atividades propostas no PPT: Past Simple</li> <li>Realização das atividades propostas: análise dos exemplos e tabelas; exercícios de aplicação</li> <li>Audição da canção: <i>Best Day Of My Life</i> (American Authors)</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 22 e 23</li> <li>Teacher's Resource Book</li> <li>List of irregular verbs</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>PPT: Past Simple</li> <li>Grammar time (pág. 165)</li> </ul>                                                                                                                                                               |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Past Simple (pág. 8)</li> </ul>                                                                                                                                                                                                                                                                                                                                                | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 5

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 0: Check in

**Contents:** Summer holidays and activities; Past Simple

|                              |                                                                                                                                                        |                  |                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>• Homework correction</li> <li>• Practising Past Simple</li> </ul>                                              |                  |                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>• Rever e consolidar o Past Simple</li> <li>• Usar o Past Simple para falar sobre as férias de verão</li> </ul> |                  |                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>• Correção do trabalho de casa</li> <li>• Realização da actividade oral seguindo um guião proposto</li> </ul>   |                  |                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>• Manual: pág. 24</li> <li>• List of irregular verbs</li> <li>• Teacher's Resource Book</li> </ul>              |                  |                     |
| <b>TPC</b>                   | • Workbook – Past Simple (pág. 8)                                                                                                                      | <b>Avaliação</b> | • Observação direta |

## Lesson Plan 6

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 0: Check in

**Contents:** Summer holidays and activities; Past Simple

|                              |                                                                                                                                                                                    |                                                                                                                                       |                     |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>• Homework correction</li> <li>• Writing activity: A postcard</li> </ul>                                                                    |                                                                                                                                       |                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>• Consolidar o Past Simple</li> <li>• Consolidar o vocabulário relativo à temática</li> <li>• Elaborar um postal</li> </ul>                 |                                                                                                                                       |                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>• Correção do trabalho de casa</li> <li>• Análise da estrutura de um postal</li> <li>• Escrita paralela: elaboração de um postal</li> </ul> |                                                                                                                                       |                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>• Manual: pág. 25</li> <li>• PC and LCD Projector</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• <b>20 AULA DIGITAL</b></li> <li>• Video Help 2</li> <li>• Teacher's Resource Book</li> </ul> |                     |
| <b>TPC</b>                   | • Workbook – Listening (pág. 8)                                                                                                                                                    | <b>Avaliação</b>                                                                                                                      | • Observação direta |

## Lesson Plan 7

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 1: Studying abroad

**Lead in:** Describing the picture on the entry page (p. 27)

#### Contents: Studying abroad

|                              |                                                                                                                                                                                                                    |                  |                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Describing a picture (Lead in)</li> <li>Vocabulary work: studying abroad</li> <li>Spoken interaction</li> </ul>                                                             |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever uma imagem</li> <li>Usar vocabulário específico relativo a estudar no estrangeiro e participar em intercâmbios</li> <li>Expressar opinião / dar razões</li> </ul> |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Exploração de imagem (página de entrada); visionamento do vídeo</li> <li>Produção oral</li> <li>Realização das atividades de vocabulário</li> <li>Interação oral</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 27, 28 e 29</li> <li>PC and LCD Projector</li> <li>Teacher's Resource Book</li> <li><b>20 AULA DIGITAL</b></li> <li>Video Help: Entry page</li> </ul>         |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Vocabulary (pág. 9)</li> </ul>                                                                                                                                   | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 8

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Teens' experiences Step 1: Studying abroad

#### Contents: Studying abroad

|                              |                                                                                                                                                                                                                                                                               |                  |                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Reading the text "Teens and social media"</li> </ul>                                                                                                                                                      |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Reconhecer e selecionar informação de um texto</li> <li>Identificar informação específica</li> </ul>                                                                                                                                   |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Motivação para o texto através da pergunta inicial</li> <li>Visionamento da animação do texto "Exchange students" e realização dos exercícios</li> <li>Leitura e compreensão do texto</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 30 e 31</li> <li>PC and LCD Projector</li> <li>Teacher's Resource Book</li> <li><b>20 AULA DIGITAL</b></li> <li>Animação do texto "Exchange students"</li> </ul>                                                         |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook: Interaction (pág. 9)</li> </ul>                                                                                                                                                                                              | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |



## Lesson Plan 9

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 1: Studying abroad

**Contents:** Studying abroad; Past Simple / Past Continuous

|                              |                                                                                                                                                                                                                                                                     |                  |                                                                     |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Revising the Past Continuous and Past Simple / Past Continuous</li> <li>Using the Past Continuous and the Past Simple / Past Continuous</li> </ul>                                                                           |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Rever e consolidar o Past Continuous e o Past Simple / Past Continuous</li> <li>Identificar informação através da audição de uma canção</li> </ul>                                                                           |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Visualização e realização das atividades propostas no PPT: Past Simple / Past Continuous</li> <li>Análise dos exemplos e tabelas; exercícios de aplicação</li> <li>Audição da canção e preenchimento dos espaços.</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 32 e 33</li> <li>PC and LCD Projector</li> <li>Teacher's Resource Book</li> <li>Grammar time (pág. 166)</li> <li><b>20 AULA DIGITAL</b></li> <li>PPT: Past Simple / Past Continuous</li> </ul>                 |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Past Simple / Past Continuous (págs. 10 e 11)</li> </ul>                                                                                                                                                          | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 10

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 1: Studying abroad

**Contents:** Studying abroad

|                              |                                                                                                                                                                                                                                                                                                                   |                  |                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>A letter: labelling and answering questions</li> <li>Written production: writing a letter</li> </ul>                                                                                                                                          |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Identificar a estrutura de uma carta através do visionamento de um vídeo tutorial</li> <li>Produzir uma carta seguindo um modelo</li> </ul>                                                                                                                                |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Identificação das diferentes partes de uma carta através dos exercícios C e D</li> <li>Produção escrita: elaboração de uma carta seguindo um modelo dado, o guião sugerido e as ajudas fornecidas na caixa "Helpful tips"</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 34 e 35</li> <li>PC and LCD Projector</li> </ul>                                                                                                                                                                                                            |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Teacher's Resource Book</li> </ul>                                                                                                                                                                                                                                         | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 11

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 1: Studying abroad

#### Contents: Studying abroad

|                              |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |                                                                             |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Predicting and analysing pictures</li> <li>Listening activity: Studying abroad</li> <li>Watching a video: Studying abroad in a language school</li> <li>Comprehension exercises.</li> </ul> |                                                                                                                                                                                  |                                                                             |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Prever acontecimentos e analisar imagens</li> <li>Identificar informação através da audição de um texto</li> <li>Identificar informação através do visionamento de um filme</li> </ul>                                   |                                                                                                                                                                                  |                                                                             |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Motivação para a audição do texto através dos exercícios de pré-audição</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Audição do texto e realização das atividades propostas</li> <li>Visualização de um vídeo e realização das atividades propostas</li> </ul> |                                                                             |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: pág. 36 e 37</li> <li>Teacher's Resource Book</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>PC and LCD Projector</li> <li>20 AULA DIGITAL</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>CD áudio</li> <li>Vídeo 5</li> </ul> |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Vocabulary activity p. 38</li> </ul>                                                                                                                                                                                     | <b>Avaliação</b>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Observação direta</li> </ul>         |

## Lesson Plan 12

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 1: Studying abroad

#### Contents: Studying abroad

|                              |                                                                                                                                                                                                           |                                                                                                                           |                                                                     |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Speaking production: One-minute talk</li> <li>Spoken interaction: interview for a teen magazine</li> </ul>                            |                                                                                                                           |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Realizar uma pequena apresentação oral guiada</li> <li>Participar num diálogo sobre a temática desenvolvida na unidade</li> </ul>                                  | <ul style="list-style-type: none"> <li>Usar funções da linguagem adequadas ao diálogo e apoiado pela Info Stop</li> </ul> |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Recolha de informação para a realização do diálogo</li> <li>Realização do diálogo guiado e apoiado pela Info Stop</li> </ul> |                                                                                                                           |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : pág. 38 e 39</li> <li>PC and LCD Projector</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>20 AULA DIGITAL</li> </ul>                                                         |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Fun activity 1 (Workbook pág. 70)</li> </ul>                                                                                                                       | <b>Avaliação</b>                                                                                                          | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 13

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 2: Volunteering

#### Contents: Volunteering

|                              |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |                                                                     |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Describing pictures and matching them to volunteer work</li> <li>Identifying logos from volunteer organisations</li> <li>Reading and listening to a text about Emma Watson, a Goodwill Ambassador</li> <li>Watching a short video: Emma Watson's speech</li> </ul> |                                                                                                                                                                                                                              |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever imagens e ligá-las a tipos de trabalho voluntário</li> <li>Usar vocabulário específico relativo ao voluntariado</li> <li>Identificar logotipos de organizações de voluntariado</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Preencher espaços num texto</li> <li>Identificar informação através do visionamento de um clip de um discurso da Emma Watson</li> </ul>                                               |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Exploração de imagens</li> <li>Realização das atividades de vocabulário</li> <li>Realização de um exercício de <i>matching</i> para identificação de logos de organizações de voluntariado</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Preenchimento de espaços num texto seguindo de "listening to check"</li> <li>Visionamento de um pequeno clip sobre um discurso de Emma Watson enquanto Goodwill Ambassador</li> </ul> |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 40 e 41</li> <li>Teacher's Resource Book</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>Video 6</li> </ul>                                                                                                      |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook: vocabulary (pág. 13)</li> </ul>                                                                                                                                                                                                                          | <b>Avaliação</b>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 14

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 2: Volunteering

#### Contents: Volunteering; Connectors

|                              |                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Reading activity: Volunteer work</li> <li>Reading comprehension "Teens Take action"</li> <li>Using connectors</li> </ul>                             |                                                                                                                                                                               |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Ligar personalidades de pessoas a trabalho voluntário</li> <li>Reconhecer e selecionar informação de um texto</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Identificar informação específica</li> <li>Usar connectors</li> </ul>                                                                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Exploração da pergunta inicial como motivação para a atividade</li> <li>Leitura e compreensão do texto: <i>Teens Take Action</i></li> </ul> | <ul style="list-style-type: none"> <li>Análise dos exemplos e dos quadros sobre o significado e uso dos connectors</li> <li>Realização dos exercícios de aplicação</li> </ul> |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 42, 43 e 44</li> <li>PC and LCD Projector</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Teacher's Resource Book</li> </ul>                                                                                                     |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook (págs. 14-15)</li> </ul>                                                                                                                                                 | <b>Avaliação</b>                                                                                                                                                              | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 15

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 2: Volunteering

#### Contents: Volunteering

|                              |                                                                                                                                                                                                                                                                           |                  |                   |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Vocabulary work: Giving back</li> <li>Language chunks with the word "Hand"</li> <li>Workbook: interaction</li> </ul>                                                                                  |                  |                   |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Rever e consolidar vocabulário específico</li> <li>Identificar language chunks com a palavra "Hand"</li> <li>Realizar uma atividade de interação escrita</li> </ul>                                                                |                  |                   |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Realização de exercícios de vocabulário relativos a "Volunteering"</li> <li>Exploração do exercício C "Language chunks"</li> <li>Realização de uma atividade de interação escrita</li> </ul> |                  |                   |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: pág. 45</li> <li>Teacher's Resource Book</li> <li>Workbook (pág. 14)</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> </ul>                                                                              |                  |                   |
| <b>TPC</b>                   | Teacher's Resource Book (pág. 118)                                                                                                                                                                                                                                        | <b>Avaliação</b> | Observação direta |

## Lesson Plan 16

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 2: Volunteering

#### Contents: Volunteering

|                              |                                                                                                                                                                                                                                                                                                                             |                  |                   |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Spoken interaction: getting ready and acting out a role play</li> </ul>                                                                                                                                                                                 |                  |                   |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Recolher informação para a realização de uma atividade de role play</li> <li>Realização de uma atividade de role play</li> </ul>                                                                                                                                                     |                  |                   |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Preparação do role play: preenchimento dos quadros com informação essencial</li> <li>Audição de um role play modelo</li> <li>Realização do role play apoiado também pelos role cards, pelas sugestões apresentadas e pela Info stop</li> </ul> |                  |                   |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 46 e 47</li> <li>PC and LCD Projector</li> <li>Teacher's Resource Book</li> <li><b>20 AULA DIGITAL</b></li> <li>Model text: script</li> </ul>                                                                                                                         |                  |                   |
| <b>TPC</b>                   | Workbook: Fun 2 (pág. 71)                                                                                                                                                                                                                                                                                                   | <b>Avaliação</b> | Observação direta |

## Lesson Plan 17

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 2: Volunteering

#### Contents: Volunteering

|                              |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Reading a leaflet. Comprehension exercises.</li> <li>Writing activity: Volunteer application</li> <li>Listening and watching activity: Goodwill Ambassador</li> </ul>                                |                                                                                                                                                                                                                                                          |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Identificar informação numa brochura</li> <li>Preencher um formulário</li> <li>Identificar informação específica através da audição e visionamento de um vídeo</li> </ul> Identificar informação através da audição de uma canção |                                                                                                                                                                                                                                                          |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Análise e leitura da brochura p. 48</li> <li>Preenchimento do formulário no exercício B</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Visionamento do vídeo sobre a Kate Perry enquanto embaixadora de boa vontade para a UNICEF e realização dos exercícios</li> <li>Audição da canção "Unconditionally" e realização da atividade proposta</li> </ul> |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: pág. 48 e 49</li> <li>Teacher's Resource Book</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>Video 7: Katy Perry – UNICEF's Goodwill Ambassador</li> </ul>                                                                                       |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Teacher's Resource Book</li> </ul>                                                                                                                                                                                                | <b>Avaliação</b>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 18

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 2: Volunteering

#### Contents: Volunteering

|                              |                                                                                                                                |                                                                                                           |                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Move On Mag: reading and analysing short news</li> </ul>   |                                                                                                           |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Reconhecer e selecionar informação de pequenas notícias</li> </ul>                      |                                                                                                           |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Leitura e análise de pequenas notícias</li> </ul> |                                                                                                           |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 50 e 51</li> <li>PC and LCD Projector</li> </ul>                         | <ul style="list-style-type: none"> <li>Teacher's Resource Book</li> <li><b>20 AULA DIGITAL</b></li> </ul> |                                                                     |
| <b>TPC</b>                   |                                                                                                                                | <b>Avaliação</b>                                                                                          | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 19

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 1: Teens' experiences Step 2:

#### Contents: Teens' experiences

|                              |                                                                                                                                                                               |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sumário</b>               | • Formative test: Last Stop                                                                                                                                                   |
| <b>Objetivos específicos</b> | • Formative test: Last Stop                                                                                                                                                   |
| <b>Atividades</b>            | • Realização do teste formativo: <i>Last Stop</i> .                                                                                                                           |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>• Manual: pág. 52 e 53</li> <li>• Teacher's Resource Book</li> <li>• PC and LCD Projector</li> <li>• <b>20 AULA DIGITAL</b></li> </ul> |
| <b>TPC</b>                   | <b>Avaliação</b> • Avaliação formativa e <i>feedback</i>                                                                                                                      |

## Lesson Plan 20

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 1: Tech teens

**Lead in:** Describing the picture on the entry page (p. 54)

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>• Describing a picture (Lead in)</li> <li>• Working with vocabulary: tech talk; new tech expressions</li> <li>• Listening to a song: Scare away the dark (Passenger)</li> </ul>                                                                                                                                                                                                  |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>• Descrever uma imagem</li> <li>• Usar vocabulário específico relativo às tecnologias</li> <li>• Identificar informação através da audição de uma canção</li> <li>• Expressar opinião</li> </ul>                                                                                                                                                                                 |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>• Exploração de imagem (página de entrada); visionamento do vídeo</li> <li>• Realização das atividades de vocabulário; sugestão: elaborar frases usando <i>tech talk</i></li> <li>• Audição da canção: preenchimento de espaços</li> <li>• Realização do questionário em trabalho de pares; sugestão: verificar as preferências/respostas do grupo-turma às perguntas</li> </ul> |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>• Manual : págs. 55, 56 e 57</li> <li>• PC and LCD Projector</li> <li>• Teacher's Resource Book</li> <li>• <b>20 AULA DIGITAL</b></li> <li>• CD áudio</li> <li>• Video Help 5: Entry page</li> </ul>                                                                                                                                                                             |
| <b>TPC</b>                   | <b>Avaliação</b> • Observação direta                                                                                                                                                                                                                                                                                                                                                                                    |

## Lesson Plan 21

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 1: Tech teens

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Reading a graph</li> <li>Reading the text: "Teens and social media"</li> </ul>                                                                                                                                                                                                                                                                                                                                              |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Reconhecer e selecionar informação de um gráfico e de um texto</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Introdução da temática através da leitura e análise de um gráfico sobre redes sociais: sugestão: apresentar as escolhas que faria o grupo-turma</li> <li>Leitura e compreensão do texto: <i>Teens and social media</i>.</li> <li>Realização da atividade: <i>Lexical chunks</i> (sugestão: trabalho com outras expressões presentes no texto, por exemplo: <i>putting themselves out there</i> (l. 41))</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 58 e 59</li> <li>Teacher's Resource Book</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>Animação: <i>Teens and social media</i></li> </ul>                                                                                                                                                                                                                                                                         |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook: Vocabulary and Interaction (págs. 20-21)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 22

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 1: Tech teens

#### Contents: Teens and technology; Present Perfect / Past Simple

|                              |                                                                                                                                                                                                                                                  |                  |                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Revising the Present Perfect; Present Perfect / Past Simple</li> <li>Using the Present Perfect</li> </ul>                                                                                                 |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Rever e consolidar o Present Perfect / Past simple</li> <li>Identificar informação através da audição de uma canção</li> </ul>                                                                            |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Visualização e realização das atividades propostas no PPT: Present Perfect / Past Simple</li> <li>Realização das atividades propostas: análise dos exemplos e tabelas; exercícios de aplicação</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 60 e 61</li> <li>PC and LCD Projector</li> <li>Grammar Time (págs. 167-168)</li> <li><b>20 AULA DIGITAL</b></li> <li>PPT: Present Perfect / Past Simple</li> </ul>                         |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Present Perfect / Past Simple (págs. 23-24)</li> </ul>                                                                                                                                         | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 23

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 1: Tech teens

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Listening activity: The VlogBrothers and the rise of selfies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever imagens</li> <li>Identificar informação através da audição de um texto e de uma canção</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Descrição de imagens: John e Hank Green; capa do livro <i>The Fault In Our Stars</i></li> <li>Audição do texto: preenchimento de tabela; escolha múltipla</li> <li>Realização da atividade: <i>Lexical chunks</i> (sugestão: trabalho de casa: procurar outras expressões com os verbos indicados, por exemplo: <i>find your feet; find it in your heart; make an attempt; make progress; raise a smile; raise the bar...</i>)</li> <li>Motivação para a temática presente na canção através do exercício de completamento de espaços (definição retirada do dicionário)</li> <li>Audição da canção: <i>Selfies (Nina Nesbitt)</i> e realização dos exercícios; sugestão: leitura da <i>Quick Reading Activity</i> e resposta à pergunta colocada (exemplos de cantores: Mia Rose; Ana Free)</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 22 e 23</li> <li>Teacher's Resource Book</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>CD áudio</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Produção escrita (pág. 24)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 24

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 1: Tech teens

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                                                                                                                                                                    |                  |                                                                     |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Describing a picture: Describing a tech classroom</li> <li>Writing activity: A blog post – My favourite social media: Instagram</li> </ul>                                                                                                                                                     |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever uma imagem</li> <li>Elaborar um texto para publicação num blogue</li> </ul>                                                                                                                                                                                                                                       |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Realização da atividade de produção oral seguindo um guião proposto e a <i>Info Stop</i></li> <li>Elaboração de um <i>post</i> seguindo o modelo e estrutura propostos, para além do auxílio em termos de ideias no <i>Helpful Tips</i> (em aula ou como trabalho de casa)</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 64 e 65</li> <li>PC and LCD Projector</li> <li>Teacher's Resource Book</li> </ul>                                                                                                                                                                                                                            |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Produção de texto (pág. 65)</li> </ul>                                                                                                                                                                                                                                                                                      | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |



## Lesson Plan 25

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens **Step 2:** Technology in our lives

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                     |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Describing pictures</li> <li>Working with vocabulary: technology in our lives</li> <li>Watching a short video: <i>Modern Family - Unplugged</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever imagens</li> <li>Usar vocabulário específico relativo às tecnologias</li> <li>Identificar informação através do visionamento de um extrato de uma série de televisão</li> <li>Expressar opinião</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Exploração de imagens</li> <li>Preenchimento de um diagrama: How important is technology for you? What technology do you use every day?</li> <li>Realização das atividades de vocabulário</li> <li>Motivação para o vídeo: Are you a fan of the TV series Modern Family? What do you know about the characters? Are there any characters who are tech-savvy?</li> <li>Visionamento de um pequeno clip: Modern Family – Unplugged e realização do exercício proposto (Sugestão: perguntar aos alunos o que estaria na origem da decisão dos pais e se os alunos concordam com as soluções apresentadas)</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 66 e 67</li> <li>Teacher's Resource Book</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>Video 8: Modern Family - Unplugged</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Vocabulary (pág. 25)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 26

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens **Step 2:** Technology in our lives

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |                                                                     |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Reading activity: Switching off screens</li> <li>Speaking activity: Too much tech</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Reconhecer e selecionar informação de um texto</li> <li>Fazer uma pequena apresentação oral orientada</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Introdução da temática: descrição de imagem e respostas às perguntas iniciais</li> <li>Leitura e compreensão do texto: <i>Switching off screens</i></li> <li>Realização da atividade: <i>One-minute Talk</i>- produção oral guiada</li> <li>Sugestão: descrição da imagem da página 69 – Is it a good idea to limit access to the internet in places such as cafés, cafeterias, canteens...? Should there be a limit in work places too?</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 68 e 69</li> <li>Teacher's Resource Book</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Interaction (pág. 26)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 27

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 2: Technology in our lives

**Contents:** Teens and technology; Relative pronouns

|                              |                                                                                                                                                                                                                                                                                   |                  |                                                                     |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Using Relative Pronouns</li> </ul>                                                                                                                                                                            |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Rever e consolidar o uso dos pronomes relativos</li> <li>Omitir os pronomes relativos</li> </ul>                                                                                                                                           |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Visualização e realização das atividades propostas no PPT: <i>Relative Pronouns</i></li> <li>Realização das atividades propostas: análise dos exemplos e tabelas; exercícios de aplicação</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: págs. 70 e 71</li> <li>Teacher's Resource Book</li> <li>PC and LCD Projector</li> <li>Grammar Time (pág. 169)</li> <li><b>20 AULA DIGITAL</b></li> <li>PPT: Relative pronouns</li> </ul>                                           |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook – Relative pronouns (págs. 26-27)</li> </ul>                                                                                                                                                                                      | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 28

School \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 2: Technology in our lives

**Contents:** Teens and technology

|                              |                                                                                                                                                                                                                                                                                                                                                                        |                  |                                                                     |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Speaking: Debate - High tech schools – yes or no?</li> </ul>                                                                                                                                                                                                                                       |                  |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever imagens</li> <li>Recolher informação a partir da audição de um texto</li> <li>Organizar o discurso (preparação do debate) e as ideias</li> <li>Usar funções de linguagem apropriadas</li> </ul>                                                                                                                       |                  |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Descrição de imagens: comparar escolas e o uso da tecnologia em ambas</li> <li>Audição do texto: recolha de ideias</li> <li>Realização da atividade: preenchimento da tabela para preparação do debate para organização das ideias e do discurso</li> <li>Realização do debate</li> </ul> |                  |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : págs. 72 e 73</li> <li>Teacher's Resource Book</li> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>CD áudio</li> <li>Model text: script</li> </ul>                                                                                                                                                  |                  |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Workbook (Listening pág. 28)</li> </ul>                                                                                                                                                                                                                                                                                         | <b>Avaliação</b> | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 29

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 2: Technology in our lives

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                  |                                                                                                                                                                                          |                                                                     |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Writing activity: A day in the life of a teen in 2030</li> </ul>                                                                             |                                                                                                                                                                                          |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever uma imagem</li> <li>Elaborar uma página de um diário digital</li> </ul>                                                                                         |                                                                                                                                                                                          |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Motivação para a atividade: exercícios A e B</li> <li>Visionamento do vídeo para orientação da produção escrita e modelo</li> </ul> | <ul style="list-style-type: none"> <li>Realização da atividade de produção escrita – Página de um diário digital - seguindo um guião proposto em termos de estrutura e ideias</li> </ul> |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual: pág. 74</li> <li>Teacher's Resource Book</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>Video Help 6: My online diary</li> </ul>                                            |                                                                     |
| <b>TPC</b>                   | <ul style="list-style-type: none"> <li>Produção de texto (pág. 74)</li> </ul>                                                                                                                                    | <b>Avaliação</b>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

## Lesson Plan 30

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

### UNIT 2: Tech teens Step 2: Technology in our lives

#### Contents: Teens and technology

|                              |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                |                                                                     |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sumário</b>               | <ul style="list-style-type: none"> <li>Homework correction</li> <li>Describing pictures and listening activity: schools – What will the future bring to classrooms?</li> </ul>                                                                    |                                                                                                                                                                                                                                                |                                                                     |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>Descrever imagens</li> <li>Selecionar informação a partir da audição de um texto</li> </ul>                                                                                                                |                                                                                                                                                                                                                                                |                                                                     |
| <b>Atividades</b>            | <ul style="list-style-type: none"> <li>Correção do trabalho de casa</li> <li>Motivação para a atividade: descrição das imagens e exercício de associação</li> <li>Realização da atividade: preenchimento de espaços e verdadeiro/falso</li> </ul> | <ul style="list-style-type: none"> <li>Sugestão: colocar algumas perguntas para concluir que tipo de tecnologia o grupo-turma gostaria de usar na sala de aula: <i>What technological device would be important in a classroom?</i></li> </ul> |                                                                     |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>Manual : pág. 75</li> <li>Teacher's Resource Book</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>PC and LCD Projector</li> <li><b>20 AULA DIGITAL</b></li> <li>CD áudio</li> </ul>                                                                                                                       |                                                                     |
| <b>TPC</b>                   |                                                                                                                                                                                                                                                   | <b>Avaliação</b>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Observação direta</li> </ul> |

# Lesson Plan 31

School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Lesson No. \_\_\_\_\_



45 min.

## UNIT 2: Tech teens **Step 2:** Technology in our lives

### Contents: Teens and technology

|                              |                                                                                                                         |                                                                                                            |                                         |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Sumário</b>               | • Formative test: Last Stop                                                                                             |                                                                                                            |                                         |
| <b>Objetivos específicos</b> | <ul style="list-style-type: none"> <li>• Aplicar os conhecimentos adquiridos</li> <li>• Avaliar o desempenho</li> </ul> |                                                                                                            |                                         |
| <b>Atividades</b>            | • Realização do teste formativo: <i>Last Stop</i>                                                                       |                                                                                                            |                                         |
| <b>Recursos</b>              | <ul style="list-style-type: none"> <li>• Manual: págs pág. 78 e 79</li> <li>• Teacher's Resource Book</li> </ul>        | <ul style="list-style-type: none"> <li>• PC and LCD Projector</li> <li>• <b>20 AULA DIGITAL</b></li> </ul> |                                         |
| <b>TPC</b>                   |                                                                                                                         | <b>Avaliação</b>                                                                                           | • Avaliação formativa e <i>feedback</i> |



# Unit 0 School is in

## Reading

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about a different kind of holiday.

#### The experience of a lifetime

This summer, myself, Mrs Page, Dom (our expedition leader) and 17 students **embarked** on the experience of a lifetime – a month-long trip to Tanzania.

After a long flight and an **overnight** in the capital Dar es Salaam, Camp Tanga was our first stop and the local school our first project. There we helped to dig the foundations for a new classroom for students with Special Educational Needs.

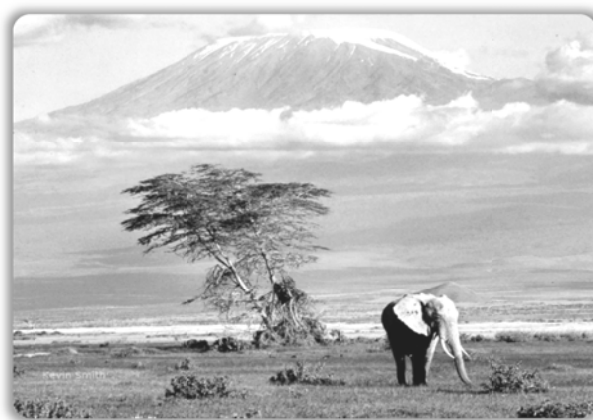
Next we moved up north to a new camp, where we worked on a new project **sanding down** two long school buildings and painting them. During our stay there we also spent the afternoon with a Mumma from the Chugga tribe. We got to experience her day-to-day activities and try some traditional Chugga food.

Moving up to our final camp in Manyara we were lucky enough to visit a Masai market on our first afternoon, which was an amazing experience. Our first days at this camp were our Safari days with the first day spent in Lake Manyara National Park. There are not enough superlatives to describe how incredible it is to see zebras, giraffes, hippos and elephants **within touching distance** in their natural habitats.

I often wondered why I had agreed to a month of manual labour, sleeping in a tent, having cold showers and being responsible for 17 teenagers for a month... but reflecting on my time in Tanzania, I have to underline how fantastic the students were, how hard they worked and how they **got on well** as a team. Their enthusiasm and energy were infectious.

**Emma Satterley (teacher)**

www.hovepark.brightonhove.sch.uk (abridged and adapted)  
accessed in November 2014



### B. Match the definitions below to the highlighted words/expressions in the text.

1. worked well together \_\_\_\_\_
2. started \_\_\_\_\_
3. (staying for) one night \_\_\_\_\_
4. making something smooth by rubbing it with sandpaper \_\_\_\_\_
5. coming very close \_\_\_\_\_



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

|                                |  |
|--------------------------------|--|
| 1. Where                       |  |
| 2. How many students           |  |
| 3. How many teachers           |  |
| 4. How many expeditions guides |  |
| 5. How long                    |  |

**D. Complete the sentences.**

1. This summer the students had \_\_\_\_\_
2. They travelled by \_\_\_\_\_
3. In Camp Tanga they \_\_\_\_\_
4. They visited \_\_\_\_\_ Manyara.
5. Emma sometimes asked herself why she had accepted \_\_\_\_\_  
\_\_\_\_\_.

**E. Answer the questions about the text.**

1. Where did they sleep on the first night?  
\_\_\_\_\_
2. Where did they sand down two school buildings?  
\_\_\_\_\_
3. What did they try when they visited the Chugga tribe?  
\_\_\_\_\_
4. How did being so close to the animals feel?  
\_\_\_\_\_
5. Did the students work well as a team?  
\_\_\_\_\_



# Unit 1 Teens' experiences

## Reading A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about a student who became a volunteer.

#### A community action hero

Neha, a senior at Pennsbury High School, first became involved in volunteering at the age of nine when she went to India to visit her grandparents. Her grandfather required all his grandchildren to complete community service before celebrating their birthdays, so Neha started volunteering with a local orphanage in northern India while she was visiting. Neha listened to the children's stories and heard them cry, and knew that she needed to take action. As a result, she was inspired to start *Empower Orphans*, an organisation designed to help young people at the orphanage. Since she started her organisation, Neha has raised over one million dollars and impacted the lives of more than 25,000 orphaned and disadvantaged children.



Through *Empower Orphans*, Neha has installed a well and a water purification system to provide clean drinking water to thousands of children and donated food, clothes, books, shoes and bicycles to thousands of young people. In addition, she has established five libraries with 15,500 books at an orphanage and four low income schools in India and the United States. She has started a science centre at an Indian school for disadvantaged children and founded a sewing centre with 60 sewing machines at a school in India. This centre enables young women and girls to learn a skill, facilitating their ability to earn a living and stand on their own feet. Her goal is to ultimately impact 100,000 young people.

<http://generationon.org>  
accessed in November 2014

### B. Choose the correct option to complete the sentences.

1. Neha is

- a. American. ☐
- b. Indian. ☐
- c. English. ☐

2. She first started volunteering because

- a. her grandfather wanted her to. ☐
- b. she wanted to try it. ☐
- c. she visited India. ☐

3. *Empower Orphans* is an organisation that

- a. supports old people. ☐
- b. helps young disadvantaged people. ☐
- c. protects the environment. ☐

4. The sewing centre she founded helps girls to

- a. become volunteers. ☐
- b. celebrate their birthdays. ☐
- c. learn a skill and earn a living. ☐

C. Name all the things Neha has done in India through *Empower Orphans*.

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# Unit 1 Teens' experiences

## Reading B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about a student who went on an exchange programme.

#### Exchange programme

When I was selected to be part of this student exchange programme I was so worried about leaving my country and coming to the United States by myself, but my host family took care of my worries right away.

5 They were all waiting for me at the airport: my host parents, my host sister and my host brother. They were so nice and friendly and greeted me with big smiles when I arrived. On the first night, they made a delicious dinner for me and I enjoyed our conversations very much.

10 At first I was homesick and it was a bit difficult to get used to their culture but I quickly adapted and learned more about them and about American life because they liked to talk a lot. I know that listening to them and talking with them helped my English skills a lot. One of my favourite memories about my host family is that they always treated me like one of their children. I got to travel and go on vacations with them throughout California, so I felt very lucky. My host family was also happy to help me with  
15 questions about my school work. My parents in China are thankful to my American host family, and I am too. I really recommend all international students to live with a host family when they come to the United States.

#### Xiao, a student from China



<http://diablovalleyhomestay.com>  
accessed in October 2014

### B. Find words in the text that match the following definitions.

1. a family that accepts a foreign student at home \_\_\_\_\_
2. sad and lonely because you are far from home \_\_\_\_\_
3. adjusted \_\_\_\_\_

### C. Complete the sentences according to the text.

1. When Xiao was selected to study in the USA he felt \_\_\_\_\_
2. It was not easy to \_\_\_\_\_
3. He advises international students to \_\_\_\_\_

### D. Answer the questions about the text.

1. Why was Xiao worried before going to the USA? \_\_\_\_\_  
\_\_\_\_\_
2. Who was waiting for Xiao at the airport? \_\_\_\_\_
3. How did he improve his English skills? \_\_\_\_\_
4. What is his favourite memory? \_\_\_\_\_

# Unit 2 Tech teens

## Reading A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Do you text more than you phone? Why?

### B. Read the text about the use of the mobile phone.

#### Decline of the phone call:

##### Ofcom shows growing trend for text communication

It's good to talk, but it's even better to text. Whereas once we kept in touch with our loved ones with a phone call, new research suggests we are now more likely to contact friends and family via text message or email.

- 5 After a decade and a half of uninterrupted growth, the amount of time we spent talking on our mobile phones went into reverse last year for the first time. According to Ofcom, the independent regulator for the UK Communications Industries, Britons spent 5% less time talking on the phone in 2011 than the previous year, but texting doubled its numbers, making it the most
- 10 popular form of daily communication. More than half (58%) of UK adults text messages at least once a day to communicate with family and friends, rising to 90% of 16 to 24-year-olds. Meanwhile, the volume of calls from landlines fell 10% in 2011 and the amount of mobile phone calls also went into reverse.

- 15 Ofcom's director of research, James Thickett, said, "the decline is due to the increased popularity of smartphones, which allows people to communicate using social networking sites, such as Facebook and Twitter, instant messaging and email. Digital and mobile technology has fundamentally changed the way we socialise with each other, offering newer forms of communications which don't require us to talk to each other. Smartphones are used as day-to-day activities that used to be done on a PC or laptop, including sending emails, watching videos, and
- 20 browsing the Web."



www.theguardian.com  
accessed in November 2014

### C. Match the words/expressions from the text with their definitions.

- |                       |                                                                   |
|-----------------------|-------------------------------------------------------------------|
| 1. decline (headline) | <input type="checkbox"/> a. an increase                           |
| 2. trend (headline)   | <input type="checkbox"/> b. telephones that are not mobile phones |
| 3. growth (l. 5)      | <input type="checkbox"/> c. a quantity of something               |
| 4. landlines (l. 12)  | <input type="checkbox"/> d. a continuous decrease                 |
| 5. amount (l. 12)     | <input type="checkbox"/> e. because of                            |
| 6. due to (l. 14)     | <input type="checkbox"/> f. a general tendency                    |

**D. Complete the sentences about the text with the expressions below.**

very popular    talking on our mobile phones    newer forms of communication  
text messages at least once a day    texting messages

1. We spend less time \_\_\_\_\_
2. The most popular form of daily communication is \_\_\_\_\_
3. 90% of 16 to 24-year-olds \_\_\_\_\_ to communicate with their friends and family.
4. Smartphones have become \_\_\_\_\_
5. We don't have to talk to each other when we use \_\_\_\_\_

**E. Find evidence in the text for the following.**

1. Text messages have overtaken voice calls as the UK's most popular form of communication.  
\_\_\_\_\_
2. The number of phone calls kept growing for more than 10 years.  
\_\_\_\_\_
3. James Thickett was responsible for the research.  
\_\_\_\_\_
4. Things we used to do on computers or laptops are now done by smartphones on a daily basis.  
\_\_\_\_\_

**F. Answer the questions about the text.**

1. How did we use to keep in touch with our loved ones?  
\_\_\_\_\_
2. Has text communication increased?  
\_\_\_\_\_
3. What has digital and mobile technology changed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Unit 2 Tech teens

## Reading B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read what Sadia and Olivia say about the impact technology and social media have on their lives.

#### The impact of technology and social media

I've got a laptop, a TV and an iPod Touch in my bedroom and I also have a Blackberry, which is **one** of the old ones.

When I go to bed and I'm supposed to be asleep, I sometimes talk to friends online or text **them** but it doesn't really affect my sleep  
5 because I like to wake up early. Sometimes I might read a book at night. I like doing both, because reading a book gives you education, and going online means you can talk to family members abroad and stuff like that.

I usually have four hours to go online and at about 6 pm, my  
10 mum says I have got to read a book. Then I watch TV and go to bed, but sometimes I bring my iPod with me and listen to some music. I don't really have time to always see my friends face-to-face, so I'd rather message them – but **we** definitely have more fun when we meet up.

Modern technology does stop you from playing outside because it's really addictive. Sometimes  
15 when I'm doing my homework, I just get carried away with talking to my friends online but my mum comes and tells me when it's time to stop.

Your phone becomes a statement – you have to be able to access your social media on your phone, otherwise you can't stay in touch with what's going on. And you really notice that lots of people's  
20 profile pictures show them holding **their** smartphone or looking into the mirror with their phone in their hand – it's almost like the phone is part of them.

I'm unusual in that I'm not on Facebook, but I do like using Twitter and I think my mum feels I'm mature enough to deal with  
25 social media in a very responsible way.

I often find myself thinking “why are **you** tweeting this?” The things that some people want to share with the whole world could have a big impact on the rest of their lives, for things like finding a job in the future.

The problem with being online late at night – rather than reading a book or sleeping – is that there's  
30 always more to read or find out about. Teenagers are naturally curious and if you see something someone has retweeted, you want to click on their profile to see who they are. And then you find more things to click on, and so on – it's never-ending. For some people, their phone is like another limb. They really can't be without **it**.

I like to think I don't fit the anti-social teenager stereotype – I'm just as happy talking to people  
35 face-to-face socially, not hiding away behind a screen.



www.bbc.com (abridged and adapted) accessed in November 2014

**B. What do the following words refer to in the text?**

- |                      |                        |
|----------------------|------------------------|
| 1. one (l. 2) _____  | 4. their (l. 20) _____ |
| 2. them (l. 4) _____ | 5. you (l. 26) _____   |
| 3. we (l. 12) _____  | 6. it (l. 33) _____    |

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

1. Sadia has got an old mobile phone.  
\_\_\_\_\_
2. Sometimes Sadia forgets about her homework because she is online talking to her friends.  
\_\_\_\_\_
3. Olivia's mum trusts her to use social Apps.  
\_\_\_\_\_
4. Some people feel that their mobiles are a part of them.  
\_\_\_\_\_

**D. Find evidence in the text to correct these sentences.**

1. Sadia never uses technological devices when she is supposed to be asleep.  
\_\_\_\_\_
2. She prefers texting her friends to meeting them face-to-face.  
\_\_\_\_\_
3. Olivia is a Facebook addict.  
\_\_\_\_\_
4. She is not worried about posting all sorts of things.  
\_\_\_\_\_
5. In her opinion, being online until late doesn't make it difficult to go to sleep.  
\_\_\_\_\_

**E. Answer the questions about the text.**

1. How much time does Sadia spend online?  
\_\_\_\_\_
2. Why does modern technology stop you from playing outside?  
\_\_\_\_\_
3. Why does Olivia think that she doesn't fit the anti-social teenager stereotype?  
\_\_\_\_\_

# Unit 3 Healthy teens

## Reading A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Read the text about Sunny, *The Biggest Loser's* contestant.

### My journey with *The Biggest Loser*

I decided to do *The Biggest Loser* because I had watched the show in the past and was a fan of how it transformed people's lives. I had tried various things to combat my weight and get healthy but hadn't been successful.

5 Now, when I look back at the **whirlwind** of experiences I have had on the show, I can't believe how much my life has changed in such a short amount of time. I feel healthy and fit, I feel comfortable in my own skin, and most importantly, I'm happy.

10 I think back to how I was at the start of the show: shy, uncomfortable, lonely, and heavy-hearted – and it just makes me sad that I allowed myself to be so unhappy and unhealthy. It took a simple mental **shift**, and in such a short amount of time, my life has changed completely!

I realised that to become truly healthy, I have to love and respect myself. There is no **trick** to weight loss, no magical cure for obesity. Simple research can tell you what to eat, how to exercise,  
15 but the real change has to be in the mind. Once I realised that I needed a change, I had to dedicate myself to a new lifestyle, which was the key – just wanting to change simply wasn't enough, I had to *dedicate* myself.

Along the way, I **have pushed myself** out of my comfort zone and by doing so I've learned so much about myself. Turns out, I actually love running! I also eat just as much as I always did, but I  
20 eat the *right things* through a high protein, high fibre diet with lots of fresh fruit and vegetables. I have made lifelong friends including Lindsay and Bingo, and I am blessed to have loving and supportive parents who have been there with me **throughout** it all. Thanks to *The Biggest Loser*, I am looking forward to a healthy and bright future, and my lifestyle has changed for the better.

25 The finale was a celebration, a time **to take a deep breath** and look back on what I **had accomplished**. I hope you guys have found inspiration in my journey and can relate to what I've been through. Weight loss is nothing if you can't learn to look in the mirror and like what you see. I have no regrets  
30 because my journey with *The Biggest Loser* is not a sign of weakness – my **struggle** with obesity has made me strong.

Sanjana "Sunny" Chandrashekar, 17

www.seventeen.com  
accessed in December 2014



**B. Match the highlighted words/expressions in the text with their definitions.**

- |                               |                          |                                                                 |
|-------------------------------|--------------------------|-----------------------------------------------------------------|
| 1. whirlwind (l. 5)           | <input type="checkbox"/> | a. fight against something                                      |
| 2. shift (l. 12)              | <input type="checkbox"/> | b. from beginning to end                                        |
| 3. trick (l. 13)              | <input type="checkbox"/> | c. to pause and think                                           |
| 4. have pushed myself (l. 18) | <input type="checkbox"/> | d. a change                                                     |
| 5. throughout (l. 22)         | <input type="checkbox"/> | e. had completed something successfully                         |
| 6. take a deep breath (l. 25) | <input type="checkbox"/> | f. a series of events where a lot of things happen very quickly |
| 7. had accomplished (l. 26)   | <input type="checkbox"/> | g. a secret or a good method to do something successfully       |
| 8. struggle (l. 31)           | <input type="checkbox"/> | h. have forced myself                                           |

**C. Correct the wrong information.**

1. Sunny had never heard about *The Biggest Loser*. \_\_\_\_\_
2. This was the first time she had tried to lose weight. \_\_\_\_\_
3. Her life has changed over a long period. \_\_\_\_\_
4. She didn't make any friends along the way. \_\_\_\_\_
5. She doesn't expect to influence other teens. \_\_\_\_\_

**D. For each question, tick ✓ the correct answer.**

1. Why did she decide to do *The Biggest Loser*?

|                                                                 |                          |
|-----------------------------------------------------------------|--------------------------|
| a. She had never seen the show.                                 | <input type="checkbox"/> |
| b. She liked the fact that the show transformed people's lives. | <input type="checkbox"/> |
| c. She had tried losing weight before and was successful.       | <input type="checkbox"/> |
2. How does she feel after the experience she had on the show?

|                                                                      |                          |
|----------------------------------------------------------------------|--------------------------|
| a. She feels shy, uncomfortable, lonely and unhappy.                 | <input type="checkbox"/> |
| b. She feels weak.                                                   | <input type="checkbox"/> |
| c. She feels healthy and fit, comfortable in her own skin and happy. | <input type="checkbox"/> |
3. In her opinion, what is important when you want to lose weight?

|                                                 |                          |
|-------------------------------------------------|--------------------------|
| a. To look in the mirror and like what you see. | <input type="checkbox"/> |
| b. You just need to exercise more.              | <input type="checkbox"/> |
| c. To make friends.                             | <input type="checkbox"/> |
4. What has changed in her diet?

|                                                                                       |                          |
|---------------------------------------------------------------------------------------|--------------------------|
| a. Nothing changed because she eats the same food.                                    | <input type="checkbox"/> |
| b. She balances junk food with fruit and vegetables.                                  | <input type="checkbox"/> |
| c. She follows a high protein and fibre diet with lots of fresh fruit and vegetables. | <input type="checkbox"/> |

# Unit 3 Healthy teens

## Reading B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text.

#### Should energy drinks be banned?

Sales of caffeine and sugar-packed energy drinks should be restricted because they are dangerous for children and young people, a study has suggested.

5 A research by the World Health Organisation's Regional Office for Europe found out that more than two thirds of 10 to 18-year-olds consume drinks like Red Bull and Monster and their popularity is growing. To make things worse, one in 20 teenage pupils goes to school on a can of energy drink instead of a good breakfast.

10 This study warned children and teenagers who used highly-caffeinated drinks that they were at risk of harmful developmental effects or even death.

Unfortunately, Joshua Merrick, 19, from Manchester, was a victim of these drinks. He had just completed an intensive  
15 fitness medical to join the Royal Navy and was on a work trip to Glasgow with his father when he was found dead in bed in a hotel room.

Tests after his death revealed he had an enlarged heart and he had also drunk the energy drink Animal Rage before his workout.

20 Josh's death is the latest in a number of incidents that have been linked to energy drinks, increasing concerns over these largely unregulated products.



www.dailymail.co.uk (abridged and adapted)  
accessed in December 2014

### B. What type of text is this? Tick ✓ the right answer.

- 1. A short story. ☐
- 2. An argumentative text. ☐
- 3. A news item. ☐

### C. Find the synonyms for the following words in the text.

- 1. limited \_\_\_\_\_
- 2. discovered \_\_\_\_\_
- 3. increasing \_\_\_\_\_
- 4. in danger \_\_\_\_\_
- 5. showed \_\_\_\_\_
- 6. worries \_\_\_\_\_



**D. Find evidence in the text for the following.**

1. Energy drinks contain a high amount of sugar.

\_\_\_\_\_

2. Teens are consuming energy drinks more and more.

\_\_\_\_\_

3. Some students have an energy drink for breakfast.

\_\_\_\_\_

4. These drinks may have serious effects on teens.

\_\_\_\_\_

5. Joshua had an energy drink before his workout.

\_\_\_\_\_

**E. Answer the questions about the text.**

1. Why should sugar-packed energy drinks be restricted?

\_\_\_\_\_

2. Is the use of energy drinks increasing among teens?

\_\_\_\_\_

3. What are the risks of using highly-caffeinated drinks?

\_\_\_\_\_

4. What had Joshua just finished before he was found dead?

\_\_\_\_\_

5. Why are concerns over these largely unregulated products growing?

\_\_\_\_\_



# Unit 4 Teens and work

## Reading A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about Helen Lu and her part-time jobs.

#### What a part-time job taught me

When I was in high school I decided to get a part-time job. I thought that I had great skills in **dealing with** kids, so I applied for a job tutoring kids. I was very nervous but I managed to get the job. At first it was a bit difficult dealing with the kids and I had to ask for help several times. At the end of the day as I was **filling out** my time **sheet** I thought, "Is this really worth it?" It was a bucket of stress and sweat for a minimum wage after all.

I went home a **few days in a row** after work feeling tired and pressured to do a good job, but as with most things, repetition made it more comfortable and I started feeling more confident.

After a few months I had saved a nice amount of money and that made me feel more independent but at the same time I had to learn how to manage my money and that made me more responsible.

For those of you with some extra time on your hands, I strongly encourage you to try a part-time job! Who knows? Maybe it will shape you into a stronger person and it will definitely prepare you for life after school. For those of you who have just started working, don't quit too soon! I hope it is comforting to know that it will get easier the longer you stick with it. Besides, a little extra money is quite motivating.



Based on [www.huffingtonpost.com](http://www.huffingtonpost.com)  
accessed in December 2014

### B. Match the definitions below to the highlighted words/expressions in the text.

1. completing with information
2. consecutively
3. handling
4. a piece of paper

### C. Match the columns.

- |                                          |                                                                                            |
|------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. Helen applied for a job tutoring kids | <input type="checkbox"/> a. because it was a bit difficult dealing with the kids.          |
| 2. She asked for help                    | <input type="checkbox"/> b. was the fact that she had to learn how to manage her money.    |
| 3. What made her more responsible        | <input type="checkbox"/> c. more confident after some time.                                |
| 4. She started feeling                   | <input type="checkbox"/> d. because she thought she had great skills in dealing with them. |
| 5. Having a part-time job                | <input type="checkbox"/> e. may shape you into a stronger person.                          |

# Unit 4 Teens and work

## Reading B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about Michelle Phan and her dream job.

#### My dream job

A reporter spoke to YouTube sensation Michelle Phan about her **rise to fame** from starting out as a **beauty tutorial vlogger** to becoming an international businesswoman, working with **brands** like Dr Pepper and L'Oréal.

5 **Reporter:** How did it all begin for you?

**Michelle Phan:** I had a blog and was documenting my life as a college student in an art school. I had a few comments left by a few girls asking if I could do a tutorial on how I did my make-up. I didn't think my make-up was all that special, but I tried my best to share  
10 whatever I could with my viewers. It made more sense to film the make-up tutorial because the process of make-up is so beautiful; it's like watching someone paint. I uploaded my first video, not expecting anyone else to watch it except for those girls. Within the first week, it got over 40,000 views.

15 **Reporter:** Did YouTube open the door for other opportunities?

**Michelle Phan:** I'm getting opportunities that I probably would've never been able to have if I had taken the more traditional route – like **sponsorship deals**, having my own make-up line with L'Oréal and starting my own Ipsy [beauty sample service and community].

**Reporter:** What advice do you have for up-and-coming YouTubers?

20 **Michelle Phan:** Before you start, you have to have a vision or you're just going to **burn out**. Ask yourself why you want to start your YouTube channel. Sometimes you see these hate comments, and you get so much **despair** from it. Why you are doing it is going to help drive you to continue.



www.adweek.com (abridged and adapted)  
accessed December 2014

### B. Match the definitions below to the highlighted words/expressions in the text.

1. business agreements to get financial support from a person or company \_\_\_\_\_
2. to be unable to continue working because you can't handle the situation \_\_\_\_\_
3. labels \_\_\_\_\_
4. having no hope \_\_\_\_\_
5. someone who teaches others about beauty by uploading films online \_\_\_\_\_
6. becoming important and well-known \_\_\_\_\_

**C. Correct the wrong information.**

1. The reporter is an international businesswoman.

\_\_\_\_\_

2. Michelle Phan thought her make-up was something special.

\_\_\_\_\_

3. In the first week she didn't have any views except for those girls.

\_\_\_\_\_

4. A more traditional route would have given her more opportunities.

\_\_\_\_\_

5. It's not important to have a clear idea of what you're going to do on YouTube.

**D. Complete the sentences according to the text.**

1. Michelle Phan studied in \_\_\_\_\_

2. She started her career as a \_\_\_\_\_

3. She compares make-up to painting because \_\_\_\_\_

4. If \_\_\_\_\_, she would have never had the opportunities she has had.

5. Have a vision before you \_\_\_\_\_

**E. Answer the questions about the text.**

1. Why is Michelle Phan a YouTube sensation?

\_\_\_\_\_  
\_\_\_\_\_

2. Was she surprised by the number of views within the first week?

\_\_\_\_\_  
\_\_\_\_\_

3. What opportunities did she have with YouTube?

\_\_\_\_\_  
\_\_\_\_\_

4. How do "hate comments" make you feel?

\_\_\_\_\_  
\_\_\_\_\_

5. How can you handle those negative comments?

\_\_\_\_\_  
\_\_\_\_\_



# Unit 5 Teens' lives

## Reading A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about Keeley Houghton, a convicted bully.

#### Prison for cyberbully

Keeley Houghton, 18, a teenager who posted a death threat on Facebook, became the first person in Britain to be jailed<sup>1</sup> for bullying on a social networking site. She said she would kill Emily Moore, who she had bullied for four years when they were at school together.

On her personal page, Houghton wrote of her victim: "Keeley is going to murder Emily Moore." Two days before she made the threat, Houghton had intimidated Emily, who is also 18, after spotting her in a pub.

Jobless Houghton was sentenced to **three months** in a young offenders' institution after pleading guilty<sup>2</sup> to harassment. She was also given a restraining order<sup>3</sup> banning her from contacting Emily in person, via the Internet or in any other manner **for five years**. In fact, she is thought to be the first to be jailed for bullying via the Internet.

Houghton had two previous convictions relating to her vendetta<sup>4</sup> against Emily. In 2005 she was **convicted** of assaulting her as she walked home from school and was subsequently **expelled**<sup>5</sup> from school. Two years later she was convicted of causing criminal damage to Emily's home after kicking her front door.

In court Houghton said she had written the death threats while she was drunk late at night. However, when officers examined Internet records they discovered Houghton had posted the comments at 4 pm on July 12 and kept them on her Facebook page for 24 hours.

The judge who convicted her said, "Bullies are cowards, in school and society."



www.dailymail.co.uk (abridged and adapted)  
accessed in December 2014

#### VOC STOP

<sup>1</sup>**to be jailed** – to be put in prison

<sup>2</sup>**pleading guilty** – to admit in a court of law that you are guilty

<sup>3</sup>**restraining order** – a legal document from a judge that stops someone from doing something

<sup>4</sup>**vendetta** – a situation in which someone has angry and negative feelings towards someone else and keeps trying to harm them

<sup>5</sup>**expelled** – excluded from school because of her bad behaviour

**B. For each question, tick ✓ the correct option.**

**1. Keeley Houghton**

- a. was bullied on Facebook.
- b. received a death threat.
- c. was the first cyberbully to be locked up in jail.
- d. was bullied for four years.

☐  
☐  
☐  
☐

**2. Emily Moore**

- a. had never been bullied before.
- b. had been intimidated before.
- c. started being bullied 2 days before.
- d. cyberbullied Keeley at a pub.

☐  
☐  
☐  
☐

**3. The judge sentenced Keeley to**

- a. five years in a young offenders' institution.
- b. three months in jail.
- c. plead guilty to harassment.
- d. three years in jail.

☐  
☐  
☐  
☐

**4. Houghton was expelled from school because she**

- a. assaulted Emily.
- b. kicked Emily's front door.
- c. wrote death threats.
- d. was drunk.

☐  
☐  
☐  
☐

**5. Why was Keeley's conviction important?**

- a. Because she had intimidated Emily.
- b. Because she had bullied Emily for four years.
- c. Because she was the first person in Britain to be jailed for cyberbullying.
- d. Because she posted death threats.

☐  
☐  
☐  
☐

**6. When did Keeley post the death threats?**

- a. In 2005.
- b. When she was convicted for criminal damage.
- c. Late at night when she was drunk.
- d. At 4 pm on July 12<sup>th</sup>.

☐  
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☐  
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# Unit 5 Teens' lives

## Reading B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about modern technology's impact on children and teenagers.

#### Children hooked on modern technology

Children who are hooked on computer games, the Internet and mobile phones are offered help at what is thought to be the first technology addiction service for young people in Britain.

- 5 The Capio Nightingale Hospital in Central London launched the new service for patients as young as 12 following calls from parents concerned about their children's obsession.

- 10 Dr Graham, who is leading the new addiction treatment, said rehab services need to "adapt quickly" to help young people affected by technology addiction – who he called "screenagers" – rather than sticking with the same treatment models used for substance abuse.

- 15 "Mental health services need to adapt quickly to the changing worlds that young people inhabit, and understand just how seriously their lives can be impaired by unregulated time online, on-screen or in-game," he said. "This is why we have launched the first Young Person Technology Addiction Service, which we hope will address the underlying causes of this addiction to transform screenagers back into teenagers."

- 20 The treatment aims to increase off-screen social activities and improve the person's confidence in face-to-face situations, the lack of which may have made them more susceptible to technology addiction.

He said, "What we need are official guidelines now on what counts as healthy or unhealthy use of technology."



www.dailymail.co.uk (abridged and adapted)  
accessed in December 2014

### B. Match the words/expressions from the text with their definitions.

- |                          |                          |                                                 |
|--------------------------|--------------------------|-------------------------------------------------|
| 1. hooked on (l. 1)      | <input type="checkbox"/> | a. continuing to do something and not change it |
| 2. launched (l. 6)       | <input type="checkbox"/> | b. not functioning normally                     |
| 3. sticking with (l. 12) | <input type="checkbox"/> | c. important but not easily noticed             |
| 4. impaired (l. 15)      | <input type="checkbox"/> | d. plans to achieve                             |
| 5. underlying (l. 17)    | <input type="checkbox"/> | e. addicted to                                  |
| 6. aims to (l. 19)       | <input type="checkbox"/> | f. started a very important activity            |

**C. Are the sentences True (T) or False (F)? Find evidence in the text for both.**

- ☐ 1. There is a new treatment for children who are addicted to technological devices.  
\_\_\_\_\_
- ☐ 2. The new service was launched by the patients' parents.  
\_\_\_\_\_
- ☐ 3. Treatment models used for substance abuse have to be replaced by a new kind of treatment.  
\_\_\_\_\_
- ☐ 4. Dr Graham wants "screenagers" to become teenagers again.  
\_\_\_\_\_
- ☐ 5. Official guidelines on healthy or unhealthy use of technology aren't necessary.  
\_\_\_\_\_

**D. Complete the sentences according to the text.**

1. The first technology addiction service has been launched for children \_\_\_\_\_  
\_\_\_\_\_
2. Parents are worried about \_\_\_\_\_  
\_\_\_\_\_
3. Mental health services need to understand \_\_\_\_\_  
\_\_\_\_\_
4. The first Young Person Technology Addiction Service will address the \_\_\_\_\_  
\_\_\_\_\_ to transform screenagers back into teenagers.
5. The lack of face-to-face contact may have made teens \_\_\_\_\_  
\_\_\_\_\_

**E. Answer the questions about the text.**

1. Who is leading this new addiction treatment?  
\_\_\_\_\_
2. In Dr Graham's opinion why do rehab services need to adapt quickly?  
\_\_\_\_\_
3. Why does Dr Graham call teens "screenagers"?  
\_\_\_\_\_
4. What does this new treatment aim to do?  
\_\_\_\_\_
5. In Dr Graham's opinion what do we really need?  
\_\_\_\_\_



# Unit 0 School is in

## Writing

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. You want to try to win a travel scholarship by writing a travel essay. Think about a cool summer holiday (real or imaginary) and write about it.

Answer the questions to help you with your text.

### A cool summer holiday

Where did you go? \_\_\_\_\_

\_\_\_\_\_

What did you do? \_\_\_\_\_

\_\_\_\_\_

Did you have fun? \_\_\_\_\_

\_\_\_\_\_

How did you feel? \_\_\_\_\_

\_\_\_\_\_

What was the best thing about it? \_\_\_\_\_

\_\_\_\_\_

What was not so good? \_\_\_\_\_

\_\_\_\_\_

What did you learn from the trip? \_\_\_\_\_

\_\_\_\_\_

How did the trip change you? \_\_\_\_\_

\_\_\_\_\_

# Unit 1 Teens' experiences

## Writing A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### VolunTEEN experience

A. Wesley shared his VolunTEEN experience to encourage other teens to volunteer by writing his volunteering review. Read his fact file and then his testimonial.

**Name:** Wesley Wright

**Age:** 17

**Country:** USA

**Place:** Ghana; community of Bawjiase

**Programme:** United Hearts Children's Programme

**When:** June

**Period of Stay:** 4 weeks

**Work:** organised outdoor activities; provided emotional support, and helped improve general hygiene.

**Impressions:**

- loved spending time with the children
- had lots of fun
- amazing experience
- learned about the Ghanaian culture and got to know the locals



*My name is Wesley Wright and I am 17 years old. I am American. I decided to apply to become a volunteer in Ghana in the community of Bawjiase under the United Hearts Children's programme.*

*I travelled to Ghana last June and stayed there for 4 weeks.*

*I did lots of activities with the children. I organised outdoor activities, provided emotional support, and helped improve their general hygiene.*

*I loved spending time with the children and I had lots of fun. It was an amazing experience and I learned about the Ghanaian culture and got to know the locals.*

**B. Emily shared her VolunTEEN experience to encourage other teens to volunteer. Write about her experience as a volunteer using the information in the fact file.**



**Name:** Emily Marriott

**Age:** 18

**Country:** Canada

**Place:** Ireland

**Programme:** Friends of the Elderly

**When:** April

**Period of Stay:** 4 weeks

**Work:** visited elderly who feel alone in their homes, nursing homes or hospitals; assisted the elderly on day trips; supported them in difficult times

**Impressions:**

- loved spending time with the elderly;
- learned how little gestures can bring joy to them;
- laughed a lot with their stories;
- amazing opportunity, make new friends and help the community.

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## Writing B

**A. Write a post in your blog talking about your experience studying abroad in an exchange programme.**

|                         |                                                                                                                           |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Where</b>            | France – Paris                                                                                                            |
| <b>How long</b>         | 6 months                                                                                                                  |
| <b>Where you stayed</b> | Host family: host parents (Claire and Antoine) and host sister (Margot)                                                   |
| <b>Positive points</b>  | improve French language skills<br>learn about French culture and lifestyle<br>make friends for life<br>visit great places |
| <b>Negative points</b>  | feel homesick<br>not like the food<br>different house rules                                                               |
| <b>Conclusion</b>       | fantastic life experience                                                                                                 |



## Blog Posts

## Recent articles

### Most popular

# Unit 2 Tech teens

## Writing A

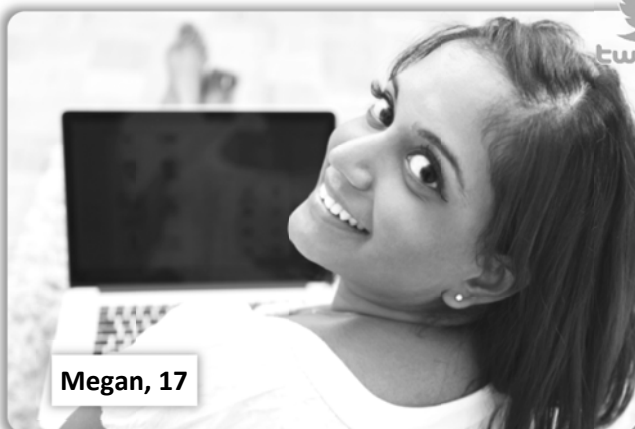
Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read what these teens say about their experiences on social networking.

Facebook is definitely one of the top social networking sites among teens. I have used Facebook since I was 14 and I think it's the best place to keep in touch with all my friends. I am always very careful with security measures and don't accept strange people as friends. I also keep my account private, just for my friends. Facebook is very important for my social life. I spend 2 to 3 hours on Facebook every day.



**Ron, 16**



**Megan, 17**

I have used Twitter for a year now and I think it's simpler than Facebook. On Twitter you can read or post short messages. You can get news as things happen in real time, you can follow a lot of different people without having to send those silly friend requests, you keep track of what's going on in the whole world just by checking what's trending. I have to admit that I love Twitter and rarely log onto my Facebook account.

### B. Imagine you are Cathy. Use the information in the table to write about her experience on WhatsApp.




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**Cathy, 14**

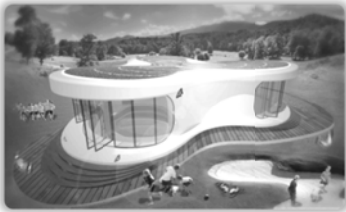
|                  |                                                                                                                                                                  |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When</b>      | 6 months ago                                                                                                                                                     |
| <b>What</b>      | send messages, audio messages, videos, photos to one or many friends                                                                                             |
| <b>Opinion</b>   | very easy and cheap; no message limit; completely free                                                                                                           |
| <b>How often</b> | every day and post a large number of messages; find it hard to turn iPhone off at night / first thing in the morning; switch iPhone on to check any new messages |

# Unit 2 Tech teens

## Writing B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

- A. "My teacher is an APP". Imagine you attend a high-tech school in the year 2030 where there are no teachers. Look at the pictures and the prompts and write a text about your school. Add any ideas you like.

|                                                                                                                    |                                                                                                                       |                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <p><b>Glass whiteboards</b></p>   | <p><b>My high-tech school</b></p>  | <p><b>Multi-touch surfaces</b></p>  |
| <p>Dynamic classrooms / glass whiteboards have replaced the traditional whiteboards...</p>                         |                                                                                                                       | <p>No desks, tables or blackboards / Multi-touch surfaces have changed classrooms...</p>                               |
| <p><b>Cloud network</b></p>     | <p>No teachers / APPs have replaced human teachers / resources are online...</p>                                      | <p><b>Glass tablets</b></p>       |
| <p>Very important teaching digital platform / easy and instant access to information and materials uploaded...</p> |                                                                                                                       | <p>Have replaced textbooks / students take digital notes...</p>                                                        |

### My teacher is an APP

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# Unit 3 Healthy teens

## Writing A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

- A. Write a leaflet persuading teens at your school to stop drinking energy drinks. Use the information below to help you.

### 1. What you should know about energy drinks

- ✓ contain / high amounts / sugar / and / caffeine
- ✓ energy drinks / be / popular / among / teens / to / stay alert / and / focused
- ✓ teens / skip / breakfast / they / just / have / energy drink

### 2. What energy drinks do to your body

- ✓ cause / serious side effects
- ✓ can / lead / to / sleeping disorders
- ✓ cause severe mood disorders
- ✓ increase / stress and anxiety
- ✓ large amount / sugar / can / cause / high levels / blood glucose and diabetes

### 3. Good reasons to ban energy drinks

- ✓ cause / addiction
- ✓ can / lead to / health problems
- ✓ teens / have / disruptive behaviour / school / and bad results

### 4. What you should do

- ✓ drink / water / instead
- ✓ eat a healthy breakfast / before / go / school
- ✓ have healthy habits



# Unit 3 Healthy teens

## Writing B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Should cosmetic surgery be banned? Read these opinions. They may help you decide.



"It's all about protecting young people from the consequences of a wrong-headed beauty craze. Unnecessarily subjecting a young body which is still growing to such a significant procedure can have serious consequences, both physically and mentally. Plastic surgery that is not necessary for medical reasons should be banned."

**Jens Spahn, health spokesman for the Christian Democratic Union in Germany**

"Cosmetic need resulting from trauma or birth defect is reasonable."

**Dr Jeffrey Spiegel,  
Boston University**

"Patients who seek surgery to be more popular or get a boyfriend are not emotionally mature to handle the changes that come."

**Dr Catherine Begovic,  
plastic surgeon**

"There is no question that reconstructive surgeries can benefit children and young people to improve their health."

**Dr Anthony YOUN, plastic  
surgeon in Detroit.**

www.deseretnews.com; <http://www.ibtimes.co.uk>  
accessed in December 2014

**YES**

### B. Complete the Yes/No tables with information from the texts. Add some more ideas.

**NO**

- To protect young people from wrong-headed beauty crazy;

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Reconstructive surgeries can benefit children and young people to improve their health;

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### C. Write a for-and-against text. Use the ideas in the Yes/No tables.

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |



# Unit 4 Teens and work

## Writing A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write an article for a website about Madison Robinson.

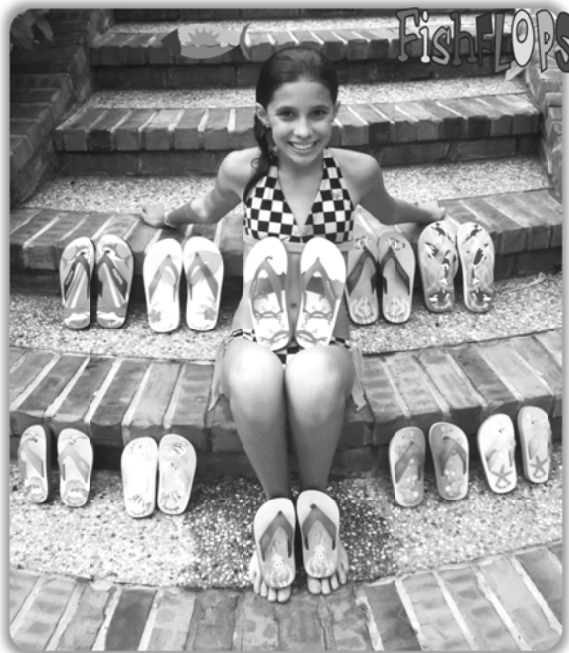
**Name / age:** Madison Nicole Robinson / 16

**Business:** selling Fish Flops, a popular line of footwear for kids

**How it all started:** born on Galveston Island, Texas / spent many days on Galveston beaches with her family / drew an outline of a flip flop on paper and added sea characters / started the business of Fish Flops

**Development:** wrote a letter to Nordstrom's department store / appeared in local publications and television news stories / Yahoo website published her story and the Fish Flops sold out / appeared on TV shows and magazines, blogs, websites and newspapers around the world / sold over 60,000 Fish Flops / made a lot of money (\$1.2 million)

**Final comment:** wants to inspire others to pursue their dreams / they can become successful if they don't quit



<http://fishflops.com/>  
accessed in December 2014

Name / Age

Her name \_\_\_\_\_ and she \_\_\_\_\_

Business

Her business is \_\_\_\_\_

How it all started

She was born \_\_\_\_\_

Development

Next she wrote a letter \_\_\_\_\_

Final comment

She wants to \_\_\_\_\_

# Unit 4 Teens and work

## Writing B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Are these sentences advantages or disadvantages of teens' part-time jobs? Write an A (Advantage) or a D (Disadvantage).**

- |                                           |                                                                               |                                           |                                                                   |
|-------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------|
| <input checked="" type="radio"/> <b>A</b> | <b>a.</b> Teens develop a sense of responsibility.                            | <input type="radio"/>                     | <b>f.</b> It's difficult to find time to hang out with friends.   |
| <input type="radio"/>                     | <b>b.</b> They earn money and can save some pocket money.                     | <input type="radio"/>                     | <b>g.</b> Teens gain working skills they will need in the future. |
| <input type="radio"/>                     | <b>c.</b> Teens find it difficult to keep up with extracurricular activities. | <input checked="" type="radio"/> <b>D</b> | <b>h.</b> They spend less time with their families.               |
| <input type="radio"/>                     | <b>d.</b> Teens get lower grades.                                             | <input type="radio"/>                     | <b>i.</b> Overworked teens sleep and exercise less.               |
| <input type="radio"/>                     | <b>e.</b> It helps teens learn to manage their money.                         | <input type="radio"/>                     | <b>j.</b> Teens feel more confident and independent.              |

**B. Write a short text about the advantages and disadvantages of part-time jobs for teens. Use the sentences in A.**

|                     |                                                                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b> | introduce the topic                                                                                                                       |
| <b>Development</b>  | State the advantages and disadvantages.<br>Use the following expressions:<br>First... second...                                           |
| <b>Conclusion</b>   | State your opinion.<br>Use the following expressions:<br>In conclusion...<br>Finally...<br>To sum up...<br>I think...<br>In my opinion... |

# Unit 5 Teens' lives

## Writing A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read what some teens say about the reasons to start drinking.

Teens who drink are trying to escape from all the stress of school.

I feel more self-confident. I become more talkative and funny after having a few beers.

All my friends drink, so I have to drink to fit in. I don't want to be an outsider or feel lonely.

Many shy teenagers who lack confidence do things under the influence of alcohol that they would never do otherwise.

Teens drink because movies and TV shows make alcohol seem like an OK thing to do.

When I am stressed or nervous I usually have a drink and I feel more relaxed.

The first time I got drunk was to satisfy my curiosity. I thought I wouldn't get addicted but I was wrong...

### B. Use these teens' opinions to write a short text about the reasons for drinking, smoking or taking drugs.

#### Introduction

##### Introduce the topic:

Drinking is a big problem among teens and may have serious consequences.

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#### Development

Talk about the reasons why teens drink and the consequences.

Use the words:

First... second...

In my opinion...

In addition...

I believe that...

I think teens have a drink to relax when they are stressed or nervous.

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#### Conclusion

Sum up with your opinion on the topic.

Use the words:

Finally...

In conclusion...

To sum up...

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# Unit 5 Teens' lives

## Writing B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

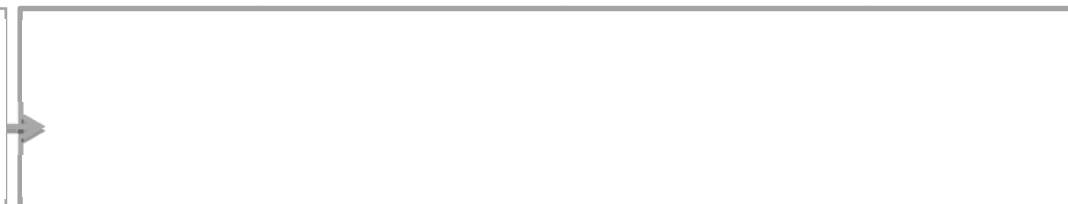
**A. Are online BFFs the new rule? Read these ideas and decide which side you are on. Then write an argumentative essay. Don't forget to use connectors.**

### Online BFFs

- You can find cool people who share similar interests.
- Social media has made it easier to find would-be BFFs.
- Friendships can grow quicker and deeper because they're based on mutual interests.

- It's dangerous to choose a BFF online because you don't really know the people you're talking to.
- Virtual relationships can't replace human contact.
- The individualism and loneliness of social networking has taken over face-to-face connections.

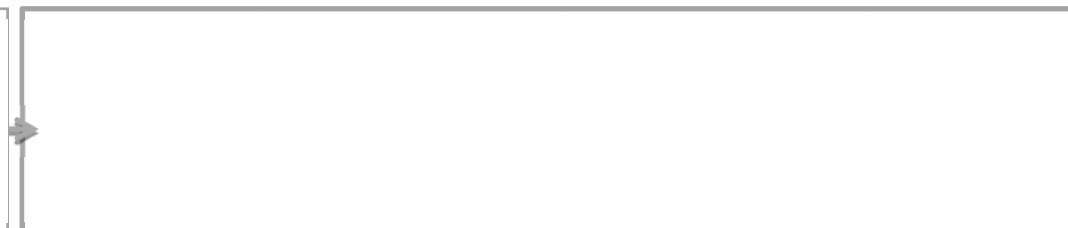
**1<sup>st</sup> paragraph**  
State the topic  
and your  
opinion.



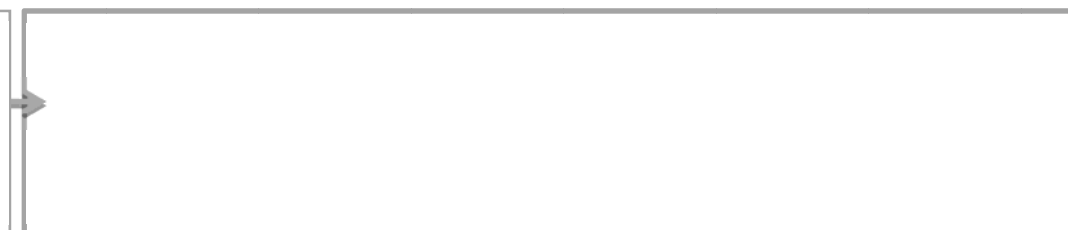
**2<sup>nd</sup> paragraph**  
State the  
opposite  
viewpoint and  
give evidence.



**3<sup>rd</sup> paragraph**  
Present your  
viewpoint and  
give reasons  
and/or  
examples.



**4<sup>th</sup> paragraph**  
Summarise the  
main points and  
reaffirm your  
opinion.



# Answer key – Reading

## Unit 0 – Reading

**B.** 1. got on well (l. 19) 2. embarked (l. 2) 3. overnight (l. 4)

4. sanding down (l. 9) 5. within touching distance (l. 15)

**C.** 1. **Where:** Tanzania 2. **How many students:** 17 3. **How many teachers:** 2 4. **How many expedition guides:** 1 5. **How long:** A month

**D.** 1. (...) the experience of a lifetime. 2. (...) plane.

3. (...) helped to dig the foundations for a new classroom for students with Special Educational Needs. 4. (...) a Masai market in (...) 5. (...) a month of manual labour, sleeping in a tent, having cold showers and being responsible for 17 teenagers.

**E.**

1. On the first night they slept in the capital, Dar es Salaam.
2. They sanded down two school buildings in a camp up north.
3. When they visited the Chugga tribe they tried some traditional Chugga food.
4. It felt incredible.
5. Yes, they did.

## Unit 1 – Reading A

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

**C.** She has installed a well and a water purification system, donated food, clothes, books, shoes and bicycles to thousands of young people, established five libraries with 15,500 books at an orphanage and four low income schools in India and the United States, started a science centre at an Indian school for disadvantaged children and founded a sewing centre at a school in India.

## Unit 1 – Reading B

**B.** 1. host family (l. 4) 2. homesick (l. 10) 3. adapted (l. 10)

**C.** 1. (...) worried. 2. (...) get used to their culture. 3. (...) live with a host family when they go to the United States.

**D.**

1. Before going to the USA Xiao was worried about leaving his country and going to the United States by himself.
2. His host parents, host brother and host sister were.
3. He improved his English skills by listening and talking with his host family.
4. His favourite memory is that they always treated him like one of their children.

## Unit 2 – Reading A

**B.** Personal answer

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

**D.** 1. (...) talking on our mobile phones. 2. (...) texting messages. 3. (...) text messages at least one a day. 4. (...) popular. 5. (...) newer forms of communication.

**E.**

1. "(...) whereas (...) or email." (ll. 1-4)

2. "After a decade and a half of uninterrupted growth (...)" (l. 5)

3. "Ofcom's director of research, James Thickett (...)" (l. 14)

4. "Smartphones are used for day-to-day things that used to be done on a PC or laptop (...)" (ll. 18-19)

**F.** 1. We used to keep in touch with our loved ones with a phone call. 2. Yes, it has. Texting doubled its numbers and it became the most popular form of communication. **c.** Digital and mobile technology has changed the way we socialise with each other.

## Unit 2 – Reading B

**B.** 1. a Blackberry 2. friends 3. Sadia and her friends 4. lots of people's 5. Olivia 6. phone

**C.**

1. "(...) and I also have a Blackberry, which is one of the old ones." (ll. 1-2)

2. "Sometimes when I'm doing my homework, I just get carried away with talking to my friends online (...)" (ll. 14-15)

3. "(...) my mum feels I'm mature enough to deal with social media in a very responsible way." (ll. 24-25)

4. "For some people, their phone is like another limb." (ll. 32-33)

**D.**

1. "When I go to bed and I'm supposed to be asleep, I sometimes talk to friends online or text them (...)" (ll. 3-4)

2. "(...) but we definitely have more fun when we meet up." (ll. 12-13)

3. "I'm unusual in that I'm not on Facebook (...)" (l. 23)

4. "I often find myself thinking 'why are you tweeting this?' The things that some people want to share with the whole world could have a big impact on the rest of their lives, for things like finding a job in the future." (ll. 26-28)

5. "The problem with being online late at night (...) And then you find more things to click on, and so on – it's never-ending." (ll. 29-32)

**E.**

1. Sadie spends 4 hours online every day.

2. Modern technology stops you from playing outside because it's addictive.

3. Olivia thinks that she doesn't fit the anti-social teenager stereotype because she feels happy when she meets her friends face-to-face.

## Unit 3 – Reading A

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

**C.**

1. She had watched *The Biggest Loser* in the past and was a fan. (ll. 1-2)

2. She had tried various things to combat her weight and get healthy. (Il. 3-4)
  3. Her life has changed in such a short amount of time. (Il. 6-7)
  4. She made lifelong friends, including Lindsay and Bingo. (Il. 20-21)
  5. She hopes to become an inspiration for other teens. (Il. 26-27)
- D. 1. b 2. c 3. a 4. c**

### Unit 3 – Reading B

**B. 3**

**C. 1.** restricted (l. 2) **2.** found out (l. 5) **3.** growing (l. 7) **4.** at risk (l. 11) **5.** revealed (l. 17) **6.** concerns (l. 20)

**D. 1.** “Sales of caffeine and sugar-packed energy drinks (...)” (l. 1) **2.** “(...) more than two thirds of 10 to 18-year-olds consume drinks like Red Bull and Monster and their popularity is growing.” (Il. 5-7) **3.** “(...) one in 20 teenage pupils goes to school on a can of energy drink instead of a good breakfast.” (Il. 7-9) **4.** “This study warned children and teenagers who used highly-caffeinated drinks that they were at risk of harmful developmental effects or even death.” (Il. 10-12) **5.** “(...) he had also drunk the energy drink Animal Rage before his workout.” (Il. 17-18)

**E.**

1. Sugar-packed energy drinks should be restricted because they are dangerous for children and young people.
2. Yes, it is.
3. The risks of using highly-caffeinated drinks are: harmful developmental effects or death.
4. He had just completed an intensive fitness medical to join the Royal Navy.
5. Concerns over these largely unregulated products are growing because a number of incidents have been linked to energy drinks.

### Unit 4 – Reading A

**B. 1.** filling out (l. 6) **2.** few days in a row (l. 8) **3.** dealing with (l. 2) **4.** sheet (l. 6)

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

### Unit 4 – Reading B

**B. 1.** sponsorship deals (l. 17) **2.** burn out (l. 20) **3.** brands (l. 3) **4.** despair (l. 22) **5.** beauty tutorial vlogger (l. 2) **6.** rise to fame (Il. 1-2)

**C.**

1. Michelle Phan is an international businesswoman.
2. She didn't think her make-up was all that special.
3. In the first week she got over 40,000 views.
4. A more traditional route wouldn't have given her more opportunities.

**5.** It's very important to have a clear idea of what you're going to do on YouTube.

**D. 1.** (...) an art college. **2.** (...) beauty tutorial vlogger.

**3.** (...) the process is very beautiful. It's like watching someone paint **4.** (...) she had taken the more traditional route (...) **5.** (...) start your YouTube channel.

**E.**

**1.** Michelle Phan is a YouTube sensation because she became famous as a beauty tutorial vlogger and is now an international businesswoman.

**2.** Yes, she was.

**3.** She got sponsorship deals, had her own make-up line with L'Oréal and started her own Ipsy.

**4.** “Hate comments” make you feel as if there's no hope.

**5.** Knowing why you are doing it is going to help drive you to continue.

### Unit 5 – Reading A

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

### Unit 5 – Reading B

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

**C.**

**1. T** - “Children who are hooked on computer games, the Internet and mobile phones are offered help at what is thought to be the first technology addiction service for young people in Britain.” (Il. 1-4)

**2. F** - “The Capio Nightingale Hospital in central London launched the new service (...)” (Il. 5-6)

**3. T** - “(...) rehab services need to 'adapt quickly to help young people affected by technology addiction – who he called 'screenagers' – rather than sticking with the same treatment models used for substance abuse.” (Il. 10-13)

**4. T** - “to transform screenagers back into teenagers.” (Il. 17-18)

**5. F** - “What we need are official guidelines now on what counts as healthy or unhealthy use of technology.” (Il. 22-23)

**D. 1.** (...) who are hooked on computer games, the Internet and mobile phones. **2.** (...) their children's obsession.

**3.** (...) how seriously teens' lives can be impaired by unregulated time online, on-screen or in-game.

**4.** (...) underlying causes of this addiction. (...) **5.** (...) more susceptible to technology addiction.

**E. 1.** Dr Graham is. **2.** Rehab services need to adapt quickly to help young people affected by technology addiction. **3.** He calls teens “screenagers” because they spend all their time in front of screens. **4.** The treatment aims to increase off-screen social activities and improve the person's confidence in face-to-face situations. **5.** What we really need are official guidelines on what counts as healthy or unhealthy use of technology.

# Answer key – Writing

## Unit 1 – Writing A

Emily Marriott is 18 years old. She is Canadian. She decided to apply to become a volunteer in Ireland under the Friends of the Elderly programme. She travelled to Ireland last April and stayed there for 4 weeks.

She did lots of activities with the elderly. She visited the elderly who feel alone in their homes, nursing homes or hospitals, she assisted the elderly on day trips and she supported them in difficult times. She loved spending time with the elderly and she learned how little gestures can bring joy to them. She also laughed a lot with these stories. It was an amazing opportunity to make new friends and help the community.

## Unit 2 – Writing A

I started using WhatsApp 6 months ago. On WhatsApp I can send messages, audio messages, videos or photos to one or many friends. I think it's very easy and cheap. There is no message limit and it's completely free. I use WhatsApp every day and I usually post a large number of messages. I find it hard to turn my iPhone off at night, and the first thing I do in the morning is to switch it on to check any new messages.

## Unit 4 – Writing B

A.

**Advantages:** a; b; e; g; j

**Disadvantages:** c; d; f; h; i

# Unit 0 School is in

## Listening A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

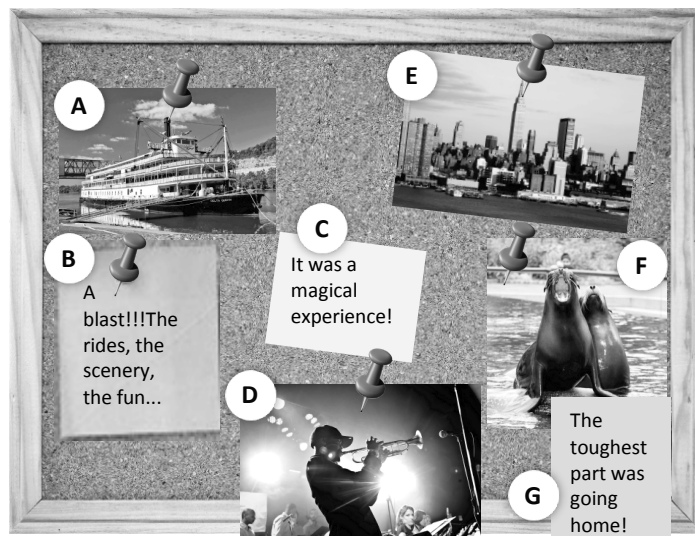
### A. Read the introduction.

#### Summer Fun

It's the first school day after the summer holidays.

As usual, Mrs Stuart, the English teacher, asked her students to talk about their holidays.

First, they displayed pictures or just sentences describing their holidays on the noticeboard. Then, they talked about them.



### B. Listen to Jason and Helen. Who said...

|                                                                                   | Jason | Helen |
|-----------------------------------------------------------------------------------|-------|-------|
| 1. the Mississippi river was a good way to discover American history and culture? |       |       |
| 2. they expected to see the best of what the Big Apple had to offer?              |       |       |
| 3. the Broadway theatres and cinemas are situated in Times Square?                |       |       |
| 4. they enjoyed stopping in the little historical towns?                          |       |       |
| 5. they had an amazing time and made new friends?                                 |       |       |
| 6. they admired their favourite animals in the zoo?                               |       |       |

### C. Match the teens to the pictures.

Jason: pictures \_\_\_\_\_

Helen: pictures \_\_\_\_\_

### D. Choose the correct option.

1. How did Jason and his friends travel down the Mississippi river?

- a. They took a plane. ☐
- b. They took a steamboat. ☐
- c. They rented a car. ☐

2. The special on board performances focused on

- a. the little historical towns. ☐
- b. social activities. ☐
- c. musical styles. ☐

3. How did she go to New York?

- a. She took the train. ☐
- b. She travelled by plane. ☐
- c. She went by car. ☐

4. Why does Helen want to return to New York?

- a. Because there are still lots of places to see and things to do. ☐
- b. Because it was tough to go home. ☐
- c. Because the trip was a blast. ☐



# Unit 1 Teens' experiences

## Listening A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Listen to the Bishop family talking about their experience as a host family and tick the correct sentences.**

- |                                                                               |                          |
|-------------------------------------------------------------------------------|--------------------------|
| 1. a. The Bishop family had a lot of experience in hosting students.          | <input type="checkbox"/> |
| b. It was the first time the Bishop family had hosted a student.              | <input type="checkbox"/> |
| 2. a. All the host family's fears ended when they met Michela at the airport. | <input type="checkbox"/> |
| b. Michela was very shy when she met the family at the airport.               | <input type="checkbox"/> |
| 3. a. It took some time before Michela made herself at home.                  | <input type="checkbox"/> |
| b. Michela adapted to her new life in the USA very quickly.                   | <input type="checkbox"/> |
| 4. a. This was a wonderful experience for the Bishop family.                  | <input type="checkbox"/> |
| b. To host a student wasn't the best decision for the Bishops.                | <input type="checkbox"/> |



**B. Listen to the text again and complete each sentence with: the host family or Michela.**

1. \_\_\_\_\_ was a bit nervous at first.
2. \_\_\_\_\_ hugged everybody at the airport.
3. \_\_\_\_\_ joined the dance team.
4. \_\_\_\_\_ made a lot of new friends.
5. \_\_\_\_\_ is still in touch.
6. \_\_\_\_\_ can't wait for her next visit.
7. \_\_\_\_\_ wanted to do something positive.
8. \_\_\_\_\_ learned a lot from this experience.

# Unit 1 Teens' experiences

## Listening B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Before listening to the text "Angelina Jolie: A Special Envoy for Refugee Issues", choose the correct definition for the words below.

1. An envoy is a person who

- a. is a victim. ☐
- b. represents an organisation and is sent as a messenger. ☐
- c. is an actor or actress. ☐

2. A refugee is a person who

- a. is hiding. ☐
- b. is a volunteer and helps people in need. ☐
- c. has been forced to leave their home or country. ☐



### B. Listen to the text and order the events.

- ☐ The UN Refugee Agency paid tribute to Jolie.
- ☐ She went to Cambodia to film the adventure movie *Tomb Raider*.
- ☐ She was appointed Special Envoy by High Commissioner António Guterres.
- ☐ She visited Ecuador.
- ☐ She was named Goodwill Ambassador.

### C. Listen to the text again and complete the sentences with the words in the box.

Goodwill Ambassador  
humanitarian

people's attention  
regions

more active role  
conflict

1. Angelina Jolie's interest in \_\_\_\_\_ affairs started in 2000.
2. She was named \_\_\_\_\_ in 2001.
3. She has carried out more than 40 field missions to some of the most remote \_\_\_\_\_ of the world to draw \_\_\_\_\_ to the situation of millions of people.
4. Her work helps to facilitate lasting solutions for people displaced by \_\_\_\_\_ and has inspired others to take a \_\_\_\_\_.

# Unit 2 Tech teens

## Listening A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Listen to Philippa, Cameron, Emily and Jennifer. Identify the sentences they say. Tick the correct name for each sentence.**

|                                                                  | Philippa | Cameron | Emily | Jennifer |
|------------------------------------------------------------------|----------|---------|-------|----------|
| 1. It was really hard.                                           |          |         |       |          |
| 2. I hang out with all my friends every day on Facebook.         |          |         |       |          |
| 3. I never leave my iPhone even during meals.                    |          |         |       |          |
| 4. Chatting face-to-face is so much clearer.                     |          |         |       |          |
| 5. I would rather give up a kidney than my iPhone.               |          |         |       |          |
| 6. We had to drive to town just to get a signal.                 |          |         |       |          |
| 7. It's easy to say horrible things when you're chatting online. |          |         |       |          |
| 8. Facebook is very good if you forget what your homework is.    |          |         |       |          |

**B. Listen again and match the columns.**

- |                                   |                          |                                                   |
|-----------------------------------|--------------------------|---------------------------------------------------|
| 1. I don't know how               | <input type="checkbox"/> | a. you forget what that day's homework is.        |
| 2. It's very practical if         | <input type="checkbox"/> | b. and you couldn't answer.                       |
| 3. I use the Playstation          | <input type="checkbox"/> | c. to talk to a friend who doesn't have Facebook. |
| 4. People were texting you        | <input type="checkbox"/> | d. people managed to communicate in the past.     |
| 5. Facebook and instant messaging | <input type="checkbox"/> | e. are detached forms of communication.           |



# Unit 2 Tech teens

## Listening B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Look at the picture and answer the questions.

1. What are the members of this family doing?

\_\_\_\_\_

2. Are they really connected?

\_\_\_\_\_



### B. Listen to Jennifer's opinion about social media and complete the sentences. Write up to four words in each blank.

1. Facebook and Twitter have made us \_\_\_\_\_ and people just \_\_\_\_\_ on these sites.

2. People can find out about their friends' lives from their computers without any real \_\_\_\_\_.

3. Coffee shops and cafés are \_\_\_\_\_ where most people are attached to their phones, tablets and computers.

4. On a crowded bus everyone is \_\_\_\_\_ at mobile phones in their hands, or \_\_\_\_\_ through earphones.

5. In fact, social media contribute to \_\_\_\_\_.

### C. Listen to Henry's opinion about social media and mark these sentences True (T) or False (F).

1. Social media were created to make new relationships and friendship easier.

| T                        | F                        |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

2. Henry feels lonely when he texts his family and friends.

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

3. The virtual world makes it possible to connect with people all the time.

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

4. His family lives abroad but Henry talks to them on Skype.

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

5. Social media are making socialisation more difficult.

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|



# Unit 3 Healthy teens

## Listening A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Match the definitions on the left to the words on the right.

- |                                          |                          |             |
|------------------------------------------|--------------------------|-------------|
| 1. to look for                           | <input type="checkbox"/> | a. undergo  |
| 2. to experience a change                | <input type="checkbox"/> | b. seek     |
| 3. not have enough of something          | <input type="checkbox"/> | c. improve  |
| 4. feeling uncomfortable and embarrassed | <input type="checkbox"/> | d. awkward. |
| 5. to make something better              | <input type="checkbox"/> | e. lack     |

### B. Listen to the text and choose the correct option.

#### Asian girls seek “Western” look

Over the past year, the **a. media / press** have reported an increase in the number of teens undergoing **b. plastic / cosmetic** surgery especially in Asian countries. Most teens **c. seek / look for** plastic surgery to improve their **d. image / appearance**, to fit in or to increase their self-esteem.

Lee Min, a 12-year old girl, was a little awkward and **e. anxious / nervous** in front of strangers and lacked **f. self-esteem / confidence** before she had surgery done.

“I was so excited to **g. undergo / do** the surgery because I didn’t like my face. Everyone pointed out my **h. big / small** eyes. I didn’t think I was pretty. I wanted to look better. Having big eyes like American girls was my **i. dream / goal** and it became a reality.”



### C. Listen to Akiko Tanaka from Japan and fill in the blanks with the words/expressions in the box.

judge   decreased   protect   good impression   surgery   dangerous   changing

“Recently, young people in Japan have become interested in **a.** \_\_\_\_\_ their bodies; cosmetic **b.** \_\_\_\_\_ has become especially popular. A few years ago, cosmetic surgery was too expensive and too **c.** \_\_\_\_\_ but the prices have gone down, and the danger has **d.** \_\_\_\_\_. Now it’s easy to have it done. Many teens want to change the appearance of a part of their face or body because they don’t like that part or want to make **e.** \_\_\_\_\_ on others.

We tend to **f.** \_\_\_\_\_ people’s character by their faces; as a result, some people try to make their faces look better by having cosmetic surgery done. Personally, I don’t want to have it done. I think it is still dangerous, and it’s important to **g.** \_\_\_\_\_ our bodies.”

# Unit 3 Healthy teens

## Listening B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Look at the picture.

1. What is this girl doing?

\_\_\_\_\_

2. Do you usually cook your own meals?

\_\_\_\_\_



### B. Listen to a text about a talented teen chef (parts 1 and 2) and complete the table.

|                                 |  |
|---------------------------------|--|
| 1. name                         |  |
| 2. age                          |  |
| 3. YouTube video series         |  |
| 4. childhood obesity initiative |  |

### C. Listen to part 1 again and choose the correct option.

#### How I became a chef

What **a. drew / draw** me to cooking was not so much haute cuisine but **b. obesity / health**. Six years ago, when I was just 7, my father was **c. informed / diagnosed** with type 2 diabetes – a life-changing event for himself and for me. It was like someone screaming in my face, “We **d. have / need** to change the way we eat!”. So we did. I took all the family's favourite **e. recipes / dishes** and figured out how to switch the **f. unhealthy / healthy** ingredients for better ones. You get used to eating fatty, salty, cheesy foods – but when you learn what they're doing to the inside of you, it's really **g. scary / frightening**. Not only was my father's diabetes **h. stopped / reversed** after we began eating better, but I knew I had found my **i. calling / gift**.

### D. Listen to part 2 again and complete the text.

At the age of 9 I launched **a.** \_\_\_\_\_, a popular YouTube video series, with the goal of using my healthy foodie **b.** \_\_\_\_\_ to inspire others. My talent also caught the eye of one particularly **c.** \_\_\_\_\_ none other than First Lady Michelle Obama, who invited me to sit with her at last year's State of the Union address as a representative of the **d.** \_\_\_\_\_ Initiative, dedicated to solving the challenge of **e.** \_\_\_\_\_.

# Unit 4 Teens and work

## Listening A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Listen to a piece of news. What is it about? Choose the correct option.

- a. Summer jobs ☐      b. Teens rejecting part-time jobs ☐

### B. Match the columns.

- |                                                                 |                                                                  |
|-----------------------------------------------------------------|------------------------------------------------------------------|
| 1. Most teens' parents                                          | a. exam pressure and apathy and more of a desire to hire adults. |
| 2. Teens are rejecting weekend jobs in order to                 | b. has decreased.                                                |
| 3. The decline in working teens is due to                       | c. had jobs when they were young.                                |
| 4. The number of teens working on a Saturday or over the summer | d. while they are studying.                                      |
| 5. Teens prefer not to work                                     | e. concentrate on their studies.                                 |

### C. Listen to Part 2. Listen to Mark, Anne and Dan and identify the sentences they say. Tick the correct name for each sentence.

|                                                                                  | Mark Beatson | Anne Bingham | Dan Cohen |
|----------------------------------------------------------------------------------|--------------|--------------|-----------|
| 1. Most teens want to have amazing holidays in the summer.                       |              |              |           |
| 2. A lot of our members are employing more adults.                               |              |              |           |
| 3. Many employers prefer to give jobs to adults because they work unusual hours. |              |              |           |
| 4. Over the holidays teens choose to chill out.                                  |              |              |           |
| 5. Teens under 16 cannot drive or work before 7 am.                              |              |              |           |
| 6. There are still teens working as paper boys.                                  |              |              |           |



# Unit 4 Teens and work

## Listening B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Listen to Claire and Tony's profiles and match them with the suitable ad.

#### WEB DESIGNER

Graphic design degree required for full time job. Flexible Schedule.

- Must be proficient in Adobe Flash, Photoshop, illustrator and other graphic and web designing tools.
- Artistic and creative skills and willing to work in a team.
- At least 2-3 years of experience.

Candidates matching the above criteria send CVs to [infojob@gmail.com](mailto:infojob@gmail.com)

Name: \_\_\_\_\_

#### PHOTOGRAPHER

We are looking for a creative, organised, and professional photographer to provide unique content for our site.

- Minimum 1 year of professional experience.
  - Detail oriented and organised.
  - Will be responsible for scheduling appointments with clients.
  - Have experience with cloud-based file storage/sharing web applications (box.com, dropbox.com)
- Send CV to [myhome@gmail.com](mailto:myhome@gmail.com)

Name: \_\_\_\_\_

### B. Listen to Claire again and choose the correct option.

1. Claire took a degree in Graphic Design because she

- a. pays attention to detail. ☐
- b. has worked as a journalist. ☐
- c. has published articles. ☐

2. She has working experience in a

- a. newspaper. ☐
- b. design company. ☐
- c. university. ☐

3. She is looking for a

- a. quiet job. ☐
- b. freelance job. ☐
- c. challenging job. ☐

4. She is very interested in

- a. writing. ☐
- b. the latest technologies. ☐
- c. publishing. ☐

### C. Listen to Tony again and complete the text.

My name is Tony Anderson and I'm 26. My friends say I'm **a.** \_\_\_\_\_ with the **b.** \_\_\_\_\_. I've always been interested in photography so I took **c.** \_\_\_\_\_ in it. I know how to handle digital camera **d.** \_\_\_\_\_. I've got some **e.** \_\_\_\_\_ in this field because I have done some jobs at **f.** \_\_\_\_\_. I also have good **g.** \_\_\_\_\_ skills, I'm a friendly person and I have a special **h.** \_\_\_\_\_ for paying attention to **i.** \_\_\_\_\_. My computer **j.** \_\_\_\_\_ are very important when it comes to photographic manipulation, **k.** \_\_\_\_\_ and adding details.



# Unit 5 Teens' lives

## Listening A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Listen to Tara and Danny and find out which side they are on. Tick the correct option (✓).

Are smartphones making us stupid? Which side are you on?



Yes      No

☐      ☐



Yes      No

☐      ☐

B. Listen to Tara again and choose the correct option.

1. People are missing out on opportunities to appreciate the world around them because

- a. they are addicted to their screens. ☐      b. they are overworked. ☐

2. Smartphones

- a. affect our ability to pay attention. ☐      b. help students learn. ☐

3. Tara lived without her smartphone for

- a. a day. ☐      b. a week. ☐

4. She thinks your brain can be

- a. a smartphone. ☐      b. as powerful as Google. ☐

C. Listen to Danny and decide if the sentences are True (T) or False (F).

- |                                                                                  | T                        | F                        |
|----------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Smartphones increase our knowledge.                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Information is always available just a click away.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You can't take part in discussions because you don't have enough information. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Smartphones make it easy to connect with people who have the same interests.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You can't get access to a bigger and more informed world from a smartphone.   | <input type="checkbox"/> | <input type="checkbox"/> |

# Unit 5 Teens' lives

## Listening B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Listen to Courtney and tick the correct information.

- |                                                                     |                          |
|---------------------------------------------------------------------|--------------------------|
| 1. Courtney is 10 years old.                                        | <input type="checkbox"/> |
| 2. She was bullied in different ways.                               | <input type="checkbox"/> |
| 3. She tried to kill herself several times.                         | <input type="checkbox"/> |
| 4. She has completely recovered from depression and social anxiety. | <input type="checkbox"/> |
| 5. She is seeing a counsellor.                                      | <input type="checkbox"/> |
| 6. The Cybersmile Foundation has helped her a lot.                  | <input type="checkbox"/> |

### B. Listen to Anna and match the columns. There is an extra clause.

- |                                                         |                                                          |
|---------------------------------------------------------|----------------------------------------------------------|
| 1. Anna was getting messages on social networking sites | a. that she believed nobody could help her.              |
| 2. She started doing things that she greatly regrets    | b. but Cybersmile will always be there.                  |
| 3. She was so depressed                                 | c. you should always talk about it.                      |
| 4. Cybersmile was the turning point                     | d. if you are being cyberbullied.                        |
| 5. Things are still a little bit rough                  | e. insulting her.                                        |
| 6. Talk to Cybersmile                                   | f. that helped her gain hope and confidence.             |
|                                                         | g. because she believed the nasty messages she received. |

### C. Listen to Courtney and Anna again. Who says...

|                                                                       | Courtney | Anna |
|-----------------------------------------------------------------------|----------|------|
| 1. I am still being bullied on social networking.                     |          |      |
| 2. I was physically and emotionally bullied for 10 years.             |          |      |
| 3. I suffer from depression, anxiety and trust issues.                |          |      |
| 4. I felt lonely and hopeless.                                        |          |      |
| 5. The support I got from Cybersmile made me believe in myself again. |          |      |
| 6. Speaking to someone helps a lot.                                   |          |      |

# Unit 0 School is in

## Speaking – Spoken production

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Should parents help kids with homework? Read these parents' opinions about this issue.

1. Helping children with homework is a nice way to get involved in their lives, give them confidence, show them that you are there to help and keep up with your child's schooling.

2. Well, helping children with homework is important because it's the parents' duty to ensure their child's knowledge and understanding of the topics.

3. It's my opinion that helping children with homework is a bad idea, as homework is to test their own abilities, not their parents'.

4. I think parents should help if they are asked to, yet they should allow their children to give it a go first.

5. I think it is the parents' duty to assist their children with homework. However, this does not imply that parents should do their homework for them.

7. Kids are too busy to do their homework by themselves so parents should help.

6. I believe it is about the child's learning, not the parents', so the child should be taking responsibility for doing their homework. Plus, it could undermine the child's abilities when the parents are not around to help.

8. In my opinion, all parents should help with homework both to keep up to date with their child's schooling and also to help with any problems or questions – especially at primary and early secondary school levels.

<https://yougov.co.uk> (abridged and adapted) accessed in November 2014

### B. What arguments are *for* and what arguments are *against* parents helping kids with homework?

|                 |  |
|-----------------|--|
| For             |  |
| Against         |  |
| For and against |  |

### C. What's your opinion on this issue? Make notes based on the parents' opinions you just read and prepare an oral presentation.

#### INFO STOP

| Giving an opinion                                                                                                                               |                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• I think...</li> <li>• In my opinion ...</li> <li>• On the one hand.... On the other hand...</li> </ul> | <ul style="list-style-type: none"> <li>• I believe...</li> <li>• First... secondly... finally...</li> </ul> |

# Unit 1 Teen's experiences

Speaking A – Spoken interaction

Student A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Imagine you are Alice and that you studied abroad last year. Read the details of your experience and be ready to answer your partner's questions.**

**Name:** Alice Murphy

**Age:** 16

**Nationality:** Irish

**Destination:** Germany – Berlin

**How long:** 4 weeks

**Programme:** a student exchange programme

**School:** John-Lennon-Gymnasium

**Where you stayed:** Schmidt host family

**Opinion about this experience:**

- great opportunity to improve my knowledge of German;
- got homesick but host family supported me all the time;
- more self-confident and independent;
- made new friends for life.



**B. Now ask your partner questions to find out about her studying abroad experience.**

| Questions                                  | Answers |
|--------------------------------------------|---------|
| What / name?                               |         |
| How old?                                   |         |
| Nationality?                               |         |
| Where / go?                                |         |
| How long / stay?                           |         |
| What programme / be on?                    |         |
| What / school / attend?                    |         |
| Where / stay?                              |         |
| What / your opinion about this experience? |         |

# Unit 1 Teens' experiences

Speaking A – Spoken interaction

Student **B**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Imagine you are Yung Seo and that you studied abroad last year. Read the details of your experience and be ready to answer your partner's questions.**

**Name:** Yung Seo Choi

**Age:** 17

**Nationality:** South Korean

**Destination:** USA – LaGrange – Georgia

**How long:** 6 weeks

**Programme:** a student exchange programme

**School:** Lagrange Academy

**Where you stayed:** on the Academy campus

**Opinion about this experience:**

- had the chance to learn about other cultures;
- felt homesick and lonely at first;
- improved speaking skills;
- most wonderful experience of my life.



**B. Now ask your partner questions to find out about her studying abroad experience.**

| Questions                                  | Answers |
|--------------------------------------------|---------|
| What / name?                               |         |
| How old?                                   |         |
| Nationality?                               |         |
| Where / go?                                |         |
| How long / stay?                           |         |
| What programme / be on?                    |         |
| What / school / attend?                    |         |
| Where / stay?                              |         |
| What / your opinion about this experience? |         |

# Unit 1 Teens' experiences

## Speaking B – Spoken interaction

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Matt is in Peru taking part in a volunteering project. He is talking with a Reporter on Skype about his experience. Follow the instructions and act out the dialogue.**



**Reporter**

**Matt**

Says hello. Asks why Matt chose Peru.

Says hello. Says he chose Peru because he wanted to learn about its culture.

Asks when he arrived in Peru.

Says 3 weeks ago.

Asks where he is volunteering.

Says he is volunteering in an animal shelter.

Asks what he does every day.

Tells him/her that he cleans cages, feeds the animals, walks the dogs and takes care of sick animals.

Asks what the positive points of his stay in Peru are.

Explains that he has boosted his Spanish skills and has learned a lot about the Peruvian culture.

Shows interest. Asks if he intends to return next year.

Expresses doubt. Explains he wants to visit other places and meet other people.

Thanks him for the interview.

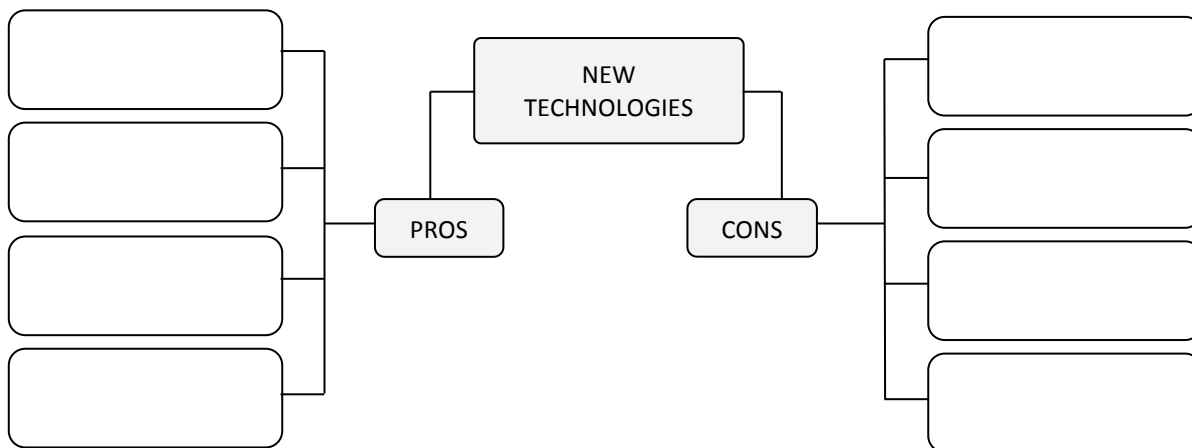
Says he/she is welcome.

# Unit 2 Tech teens

## Speaking A – Spoken production

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Decide which sentences are pros and cons of new technologies and write them in the boxes.



- a. They provide easier and quicker communication
- b. Teens can become heavily addicted.
- c. Teens may be distracted and not do their homework; their grades may drop too.
- d. They are powerful search engines.
- e. They're educational tools.
- f. The hours of face-to-face interaction with family and friends decline.
- g. Teens become inactive and tend to become obese.
- h. Skype is an easy way to keep in touch with family and friends.

### B. In pairs, discuss the pros and cons of new technologies. One of you supports the pros and the other one the cons.

#### INFO STOP

| Giving opinion                                                                                                                                         | Agreeing                                                                                                         | Disagreeing                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>I think...</li> <li>In my opinion...</li> <li>Personally, I think...</li> <li>I am convinced that...</li> </ul> | <ul style="list-style-type: none"> <li>I agree with you.</li> <li>That's true.</li> <li>You're right.</li> </ul> | <ul style="list-style-type: none"> <li>I don't agree with you.</li> <li>I disagree.</li> </ul> |

# Unit 2 Tech teens

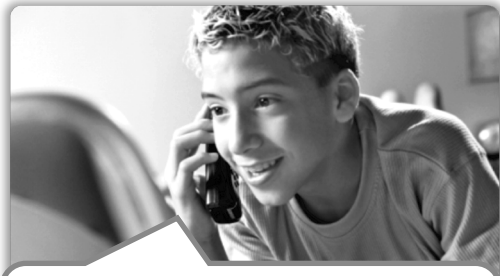
## Speaking B – Spoken production

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Could you go Tech-free for a week? Read what these teens say about this.



No way! I wake up, I check Facebook, I check Twitter, text 200 messages every day...



Definitely not! If I didn't have Facebook, it would be like losing all my friends!



I don't think I could make it! I'm always on Facebook or Twitter and I would feel completely helpless.



I don't think so! I wouldn't know how to entertain myself!

### B. What about you? Could you go tech-free for a week? Think about the things you could or couldn't do without your Tech-devices and complete the table with your ideas.

#### WITHOUT MY TECH DEVICES I COULDN'T

- text my friends;
- check my emails;
- ...

#### WITHOUT MY TECH DEVICES I COULD

- read more;
- spend more time with my family;
- ...

### C. Now tell the class what you could or couldn't do without your tech-devices.

based on <http://shorelinesocialexperiment.blogspot.pt>  
accessed in November 2014



# Unit 3 Healthy teens

Speaking A – Spoken interaction

Student **A**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Look at the following advertisement and get ready to answer your partner's questions.**



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

| Questions                           | Answers |
|-------------------------------------|---------|
| What / be / product ?               |         |
| What / be / name or brand?          |         |
| Who / be / the target group?        |         |
| What / be / slogan?                 |         |
| Who / be / person / in the picture? |         |

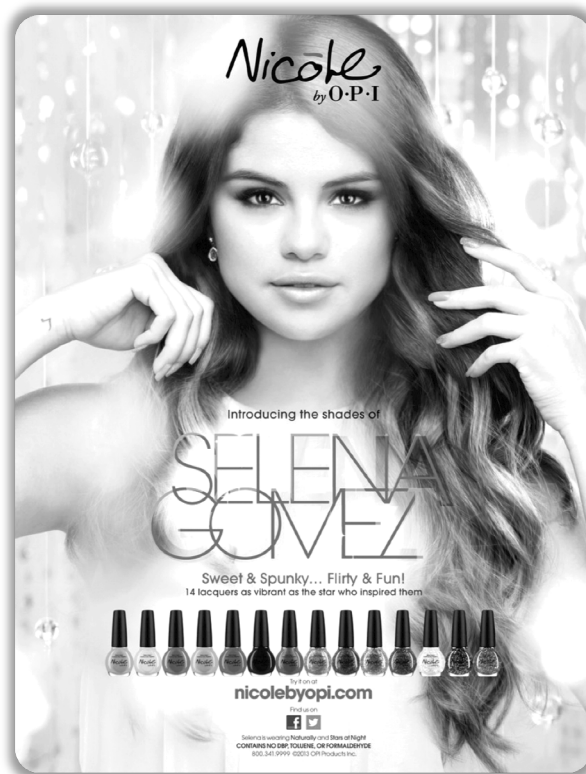
# Unit 3 Healthy teens

Speaking A – Spoken interaction

Student **B**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Look at the following advertisement and get ready to answer your partner's questions.**



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

| Questions                           | Answers |
|-------------------------------------|---------|
| What / be / product ?               |         |
| What / be / name or brand?          |         |
| Who / be / the target group?        |         |
| What / be / slogan?                 |         |
| Who / be / person / in the picture? |         |

# Unit 3 Healthy teens

Speaking B – Spoken interaction

Student **A**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read Yesterday's Vegetarian Diet Diary.



### Yesterday's Vegetarian Diet Diary

#### MENU

#### BREAKFAST

- grape juice
- raisin wheats cereal

#### LUNCH

- carrot-ginger seeds soup
- multi-seeded bread
- water
- melon
- yoghurt



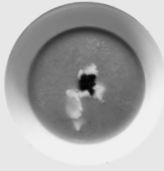
#### SNACK

- crispbread snack with low fat cheese
- apple
- handful of whole almonds



#### DINNER

- salad with couscous, pumpkin, broccoli and feta cheese
- water
- yoghurt



### Benefits

- ✓ Tasty meals that are calorie controlled;
- ✓ Variety ensures that I get key nutrients;
- ✓ Ideal to help me set healthy eating habits for life;
- ✓ Helps control my weight.

## B. Now ask your partner the questions in the table to find out what he/she ate yesterday.

| Questions                             | Answers |
|---------------------------------------|---------|
| What type / diet / follow?            |         |
| What / have / breakfast / yesterday?  |         |
| What / have / lunch?                  |         |
| You / have / snack?                   |         |
| What / eat?                           |         |
| You / have / dinner?                  |         |
| What / be / the benefits / this diet? |         |

## C. Tell the class about what your partner ate yesterday.

# Unit 3 Healthy teens

Speaking B – Spoken interaction

Student **B**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read Yesterday's High Fiber Diet Diary.



**Yesterday's High Fibre Diet Diary**

**MENU**



**BREAKFAST**

- Orange juice
- Sultana bran cereal

**LUNCH**

- Baked beans and jacket potato melt
- water
- apple



**SNACK**

- handful of blueberries
- nonfat plain greek yoghurt

**DINNER**

- chicken thighs with roasted apples and garlic
- pear
- water



**Benefits**

- ✓ Keeps my digestive system healthy;
- ✓ Offers a balance of nutrients and food groups;
- ✓ Makes you feel full;
- ✓ Healthy way to lose weight.

## B. Now ask your partner the questions in the table to find out what he/she ate yesterday.

| Questions                             | Answers |
|---------------------------------------|---------|
| What type / diet / follow?            |         |
| What / have / breakfast / yesterday?  |         |
| What / have / lunch?                  |         |
| You / have / snack?                   |         |
| What / eat?                           |         |
| You / have / dinner?                  |         |
| What / be / the benefits / this diet? |         |

## C. Tell the class about what your partner ate yesterday.

# Unit 4 Teens and work

Speaking A – Spoken interaction

Student **A**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Look at the dream job table and get ready to answer your partner's questions.**



| Dream job             | Personal trainer                                                                                                                                                                                                                          |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Job profile</b>    | <ul style="list-style-type: none"> <li>• help people to achieve their health and fitness goals</li> <li>• plan their diets to help people lose weight</li> <li>• train people physically</li> <li>• train people with injuries</li> </ul> |
| <b>Qualifications</b> | <ul style="list-style-type: none"> <li>• Degree in Psychology and Sports Science</li> <li>• Training in advanced nutrition</li> </ul>                                                                                                     |
| <b>Why this job</b>   | <ul style="list-style-type: none"> <li>• love sports</li> <li>• love helping people feel good</li> <li>• fun and rewarding</li> </ul>                                                                                                     |
| <b>Experience</b>     | <ul style="list-style-type: none"> <li>• 4 years in the gym <i>Keep Fit</i></li> </ul>                                                                                                                                                    |
| <b>Advice</b>         | <ul style="list-style-type: none"> <li>• have the right qualifications</li> <li>• focus on key factors like nutrition, efficient training methods</li> </ul>                                                                              |

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

| Questions                                                           | Answers |
|---------------------------------------------------------------------|---------|
| What / be / your / dream job?                                       |         |
| Describe / your / job?                                              |         |
| What qualifications / you / have?                                   |         |
| Why / you / choose this job?                                        |         |
| How long / work / as a...?                                          |         |
| What advice / give / to those who want to become personal trainers? |         |

# Unit 4 – Teens and work

Speaking A – Spoken interaction

Student **B**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Look at the dream job table and get ready to answer your partner's questions.**



| Dream job             | Choreographer                                                                                                                                                                                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Job profile</b>    | <ul style="list-style-type: none"> <li>teach dancers and actors how to perform the dance routines</li> <li>make adjustments to dance routines as needed</li> <li>working hours can vary; work long hours during rehearsal periods</li> <li>be creative and hardworking</li> </ul> |
| <b>Qualifications</b> | <ul style="list-style-type: none"> <li>Degree in Performing Arts/Dance</li> <li>professional dance training and performance experience</li> </ul>                                                                                                                                 |
| <b>Why this job</b>   | <ul style="list-style-type: none"> <li>love music and the art of dance</li> <li>share my creative ideas</li> </ul>                                                                                                                                                                |
| <b>Experience</b>     | <ul style="list-style-type: none"> <li>3 years in the <i>National Dance Academy</i></li> </ul>                                                                                                                                                                                    |
| <b>Advice</b>         | <ul style="list-style-type: none"> <li>have self-discipline, patience, perseverance and a devotion to dance</li> <li>join a professional organisation</li> <li>keep learning</li> </ul>                                                                                           |

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

| Questions                                                             | Answers |
|-----------------------------------------------------------------------|---------|
| What / be / your / dream job?                                         |         |
| Describe / your / job?                                                |         |
| What qualifications / you / have?                                     |         |
| Why / you / choose this job?                                          |         |
| How long / work / as a....?                                           |         |
| What advice / give / to / those who want to become personal trainers? |         |

# Unit 4 Teens and work

Speaking B – Spoken interaction

Student **A**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

- A. Imagine you are Jessica and that you have a part-time job. Read the details of her job and be ready to answer your partner's questions.**

|                                     |                                                                                                  |
|-------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Job</b>                          | animal shelter worker                                                                            |
| <b>Place of work</b>                | <i>Wood Green Shelter</i> in North London                                                        |
| <b>Previous experience</b>          | worked as a dog walker last year                                                                 |
| <b>When you work</b>                | three times a week in the afternoon<br>and on Saturdays                                          |
| <b>What you do</b>                  | spend time with the animals / clean out their cages /<br>rescue animals                          |
| <b>Why you have a part-time job</b> | animal welfare is something I am truly interested in /<br>earn some money for my personal things |
| <b>Advantages</b>                   | experience of working closely with animals for my future career /<br>learn about responsibility  |
| <b>Disadvantages</b>                | have to stay up late to study /<br>don't have much time to hang out with my friends              |



- B. Now ask your partner the questions in the table to find out about his/her part-time job.**

| Questions                                      | Answers |
|------------------------------------------------|---------|
| What / your / part-time job?                   |         |
| Where / you work?                              |         |
| You / have / any previous experience?          |         |
| What / your / work schedule?                   |         |
| What / you / do?                               |         |
| Why / you / have / part-time job?              |         |
| What / the advantages / your part-time Job?    |         |
| What / the disadvantages / your part-time job? |         |

- C. Tell the class about your partner's part-time job.**

# Unit 4 Teens and work

Speaking B – Spoken interaction

Student **B**

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Imagine you are William and that you have a part-time job. Read the details of his job and be ready to answer your partner's questions.**



|                                     |                                                                                                          |
|-------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Job</b>                          | tutor                                                                                                    |
| <b>Place of work</b>                | <i>Sylvan Centre</i> in Florida                                                                          |
| <b>Previous experience</b>          | 1 <sup>st</sup> part-time job                                                                            |
| <b>When you work</b>                | five times a week in the afternoon                                                                       |
| <b>What you do</b>                  | help kids with their homework / prepare them for the tests                                               |
| <b>Why you have a part-time job</b> | really enjoy helping others learn / save money to buy a tablet                                           |
| <b>Advantages</b>                   | use my know-how to help kids succeed / feel more independent                                             |
| <b>Disadvantages</b>                | difficult to balance my studies with the job /<br>don't have much time for my extracurricular activities |

**B. Now ask your partner the questions in the table to find out about his/her part-time job.**

| Questions                                      | Answers |
|------------------------------------------------|---------|
| What / your / part-time job?                   |         |
| Where / you work?                              |         |
| You / have / any previous experience?          |         |
| What / your / work schedule?                   |         |
| What / you / do?                               |         |
| Why / you / have / part-time job?              |         |
| What / the advantages / your part-time job?    |         |
| What / the disadvantages / your part-time job? |         |

**C. Tell the class about your partner's part-time job.**



# Unit 5 Teens' lives

## Speaking A – Spoken interaction

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Should mobile phones be banned in schools? Read these teachers' opinions.



I think mobiles can have distracting effects in a lesson because students are texting when they should be working. They use social networking sites such as Facebook or Twitter to bully other students and they sometimes post pictures of their teachers on YouTube. Mobiles have been identified as a cause of disruption and indiscipline and should be banned in schools.

In my opinion mobile phones are a potential tool for learning. The fact that I have used them constructively in the classroom has improved behaviour. I have used mobile phones to promote Reading habits and it was a successful strategy. Mobiles engage students in a way that students' books don't.



### B. Fill in the tables with arguments presented in the short texts above. Add some more ideas.

**YES**

• Mobiles can have distracting effects in a lesson;

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**NO**

• Mobile phones are a potential tool for learning;

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### C. Should mobiles be banned in schools? In pairs, discuss the arguments for and against banning mobile phones in schools. One of you is in favour and the other one is against. Follow the model.

e.g. A: I think mobiles can have distracting effects in a lesson.

B: That's true but mobile phones are a potential tool for learning

#### INFO STOP

##### Giving opinion

- I think...
- In my opinion...
- Personally, I think...
- I am convinced that...

##### Agreeing

- I agree with you.
- That's true.
- You're right.

##### Disagreeing

- I don't agree with you.
- I disagree.

# Unit 5 Teens' lives

## Speaking B – Spoken interaction

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Edward is an ex-binge drinker teen. Imagine you are a reporter and interview him. Follow the instructions and act out the dialogue.**



| Reporter                                                | Edward                                                                                                                                                                     |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Says hello. Asks when he had his first drink.           | Says hello. Says he was 15. He and his friends bought some beers and drank them in the park.                                                                               |
| Asks how he felt.                                       | Says he remembers a change inside that took him from being a shy boy to a talkative and very funny one.                                                                    |
| Asks when he realised he had a problem.                 | Says it was when he started to get drunk regularly. He drank more and more and the hangovers got worse.                                                                    |
| Asks why he did it.                                     | Says it made him and his friends feel more grown up. He also drank to fit in and to relax and forget the stress of schoolwork.                                             |
| Asks what his worst experience with binge-drinking was. | Explains that he went to a party with his friends and they all had loads of drinks. Later he got into a serious fight with another boy and they both ended up in hospital. |
| Asks if it was difficult to stop drinking.              | Says yes but after some time he felt a lot better because he was in control and didn't need drinking to feel self-confident.                                               |
| Asks what advice he would give to other teens.          | Tells teens they should believe in themselves and face reality without using alcoholic drinks. It will only create another big problem in their lives.                     |
| Thanks him for the interview.                           | Says it was a pleasure.                                                                                                                                                    |

# Answer key

## LISTENING

### Unit 0 – Listening A

- B. 1. Jason 2. Helen 3. Helen 4. Jason 5. Jason 6. Helen  
C. Jason: A, C, D; Helen: B, E, F, G  
D. 1. b 2. c 3. b 4. a

### Unit 1 – Listening A

- A. 1. b 2. a 3. b 4. a  
B. 1. the host family 2. Michela 3. Michela 4. Michela 5. Michela  
6. the host family 7. the host family 8. the host family

### Unit 1 – Listening B

- A. 1. b 2. c  
B. 5, 1, 3, 4, 2  
C. 1. humanitarian 2. Goodwill Ambassador 3. regions; people's attention 4. conflict; more active role

### Unit 2 – Listening A

- A. 1. Emily 2. Philippa 3. Cameron 4. Philippa 5. Jennifer  
6. Emily 7. Jennifer 8. Cameron  
B. 1. d 2. c 3. b 4. e 5. a

### Unit 2 – Listening B

- A.  
1. The father is working on his laptop, the boy is listening to music on his mobile phone, the mother is probably texting and the daughter is probably chatting with her friends.  
2. No, they aren't. They are connected to their tech-devices but they are disconnected as a family because they don't interact with each other.  
B. 1. less social; spend too much time 2. human contact or conversation 3. non-social areas 4. looking down; listening to music 5. loneliness  
C. 1. T 2. F 3. T 4. T 5. F

### Unit 3 – Listening A

- A. 1. b 2. a 3. e 4. d 5. c  
B. a. media b. plastic c. seek d. appearance e. nervous f. confidence g. undergo h. small i. dream  
C. a. changing b. surgery c. dangerous d. decreased e. good impression f. judge g. protect

### Unit 3 – Listening B

- A. 1. The girl is cooking. 2. Personal answer  
B. 1. Hailey Thomas 2. 13 3. Kids Can Cook 4. Let's Move  
C. a. drew b. health c. diagnosed d. need e. recipes f. unhealthy g. scary h. reversed i. calling  
D. a. Kids Can Cook b. skills c. powerful person d. Let's Move e. childhood obesity

### Unit 4 – Listening A

- A. 2  
B. 1. c 2. e 3. a 4. b 5. d  
C. 1. Dan 2. Anne 3. Mark 4. Dan 5. Mark 6. Anne

### Unit 4 – Listening B

- A. Web designer: Claire Simpson; Photographer: Tony Anderson  
B. 1. a 2. a 3. c 4. b  
C. a. an artist b. camera c. a degree d. equipment e. experience f. weddings and events g. communication h. gift i. detail j. skills k. retouching photos

### Unit 5 – Listening A

- A. Tara: Yes; Danny: No

- B. 1. a 2. a 3. b 4. b  
C. 1. T 2. T 3. F 4. T 5. F

### Unit 5 – Listening B

- A. 2, 3, 5, 6  
B. 1. e 2. g 3. a 4. f 5. b 6. d  
C. 1. Anna 2. Courtney 3. Courtney 4. Anna 5. Anna 6. Courtney

## SPEAKING

### Speaking 1

FOR: 1, 2, 7, 8

AGAINST: 3, 6

FOR AND AGAINST: 4, 5

### Unit 1 – Speaking B

Reporter: Hello! Why did you choose Peru?

Matt: I chose Peru because I wanted to learn about its culture.

Reporter: When did you arrive in Peru?

Matt: I arrived in Peru 3 weeks ago.

Reporter: Where are you volunteering?

Matt: I am volunteering in an animal shelter.

Reporter: What do you do every day?

Matt: I clean cages, feed the animals, walk the dogs and take care of sick animals.

Reporter: What are the positive aspects of your stay in Peru?

Matt: I have boosted my Spanish skills and have learned a lot about the Peruvian culture.

Reporter: Oh, really? Do you intend to return next year?

Matt: Well, I'm not sure. You know, I want to visit other countries and meet other people.

Reporter: Thank you for the interview.

Matt: You're welcome.

### Unit 2 – Speaking A

Pros: a; d; e; h

Cons: b; c; f; g

### Unit 5 – Speaking B

Reporter: Hello! When did you have your first drink?

Edward: Hello! I was 15. My friends and I bought some beers and drank them in the park.

Reporter: How did you feel?

Edward: I remember a change inside that took me from being a shy boy to a talkative and very funny one.

Reporter: When did you realise you had a problem?

Edward: It was when I started to get drunk regularly. I drank more and more and the hangovers got worse.

Reporter: Why did you do it?

Edward: It made me and my friends feel more grown up. I also drank to fit in and to relax and forget the stress of schoolwork.

Reporter: What was your worst experience with binge-drinking?

Edward: I went to a party with my friends and we all had loads of drinks. Later I got into a serious fight with another boy and we both ended up in hospital.

Reporter: Was it difficult to stop drinking?

Edward: Yes, it was. But after some time I felt a lot better because I was in control and didn't need drinking to feel self-confident.

Reporter: What advice would you give to other teens?

Edward: Teens should believe in themselves and face reality without using alcoholic drinks. It will only create another big problem in their lives.

Reporter: Thank you for the interview.

Edward: It was a pleasure.

# Present Simple and Present Continuous

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write Present Simple or Present Continuous in front of each situation.

| Situation                                | Present Simple or Present Continuous? |
|------------------------------------------|---------------------------------------|
| 1. habits or routines                    |                                       |
| 2. actions we are doing now              |                                       |
| 3. plans or arrangements already decided |                                       |
| 4. facts / general truths                |                                       |

### B. Choose the correct option.

1. The students walk to school every day.

a. habit / routine ☐ b. action happening now ☐

2. In winter, days are shorter.

a. habit / routine ☐ b. fact / general truth ☐

3. I'm meeting my friends in the shopping centre on Saturday after lunch.

a. actions we are doing now ☐ b. plans or arrangements already decided ☐

4. He isn't doing his homework. He is swimming.

a. actions we are doing now ☐ b. plans or arrangements already decided ☐

### C. Write these time expressions in the correct column.

sometimes now often always tonight every day at the moment this weekend  
every month never at present every year right now rarely usually

| Present Simple | Present Continuous |
|----------------|--------------------|
|                |                    |

# Present Simple and Present Continuous

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write sentences in the Present Simple.

1. My brother / usually / meet / his friends online / .  
\_\_\_\_\_
2. I / sometimes / take a selfie / to / upload onto Facebook / .  
\_\_\_\_\_
3. Where / you / hang out / with friends / ?  
\_\_\_\_\_
4. The teacher / work / a lot / and / not have / time to relax / .  
\_\_\_\_\_
5. Sophie / study / a lot / . / She / want / to get / a degree / .  
\_\_\_\_\_



### B. Write sentences in the Present Continuous.

1. My parents \_\_\_\_\_ (relax) in the living room. My mother \_\_\_\_\_ (watch) TV and my father \_\_\_\_\_ (read) the newspaper.
2. \_\_\_\_\_ you \_\_\_\_\_ (come) now?
3. He \_\_\_\_\_ (have) a driving lesson at the moment.
4. We \_\_\_\_\_ (not play) video games now. We \_\_\_\_\_ (listen) to music.
5. Robert \_\_\_\_\_ (not come) to school today.

### C. Present Simple or Continuous? Circle the correct form of the verb.

1. My father usually **drives** / **is driving** to work every morning.
2. **Do** / **Are** you **enjoy** / **enjoying** going back to school? Yes, I **do** / **am**.
3. At the moment they **don't fly** / **aren't flying** back to Paris.
4. She usually **swims** / **is swimming** after school but now she **plays** / **is playing** tennis.
5. I **do** / **am doing** my homework right now. I usually **do** / **am doing** it after school.
6. What time **does** / **is** she **leave** / **leaving** tomorrow?
7. The children **don't go** / **aren't going** to bed late because they **have** / **are having** classes tomorrow morning.
8. **Does** / **Is** he **send** / **sending** an email right now?
9. She **arrives** / **is arriving** home at 5 o'clock every day.
10. Right now her husband **cooks** / **is cooking** dinner.

# Past Simple

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Circle the correct form.

1. Mrs Adams **doesn't fly** / **didn't fly** to Rome last weekend.
2. The weather **was** / **is** fantastic yesterday.
3. What time **did** / **do** she **arrive** / **arrived** at the airport last night?
4. The students **have** / **had** the time of their lives in New York two years ago.
5. **Did** / **Do** he **enjoy** / **enjoyed** visiting the Lake last Sunday?  
Yes, he **did** / **do**.
6. I **meet** / **met** my friends in front of the cinema yesterday afternoon.



### B. Write the sentences in the negative.

1. The tourists did a lot of sightseeing.  
\_\_\_\_\_
2. The journalist wrote an article about the new holiday resort last week.  
\_\_\_\_\_
3. Last year I spent a week in the mountains.  
\_\_\_\_\_
4. In Rome I ate a lot of pasta and pizza.  
\_\_\_\_\_
5. She woke up very late and missed the plane yesterday morning.  
\_\_\_\_\_

### C. Ask and answer the questions below.

1. a. What / he / do / last summer / ? \_\_\_\_\_?  
b. He / go / whale watching / . \_\_\_\_\_
2. a. Where / they / stay / ? \_\_\_\_\_?  
b. They / stay / a friend's house / . \_\_\_\_\_
3. a. How / she / travel / ? \_\_\_\_\_?  
b. She / take / train. \_\_\_\_\_
4. a. When / you / write / the email / ? \_\_\_\_\_?  
b. I / write / the email / yesterday / . \_\_\_\_\_
5. a. Brian / meet / friends / at the beach / ? \_\_\_\_\_?  
b. Yes / . \_\_\_\_\_

# Past Simple

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Complete the sentences with the Past Simple.

1. She \_\_\_\_\_ (**fly**) to Istanbul last summer.
2. My brother \_\_\_\_\_ (**have**) the time of his life in the summer camp.
3. \_\_\_\_\_ (**you / travel**) with your family? Yes, I \_\_\_\_\_.
4. She \_\_\_\_\_ (**not swim**) in the lake.
5. It \_\_\_\_\_ (**rain**) a lot on the first day.
6. The teens \_\_\_\_\_ (**get up**) very early in the morning at the summer camp.

### B. Write the sentences in the negative.

1. We felt very tired because we did a lot of physical exercise.  
\_\_\_\_\_

2. I drove to Madrid and then took the train to Paris.  
\_\_\_\_\_

3. Last year they stayed in a very comfortable wooden cabin in the mountains.  
\_\_\_\_\_

4. The children ran after the rabbits.  
\_\_\_\_\_

5. He enjoyed himself a lot.  
\_\_\_\_\_

### C. Ask the questions for the following answers.

1. \_\_\_\_\_ ?

They went to Seville.

2. \_\_\_\_\_ ?

No, she didn't. She didn't take the train. She travelled by bus.

3. \_\_\_\_\_ ?

The boys met at the airport.

4. \_\_\_\_\_ ?

They didn't stay there for two weeks because the hotel was very expensive.

5. \_\_\_\_\_ ?

He bought the plane tickets yesterday.



# Past Continuous

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. These teens are abroad attending teens exchange programmes.

What were they doing yesterday at 4 pm?



She / take a photo

1. \_\_\_\_\_



The students / do group work

2. \_\_\_\_\_



The girls / visit the city

3. \_\_\_\_\_



Alex / play basketball

4. \_\_\_\_\_

### B. Complete the sentences using the Past Continuous.

- Last night Mrs Baley \_\_\_\_\_ (**not send**) an email. She \_\_\_\_\_ (**read**) the newspaper when there was a power cut.
- What \_\_\_\_\_ the students \_\_\_\_\_ (**do**) at 10 o'clock?  
– They \_\_\_\_\_ (**have**) a Chemistry lesson.
- Yesterday afternoon I \_\_\_\_\_ (**buy**) a plane ticket at the travel agency when I heard the news about the plane crash.
- The tourists \_\_\_\_\_ (**not walk**) in the park when the parade started. They \_\_\_\_\_ (**wait**) for the sightseeing bus.
- He \_\_\_\_\_ (**not ride**) his bike when it started raining. He \_\_\_\_\_ (**swim**).
- When I arrived in the centre of the city with my host family, lots of people \_\_\_\_\_ (**exercise**) along the lake.



# Past Continuous

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. These teens are abroad attending teen exchange programmes.**

**What were they doing when these photos were taken?**



**1. students / have lunch / ?**

\_\_\_\_\_

*No,* \_\_\_\_\_

*They* \_\_\_\_\_



**2. they / listen to music / ?**

\_\_\_\_\_

*No,* \_\_\_\_\_

*They* \_\_\_\_\_



**3. she / play basketball / ?**

\_\_\_\_\_

*No,* \_\_\_\_\_

*She* \_\_\_\_\_



**4. he / do / homework / ?**

\_\_\_\_\_

*No,* \_\_\_\_\_

*He* \_\_\_\_\_

**B. Complete the sentences with the verbs in the box in the Past Continuous.**

1. Yesterday around 6 pm I \_\_\_\_\_ a book.
2. At 11:30 she \_\_\_\_\_ an email.
3. My sister \_\_\_\_\_ her bike at 8 o'clock.
4. The boys \_\_\_\_\_ a film when I got home.
5. The tourists \_\_\_\_\_ the park when it started raining.
6. I \_\_\_\_\_ an orange juice at the park when my boss called me.

visit  
read  
drink  
watch  
send  
ride

## Grammar A

**A. Circle the correct form of the verb.**

- B. Complete with the Past Simple or Past Continuous.**

- [illegible]

# Past Simple and Past Continuous

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Past Simple or Past Continuous? Complete with the correct form of the verbs.

1. I \_\_\_\_\_ (**prepare**) a PowerPoint presentation  
when the Internet connection \_\_\_\_\_ (**fail**).
2. \_\_\_\_\_ the student \_\_\_\_\_ (**feel**) nervous  
when he \_\_\_\_\_ (**arrive**) at his host family's country?
3. \_\_\_\_\_ the host family \_\_\_\_\_ (**wait**) for him  
when he \_\_\_\_\_ (**get off**) the plane?
4. The teacher \_\_\_\_\_ (**inform**) the students about  
exchange programmes while they  
\_\_\_\_\_ (**attend**) an international seminar.
5. My brother \_\_\_\_\_ (**have**) an amazing experience  
while he \_\_\_\_\_ (**study**) abroad.
6. We \_\_\_\_\_ (**not do**) our homework when  
my parents \_\_\_\_\_ (**get**) home.



### B. Write sentences using the Past Simple and/or Past Continuous.

1. When / Sam / arrive / at the airport / the host family / wait / for / him / .  
\_\_\_\_\_
2. When / the student / study / abroad / he / stay / with a host family / .  
\_\_\_\_\_
3. I / listen to music / while / I / study / for the exam / .  
\_\_\_\_\_
4. They / walk / to school / when / it / start / to / rain heavily / .  
\_\_\_\_\_
5. I / not pack / when / my brother / arrive / home / .  
\_\_\_\_\_
6. Mr Taylor / get ready / to have breakfast / when / his wife / tell him / to check her car / .  
\_\_\_\_\_

# Connectors

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write the topics in the corresponding column.

TIME / SEQUENCE OF EVENTS

REASON / CONSEQUENCE

ALTERNATIVE

CONTRAST

ADDITION

| 1.             | 2.  | 3.          | 4.                                      | 5.                                |
|----------------|-----|-------------|-----------------------------------------|-----------------------------------|
| and, also, too | but | because, so | when, while, first, then, finally, next | either ... or /<br>neither... nor |

### B. Complete the sentences with the connectors in the box.

- Teens volunteering is fantastic \_\_\_\_\_ they can participate in incredible community service initiatives and make new friends.
- If you want to support a cause \_\_\_\_\_ can't afford to donate money, you can donate your time instead.
- Yesterday morning I was feeding the animals at the local shelter \_\_\_\_\_ my friend Eileen was delivering meals to homeless people.
- If you want to be a volunteer abroad \_\_\_\_\_ you have to choose the organisation you are going to work with, \_\_\_\_\_ you have to fill in an application form and \_\_\_\_\_ you have to be available for an interview.
- At weekends my children \_\_\_\_\_ help at the community centre \_\_\_\_\_ read for children at the local Library.

either... or

while

because

first

then

finally

but

### C. Join the sentences to make one using the connector in brackets.

- They flew to Brazil. They flew to Peru. **(neither... nor)**

\_\_\_\_\_

- I love nature and animals. I volunteered to assist in the rehabilitation and conservation of wildlife in Costa Rica. **(so)**

\_\_\_\_\_

- She was a volunteer in India for 6 months. She worked at an orphanage. **(when)**

\_\_\_\_\_

# Connectors

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write the connectors below in the corresponding column.

either... or / neither... nor

but

and, also, too

when, while, first, then, finally, next

because, so

| addition | contrast | reason / consequence | time / sequence of events | alternative |
|----------|----------|----------------------|---------------------------|-------------|
| 1.       | 2.       | 3.                   | 4.                        | 5.          |

### B. Complete the sentences with a connector. Pay attention to the information in brackets.

- For teens, the experience provides a new perspective on life \_\_\_\_\_ they perform activities in a new culture, with meaning and value. **(reason)**
- In volunteering projects teens work \_\_\_\_\_ alone \_\_\_\_\_ unsupervised. **(alternative)**
- Participating in volunteering projects abroad is \_\_\_\_\_ a great way to improve the foreign language you are studying in school. **(addition)**
- At weekends my sister \_\_\_\_\_ collects donations for the local food bank \_\_\_\_\_ keeps older people who live alone company. **(alternative)**
- Yesterday afternoon I was reading to the children at the local library \_\_\_\_\_ my friend Maggie was helping disabled people. **(time / sequence of events)**

### C. Join the sentences to make one using a suitable connector.

- John doesn't mind working in the food bank. He prefers taking care of pets.  
\_\_\_\_\_
- I am going to apply for a volunteering programme in Latin America. I am going to apply for a volunteer programme in Africa.  
\_\_\_\_\_
- Lots of teens experience a variety of emotions. They participate in volunteering projects.  
\_\_\_\_\_



# Present Perfect

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct form of the verbs in the Present Perfect.

1. My grandparents \_\_\_\_\_ never \_\_\_\_\_ an iPad.  
a. have... used                      b. have... use                      c. has... used
2. I \_\_\_\_\_ a mobile phone since I was 12.  
a. has had                      b. had                      c. have had
3. \_\_\_\_\_ you \_\_\_\_\_ the email to your parents yet?  
a. are... sent                      b. has... sent                      c. have... sent
4. Some people think Facebook \_\_\_\_\_ face-to-face communication.  
a. ruined                      b. has ruined                      c. have ruined
5. My son \_\_\_\_\_ his research on New Technologies yet.  
a. hasn't finish                      b. hasn't finished                      c. have finished

### B. Write the sentences in the negative.

1. He has done the homework.  
\_\_\_\_\_
2. I have been on Facebook for 3 years.  
\_\_\_\_\_
3. Today's adults have grown up in a technological world.  
\_\_\_\_\_
4. My mother has bought a new laptop.  
\_\_\_\_\_
5. We have written the essay.  
\_\_\_\_\_

### C. Put the verbs in brackets in the Present Perfect.

1. Technology \_\_\_\_\_ (**change**) the way kids live and learn.
2. \_\_\_\_\_ the new generation \_\_\_\_\_ (**become**) obsessed with technology?
3. I \_\_\_\_\_ (**start**) a private group on Facebook recently.
4. \_\_\_\_\_ you \_\_\_\_\_ (**hear**) about the new software for handicapped people?
5. They \_\_\_\_\_ (**not go**) to the cinema lately.
6. The headmaster \_\_\_\_\_ (**not forbidden**) mobile phones at school yet.

# Present Perfect

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Put the verbs in brackets in the Present Perfect.

1. Today's teenagers \_\_\_\_\_ (**grow up**) with easy access to the Internet.
2. Teens \_\_\_\_\_ (**become**) obsessed with technological devices.
3. \_\_\_\_\_ he \_\_\_\_\_ (**buy**) a new iPhone yet?
4. Internet use for long hours \_\_\_\_\_ (**be**) identified as the cause of mental health problems.
5. She \_\_\_\_\_ (**not send**) any emails because her computer is broken.
6. Some parents \_\_\_\_\_ (**forbidden**) their children to use mobile phones during meals.
7. It \_\_\_\_\_ (**not be**) easy to live abroad. Skype \_\_\_\_\_ (**help**) me a lot to communicate with my family.
8. My grandfather \_\_\_\_\_ (**never / use**) a computer.

### B. Write sentences using the Present Perfect.

1. you / see / my tablet / ?

\_\_\_\_\_

2. Megan / just / get / email / .

\_\_\_\_\_

3. How long / they / be / online / ?

\_\_\_\_\_

4. Teens / start / using Instagram / .

\_\_\_\_\_

5. I / not / do / the research / yet / .

\_\_\_\_\_



### C. Ask the questions.

1. \_\_\_\_\_ ?

Yes, she has written a letter.

2. \_\_\_\_\_ ?

The girls have gone to the shopping centre.

3. \_\_\_\_\_ ?

I have created a blog because I have an International Project.

4. \_\_\_\_\_ ?

She's used this programme for two years.

# Present Perfect / Past Simple

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Tick the correct sentence.

1. a. My son **has had** a mobile phone since he was 10.  
b. My son **had** a mobile phone since he was 10.
2. a. She **hasn't uploaded** any photos on Facebook yesterday.  
b. She **didn't upload** any photos on Facebook yesterday.
3. a. **Has** technology **changed** our lifestyle lately?  
b. **Did** technology **change** our lifestyle lately?
4. a. They **have spent** a lot of time in front of the computer last Saturday.  
b. They **spent** a lot of time in front of the computer last Saturday.

☐  
☐  
☐  
☐  
☐  
☐  
☐

### B. Write sentences in the Present Perfect or the Past Simple. Follow the example.

- e. g. He / buy / iPhone / yesterday / .  
 He has bought an iPhone.  
 When did he buy it?  
 He bought it yesterday.



1. She / do / the research / last week / .

She \_\_\_\_\_ the research.

When \_\_\_\_\_ it?

She \_\_\_\_\_ last week.

2. We / meet / friends on Facebook / after dinner / .

We \_\_\_\_\_ our friends on Facebook.

When \_\_\_\_\_ them?

We \_\_\_\_\_ after dinner.



3. He / send / message / 10 minutes ago / .

He \_\_\_\_\_ the message.

When \_\_\_\_\_ it?

He \_\_\_\_\_ 10 minutes ago.



# Present Perfect and Past Simple

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct option.

1. My grandfather \_\_\_\_\_ a mobile phone yesterday.  
a. has bought                      b. bought                      c. buys
2. The girl \_\_\_\_\_ any selfies lately.  
a. didn't take                      b. hasn't took                      c. hasn't taken
3. \_\_\_\_\_ you \_\_\_\_\_ your parents about the new iPhone yet?  
a. have...told                      b. has... told                      c. did... tell
4. The teacher \_\_\_\_\_ her laptop to class last week.  
a. have bring                      b. has brought                      c. brought
5. I have had such a terrible cold that I \_\_\_\_\_ my friends for a week.  
a. didn't met                      b. haven't met                      c. didn't meet

### B. Complete the sentences with the Present Perfect or the Past Simple.

1. She \_\_\_\_\_ (just / send) a text message.
2. \_\_\_\_\_ (you / ever / hear) about the VlogBrothers?
3. My son \_\_\_\_\_ (take) a selfie yesterday.
4. They \_\_\_\_\_ (not finish) the research last week.
5. James \_\_\_\_\_ (not buy) a tablet yet.
6. My parents \_\_\_\_\_ (be) Facebook users for the last two years.
7. \_\_\_\_\_ (your friends / watch) the school video on YouTube a week ago?
8. I \_\_\_\_\_ (not share) any photos on Instagram last weekend.

### C. Write sentences in the Present Perfect or in the Past Simple.

1. You / buy / a new laptop / yet / ?  
\_\_\_\_\_

2. I / not send / the work / by email / last week / .  
\_\_\_\_\_

3. They / not have / Internet / for the last two days / .  
\_\_\_\_\_

4. He / meet / friends online yesterday / .  
\_\_\_\_\_

# Relative pronouns

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Circle the correct relative pronoun.

1. The boy **who / whose** mother is a teacher is a student at the same school.
2. A blog is a site **who / which** can easily be created at home.
3. YouTube is very important for bands and singers **who / which** want to become famous.
4. John and Hank Green are the brothers **who / which** started making videos on YouTube in 2007.
5. Facebook, Instagram and WhatsApp are social networking sites **who / which** are very popular among teenagers.

### B. Put the relative pronoun in brackets when it can be omitted.

1. The iPhone which I have just bought is fantastic.
2. Teens who use social networking obsessively should change their habits.
3. People who want to buy a laptop should ask for advice first.
4. The article which I read is about the effects of new technologies on teens.
5. The journalist who my father met at school is giving an interview.
6. There are lots of books at the library which are about new technologies.

### C. Join the sentences by using the relative pronoun in brackets.

1. Teens usually know a lot about technology. They are called tech-savvy. (**who**)  
\_\_\_\_\_
2. My grandfather bought a book. It teaches how to use a computer. (**which**)  
\_\_\_\_\_
3. The man is an engineer. He is standing next to the computer. (**who**)  
\_\_\_\_\_
4. There are many schools. They don't allow students to use mobile phones in class. (**which**)  
\_\_\_\_\_
5. Peter is a student. He enjoys playing computer games. (**who**)  
\_\_\_\_\_
6. The girl is buying a laptop. Her brother is a good friend of mine. (**whose**)  
\_\_\_\_\_



# Relative pronouns

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Circle the correct relative pronoun.

1. Teens **who / which** are too wired have sleeping issues.
2. YouTube is a very important website **who / which** is used to share videos.
3. Teachers **who / which** use technology in class have more motivated students.
4. The woman **who / whose** son is a computer engineer doesn't own a computer.
5. Most kids **who / which** use the internet make friends online.

### B. Complete the sentences with the correct relative pronoun.

1. We know a tech-savvy girl \_\_\_\_\_ works at the computer shop.
2. I read a newspaper article \_\_\_\_\_ was about teens' Internet obsession.
3. She's the girl \_\_\_\_\_ can't live without her iPhone.
4. *The Social Network* is a film \_\_\_\_\_ is about the invention of Facebook.
5. Children \_\_\_\_\_ stayed unplugged for five days could interact better with others.
6. A vlog is a site \_\_\_\_\_ has mainly short films.

### C. Join the sentences by using a relative pronoun. Omit the pronoun where possible.

1. Parents worry about Internet safety measures. They attended a workshop at school.  
\_\_\_\_\_

2. This is the photo. I posted it on Instagram some minutes ago.  
\_\_\_\_\_

3. These are the new technological devices. Students are going to use them in class.  
\_\_\_\_\_

4. This is the newspaper research. It was published last week.  
\_\_\_\_\_

5. Digital natives are kids and teens. They are fluent in the language of tech.  
\_\_\_\_\_

6. The boy is playing a computer game. His father is the shop manager.  
\_\_\_\_\_

# Past Perfect

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Follow the example.



1. mobile phone ring / She just write email  
*When the mobile phone rang she had just written the email.*



3. arrive home / friends prepare surprise party  
\_\_\_\_\_



2. arrive railway station / train already leave  
\_\_\_\_\_



4. bell ring / the students not finish test  
\_\_\_\_\_

### B. Write the verbs in the Past Perfect.

1. She fainted because she \_\_\_\_\_ (**not eat**) anything for hours.
2. When Michael arrived at the gym, his personal trainer \_\_\_\_\_ already \_\_\_\_\_ (**leave**).
3. She \_\_\_\_\_ (**read**) a lot about the benefits of vegetarian food when she decided to become a vegan.
4. My daughter \_\_\_\_\_ (**suffer**) from bulimia for 3 months before she agreed to go to the doctor.

### C. Past Perfect or Past Simple? Choose the correct form of the verbs.

1. We went to the Japanese restaurant because we **never ate / had never eaten** sushi before.
2. When she **arrived / had arrived** at the shop, they had sold the dress she wanted.
3. She went on a diet after her best friend **lost / had lost** a lot of weight.
4. When they **got / had got** to school, a fire had started.

# Past Perfect

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Mary, Judith, Evelyn and Paul are students. Look at their daily activity table and write what they had already done and what they hadn't done when they arrived at school. Follow the example.

|           | ✓                | ✗                       |
|-----------|------------------|-------------------------|
| 1. Mary   | text a message   | take the dog for a walk |
| 2. Judith | study for a test | write her essay         |
| 3. Evelyn | send an email    | make her bed            |
| 4. Paul   | take a shower    | have breakfast          |

1. *Mary had already texted a message but she hadn't taken the dog for a walk.* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B. Use the prompts to write sentences in the Past Perfect.

1. I opened the letter and... what a surprise! I / be / selected / for / cooking contest / .  
\_\_\_\_\_
2. There was a great film on TV last night. They / see / film / before ?  
\_\_\_\_\_
3. He was exhausted. He / not sleep / all night / .  
\_\_\_\_\_
4. The students were very excited. They / not meet / famous Chef / before / .  
\_\_\_\_\_
5. She wasn't feeling well. She / eat / spoiled food / the day before / .  
\_\_\_\_\_

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

1. When I \_\_\_\_\_ (get) home from work, I found that my husband \_\_\_\_\_ (cook) a vegetarian dish for dinner.
2. When I \_\_\_\_\_ (phone) her, there was no answer because she \_\_\_\_\_ (go) to the cinema.
3. The doctor \_\_\_\_\_ (tell) him to go on a diet because he \_\_\_\_\_ (put on) a lot of weight.
4. They \_\_\_\_\_ (be) shocked because they \_\_\_\_\_ (not hear) the news.

# Conditional sentences

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Complete the first conditional sentences with the correct form of the verbs in brackets.

1. If you try this new cream, you \_\_\_\_\_ (**not have**) any more pimples.
2. He will put on weight if he \_\_\_\_\_ (**not exercise**).
3. If kids \_\_\_\_\_ (**not eat**) junk food, they will be healthier.
4. If the plastic surgery is very expensive, she \_\_\_\_\_ (**not do**) it.
5. Teens \_\_\_\_\_ (**become**) seriously ill if they keep on drinking energy drinks.
6. If she \_\_\_\_\_ (**want**) to lose weight, she will have to eat more vegetables.
7. If my daughter doesn't give up this crazy diet, I \_\_\_\_\_ (**take**) her to the nutritionist.
8. Teens \_\_\_\_\_ (**not be**) happy if they worry too much about their body image.



### B. Circle the correct option of the second conditional.

1. If I had time, I **would cook** / **cooked** the meals myself.
2. They would feel better if they **would change** / **changed** their lifestyle.
3. If I **were** / **would be** you, I would see a doctor.
4. If she had cosmetic surgery, she **would feel** / **felt** more confident.
5. If teens **would know** / **knew** the dangers of energy drinks, they would stop drinking them.
6. Teens **wouldn't start** / **didn't start** crazy diets if they didn't feel peer pressure.

### C. First or second conditional? Identify the sentences.

1. If I met my favourite model, I would ask her for her autograph. \_\_\_\_\_
2. They won't get good marks, if they are too worried about their body image. \_\_\_\_\_
3. If I were you, I would talk to my parents. \_\_\_\_\_
4. If she didn't have weight issues, she wouldn't be on a diet. \_\_\_\_\_
5. If teens were more self-confident, they wouldn't be obsessed with their body image. \_\_\_\_\_
6. Will the students at my school bully me if I am fat? \_\_\_\_\_

# Conditional sentences

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write first conditional sentences.

1. If / she / go / on a diet / she / lose / weight / .

\_\_\_\_\_

2. He / not keep fit / if / he / not exercise / .

\_\_\_\_\_

3. If / kids / eat / junk food / they / get / overweight / .

\_\_\_\_\_

4. If / my / parents / agree / I / become / a vegetarian / .

\_\_\_\_\_

5. Students / not do / well / at school / if / they / not get / enough / sleep / .

\_\_\_\_\_



### B. Complete the second conditional sentences with the correct form of the verbs in brackets.

1. If teens \_\_\_\_\_ (**not be**) influenced by celebrities, they \_\_\_\_\_ (**not develop**) eating disorders.

2. If she \_\_\_\_\_ (**not compare**) herself to others, she \_\_\_\_\_ (**accept**) her body image.

3. He \_\_\_\_\_ (**go**) out with his friends more often if he \_\_\_\_\_ (**not have**) so many pimples on his face.

4. If I \_\_\_\_\_ (**be**) you, I \_\_\_\_\_ (**not over-exercise**).

5. If my sister \_\_\_\_\_ (**not be**) so obsessed about her weight, she \_\_\_\_\_ (**not vomit**) on purpose.

### C. Complete the first or second conditional sentences with the correct form of the verbs in brackets.

1. \_\_\_\_\_ my friends \_\_\_\_\_ (**accept**) me if I am not slim?

2. She won't become a famous designer if she \_\_\_\_\_ (**not work**) hard.

3. If I \_\_\_\_\_ (**meet**) my favourite model, I would ask her for her autograph.

4. My father \_\_\_\_\_ (**cook**) a healthy dinner if we buy the ingredients.

5. If teens \_\_\_\_\_ (**not be**) influenced by celebrities and advertising, they wouldn't be so obsessed with their body image.

6. If I were you, I \_\_\_\_\_ (**buy**) this new cream to treat acne.

# Reported speech – Statements

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Complete the table.

| Verb Tenses        |                 |
|--------------------|-----------------|
| Direct Speech      | Reported speech |
| 1.                 | Past Simple     |
| Present Continuous | 2.              |
| 3.                 | Conditional     |
| Past Simple        | 4.              |
| 5.                 | Past Perfect    |

### B. Complete the tables with the words or expressions below.

the day before   these   that day   the previous week/the week before   that  
here   tomorrow   now

| Direct Speech | Reported Speech      |
|---------------|----------------------|
| 1.            | then, at that moment |
| this          | 2.                   |
| 3.            | those                |
| 4.            | there                |

| Direct Speech | Reported Speech                 |
|---------------|---------------------------------|
| yesterday     | 5.                              |
| 6.            | the next day, the following day |
| today         | 7.                              |
| last week     | 8.                              |

### C. Complete the tables.

| Direct Speech | Reported Speech |
|---------------|-----------------|
| I/you         | 1.              |
| we/you        | 2.              |
| my            | 3.              |
| your          | 4.              |

| Direct Speech | Reported Speech |
|---------------|-----------------|
| our           | 5.              |
| mine          | 6.              |
| yours         | 7.              |
| ours          | 8.              |



D. Choose the correct option.

1. ☐

Liam: "I **think** part-time jobs **are** important because teens **gain** work experience. That's why the number of teens looking for a part-time job **is increasing**."

a. Liam said that I **thought** part-time jobs **are being** important because teens **were gaining** work experience. That's why the number of teens looking for a part-time job **increased**.

b. Liam said that **he thought** part-time jobs **were** important because teens **gained** work experience. That's why the number of teens looking for a part-time job **was increasing**.

2. ☐

a. Sarah said that **the day before she had gone** to the job centre and **she had found** a suitable job for **her**. **At that moment she was filling in that** application form to apply for the job.

b. Sarah said that **the next day she would go** to the job centre and **she find** a suitable job for **her**. **The previous day she had filled in that** application form to apply for the job.

Sarah: "Yesterday I **went** to the job centre and I **found** a suitable job for **me**. **Now I am filling in this** application form to apply for the job."

3. ☐

Claire and Tiffany: "Last summer **we didn't go** on holiday because **we got** a part-time job. **We worked** as shop assistants and **earned** some money."

a. They said that **the previous summer they hadn't been** on holiday because **they had got** a part-time job. **They had worked** as shop assistants and **had earned** some money.

b. They said that **this summer they wouldn't go** on holiday because they **would get** a part-time job. **They were working** as shop assistants and **earned** some money.

# Reported speech – Statements

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Change the sentences into reported speech. Make changes to the expressions in bold.

1. **Vincent**: “**I want** to get a part-time job because **I need** to earn some money.”

Vincent explained that \_\_\_\_\_

2. **Teacher**: “Students who **have** part-time jobs often **get** bad results at school.”

The teacher said \_\_\_\_\_

3. **Brian**: “**I have worked** as a dog walker in **my** free time. **Yesterday I took my** next door neighbour’s dogs out for a walk.”

Brian said \_\_\_\_\_

4. **The students**: “Mrs Stevens, **we believe our** report on teen jobs **will be** ready **next** Monday.”

The students informed the teacher \_\_\_\_\_

5. **Jessica**: “**I am** confused because **I want** to get a part-time job but **I don’t know** where to go or what to do.”

Jessica explained that \_\_\_\_\_

6. **Teacher**: “**This** student **went** to an interview **two days ago** and **got** the job.”

The teacher said \_\_\_\_\_

### B. Julie is talking to a friend on WhatsApp. Report what she said.

1. I am 16 and I am trying to balance my part-time job and schoolwork.

2. My teachers haven’t been very helpful.

3. They don’t understand that I’m working late every day.

4. I am very worried because my grades haven’t been good lately.

5. I hope I will do well at school by the end of the school year.

1. Julie explained that \_\_\_\_\_

2. She said \_\_\_\_\_

3. She thought \_\_\_\_\_

4. She added that \_\_\_\_\_

5. She said \_\_\_\_\_



# Reported speech – Questions and orders

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct sentences in reported speech.

1. "Peter, when are you going to the job interview?"

- |                                                             |
|-------------------------------------------------------------|
| a. His mother asked when he was going to the job interview. |
| b. His mother asked when was he going to the job interview. |
| c. His mother asked when he is going to the job interview.  |

- |                                                     |
|-----------------------------------------------------|
| a. Terry asked his father if he may take the car.   |
| b. Terry asked his father if he takes the car.      |
| c. Terry asked his father if he might take the car. |

2. "Dad, may I take the car?"

3. "Sally, do you like your new job?"

- |                                                           |
|-----------------------------------------------------------|
| a. Sally's father asked her if she liked her new job.     |
| b. Sally's father asked her if she does like her new job. |
| c. Sally's father asked her if she likes her new job.     |

- |                                                   |
|---------------------------------------------------|
| a. The teacher asked Mary what her dream job is.  |
| b. The teacher asked Mary what her dream job was. |
| c. The teacher asked Mary what was her dream job. |

4. "Mary, what is your dream job?"

### B. Complete the sentences in reported speech.

1. Jenny: "Brian, **don't be** nervous!"

Jenny advised Brian \_\_\_\_\_ nervous.

2. Shopping assistant: "Mrs Smith, **read** the instructions."

The shop assistant told Mrs Smith \_\_\_\_\_ the instructions.

3. Teacher: "**Don't arrive** late!"

The teacher warned the students \_\_\_\_\_ late.

4. Susan: "Henry, **study** hard!"

Susan advised Henry \_\_\_\_\_ hard.

5. Wife: "**Help me clean** the house!"

His wife asked him \_\_\_\_\_ the house.

# Reported speech – Questions and orders

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Change these sentences into reported speech.

"Joe, what qualifications do you need for your new job?"

1. Joe's mother \_\_\_\_\_

2. Nancy \_\_\_\_\_

"Mum, may I go to Jane's party next Saturday?"

"Lucy, are you looking for a part-time job?"

3. Lucy's father \_\_\_\_\_

4. The teacher \_\_\_\_\_

"Tony, where does your mother work?"

"Felicity and Ron, do you want to go to the cinema with me?"

5. Vince \_\_\_\_\_

### B. Report the following sentences. Use the reporting verbs in brackets.

1. Teacher: "Don't use your iPhones in class!" (**warn**)

\_\_\_\_\_

2. Paul: "Text me when you arrive, Julie." (**ask**)

\_\_\_\_\_

3. Cynthia: "Clean your feet before you come in, Adam!" (**order**)

\_\_\_\_\_

4. Tom: "Son, drive carefully!" (**warn**)

\_\_\_\_\_

5. Helen: "Children, go to bed early!" (**order**)

\_\_\_\_\_

6. Cathy: "Laura, take the dogs for a walk!" (**request**)

\_\_\_\_\_

# Verbs + *to*-infinitive and verbs + *-ing* form

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write the headings in the correct column.

| Verb + <i>to</i> -infinitive                    | Verb + <i>-ing</i> form               |
|-------------------------------------------------|---------------------------------------|
| verbs usually followed by <i>to</i> -infinitive | verbs usually followed by <i>-ing</i> |

| 1.                                                                                                                     | 2.                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| agree; help; hope; plan; refuse; afford; decide;<br>expect; forget; learn; mean; offer; promise; want;<br>wish; choose | mention; finish; avoid; tolerate; detest; consider;<br>deny; enjoy; imagine; justify; practise; save; keep<br>(on); suggest |

### B. Verb + *to*-infinitive or verb + *-ing* form? Identify the sentences.

1. Terry agreed to study hard. \_\_\_\_\_
2. My children avoid checking messages constantly. \_\_\_\_\_
3. Teens refuse to live without their mobile phones. \_\_\_\_\_
4. She promised to stop eating in front of the TV. \_\_\_\_\_
5. He can't help using technological devices. \_\_\_\_\_

### C. Choose the correct form.

1. My brother promised **not to spend / not spending** so much time on social networks.
2. Teens forget **to clean / cleaning** their rooms.
3. I always avoid **to have / having** chats on Facebook.
4. Teens enjoy **to play / playing** online games.
5. She wants **to watch / watching** the new episodes of her favourite series.

### D. Complete the sentences.

1. Terry agreed \_\_\_\_\_ (**not play**) online games all the time.
2. My parents are considering \_\_\_\_\_ (**buy**) a new TV set.
3. I expect my son \_\_\_\_\_ (**get**) good marks at school.
4. She hopes \_\_\_\_\_ (**finish**) the research tonight.

# Verbs + *to*-infinitive and *-ing* form

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write these verbs in the correct column.

agree choose mention decide finish help hope learn mean  
offer plan promise refuse want wish allow avoid consider  
deny afford detest enjoy save imagine justify keep (on) practise  
suggest forget expect

| Verb + <i>to</i> -infinitive<br>verbs usually followed by <i>to</i> -infinitive | Verb + <i>-ing</i> form<br>verbs usually followed by <i>-ing</i> form |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|                                                                                 |                                                                       |

### B. Choose the correct form.

1. They decided **not to eat** / **not eating** junk food.
2. They enjoy **to watch** / **watching** series on TV.
3. Teens want **to try** / **trying** new experiences.
4. Sophie detests **to meet** / **meeting** people she doesn't know.
5. He decided **to buy** / **buying** her a present.

### C. Verb + *to*-infinitive or verb + *-ing* form? Complete the sentences with the verbs in the box

give text open buy drink

1. My brother loves \_\_\_\_\_ messages all day.
2. Would you like \_\_\_\_\_ an iPhone or an iPad?
3. She decided \_\_\_\_\_ an account on Facebook.
4. I must remember \_\_\_\_\_ my mother a call. It's her birthday.
5. He was already drunk but he kept on \_\_\_\_\_.



# Connectors

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Write the headings in the correct column of the table.**

| Result | Addition | Contrast | Cause | Time |
|--------|----------|----------|-------|------|
|--------|----------|----------|-------|------|

### CONNECTORS

| 1.                                                                                       | 2.                                                                                                                                 | 3.                                                                      | 4.                                                                            | 5.                                                                                                   |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>and</li> <li>besides</li> <li>moreover</li> </ul> | <ul style="list-style-type: none"> <li>but</li> <li>however</li> <li>even though</li> <li>although</li> <li>in spite of</li> </ul> | <ul style="list-style-type: none"> <li>so</li> <li>therefore</li> </ul> | <ul style="list-style-type: none"> <li>because</li> <li>because of</li> </ul> | <ul style="list-style-type: none"> <li>when</li> <li>while</li> <li>then</li> <li>finally</li> </ul> |

**B. Match the two columns.**

- |                                                |                          |                                                |
|------------------------------------------------|--------------------------|------------------------------------------------|
| 1. Even though he lived in London for a month, | <input type="checkbox"/> | a. However, she got a bad mark.                |
| 2. My daughter studied hard for the test.      | <input type="checkbox"/> | b. the girls are BFF.                          |
| 3. The student is being bullied.               | <input type="checkbox"/> | c. he kept sending messages on his iPhone.     |
| 4. In spite of arguing a lot,                  | <input type="checkbox"/> | d. because the leading actors are so cool.     |
| 5. Although he was told to go to bed early,    | <input type="checkbox"/> | e. Therefore, he doesn't want to go to school. |
| 6. I would like to watch that film             | <input type="checkbox"/> | f. he doesn't speak English very well.         |

**C. Choose the correct connector.**

- In spite of / Because of** having a lot of friends on Facebook, Mark feels very lonely.
- Teens should ask for help **when / but** they are cyberbullied.
- I got through being bullied online **therefore / because** the Cybersmile foundation helped me.
- However / Even though** cyberbullying has stopped, the girl still can't sleep at night.

**D. Join the sentences using the connector in brackets.**

- A group of girls were always nagging me at school. I felt humiliated. **(so)**  
\_\_\_\_\_
- Giving personal information online is very dangerous. Teens sometimes share personal details online. **(however)**  
\_\_\_\_\_

# Connectors

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write the words below in the correct column.

when   so   moreover   because   then   while   even though   because of   but  
finally   besides   and   although   however   therefore   in spite of

| 1. Addition | 2. Contrast | 3. Result | 4. Cause | 5. Time |
|-------------|-------------|-----------|----------|---------|
|             |             |           |          |         |

### B. Complete the sentences with a connector in the box. Use a different connector for each sentence.

in spite of   although   because   when   so

- \_\_\_\_\_ teens are bullied, they feel depressed.
- \_\_\_\_\_ feeling embarrassed, she asked for help.
- My daughter gets threatening messages, \_\_\_\_\_ she deletes all of them.
- \_\_\_\_\_ my friend doesn't recognise the sender's address, he opens the messages.
- He decided to do something to stop cyberbullying \_\_\_\_\_ he thinks it's a nasty thing to do.

### C. Join the sentences using a suitable connector.

- Victims know they should ask for help. They are afraid.

\_\_\_\_\_

- She asked for help. She was getting nasty messages.

\_\_\_\_\_

- He is being bullied. He goes to school every day.

\_\_\_\_\_





# Question tags

## Grammar A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct form of the verbs.

- Cyberbullying is a very serious problem, \_\_\_\_\_?  
a. isn't it                      b. wasn't it
- Parents don't know how to deal with their teenage children, \_\_\_\_\_?  
a. do they                      b. don't parents
- Your parents took your brother to the psychologist, \_\_\_\_\_?  
a. aren't they                      b. didn't they
- The student wasn't searching the net yesterday after dinner, \_\_\_\_\_?  
a. was he                      b. was the student
- Bullies will be convicted in court, \_\_\_\_\_?  
a. weren't they                      b. won't they
- Demi Lovato suffered from an eating disorder, \_\_\_\_\_?  
a. was she                      b. didn't she
- Don't be afraid to speak up, \_\_\_\_\_?  
a. will you                      b. do you
- Those girls aren't on a diet, \_\_\_\_\_?  
a. are those                      b. are they

### B. Complete the sentences with the correct question tag from the box.

- Thomas doesn't have problems at school, \_\_\_\_\_?
- Teens spend too much time online, \_\_\_\_\_?
- Alex isn't home, \_\_\_\_\_?
- Alice was ashamed of her body, \_\_\_\_\_?
- Adolescence is an exciting time, \_\_\_\_\_?
- Let's watch this film, \_\_\_\_\_?

is he  
does he  
shall we  
don't they  
wasn't she  
isn't it

### C. Complete the sentences with the correct question tag.

- Your parents support you all the time, \_\_\_\_\_?
- Some girls started calling Sally awful names, \_\_\_\_\_?
- Let's study in the library, \_\_\_\_\_?
- They won't arrive on time, \_\_\_\_\_?
- Some celebrities encourage teens to get help, \_\_\_\_\_?

# Question tags

## Grammar B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct question tag to complete the sentences.

1. Teens are usually happy and cheerful, \_\_\_\_\_?  
a. aren't they      b. are they      c. don't they
2. She didn't feel depressed, \_\_\_\_\_?  
a. didn't she      b. did she      c. does she
3. Let's meet in the shopping centre, \_\_\_\_\_?  
a. will we      b. shall we      c. don't we
4. Stop texting, \_\_\_\_\_?  
a. do you?      b. won't you      c. will you
5. My friends support me all the time, \_\_\_\_\_?  
a. don't they      b. do they      c. did they

### B. Correct the mistakes.

1. Cyberbullying affects people seriously, hasn't it?
2. Parents attended a workshop on how to deal with teenagers last week, they didn't?
3. Let's take a selfie, will we?
4. You weren't on Facebook yesterday after dinner, wasn't you?
5. We have to fight bullies, have we?
6. She won't go to school, is she?

### C. Complete the sentences with the correct question tag.

1. He doesn't wake up on time, \_\_\_\_\_?
2. She spends too much time playing games online, \_\_\_\_\_?
3. Peter didn't go to the psychologist, \_\_\_\_\_?
4. He refused to go out with his friends, \_\_\_\_\_?
5. It isn't easy to live with a teenager, \_\_\_\_\_?
6. Teens go through many changes during adolescence, \_\_\_\_\_?
7. Bullies want to hurt their victims, \_\_\_\_\_?
8. They arrived on time, \_\_\_\_\_?
9. Schools are fighting bullying, \_\_\_\_\_?



# Unit 1 Teens' experiences

## Teens' amazing experiences – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Complete the sentences with the words given.

exchange      volunteer      camps      programme

1. Sometimes teens decide to spend their holidays in summer \_\_\_\_\_.
2. My sister enrolled in a Language study abroad \_\_\_\_\_ to improve her language skills.
3. International student \_\_\_\_\_ programmes offer students the chance to spend some time studying abroad.
4. Teens' \_\_\_\_\_ programmes can be a life-changing experience and a way to expand their horizons by helping others.

### B. Label the pictures with the words/expressions given.

seat belt      boarding pass      check-in desk      departure board



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

### C. Choose the correct option about airport travelling vocabulary.

1. You drop your luggage and have your boarding passes checked at the **check-in desk / passport control**.
2. Flight **control / attendant**: "We are about to take off now, please **control / fasten** your seat **belts / desks**."
3. When I fly I usually take a **window or aisle / boarding** seat.
4. Mary: "Mum, where do I keep my hand **suitcase / luggage** on a plane?"  
Mum: "In the **flight / overhead compartment**, dear."
5. "Look, that's our bag on the **conveyor / seat belt**."

# Unit 1 Teens' experiences

Teens' amazing experiences – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Complete the sentences with the missing words.

1. Sometimes teens decide to spend their holidays on summer c \_\_\_\_\_ tours.
2. Participating in students' e \_\_\_\_\_ programmes is an excellent opportunity to study abroad and live with a h \_\_\_\_\_ family.
3. Teens interested in helping others have the opportunity to apply for a placement in v \_\_\_\_\_ programmes abroad.
4. My brother improved his language skills because he went on a Language study abroad p \_\_\_\_\_
5. I loved spending my holidays in a summer c \_\_\_\_\_ last year.

## B. Label the pictures.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

## C. Complete the sentences with airport travelling vocabulary.

1. On a plane you must keep your hand \_\_\_\_\_ in the \_\_\_\_\_.
2. "Excuse me, where is the British Airways \_\_\_\_\_?"
3. When I fly I usually take a \_\_\_\_\_ seat.
4. "Please, have your \_\_\_\_\_ and identification ready for boarding."
5. Passengers arriving from Amsterdam can claim their luggage at \_\_\_\_\_ number 6.
6. The \_\_\_\_\_ asked the passenger to fasten his \_\_\_\_\_.

# Unit 1 Teens' experiences

## Volunteering – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Label the pictures with the type of volunteer work.

working at a library   helping at an animal shelter   helping at a food bank  
taking part in a clean-up campaign



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

### B. Choose the best option to match the definition.

1. The act of collecting money for a specific objective.

a. to sort

☐

b. shelter

☐

c. fundraising

☐

2. People who have no place to live.

a. homeless

☐

b. to help out

☐

c. self-esteem

☐

3. The food, money, time and help that is given to people in need.

a. to support

☐

b. to get involved

☐

c. charity

☐

4. To help other people in need.

a. to give a hand

☐

b. to support

☐

c. volunteer application

☐

5. To increase or develop your skills.

a. to boost

☐

b. to volunteer

☐

c. humanitarian

☐

6. A famous person who defends human rights all over the world.

a. activist

☐

b. environmentalist

☐

c. Goodwill Ambassador

☐

# Unit 1 Teens' experiences

## Volunteering – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Decide which type of volunteer work would be the most suitable for each of these students.

1. helping at a food bank    2. giving a hand to senior citizens  
3. taking part in a clean-up campaign    4. helping at an animal shelter



a. I love helping older people. ☐



b. I like collecting and distributing food ☐



c. We love animals! ☐



d. I like protecting the environment. ☐

B. Complete the sentences with words/expressions from the box.

ambassadors    helps out    fundraising    volunteer    shelter    homeless    application

1. I am a \_\_\_\_\_ at the local community centre.
2. There are lots of \_\_\_\_\_ people who don't have a place to live and stay at a \_\_\_\_\_.
3. The volunteer team usually \_\_\_\_\_ at the Food Bank.
4. If you want to become a member of our team, you just have to fill in an \_\_\_\_\_.
5. We often organise \_\_\_\_\_ activities to collect money to help people in need.
6. Famous people who defend human rights all over the world are called Goodwill \_\_\_\_\_.

# Unit 2 Tech teens

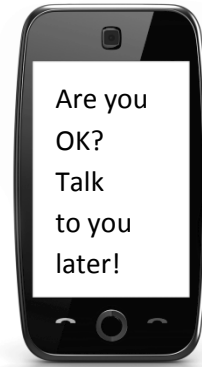
## Tech talk – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Match the tech talk to the correct word or expression.

- |         |                          |                        |
|---------|--------------------------|------------------------|
| 1. B4N  | <input type="checkbox"/> | a. Talk to you later   |
| 2. CU   | <input type="checkbox"/> | b. As soon as possible |
| 3. W8   | <input type="checkbox"/> | c. See you             |
| 4. L8R  | <input type="checkbox"/> | d. Bye for now         |
| 5. TTYL | <input type="checkbox"/> | e. Wait                |
| 6. ASAP | <input type="checkbox"/> | f. Later               |

### B. Write the messages using tech talk.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

### C. Chose the correct word/expression used in these situations.

1. The girl posted a nasty comment about a friend but had a **defriend** / **digital hangover** the next day.
2. Dad: "Alice, stop **phubbing** / **vlogging**. You are ignoring the whole family while you're on that phone!"
3. I have a **vlog** / **selfie** where I post videos about my life every day.
4. Mum: "What does **defriending** / **phubbing** mean?"  
Sally: "It means you deleted an online friend."
5. My friends enjoy taking **selfies** / **live-tweets** and posting them on Facebook or Instagram.

# Unit 2 Tech teens

## Tech talk – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Complete the tables.

| Tech talk | Everyday English  |
|-----------|-------------------|
| ASAP      | 1.                |
| 2.        | Talk to you later |
| LOL       | 3.                |
| 4.        | Be right back     |
| CU        | 5.                |

| Tech talk | Everyday English |
|-----------|------------------|
| 6.        | Great            |
| 7.        | Thanks           |
| 8.        | Hugs and kisses  |
| 9.        | For you          |
| L8R       | 10.              |

### B. Write this message on the mobile phone using Tech Talk.

Where **are you**? **Are you** OK?

Can **you** send me Thomas's number **as soon as possible**?

We're going **to the** cinema. **Do you want to come too**?

**See you later.**

**Thanks!**

**Hugs and Kisses**



### C. Complete the sentences with the correct word/expression.

1. When you have a video diary showing your life you have a \_\_\_\_\_.
2. A photo you take of yourself is called a \_\_\_\_\_.
3. \_\_\_\_\_ means deleting an online friend.
4. When you do something online that you regret the next day it is called a \_\_\_\_\_.
5. \_\_\_\_\_ means that you ignore people while you are on your mobile phone.



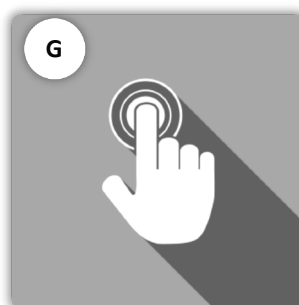
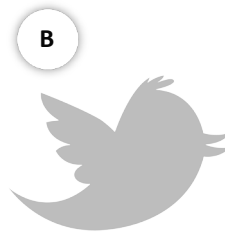
# Unit 2 Tech teens

## Technology – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Unscramble the words and match them to the correct picture.

- |                     |                          |                     |                          |
|---------------------|--------------------------|---------------------|--------------------------|
| 1. LEVI TEWET _____ | <input type="checkbox"/> | 5. UOPALD _____     | <input type="checkbox"/> |
| 2. DVEIECS _____    | <input type="checkbox"/> | 6. WREID _____      | <input type="checkbox"/> |
| 3. PASP _____       | <input type="checkbox"/> | 7. TCEH-VSAVY _____ | <input type="checkbox"/> |
| 4. PSOT _____       | <input type="checkbox"/> | 8. ULGNEUGPD _____  | <input type="checkbox"/> |



# Unit 2 Tech teens

## Technology – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Look for 9 words related to the topic technology and write them.

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### B. Fill in the blanks with some of the words from above.

1. These days kids are \_\_\_\_\_ because they know a lot about modern technology.
2. My children panicked when I told them they would be \_\_\_\_\_ for a week.
3. People \_\_\_\_\_ important events in real time.
4. Teens spend a lot of time online. They are \_\_\_\_\_ all the time.
5. Many people \_\_\_\_\_ stuff onto YouTube.
6. At this store I bought an awesome technological \_\_\_\_\_.
7. My sister keeps a \_\_\_\_\_ where she writes every day.
8. The new \_\_\_\_\_ on your blog is very interesting!

# Unit 3 Healthy teens

## Healthy and unhealthy lifestyles – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Circle the correct option.

1. Nowadays young people's **lifestyles / vitamins** have changed a lot.
2. Some teenagers become **image-obsessed / junk food** and they start **over-exercising / fattening food** to lose weight.
3. **Balanced diets / Eating disorders** are illnesses which cause serious health problems.
4. Teens that eat a lot of **healthy food / fast food** become **underweight / overweight**. They usually have a hard time at school because they get bullied and suffer from **low / high** self-esteem.

### B. Match the words or expressions on the left with their definition on the right.

- |                     |                          |                                                                                                                               |
|---------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1. fast food        | <input type="checkbox"/> | a. when someone is very fat in a way that is unhealthy                                                                        |
| 2. bulimia          | <input type="checkbox"/> | b. food that is made and served very quickly and that you can take away with you                                              |
| 3. fibre            | <input type="checkbox"/> | c. food that contains a lot of fat or sugar and isn't healthy                                                                 |
| 4. obesity          | <input type="checkbox"/> | d. an illness in which people cannot stop themselves from eating too much, and then vomiting in order to control their weight |
| 5. junk food        | <input type="checkbox"/> | e. when your desire to eat is reduced                                                                                         |
| 6. loss of appetite | <input type="checkbox"/> | f. important component of a healthy diet                                                                                      |

### C. Label the pictures with words or expressions from exercise 2.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

# Unit 3 Healthy teens

## Healthy and unhealthy lifestyles – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

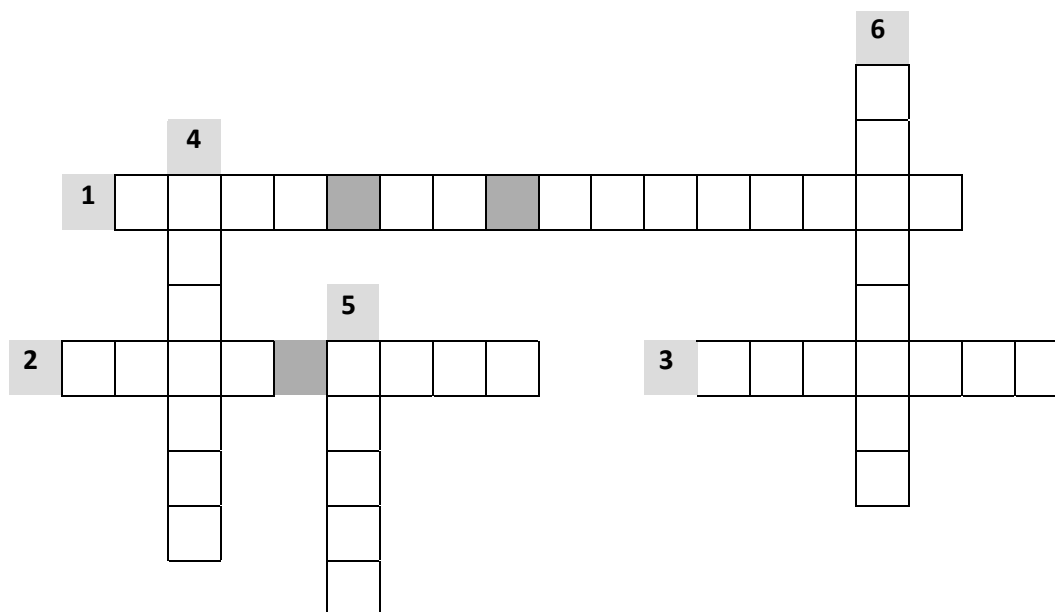
### A. Complete the sentences with the words or expressions from the box.

image-obsessed   lifestyles   healthy   over-exercising   balanced diet  
eating disorders   overweight   fast food   low self-esteem

1. A \_\_\_\_\_ gives teens the energy they need and helps them look and feel great.
2. Teens who have unhealthy \_\_\_\_\_ are more likely to suffer from serious diseases.
3. In an \_\_\_\_\_ society, teens are \_\_\_\_\_ in order to lose weight.
4. Each year, lots of teens develop \_\_\_\_\_ like anorexia and bulimia.
5. Teens who are \_\_\_\_\_ usually have \_\_\_\_\_.
6. Schools should advise teens to eat \_\_\_\_\_ food instead of \_\_\_\_\_.

### B. Read the clues and complete the crossword puzzle.

1. When your desire to eat is reduced.
2. Food that is made and served very quickly and that you can take away with you.
3. An emotional eating disorder in which overeating is followed by induced vomiting.
4. Condition of someone who is very fat in a way that is unhealthy.
5. Important component of a balanced diet.
6. An organic and chemical compound and a vital nutrient that an organism requires.



# Unit 3 Healthy teens

## Body image – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Circle the odd word out.

1. fat – obese – overweight – healthy
2. fashion – culture – size – model
3. product – appearance – image – body
4. physical exercise – workout – skinny – over-exercising
5. pimples – acne – gym – cream
6. advertising – media – celebrities – keep fit

### B. Choose the correct option.

1. Most teens worry a lot about the way they **look / exercise**.
2. In fact, teens are **obsessed / obese** with their body **appearance / image** and start **over-exercising / advertising**.
3. They think they are **fat / image** and want to lose **weight / pimples**.
4. Teens who care too much about their physical **image / appearance** get serious problems and suffer from **high / low** self-esteem.
5. Some teens are **fashion / look** victims.
6. Exercising is very important to keep **workout / fit**.

### C. Complete the sentences with the words in the box.

1. If you eat unhealthy food, you'll put on \_\_\_\_\_.
2. Celebrities \_\_\_\_\_ the way teens see themselves.
3. A balanced \_\_\_\_\_ is essential to be healthy.
4. She started \_\_\_\_\_ to look like the models in magazines.
5. \_\_\_\_\_ influences our everyday lives.
6. Who you really are inside is more important than your physical \_\_\_\_\_.
7. Lots of teens have \_\_\_\_\_ and go to the dermatologist for acne treatment.
8. Dancing is the \_\_\_\_\_ that fits my personality.

diet

workout

appearance

advertising

weight

pimples

influence

over-exercising

# Unit 3 Healthy teens

## Body image – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Find eight words used to talk about body image in the wordsearch.

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

### B. Choose the correct option.

1. Sometimes celebrities' attitudes encourage teens to go on dangerous \_\_\_\_\_.

a. diets ☐ b. pimples ☐ c. fashions ☐ d. magazines ☐

2. Teens are obsessed about their body \_\_\_\_\_.

a. appearance ☐ b. weight ☐ c. image ☐ d. look ☐

3. When they look in the mirror, they think they are \_\_\_\_\_.

a. skinny ☐ b. fat ☐ c. over-exercising ☐ d. models ☐

4. They want to \_\_\_\_\_ fit, so they go to the gym every day.

a. workout ☐ b. keep ☐ c. lose ☐ d. eat ☐

### C. Complete the sentences with the missing words.

1. Sometimes celebrities have a negative i\_\_\_\_\_ on teenagers.

2. My sister has bought a new cream to treat a\_\_\_\_\_.

3. Physical exercise is very important but if you o\_\_\_\_\_ - e\_\_\_\_\_, it can be unhealthy.

4. Lots of teens put on w\_\_\_\_\_ because they eat junk food.

5. If you want to go on a d\_\_\_\_\_, you should see a doctor first.

6. My best friend worries a lot about the way she looks. She is obsessed about her a\_\_\_\_\_.

# Unit 4 Teens and work

## Part-time jobs – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Look at the pictures and identify the part-time jobs.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

### B. Choose the best option to match the definitions.

1. The personal qualities and faults of a person

a. skills

☐

b. personal traits

☐

2. To get money by working and receiving a salary

a. to balance

☐

b. to earn money

☐

3. The cost of the things you need

a. personal expenses

☐

b. work schedule

☐

4. To formally ask for a job

a. to apply for a job

☐

b. to save money

☐

5. Pocket money

a. allowance

☐

b. available

☐

## Unit 4 Teens and work

### Part-time jobs – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

#### A. Complete the sentences with the correct word or expression.

1. Mom: "What are you doing?"

Brian: "I am writing my C\_\_\_\_\_ V\_\_\_\_\_ because I am going to apply for a part-time job."

2. Some teens are having trouble paying their U\_\_\_\_\_ fees.

3. Terry decided to get a part-time job to increase his f\_\_\_\_\_ i\_\_\_\_\_.

4. Julie saved some p\_\_\_\_\_ m\_\_\_\_\_ when she worked as a babysitter last summer.

5. Some part-time jobs require specific p\_\_\_\_\_ q\_\_\_\_\_.

#### B. Write earn, win or gain in the correct column. Use a dictionary.

| 1.           | 2.           | 3.               |
|--------------|--------------|------------------|
| weight       | money        | a sporting event |
| an advantage | a salary     | a competition    |
| access       | a living     | a medal          |
| admission    | a fortune    | a prize          |
| experience   | a reputation | a contract       |
| time         |              | support          |

#### C. Choose the correct option.

1. His father doesn't **earn / gain** much money.

2. The journalist **won / gained** entry to the building by showing his press pass.

3. American athletes have **won / gained** lots of gold medals in international competitions.

4. His parents **earn / gain** a lot of money because they work at weekends too.

#### D. Complete with earn, win or gain in the correct form.

1. She took part in the contest and \_\_\_\_\_ a lot of money.

2. Teens get part-time jobs to \_\_\_\_\_ some money to buy things.

3. My sister decided to go on a diet because she \_\_\_\_\_ some weight last summer.

4. The experience he \_\_\_\_\_ in his part-time job will be very important for his professional success.

5. Some people struggle to \_\_\_\_\_ a living.

6. Teachers have to \_\_\_\_\_ their students' respect.

7. The British team \_\_\_\_\_ the gold medal at the Olympics.

8. We want to \_\_\_\_\_ the lottery.

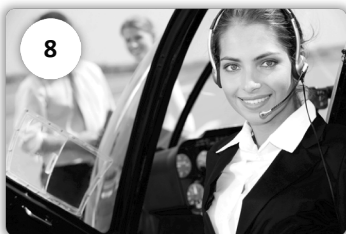


# Unit 4 Teens and work

Jobs and careers – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Look at the pictures and fill in the table.



| Picture | Job | Workplace |
|---------|-----|-----------|
| 1       |     |           |
| 2       |     |           |
| 3       |     |           |
| 4       |     |           |
| 5       |     |           |
| 6       |     |           |
| 7       |     |           |
| 8       |     |           |
| 9       |     |           |

# Unit 4 Teens and work

## Jobs and careers – Vocabulary B

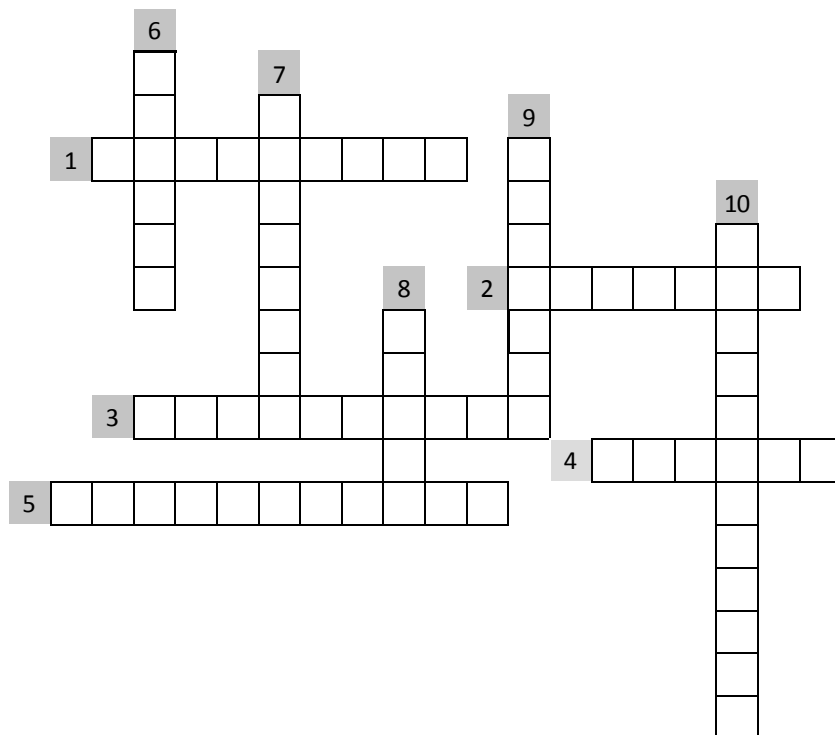
Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct word or expression.

1. This company needs to **hire / promote** new staff for the new branch in Leeds.
2. The **career / employer** read my **Curriculum Vitae / diploma** and has asked me to come by for **an interview / a training course** next week.
3. I didn't accept the job at the office because I want a more **routine / challenging** job.
4. If I work hard, I can get a **training course / promotion**.

### B. Read the definitions and complete the crossword puzzle.

1. Someone whose job is to do scientific research.
2. Someone whose job is to teach.
3. Someone whose job is to report news for a newspaper, TV or radio programme.
4. Someone whose job is to write books, short stories, etc.
5. Someone whose job is to put fires out.
6. Someone whose job is to treat sick people.
7. Someone whose job is to design or build roads, machines, engines, etc.
8. Someone whose job is to fly aircrafts.
9. Someone whose job is to examine and treat people's teeth.
10. Someone whose job is to work in reception at a hotel, an office, etc.

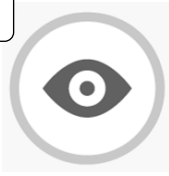


# Unit 5 Teens' lives

## Teens' addictions – Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Match the physical problems with the symbols.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
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| <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">1</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">2</div>  | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">3</div>  | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">4</div>  | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">5</div>  | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">6</div>  | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">7</div>  | <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">8</div>  |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">a. fewer hours of sleep</td> <td style="width: 30px;"></td> </tr> <tr> <td style="padding: 5px;">b. concentration problems</td> <td></td> </tr> <tr> <td style="padding: 5px;">c. iPosture problems caused by phones</td> <td></td> </tr> <tr> <td style="padding: 5px;">d. Facebook depression</td> <td></td> </tr> <tr> <td style="padding: 5px;">e. finger and wrist pain caused by videogames</td> <td></td> </tr> <tr> <td style="padding: 5px;">f. hearing problems</td> <td></td> </tr> <tr> <td style="padding: 5px;">g. weight problems caused by too much TV</td> <td></td> </tr> <tr> <td style="padding: 5px;">h. eye problems</td> <td></td> </tr> </table> |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    | a. fewer hours of sleep |  | b. concentration problems |  | c. iPosture problems caused by phones |  | d. Facebook depression |  | e. finger and wrist pain caused by videogames |  | f. hearing problems |  | g. weight problems caused by too much TV |  | h. eye problems |  |
| a. fewer hours of sleep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| b. concentration problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| c. iPosture problems caused by phones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| d. Facebook depression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| e. finger and wrist pain caused by videogames                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| f. hearing problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| g. weight problems caused by too much TV                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |
| h. eye problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                         |  |                           |  |                                       |  |                        |  |                                               |  |                     |  |                                          |  |                 |  |

### B. Complete the sentences describing constantly plugged-in behaviours. Use the words /expressions in the box.

hearing   leant over   obesity   lack of   networks   screens   devices   pain

1. Teens can get iPosture problems from being constantly \_\_\_\_\_ their phones.
2. Too many hours of TV per day may lead to \_\_\_\_\_.
3. Teens get wrist and finger \_\_\_\_\_ from playing too much.
4. You spend too much time on social \_\_\_\_\_.
5. 12,5% of teens suffer from \_\_\_\_\_ loss.
6. Tech \_\_\_\_\_ steal away teens' sleep: 45% sleep fewer than 8 hours.
7. Teens can suffer from \_\_\_\_\_ concentration.
8. Too much time in front of \_\_\_\_\_ weakens blood vessels in teens' eyes.

# Unit 5 Teens' lives

## Teens' addictions – Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Write the physical problems next to the constantly plugged-in behaviours.

fingers and wrist pain

less sleep

hearing problems

eye problems

too much distraction

feeling down

weight issues

iPosture

| Constantly plugged-in life behaviours                                                   | Physical problems |
|-----------------------------------------------------------------------------------------|-------------------|
| 1. 12,5% of teens suffer from hearing loss.                                             |                   |
| 2. They spend too much time on social networks.                                         |                   |
| 3. Two or more hours of TV per day may lead to obesity.                                 |                   |
| 4. Teens can suffer from lack of concentration.                                         |                   |
| 5. Teens can get bad posture from being constantly leant over their phones.             |                   |
| 6. Teens can hurt their fingers and wrists from playing too much on electronic devices. |                   |
| 7. They spend too much time in front of screens.                                        |                   |
| 8. Tech devices steal away teens' sleep: 45% sleep fewer than 8 hours.                  |                   |

### B. Complete the sentences with the words in the box.

devices    social    screens    loss    plugged-in    playing    lead

1. Research suggests that spending too much time in front of the screen can \_\_\_\_\_ to obesity.
2. Teens are always glued to their \_\_\_\_\_.
3. \_\_\_\_\_ media have become indispensable for the younger generation.
4. Hearing \_\_\_\_\_ is one of the problems teens may get if they spend too many hours \_\_\_\_\_.
5. Parents should monitor the time their children spend \_\_\_\_\_ games because they may get finger and wrist pain.
6. With so many technological \_\_\_\_\_, teens get easily distracted.

# Unit 5 Teens' lives

Teenage years– Vocabulary A

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Match the definitions to the pictures.

1. Unhappy because you have no one with you. ☐
2. A relationship between people who are friends. ☐
3. Sending messages or images to someone using the Internet or a mobile phone to hurt or frighten them. ☐
4. Getting bad marks at school. ☐
5. Someone who doesn't accept authority. ☐



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_

## B. Unscramble the letters to make words or expressions. Then label the pictures above.

1. SOHCOL FIUAELR

2. FLENIEG YENLOL

3. CBRNLYEYBLIUG

4. RBELUELIOS

5. FHNREISDIP

# Unit 5 Teens' lives

## Teenage years– Vocabulary B

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Match the definitions on the left to the words on the right.

1. A teen who doesn't accept authority.
2. A relationship between people who are friends.
3. Sending messages or images to someone using the Internet or a mobile phone to hurt or frighten them.
4. Unhappy because you have no one to be with you.
5. Having bad marks at school.
6. Intentionally hurt someone emotionally or physically and make him/her feel bad.

☐☐☐☐☐☐

a. cyberbullying

b. school failure

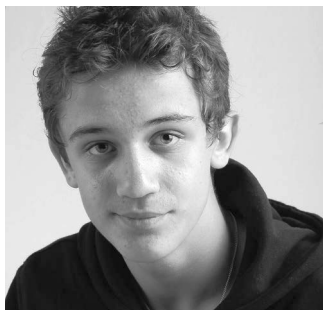
c. feeling lonely

d. friendship

e. bullying

f. rebellious

### B. Read what these teens are saying and identify their problems.



I am having a hard time at home. My parents are always nagging me.

1. \_\_\_\_\_

My best friend keeps getting these horrible messages on her mobile phone.

2. \_\_\_\_\_



I am really depressed. I have no one to turn to. I feel completely isolated.

3. \_\_\_\_\_



I am under a lot of stress because I'm not doing very well at school and I want to leave school.

4. \_\_\_\_\_



## Present Simple / Present Continuous A

A. 1. Present Simple 2. Present Continuous 3. Present Continuous 4. Present Simple

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

C.

**Present Simple:** sometimes; often; always; every day; every month; never; every year; rarely; usually

**Present Continuous:** now; tonight; at the moment; this weekend; at present; right now

## Present Simple / Present Continuous B

A.

1. My brother usually meets his friends online.
2. I sometimes take a selfie to upload onto Facebook.
3. Where do you hang out with your friends?
4. The teacher works a lot and doesn't have time to relax.
5. Sophie studies a lot. She wants to get a degree.

B. 1. are relaxing; is watching; is reading 2. Are... coming 3. is having 4. aren't playing; are listening 5. isn't coming

C. 1. drives 2. Do... enjoy; do 3. aren't flying 4. swims; is playing 5. am doing; do 6. is... leaving 7. don't go; have

8. Is... sending 9. arrives 10. is cooking

## Past Simple A

A. 1. didn't fly 2. was 3. did... arrive 4. had 5. Did... enjoy; did 6. met

B. 1. The tourists didn't do a lot of sightseeing. 2. The journalist didn't write an article about the new holiday resort last week. 3. Last year I didn't spend a week in the mountains. 4. In Rome I didn't eat a lot of pasta and pizza. 5. She didn't wake up very late and didn't miss the plane yesterday morning.

C. 1. a. What did he do last summer? b. He went whale watching. 2. a. Where did they stay? b. They stayed at a friend's house 3. a. How did she travel? b. She took the train.

4. a. When did you write the email? b. I wrote the email yesterday. 5. a. Did Brian meet his friends at the beach? b. Yes, he did.

## Past Simple B

A. 1. flew 2. had 3. Did you travel; did 4. didn't swim 5. rained 6. got up

B. 1. We didn't feel very tired because we didn't do a lot of physical exercise. 2. I didn't drive to Madrid and didn't take the train to Paris. 3. Last year they didn't stay in a very comfortable wooden cabin in the mountains. 4. The children didn't run after the rabbits. 5. He didn't enjoy himself a lot.

C. 1. Where did they go? 2. Did she take the train? 3. Where did the boys meet? 4. Why didn't they stay there for two weeks? 5. When did he buy the plane tickets?

## Past Continuous A

A. 1. She was taking a photo 2. The students were doing group work. 3. The girls were visiting the city. 4. Alex was playing basketball.

B. 1. wasn't sending; was reading 2. were... doing; were having 3. was buying 4. weren't walking; were waiting 5. wasn't riding; was swimming 6. were exercising

## Past Continuous B

A. 1. Were the students having lunch? No, they weren't. They were studying. 2. Were they listening to music? No, they weren't. They were having lunch. 3. Was she playing basketball? No, she wasn't. She was playing tennis. 4. Was he doing homework? No, he wasn't. He was swimming.

B. 1. was reading 2. was sending 3. was riding 4. were watching 5. were visiting 6. was drinking

## Past Simple and Past Continuous A

A. 1. was packing; arrived 2. weren't waiting; got off 3. Did... receive; was texting 4. were volunteering; made 5. Was... teaching?

B. 1. was buying; was packing 2. was doing; came in 3. stayed; loved 4. didn't break; was running; broke 5. didn't go; stayed 6. started; was still parking 7. was driving; saw 8. was working; broke down

## Past Simple and Past Continuous B

A. 1. was preparing; failed 2. Was... feeling; arrived 3. Was... waiting; got off 4. informed; were attending 5. had; was studying 6. weren't doing; got

B. 1. When Sam arrived at the airport, the host family was waiting for him. 2. When the student was studying abroad, he stayed with a host family. 3. I was listening to music while I was studying for the exam. 4. They were walking to school when it started to rain heavily 5. I wasn't packing when my brother arrived home. 6. Mr Taylor was getting ready to have breakfast when his wife told him to check her car.

## Connectors A

A. 1. addition 2. contrast 3. reason / consequence 4. time / sequence of events 5. alternative

B. 1. because 2. but 3. while 4. first; then; finally 5. either... or

C. 1. They flew neither to Brazil nor to Peru. 2. I love nature and animals, so I volunteered to assist in the rehabilitation and conservation of wildlife in Costa Rica. 3. When she was a volunteer in India for six months, she worked at an orphanage.

## Connectors B

A. 1. and, also, too 2. but 3. because, so 4. when, while, first, then, finally, next 5. either... or, neither... nor

B. 1. because 2. neither...nor 3. also 4. either... or 5. while

C. 1. John doesn't mind working in the food bank but he prefers taking care of pets. 2. I am going to apply for a volunteering programme either in Latin America or in Africa. 3. Lots of teens experience a variety of emotions when they participate in volunteering projects.

## Present Perfect A

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

B. 1. He hasn't done the homework. 2. I haven't been on Facebook for three years. 3. Today's adults haven't grown up in a technological world. 4. My mother hasn't bought a new laptop. 5. We haven't written the essay.

C. 1. has changed 2. Has... become 3. have started 4. Have... heard 5. haven't been 6. hasn't forbidden

### Present Perfect B

- A. 1. have grown up 2. have become 3. Has... bought 4. has been 5. hasn't sent 6. have forbidden 7. hasn't been; has helped 8. has never used
- B. 1. Have you seen my tablet? 2. Megan has just got an email. 3. How long have they been online? 4. Teens have started using Instagram. e. I haven't done the research yet.
- C. 1. Has she written a letter? 2. Where have the girls gone? 3. Why have you created a blog? 4. How long has she used this programme?

### Present Perfect and Past Simple A

- A. 1. a 2. b 3. a 4. b
- B. 1. has done / did she do / did it 2. have met / did you meet / met them 3. has sent / did he send / sent it

### Present Perfect and Past Simple B

- A. 1. b 2. c 3. a 4. c 5. b
- B. 1. has just sent 2. Have you ever heard 3. took 4. didn't finish 5. hasn't bought 6. have been 7. Did your friends watch 8. didn't share
- C. 1. Have you bought a new laptop yet? 2. I didn't send the work by email last week 3. They haven't had Internet for the last two days. 4. He met his friends online yesterday.

### Relative pronouns A

- A. 1. whose 2. which 3. who 4. who 5. which
- B. 1, 4, 5
- C. 1. Teens who are called tech-savvy know a lot about technology. 2. My grandfather bought a book which teaches how to use a computer. 3. The man who is standing next to the computer is an engineer. 4. There are many schools which don't allow students to use mobile phones in class. 5. Peter is a student who enjoys playing computer games. 6. The girl whose brother is a good friend of mine is buying a laptop.

### Relative pronouns B

- A. 1. who 2. which 3. who 4. whose 5. who
- B. 1. who 2. which 3. who 4. which 5. who 6. which
- C. 1. Parents who attended a workshop at school worry about Internet safety measures. 2. This is the photo (which) I posted on Instagram some minutes ago. 3. These are the new technological devices (which) students are going to use in class. 4. This is the newspaper research which was published last week. 5. Digital natives are kids and teens who are fluent in the language of tech. 6. The boy whose father is the shop manager is playing a computer game.

### Past Perfect A

- A. 2. When he arrived at the railway station the train had already left. 3. When I arrived home, my friends had prepared a surprise party. 4. When the bell rang, the students hadn't finished the test.
- B. 1. hadn't eaten 2. Had... left 3. had read 4. had suffered
- C. 1. had never eaten 2. arrived 3. had lost 4. got

### Past Perfect B

- A. 2. Judith had studied for the test but she hadn't written her essay. 3. Evelyn had sent an email but she hadn't made her bed. 4. Paul had taken a shower but he hadn't had breakfast.

- B. 1. I had been selected for a cooking contest. 2. Had they seen the film before? 3. He hadn't slept all night. 4. They hadn't met a famous Chef before. 5. She had eaten spoiled food the day before.
- C. 1. got; had cooked 2. phoned; had gone 3. told; had put on 4. were; hadn't heard

### Conditional sentences A

- A. 1. won't have 2. doesn't exercise 3. don't eat 4. won't do 5. will become 6. wants 7. will take 8. won't be
- B. 1. would cook 2. changed 3. were 4. would feel 5. knew 6. wouldn't start
- C. 1. Second conditional 2. First conditional 3. Second conditional 4. Second conditional 5. Second conditional 6. First conditional

### Conditional sentences B

- A. 1. If she goes on a diet, she will lose weight. 2. He won't keep fit if he doesn't exercise. 3. If kids eat junk food, they will get overweight. 4. If my parents agree, I will become a vegetarian. 5. Students won't do well at school if they don't get enough sleep.
- B. 1. weren't; wouldn't develop 2. didn't compare; would accept 3. would go; didn't have 4. were; wouldn't over-exercise 5. weren't; wouldn't vomit
- C. 1. Will... accept 2. doesn't work 3. met 4. will cook 5. weren't 6. would buy

### Reported Speech – Statements A

- A. 1. Present Simple 2. Past Continuous 3. Future 4. Past Perfect 5. Present Perfect
- B. 1. Now 2. that 3. these 4. here 5. the day before 6. tomorrow 7. that day 8. the previous week/the week before
- C. 1. he/she 2. they 3. his/her 4. my/our 5. their 6. his/hers 7. mine/ours 8. theirs
- D. 1. b 2. a 3. a

### Reported speech – Statements B

- A. 1. (...) he wanted to get a part-time job because he needed to earn some money. 2. (...) students who had part-time jobs often got bad results at school. 3. (...) he had worked as a dog walker in his free time. The day before he had taken his next door neighbour's dogs out for a walk. 4. (...) that they believed their report on teen jobs would be ready the following Monday. 5. (...) she was confused because she wanted to get a part-time job but she didn't know where to go or what to do. 6. (...) that student had been to an interview two days before and had got the job.
- B. 1. (...) she was 16 and was trying to balance her part-time job and schoolwork. 2. (...) her teachers hadn't been very helpful. 3. (...) they didn't understand that she was working late every day. 4. (...) she was very worried because her grades hadn't been good lately. 5. (...) she hoped she would do well at school by the end of the school year.

### Reported speech – Questions and orders A

- A. 1. a 2. c 3. a 4. b
- A. 1. not to be 2. to read 3. not to arrive 4. to study 5. to help her clean



### Reported speech – Questions and orders B

**A.** 1. Joe's mother asked him what qualifications he needed for his new job 2. Nancy asked her mother if she might go to Jane's party the following Saturday. 3. Lucy's father asked her if she was looking for a part-time job. 4. The teacher asked Tony where his mother worked. 5. Vince asked Felicity and Ron if they wanted to go to the cinema with him.

**B.** 1. The teacher warned the students not to use their iPhones in class. 2. Paul asked Julie to text him when she arrived. 3. Cynthia ordered Adam to clean his feet before he came in. 4. Tom warned his son to drive carefully. 5. Helen ordered her children to go to bed early. 6. Cathy requested Laura to take the dogs for a walk.

### Verb + *to*-infinitive and verb + *-ing* form A

**A.** 1. verb + *to*-infinitive 2. verb + *-ing* form

**B.** 1. verb + *to*-infinitive 2. verb + *-ing* form 3. verb + *to* infinitive 4. verb + *to*-infinitive 5. verb + *-ing* form

**C.** 1. not to spend 2. to clean 3. having 4. playing 5. to watch

**D.** 1. not to play 2. buying 3. to get 4. to finish

### 26 – Verb + *to*-infinitive and verb + *-ing* form B

**A.**

**Verb + *to*-infinitive:** agree, choose, decide, help, hope, learn, mean, offer, plan, promise, refuse, want, wish, afford, forget, expect

**Verb + *-ing* form:** mention, finish, allow, avoid, consider, deny, detest, enjoy, save, imagine, justify, keep on, practise, suggest

**B.** 1. not to eat 2. watching 3. to try 4. meeting 5. to buy

**C.** 1. texting 2. to buy 3. to open 4. to give e. drinking

### Connectors A

**A.** 1. Addition 2. Contrast 3. Result 4. Cause 5. Time

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

**C.** 1. In spite of 2. when 3. because 4. Even though

**D.** 1. A group of girls were always nagging me at school, so I felt humiliated 2. Giving personal information online is very dangerous. However, teens sometimes share personal details online.

### Connectors B

**A.** 1. and, besides, moreover 2. but, however, even though, although, in spite of 3. so, therefore 4. because, because of 5. when, while, then, finally

**B.** 1. When 2. In spite of 3. so 4. Although 5. because

**C.** 1. Victims know they should ask for help but/although they are afraid. 2. She asked for help because she was getting nasty messages. 3. In spite of being bullied, he goes to school every day.

### Question tags A

**A.** 1. a 2. a 3. b 4. a 5. b 6. b 7. a 8. b

**B.** 1. does he 2. don't they 3. is he 4. wasn't she 5. isn't it 6. shall we

**C.** 1. don't they 2. didn't they 3. shall we 4. will they 5. don't they

### Question tags B

**A.** 1. a 2. b 3. b 4. c 5. a

**B.** 1. doesn't it 2. didn't they 3. shall we 4. were you 5. don't we 6. will she

**C.** 1. does he 2. doesn't she 3. did he 4. didn't he 5. is it 6. don't they 7. don't they 8. Didn't they 9. aren't they

# Answer keys – Vocabulary

## Unit 1 Teens' amazing experiences – Vocabulary A

- A. 1. camps 2. programme 3. exchange 4. volunteer  
 B. 1. check-in desk 2. departure board 3. boarding pass 4. belt  
 C. 1. check-in desk 2. attendant; fasten; belts 3. window or aisle 4. luggage; overhead compartment 5. conveyor belt

## Unit 1 Teens' amazing experiences – Vocabulary B

- A. 1. cultural 2. exchange; host 3. volunteer 4. programme  
 e. camp  
 B. 1. conveyor belt 2. flight attendant 3. check-in desk  
 4. departure board  
 C. 1. luggage; overhead compartment 2. check-in desk  
 3. window or aisle 4. boarding pass 5. conveyor belt 6. flight attendant; seat belt

## Unit 1 Volunteering – Vocabulary A

- A. 1. helping at a food bank 2. working at a library 3. taking part in a clean-up campaign 4. helping at an animal shelter  
 B. 1. c 2. a 3. c 4. a 5. a 6. c

## Unit 1 Volunteering – Vocabulary B

- A. a. 2 b. 1 c. 4 d. 3  
 B. 1. volunteer 2. homeless; shelter 3. helps out 4. volunteer application 5. fundraising 6. ambassadors

## Unit 2 Tech talk – Vocabulary A

- A. 1. d 2. c 3. e 4. f 5. a 6. b  
 B. 1. Call me ASAP 2. W8 4 me! I'll BRB! 3. B4N! CU L8R! 4. R U OK? TTYL!  
 C. 1. digital hangover 2. phubbing 3. vlog 4. defriending 5. selfies

## Unit 2 Tech talk – Vocabulary B

- A. 1. As soon as possible 2. TTYL 3. Laughing out loud 4. BRB  
 5. See you 6. GR8 7. TX 8. XOXO 9. 4 U 10. later  
 B. Where R U? R U OK? Can U send me Thomas's number ASAP? We're going 2 d cinema. Do U wnt 2 come 2? C U L8R. TX! XOXO  
 C. 1. vlog 2. selfie 3. defriending 4. digital hangover  
 5. phubbing

## Unit 2 Technology – Vocabulary A

- A. 1. live-tweet – B 2. devices – D 3. apps – E 4. post – G  
 5. upload – H 6. wired – F 7. tech-savvy – C 8. unplugged – A

## Unit 2 Technology – Vocabulary B

A.

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

- B. 1. tech-savvy 2. unplugged 3. live-tweet 4. wired 5. upload  
 6. devices 7. digital diary 8. post

## Unit 3 Healthy and unhealthy lifestyles – Vocabulary A

- A. 1. lifestyles 2. image-obsessed; over-exercising 3. eating disorders  
 4. fast food; overweight; low  
 B. 1. b 2. d 3. f 4. a 5. c 6. e  
 C. 1. fibre 2. obesity 3. fast food 4. loss of appetite 5. bulimia  
 6. junk food

## Unit 3 Healthy and unhealthy lifestyles – Vocabulary B

- A. 1. balanced diet 2. lifestyles 3. image-obsessed; over-exercising  
 4. eating disorders 5. overweight; low self-esteem  
 6. healthy; fast food  
 B. 1. loss of appetite 2. Fast food 3. bulimia 4. obesity 5. fiber  
 6. vitamins

## Unit 3 Healthy teens – Vocabulary A

- A. 1. healthy 2. culture 3. product 4. skinny 5. gym 6. keep fit  
 B. 1. look 2. obsessed; image; over-exercising 3. fat; weight  
 4. appearance; low 5. fashion 6. fit  
 C. 1. weight 2. influence 3. diet 4. over-exercising  
 5. advertising 6. appearance 7. pimples 8. workout

## Unit 3 Healthy teens – Vocabulary B

A.

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

- B. 1. a 2. c 3. b 4. b  
 C. 1. influence 2. acne 3. over-exercise 4. weight 5. diet  
 6. appearance

## Unit 4 Part-time jobs – Vocabulary A

- A. 1. doing paper rounds 2. lifeguard 3. babysitter 4. waitress  
 5. mowing lawns 6. shop assistant 7. running errands 8. pet  
 sitter 9. tutor  
 B. 1. b 2. b 3. a 4. a 5. a

## Unit 4 Part-time jobs – Vocabulary B

- A. 1. Curriculum Vitae 2. University 3. family income 4. pocket  
 money 5. personal qualities  
 B. 1. gain 2. earn 3. win  
 C. 1. earn 2. gained 3. won 4. earn  
 D. 1. won 2. earn 3. gained 4. gained 5. earn 6. earn 7. won  
 8. win

#### **Unit 4 Jobs and careers – Vocabulary A**

A. 1. photographer – studio 2. scientists – lab 3. tour guide – tourist sites 4. chef – kitchen 5. mechanic – garage 6. engineer – building site 7. waitress – restaurant; café 8. pilot – plane 9. doctor – hospital

#### **Unit 4 Jobs and careers – Vocabulary B**

A. 1. hire 2. employer; Curriculum Vitae; an interview 3. challenging 4. promotion  
B. 1. scientist 2. teacher 3. journalist 4. writer 5. firefighter 6. doctor 7. engineer 8. pilot 9. dentist 10. receptionist

#### **Unit 5 Teens' addictions – Vocabulary A**

A. 1. c 2. h 3. d 4. e 5. b 6. f 7. g 8. a  
B. 1. leant over 2. obesity 3. pain 4. networks 5. hearing 6. devices 8. lack of 9. screens

#### **Unit 5 Teens' addictions – Vocabulary B**

A. 1. hearing problems 2. feeling down 3. weight issues 4. too much distraction 5. iPosture 6. fingers and wrist pain 7. eye problems 8. less sleep  
B. 1. lead 2. Screens 3. Social 4. loss; plugged-in 5. playing 6. devices

#### **Unit 5 Teens' lives – Vocabulary A**

A. 1. B 2. A 3. E 4. C 5. D  
B. 1. school failure – C 2. feeling lonely – B 3. cyberbullying – E 4. rebellious – D e. friendship – A

#### **Unit 5 Teens' lives – Vocabulary B**

A. 1. f 2. d 3. a 4. c 5. b 6. e  
B. 1. parents' nagging 2. cyberbullying 3. feeling lonely 4. school failure

# Reading 1

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text about Thomas.

### Healthy Friday

Hi! My name is Thomas. I'm French. Here's an idea for your school if you want to be healthy: in my school they sell nothing but nutritionally healthy foods. It's really important for children and teenagers to keep fit and eat well.

Last year they organised a "Healthy Friday" so the kids at school could get a taste of healthy foods. We loved the sushi, chicken & salad rolls and fruit salads. It was a success! So we decided to have healthy food and we introduced the new food in the vending machines<sup>1</sup>. Now we have water, juice or milk and no more coke! We have fruit and yoghurt and no more chocolates and cakes! So my advice is: try a "Healthy Day" at school.



#### VOC STOP

<sup>1</sup>vending machines: máquinas de venda automática

## B. Identify in the text:

1. a nationality \_\_\_\_\_
2. a healthy food \_\_\_\_\_
3. a healthy drink \_\_\_\_\_
4. a healthy activity at school \_\_\_\_\_

## C. True or False?

1. Thomas is from France.
2. He is a student.
3. He was responsible for a project last year.
4. The name of the project was "Diet".
5. Now in Thomas's school students can have healthy foods and drinks.

True      False

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## D. Circle the correct option.

1. In Thomas's school, it is possible to eat **healthy / unhealthy** food.
2. They **loved / didn't love** this idea.
3. It is **possible / impossible** to buy healthy products in the vending machines.
4. In his school they don't sell **chocolate and cakes / fruit and yoghurts** anymore.

# Reading 2

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text about Sadia.

### Sadia's story

My name is Sadia and I'm 11. I've got a laptop, a TV and an iPod touch in my bedroom and I also have a Blackberry mobile phone.

When I go to bed and I'm supposed to go to sleep, I usually talk to my friends online or text them for a while. Sometimes I read a book at night. I like doing both. I usually have four hours to go online, and at about 6 pm my mum says I have got to read a book. Then I watch TV and go to bed, but sometimes I take my iPod with me and listen to some music.

I don't really have time to always see my friends face-to-face, so I message them – but we definitely have more fun when we meet.

Modern technology stops you from playing outside so much because it's really addictive. Sometimes when I'm doing my homework, I just get carried away with talking to my friends online but my mum comes and tells me it's time to stop and finish my homework.



## B. Identify in the text:

1. Sadia's age \_\_\_\_\_
2. Sadia's technological devices \_\_\_\_\_
3. activities after 6 pm \_\_\_\_\_

## C. True or False?

1. Sadia immediately goes to sleep when she goes to bed.
2. She never reads.
3. She doesn't always have time to meet her friends face-to-face.
4. Modern technology is addictive.
5. She never talks to her friends when she is doing her homework.

True      False

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## D. Circle the correct option.

1. She usually goes online for **four** / **six** hours.
2. Sadia and her friends have more fun when they meet **face-to-face** / **online**.
3. Modern technology stops you from **playing outside** / **getting addicted**.

# Reading 3

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text about Charlie.

### A future actor

Charlie wants to be an actor. He is very good at acting and he has got a good memory. At school he was a member of the drama club. Then he went to a special school for actors in London. Now he is looking for a job.

- 5 It's very difficult to be an actor so Charlie has got a part-time job: he is a dog walker. He walks dogs at weekends. He doesn't mind being a dog walker because he is fond of animals. He likes this job because he can earn some money and he has got the time to prepare for
- 10 his theatre or TV roles.



## B. Look for the information to complete the table in note form.

| 1. Dream job | 2. Personal qualities | 3. Part-time job |
|--------------|-----------------------|------------------|
|              |                       |                  |

## C. True or False?

- Charlie doesn't like acting.
- He went to school to learn more about his dream job.
- It's not difficult to be an actor.
- He works on Saturday and Sunday.
- Charlie likes animals.

True False

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## D. Complete the sentences. Use the words/expressions in the box.

part-time job    special school    earns some money    actor

- Charlie wants to become an \_\_\_\_\_.
- He went to a \_\_\_\_\_ for actors in London.
- He has got a \_\_\_\_\_ because it's very difficult to be an actor.
- He walks dogs because he wants to \_\_\_\_\_.

# Reading 4

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text about Marie.

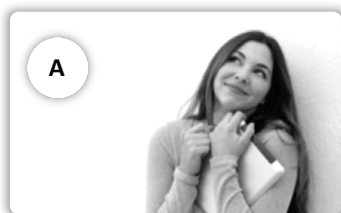
### Addicted to computer games

My name is Marie and there is nothing wrong with me. I think I'm like any other teenager my age. I live in Boston in the USA and I go to St Paul's High School. I'm 17 and I have had a computer since I was 8 years old. I really like video games and playing online games with my Internet friends. I usually play for three hours every day. My parents are very worried  
5 about me. They say I am addicted to computer games. They think I need help with my addiction.

I don't have many "real" friends and I am always in my bedroom. My parents don't understand. My school grades are really bad because I can't concentrate at school. I don't study a lot because I am always playing computer games.

Marie, 17 years old

## B. Choose the best picture for the text.



## C. Identify in the text:

1. the name of the school \_\_\_\_\_
2. the girl's name \_\_\_\_\_
3. the problem \_\_\_\_\_
4. one consequence \_\_\_\_\_

## D. The sentences below are about the text. Circle the correct option.

1. Marie is **English** / American / Portuguese.
2. She is **fifteen** / sixteen / seventeen years old.
3. She likes **football games** / TV / online games.
4. Her parents are **happy** / unhappy with the situation.
5. She spends a lot of time in her **living room** / bedroom.
6. Her school results are **good** / bad.

# Reading 5

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text about Rachel.

### Delete bullying

My name is Rachel and I'm 14 years old. I go to Salford's High School in Scotland. Last month I defended a girl, Amy, at school. Amy was the victim of bullying. A popular group of girls invented things about her and they sent her email messages calling her names. Amy was very depressed and she didn't want to come to school anymore.

I started a club at school called *Delete Bullying* to help Amy and all victims of cyberbullying. I'm not the only one. There are lots of other students who want to help me stop cyberbullying. I also talked to the parents and to the teachers. They are also helping my club. Now Amy is more confident and she is doing well. The other girls were punished.



## B. Identify in the text:

1. the name of the school \_\_\_\_\_
2. the problem \_\_\_\_\_
3. the victim's name \_\_\_\_\_
4. the name of the club \_\_\_\_\_

## C. True or False?

1. Rachel is fourteen years old.
2. Her school is in England.
3. Rachel is the victim of cyberbullying.
4. Amy was depressed.
5. Parents don't want to help Rachel.

True False

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## D. Circle the correct option.

1. Cyberbullying makes a teen feel like a **victim** / student.
2. Victims of cyberbullying lose their **self-esteem** / personality.
3. Rachel wants to put an end to **cyberbullying** / victims.
4. The school punished the **bullies** / victims.



## Writing 1

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. This is a holiday postcard. Complete it with the words/expressions in the box below.**

hotel   tourist   flight   weather   am taking  
monuments   attendants   capital



Hi Laura!

How are you? I'm in Paris, the

a. \_\_\_\_\_ of France, with  
my parents and my sister. The

b. \_\_\_\_\_ was OK and the flight c.

\_\_\_\_\_ were nice. We are staying at  
the Ibis d. \_\_\_\_\_ near the Eiffel  
Tower.

Paris is a wonderful city! There are lots of

e. to visit.

The **f.** \_\_\_\_\_ is fantastic: the sun is shining and it's hot.

At the moment I **g.** \_\_\_\_\_ pictures of  
the Eiffel Tower. My parents are having an ice  
cream and my brother is talking to an American

**h.** \_\_\_\_\_.

We love it here!

## Kisses

Laura Thomas

23 Houghton Street

London

WCZA ZAE UK

## Writing 2

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Wesley shared his VolunTEEN experience to encourage other teens to volunteer by writing his volunteering review. Read his fact file and then his testimonial.**

**Name:** Wesley Wright

**Age:** 17

**Country:** USA

**Place:** Ghana; community of Bawjiase

**Programme:** United Hearts Children's Programme

**When:** June

**Period of Stay:** 4 weeks

**Work:** organised outdoor activities; provided emotional support, and helped improve general hygiene.

**Impressions:**

- loved spending time with the children
- had lots of fun
- amazing experience
- learned about the Ghanaian culture and got to know the locals



My name is Wesley Wright and I am 17 years old. I am American. I decided to apply to become a volunteer in Ghana in the community of Bawjiase under the United Hearts Children's Programme.

I travelled to Ghana last June and stayed there for 4 weeks.

I did lots of activities with the children. I organised outdoor activities, provided emotional support, and helped improve their general hygiene.

I loved spending time with the children and I had lots of fun. It was an amazing experience and I learned about the Ghanaian culture and got to know the locals.

**B. Emily shared her VolunTEEN experience to encourage other teens to volunteer. Imagine you are Emily and write about “your” experience as a volunteer using the information in the fact file.**



**Name:** Emily Marriott

**Age:** 18

**Country:** Canada

**Place:** Ireland

**Programme:** Friends of the Elderly

**When:** April

**Period of Stay:** 4 weeks

**Work:** visited elderly who feel alone in their homes, nursing homes or hospitals; assisted the elderly on day trips; supported them in difficult times

**Impressions:**

- loved spending time with the elderly
- learned how little gestures can bring joy to them
- laughed a lot with their stories
- amazing opportunity to make new friends and help the community

My name **a.** \_\_\_\_\_ and I **b.** \_\_\_\_\_. I am **c.** \_\_\_\_\_.  
I decided to apply to become a volunteer in **d.** \_\_\_\_\_ under the **e.** \_\_\_\_\_  
programme. I **f.** \_\_\_\_\_ (travel) to **g.** \_\_\_\_\_ and **h.** \_\_\_\_\_ (stay)  
there for **i.** \_\_\_\_\_.

I did lots of activities with the elderly. I **j.** \_\_\_\_\_  
\_\_\_\_\_. I **k.** \_\_\_\_\_ and  
I **l.** \_\_\_\_\_. I **m.** \_\_\_\_\_  
and **n.** \_\_\_\_\_. I also **o.** \_\_\_\_\_.  
It was an **p.** \_\_\_\_\_.

## Writing 3

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read what Ron says about his experience on social networking.

Facebook is definitely one of the top social networking sites among teens. I have used Facebook since I was 14 and I think it's the best place to connect with all my friends. I am always very careful with security measures and don't accept strange people as friends. I also keep my account private to anybody except my friends. Facebook is very important for my social life. I spend 2 to 3 hours on Facebook every day.



Ron, 16

### B. Imagine you are Cathy. Use the information in the table to complete the text about "your" experience on WhatsApp.

I started using WhatsApp **a.** \_\_\_\_\_. On WhatsApp I **b.** \_\_\_\_\_.  
\_\_\_\_\_. I think **c.** \_\_\_\_\_. There is **d.** \_\_\_\_\_ and **e.** \_\_\_\_\_ free. I use WhatsApp every day and I usually post **f.** \_\_\_\_\_. I find it **g.** \_\_\_\_\_, and the first thing I do in the morning **h.** \_\_\_\_\_ messages.



Cathy, 14

|                  |                                                                                                                                                            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When</b>      | 6 months ago                                                                                                                                               |
| <b>What</b>      | send messages, audio messages, videos and photos to one or many friends                                                                                    |
| <b>Opinion</b>   | very easy and cheap; no message limit and it's completely free                                                                                             |
| <b>How often</b> | every day and post a large number of messages; hard to turn iPhone off at night / first thing in the morning to switch iPhone on to check any new messages |

## Writing 4

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Use the information in the bubbles to write a leaflet persuading teens at your school to stop drinking energy drinks.**

**1.** Teens can become addicted.

**2.** Drink water instead.

**3.** Eat a healthy breakfast before going to school.

**4.** Teens have disruptive behaviour at school and bad results.

**5.** Don't have energy drinks in the morning.

**6.** Have healthy habits.

**7.** Stop drinking energy drinks to stay alert and focused.

**8.** They increase stress and anxiety.

**9.** They can lead to sleeping disorders.

**10.** The large amount of sugar can cause high levels of blood glucose and diabetes.

### LET'S BAN ENERGY DRINKS

**What energy drinks do**

**What you should do**

## Writing 5

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Complete the article for a website about Madison Robinson with the words or expressions in the box.**

made a lot of money    website    business  
16 years old    don't quit    her family    dreams    name  
was born    selling Fish Flops    wrote    sold out



# FishFLOPS®



Name/age

Her **a.** \_\_\_\_\_ is Madison Nicole Robinson and she is **b.** \_\_\_\_\_.

Business

She started **c.** \_\_\_\_\_, a popular line of footwear for kids.

How it all started

She **d.** \_\_\_\_\_ on Galveston Island, Texas and she spent many days on Galveston beaches with **e.** \_\_\_\_\_. Later she drew an outline of a flip flop on paper and added sea characters and she started the **f.** \_\_\_\_\_ of Fish Flops.

Development

Then she **g.** \_\_\_\_\_ a letter to Nordstrom's department store, she appeared in local publications and television news stories, Yahoo **h.** \_\_\_\_\_ published her story and the Fish Flops **i.** \_\_\_\_\_. She appeared on TV shows, magazines, blogs, websites and newspapers around the world. She sold over 60,000 Fish Flops and **j.** \_\_\_\_\_ (\$1.2 million).

Final comment

She wants to inspire others to pursue their **k.** \_\_\_\_\_. They can become successful if they **l.** \_\_\_\_\_.

<http://fishflops.com>  
accessed in January 2015

# Grammar 1

## Present Simple and Present Continuous

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Complete the table with: Present Simple or Present Continuous.

| 1.        | 2.            |
|-----------|---------------|
| sometimes | right now     |
| often     | now           |
| always    | tonight       |
| never     | at the moment |
| rarely    | at present    |
| usually   | this weekend  |

### B. Choose the correct form of the Present Simple.

1. My brother usually **meet / meets** his friends online.
2. I **don't / doesn't** take selfies to upload onto Facebook.
3. Where **do / does** you hang out with friends?

### C. Choose the correct form of the Present Continuous.

1. My parents **are / is** relaxing in the living room. My mother **is / are** watching TV.
2. **Is / Are** school starting tomorrow?
3. We **isn't / aren't** playing video games now. We **am / are** listening to music.

### D. Identify: Present Simple or Present Continuous?

1. The teacher **works** a lot and **doesn't have** time to relax. \_\_\_\_\_
2. Alex **isn't coming** to school today because he **isn't feeling** well. \_\_\_\_\_
3. Sophie **studies** a lot. She **wants** to get a degree. \_\_\_\_\_
4. He **isn't having** a driving lesson at the moment. \_\_\_\_\_

### E. Present Simple or Continuous? Look at the underlined words and choose the correct form of the verb.

1. My father usually **drives / is driving** to work every morning.
2. At the moment they **don't fly / aren't flying** back to Paris.
3. She usually **swims / is swimming** in the afternoon but now she **plays / is playing** tennis.
4. I **do / am doing** my homework now. I usually **do / am doing** it after school.
5. What time **does / is** she **leave / leaving** tomorrow?
6. **Does he send / Is he sending** an email right now?

# Grammar 2

## Past Simple

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct form of the Past Simple.

1. She **fly / flew** to Istanbul last summer.
2. My brother **had / have** the time of his life in summer camp.
3. Did you **travel / travelled** with your family? Yes, I **did / do**.
4. She didn't **swam / swim** in the lake.
5. It **rained / rain** a lot on the first day.
6. Teens **get / got** up very early in the morning at the summer camp.



### B. Use the verb forms in the box to write the sentences in the negative.

**didn't enjoy   didn't take   didn't stay   didn't feel   didn't run   didn't do   didn't drive**

1. We **felt** very tired because we **did** a lot of physical exercise.  
\_\_\_\_\_
2. I **drove** to Madrid and **took** the train to Paris.  
\_\_\_\_\_
3. Last year they **stayed** in a very comfortable wooden cabin in the mountains.  
\_\_\_\_\_
4. The children **ran** after the rabbits.  
\_\_\_\_\_
5. He **enjoyed** himself last night.  
\_\_\_\_\_

### C. Write the words in the correct order to ask the questions

1. \_\_\_\_\_ ? (where / they / go / did)  
They went to Seville.
2. \_\_\_\_\_ ? (she / the train / take / did)  
No, she didn't. She didn't take the train. She travelled by bus.
3. \_\_\_\_\_ ? (did / meet / where / the boys)  
The boys met at the airport.
4. \_\_\_\_\_ ? (there for two weeks / didn't / they / why / stay)  
They didn't stay there for two weeks because the hotel was very expensive.
5. \_\_\_\_\_ ? (he / when / buy / did / the plane tickets)  
He bought the plane tickets yesterday.



# Grammar 3

## Past Continuous

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. These teens are abroad attending teens' exchange programmes.

What were they doing yesterday at 3 pm? Match the pictures and the sentences.



1. The girls were visiting the city
2. The boys were playing basketball.
3. She was taking photos.
4. The students were doing a group assignment.

Picture

☐

☐

☐

☐

### B. Complete with *was*, *were*, *wasn't*, *weren't* to write sentences in the Past Continuous

1. Last night Mrs Baley \_\_\_\_\_ sending (**neg**) an email. She \_\_\_\_\_ reading the newspaper.
2. What \_\_\_\_\_ the students doing at 10 o'clock? They \_\_\_\_\_ having a chemistry lesson.
3. Yesterday afternoon I \_\_\_\_\_ buying a plane ticket at the travel agency.
4. The tourists \_\_\_\_\_ walking (**neg**) in the park. They \_\_\_\_\_ waiting for the sightseeing bus.
5. He \_\_\_\_\_ riding (**neg**) his bike. He \_\_\_\_\_ swimming.
6. When I arrived in the centre of the city with my host family, lots of people \_\_\_\_\_ exercising along the lake.

# Grammar 4

## Past Simple and Past Continuous

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Identify: Past Simple or Past Continuous?

|                                                                                     | PS                       | PC                       |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. While the girl was buying the plane ticket, her mother was packing her suitcase. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Last summer my daughter stayed with a host family and she loved the experience.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The boy didn't break his leg. In fact, he broke his left arm.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Last night we didn't go to the cinema. We stayed home.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. While my parents were watching TV, I was sending an email.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Yesterday at 8 o'clock he was running to catch the bus.                          | <input type="checkbox"/> | <input type="checkbox"/> |

### B. Past Simple or Past Continuous? Choose the correct option.

1. My host mother **cooked** / **was cooking** dinner when I arrived.
2. When he was driving to the airport, he **saw** / **was seeing** an accident.
3. My computer **broke** / **was breaking** down when I was doing some research.
4. The students **felt** / **were feeling** anxious when the school announced the places for the exchange programme in Europe.
5. When the lights went out my sister **didn't surf** / **wasn't surfing** the Net.
6. I **learned** / **was learning** Spanish when I was young.

### C. Complete with the Past Simple or Past Continuous.

1. I was packing when my parents \_\_\_\_\_ (**arrive**) home.
2. When she arrived at her host family's house, she \_\_\_\_\_ (**feel**) nervous.
3. His parents \_\_\_\_\_ (**wait**) for him when he got off the plane.
4. \_\_\_\_\_ Mr Burton \_\_\_\_\_ (**receive**) a phone call when he was texting a message?
5. While they were volunteering abroad, they \_\_\_\_\_ (**make**) a lot of new friends.
6. When the film started my friend \_\_\_\_\_ (**still park**) the car.

# Grammar 5

## Present Perfect

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the sentences. Look at the highlighted words.

1. Have you **ever** visited London? (*Já visitaste Londres?*)

No, I have **never** visited London. (*Não, nunca visitei Londres.*)

No, I have not visited London **yet**. (*Não, ainda não visitei Londres.*)

Yes, I have **already** visited London. (*Sim, já visitei Londres.*)



### B. Now complete the sentences with: **ever, already, yet, never**.

1. Have you \_\_\_\_\_ tried surfing? (*Já experimentaste fazer surf?*)

Yes, I have \_\_\_\_\_ tried surfing. (*Sim, já experimentei fazer surf.*)

No, I have \_\_\_\_\_ tried surfing. (*Não, nunca experimentei fazer surf.*)

No, I have not tried surfing \_\_\_\_\_. (*Não, ainda não experimentei fazer surf.*)



2. Have you \_\_\_\_\_ climbed a mountain? (*Já escalaste uma montanha?*)

No, I have not climbed a mountain \_\_\_\_\_. (*Não, ainda não escalei uma montanha.*)

No, I have \_\_\_\_\_ climbed a mountain. (*Não, nunca escalei uma montanha.*)

Yes, I have \_\_\_\_\_ climbed a mountain. (*Sim, já escalei uma montanha.*)



3. Have you \_\_\_\_\_ been camping? (*Já acampaste?*)

No, I have \_\_\_\_\_ been camping. (*Não, nunca acampeei.*)

No, I have not been camping \_\_\_\_\_. (*Não, ainda não acampeei.*)

Yes, I have \_\_\_\_\_ been camping. (*Sim, já acampeei.*)



### C. Circle the correct option.

1. I have **ever** / **never** visited Paris.

2. No, I haven't done my homework **already** / **yet**.

3. Have you **ever** / **yet** played rugby?

4. Yes, I have **yet** / **already** tried skiing.

# Grammar 6

## Present Perfect and Past Simple

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Tick ✓ the correct sentence.

1. a) My son **has had** a mobile phone **since** he was 10.  
b) My son **had** a mobile phone **since** he was 10.
2. a) She **hasn't uploaded** any photos onto Facebook **yesterday**.  
b) She **didn't upload** any photos onto Facebook **yesterday**.
3. a) **Has** technology changed our lifestyle **lately**?  
b) **Did** technology **change** our lifestyle **lately**?
4. a) They **have spent** a lot of time in front of the computer **last Saturday**.  
b) They **spent** a lot of time in front of the computer **last Saturday**.

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### B. Write sentences in the Present Perfect or in the Past Simple.

1. She / buy / iPhone / yesterday / .

She has already bought an iPhone.



When did she buy it?

She bought it yesterday.

3. We / meet / friends on Facebook / after dinner / .

We have \_\_\_\_\_ on Facebook.

When did \_\_\_\_\_ them?

We \_\_\_\_\_ after dinner.



2. He / do / the research / last week / .

He has \_\_\_\_\_ the research.

When did \_\_\_\_\_ it?

He \_\_\_\_\_ last week.



4. He / send / message / 10 minutes ago / .

He has \_\_\_\_\_ the message.

When did \_\_\_\_\_ it?

He \_\_\_\_\_ 10 minutes ago.



### C. Choose the correct option: Present Perfect or Past Simple.

1. She **has just sent** / **just sent** an SMS.
2. **Have you ever heard** / **Did you ever hear** about the VlogBrothers?
3. My son **has taken** / **took** a selfie yesterday.
4. They **haven't finished** / **didn't finish** the research last week.
5. James **hasn't bought** / **didn't buy** a tablet yet.
6. My parents **have been** / **were** Facebook users for 2 years.
7. **Have your friends watched** / **Did your friends watch** the school video on YouTube a week ago?

# Grammar 7

## Past Perfect

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Match the pictures and the sentences.



1. When she arrived home her friends **had prepared** a surprise party.
2. When the bell rang, the students **hadn't finished** the test.
3. When the mobile phone rang, she **had just written** the email.
4. When he arrived at the railway station, the train **had already left**.

Picture

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

### B. Choose the correct form of the verbs in the Past Perfect.

1. She fainted because she hadn't **ate / eaten** anything for hours.
2. When Michael arrived at the gym, his personal trainer had already **left / leave**.
3. She had **read / reading** a lot about the benefits of vegetarian food when she decided to become a vegan.
4. My daughter had **suffer / suffered** from bulimia for 3 months before she agreed to go to the doctor.

### C. Past Perfect or Past Simple? Choose the correct option.

1. Mum **had cooked / cooked** a vegetarian dish for dinner before I got home.
2. When I **had phoned / phoned** her she had gone to the cinema.
3. He **had put / put** on too much weight when he started the diet.
4. They were shocked because they **hadn't heard / didn't hear** the news.

# Grammar 8

## First and second conditional

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Choose the correct option to complete the sentences with the first conditional.

1. If she goes on a diet, she \_\_\_\_\_ weight.  
a) will lose      b) loses
2. He won't keep fit if he \_\_\_\_\_.  
a) won't exercise      b) doesn't exercise
3. If kids \_\_\_\_\_ junk food, they will get overweight.  
a) will eat      b) eat
4. If my parents \_\_\_\_\_, I will become a vegetarian.  
a) will agree      b) agree
5. These students \_\_\_\_\_ well at school if they don't get enough sleep.  
a) won't do      b) don't do



### B. Circle the correct option of the second conditional.

1. If I had time, I **would cook / cooked** the meals myself.
2. They would feel better if they **would change / changed** their lifestyle.
3. If I **were / would be** you, I would see the doctor.
4. If she had cosmetic surgery, she **would feel / felt** more confident.
5. If teens **would know / knew** the dangers of energy drinks, they would stop drinking them.
6. Teens **wouldn't start / didn't start** crazy diets if they didn't feel peer pressure.

### C. Identify: first or second conditional?

1. Will my friends accept me if I am not slim? \_\_\_\_\_
2. She won't become a famous designer if she doesn't work hard. \_\_\_\_\_
3. If I met my favourite model, I would ask her for her autograph. \_\_\_\_\_
4. My father will cook a healthy dinner if we buy the ingredients. \_\_\_\_\_
5. If teens weren't influenced by celebrities and advertising, they wouldn't be obsessed with their body image. \_\_\_\_\_
6. If I were you, I would buy this new cream to treat acne. \_\_\_\_\_

# Grammar 9

## Reported speech

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. We use reported speech when we are reporting what another person says or said.

Look at the following tables with some of the changes in reported speech.

### VERB TENSES

| Direct Speech                                                                   | Reported speech                                                                                     |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Present Simple</b><br>"I <b>work</b> as a reporter."                         | <b>Past Simple</b><br>He said that he <b>worked</b> as a reporter.                                  |
| <b>Future Simple</b><br>I <b>will work</b> as a reporter."                      | <b>Conditional Simple</b><br>He said that he <b>would work</b> as a reporter.                       |
| <b>Imperative</b><br>" <b>Be</b> responsible."<br>" <b>Don't talk</b> so loud." | <b>Infinitive</b><br>He told me <b>to be</b> responsible.<br>He told me <b>not to talk</b> so loud. |

### PERSONAL PRONOUNS (SUBJECT)

| Direct Speech | Reported speech |
|---------------|-----------------|
| I             | he/she          |
| you           | I/we            |
| he/she/it     | he/she/it       |
| we            | they            |
| they          | they            |

### PERSONAL PRONOUNS (OBJECT)

| Direct Speech | Reported speech |
|---------------|-----------------|
| me            | him/her         |
| you           | me/us           |
| him/her/it    | him/her/it      |
| us            | them            |
| them          | them            |

### POSSESSIVE DETERMINERS

| Direct Speech | Reported speech |
|---------------|-----------------|
| my            | his/her         |
| your          | my/our          |
| his/her/its   | his/her/its     |
| our           | their           |
| their         | their           |

### POSSESSIVE PRONOUNS

| Direct Speech | Reported speech |
|---------------|-----------------|
| mine          | his/hers        |
| yours         | mine/ours       |
| his/hers/its  | his/hers/its    |
| ours          | theirs          |
| theirs        | theirs          |

## DEMONSTRATIVE DETERMINERS/PRONOUNS

| Direct Speech | Reported speech |
|---------------|-----------------|
| this          | that            |
| these         | those           |

## TIME AND PLACE ADVERBS/EXPRESSIONS

| Direct Speech | Reported speech                |
|---------------|--------------------------------|
| today         | that day                       |
| now           | then/at the moment             |
| tomorrow      | the next day/the following day |
| next year     | the following year             |
| here          | there                          |

### B. Read the example and do the same with the following sentences.

#### Example in the Present:

**Mary:** I am a TV reporter and I work for BBC.

Mary said that she was a TV reporter and she worked for BBC.

1. **Paul:** I like magazines about sports.

Paul said that \_\_\_\_\_

2. **Susan:** I am a journalist and my husband is a photographer.

Susan said that \_\_\_\_\_

#### Example in the Future:

**Clara:** I will read the film review about the film *Die Hard* tomorrow.

Clara said that she would read the film review about the film *Die Hard* the next day.

3. **David:** I will buy the newspaper tomorrow.

David said that \_\_\_\_\_

4. **Jenny:** I will tell this story to my best friend.

Jenny said that \_\_\_\_\_

#### Example in the Imperative:

**Samuel:** Pay attention!

Samuel told me to pay attention.

5. **David:** Open the newspaper.

David told me \_\_\_\_\_

6. **Sarah:** Do not turn on the TV.

Sarah told me \_\_\_\_\_



# Grammar 10

Verb + *to*-infinitive and verb  
+ *-ing* form

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Write the headings in the correct column.

### Verb + *to*-infinitive

verbs usually followed by *to*-infinitive

### Verb + *-ing* form

verbs usually followed by *-ing* form

| 1.                                                                                                                     | 2.                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| agree; help; hope; plan; refuse; afford; decide;<br>expect; forget; learn; mean; offer; promise;<br>want; wish; choose | mention; finish; allow; avoid; tolerate; detest;<br>consider; deny; enjoy; imagine; justify; practise;<br>save; keep (on); suggest |

## B. Choose the correct form of the verbs.

1. Terry agreed \_\_\_\_\_ playing online games all the time.

- a) to stop      b) stopping

2. They enjoy \_\_\_\_\_ series on TV.

- a) to watch      b) watching

3. Teens want \_\_\_\_\_ new experiences.

- a) to try      b) trying

4. Sophie loves \_\_\_\_\_ her friends online.

- a) to meet      b) meeting

5. He decided \_\_\_\_\_ her a present.

- a) to buy      b) buying



## A. Complete the sentences with the correct form of the verbs.

1. My brother didn't stop \_\_\_\_\_ (text) messages all morning.

**-ing form**

2. Teens don't mind \_\_\_\_\_ (take) risks.

**-ing form**

3. I must remember \_\_\_\_\_ (give) my mother a call. It's her birthday.

**to-infinitive**

4. His daughter promised \_\_\_\_\_ (not smoke) again.

**to-infinitive**

5. He was already full but he kept on \_\_\_\_\_ (eat).

**-ing form**

# Vocabulary 1

Teens' amazing experiences

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Here is a group of words. Write the words/expressions in the correct box.

platform boarding gate airport take off buffet car information desk ticket collector  
check-in desk departure lounge plane flight railway station airline  
flight attendant cabin crew luggage on time passengers trolley arrivals

Travelling by train

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---

---

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---

---

Travelling by plane

---

---

---

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---



B. Circle the correct option.

1. I was waiting at the airport in the **departure lounge / room**.
2. On the plane, the **flight attendant / ticket collector** gave us a light breakfast.
3. I was waiting for my friends' train at the **airport / railway station**.
4. When I was on the train, I got hungry so I went to the **coffee bar / buffet car** to get a ham sandwich.
5. At the airport I dropped my luggage at the **information desk / check-in desk**.

C. Match the pictures and the expressions.

1. go abroad
2. go sightseeing
3. go camping
4. go by plane
5. go on a cruise

Picture

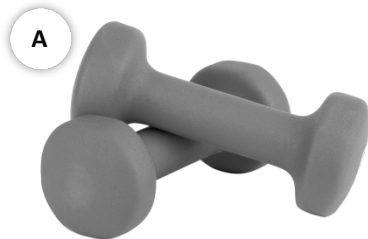
☐  
☐  
☐  
☐  
☐


# Vocabulary 2

Teens' health

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Look at the pictures and then write the letter next to the correct number.



1. healthy diet

Picture

☐

4. overweight

Picture

☐

2. unhealthy diet

☐

5. to keep fit

☐

3. vegetarian food

☐

6. dairy products

☐

B. Complete the sentences with the words in the box.

diet appearance advertising weight influence over-exercising

1. If you eat only unhealthy food, you'll put on \_\_\_\_\_.

2. Celebrities \_\_\_\_\_ the way teens see themselves.

3. A balanced \_\_\_\_\_ is essential to being healthy.

4. She started \_\_\_\_\_ to look like the models in magazines.

5. \_\_\_\_\_ influences our everyday lives.

6. Who you really are inside is more important than your physical \_\_\_\_\_.

# Vocabulary 3

## Teens' jobs

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

A. Look at the pictures and identify the part-time jobs. Use the words/expressions in the box.

mow the lawn    babysitter    run an errand    waiter    do paper rounds  
lifeguard    shop assistant    tutor    pet sitter



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

# Vocabulary 4

## Jobs and careers

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Match the columns.

- |                       |                                                               |
|-----------------------|---------------------------------------------------------------|
| 1. employer           | <input type="checkbox"/> a. <i>habilidades, capacidades</i>   |
| 2. employee           | <input type="checkbox"/> b. <i>entrevista</i>                 |
| 3. skills             | <input type="checkbox"/> c. <i>procurar um emprego</i>        |
| 4. interview          | <input type="checkbox"/> d. <i>empregador</i>                 |
| 5. career             | <input type="checkbox"/> e. <i>carreira</i>                   |
| 6. to look for a job  | <input type="checkbox"/> f. <i>empregado</i>                  |
| 7. to apply for a job | <input type="checkbox"/> g. <i>candidatar-se a um emprego</i> |

### B. Match these columns too.

- |                    |                                                            |
|--------------------|------------------------------------------------------------|
| 1. salary          | <input type="checkbox"/> a. <i>um trabalho de sonho</i>    |
| 2. work experience | <input type="checkbox"/> b. <i>promoção</i>                |
| 3. job centre      | <input type="checkbox"/> c. <i>salário</i>                 |
| 4. qualifications  | <input type="checkbox"/> d. <i>ganhar dinheiro</i>         |
| 5. to earn money   | <input type="checkbox"/> e. <i>qualificações</i>           |
| 6. a dream job     | <input type="checkbox"/> f. <i>experiência de trabalho</i> |
| 7. promotion       | <input type="checkbox"/> g. <i>centro de emprego</i>       |

### C. Circle the correct option.

1. I am unemployed, so I have to **look for a job** / read a book.
2. My friend has a new house. He needs a bigger **experience** / salary.
3. She wants to buy a new computer: she wants to **earn money** / find a dream job.
4. I don't go to school so I don't have any **salary** / qualifications.
5. The candidate had **an interview** / a class at the job centre.

# Vocabulary 5

## Teens' problems

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Match the English and the Portuguese words/expressions.

*insucesso escolar*    *dependência da internet*    *dependência de telemóvel*  
*consumo de álcool/alcoolismo*    *pressão interpares*    *conflitos com os pais*

1. Internet addiction: \_\_\_\_\_
2. quarrels with parents: \_\_\_\_\_
3. mobile phone addiction: \_\_\_\_\_
4. school failure: \_\_\_\_\_
5. drinking: \_\_\_\_\_
6. peer pressure: \_\_\_\_\_

### B. Identify these teens' problems.

drinking    peer pressure    cyberbullying    mobile phone addiction    quarrels with parents  
internet addiction    video games addiction    school failure



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

# Test 1

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text.

### David Beckham

UNICEF Goodwill Ambassador David Beckham is asking his fans to buy a special UNICEF football on his 36<sup>th</sup> birthday on 2<sup>nd</sup> May that we will deliver directly to vulnerable children across the world. These unique, professional-quality footballs are delivered directly to children in the poorest communities, giving them the chance to play, exercise and have fun.

“I received my first football when I was very young and it was the best present I ever had. Now I’m 36 and I’m asking you to help me give that same excitement and joy to thousands of other children,”

said Goodwill Ambassador Beckham, who saw the life-changing impact of football on children’s lives during a visit with UNICEF to Sierra Leone in 2008. “Across the world, from schools to refugee

camps, a football game brings children and communities together to play and forget any trauma or worries for an hour or two. So from one football lover to another, let’s put it right for children – please buy a child a sporting gift. Every one of your birthday gifts will make a real difference to a child’s life.”

UNICEF believes it is wrong that millions of children around the world don’t have the right to play and have fun with their friends. Help David Beckham set this right and buy a UNICEF football for his birthday today.



www.unicef.org.uk (abridged and adapted)  
accessed in January 2015

## B. Identify in the text:

1. the name of the UNICEF Goodwill Ambassador \_\_\_\_\_
2. his challenge \_\_\_\_\_
3. the best present he has ever had \_\_\_\_\_
4. the importance of a football game \_\_\_\_\_

## C. Circle the correct option.

1. The footballs are directly delivered to children in the **poorest** / **richest** communities.
2. In 2008 Beckham visited **UNICEF** / **Sierra Leone**.
3. The impact of football is **life-changing** / **unimportant**.
4. Birthday gifts will make a real difference to **a child’s** / **an adult’s** life.
5. Children around the world have the right to play and have fun with **David Beckham** / **their friends**.

**D. Match the sentences to the pictures.**

**A**



**C**



**B**



**D**



1. helping out at the food bank

☐

2. helping at an animal shelter

☐

3. taking part in a clean-up campaign

☐

4. keeping older people company

☐

**E. Identify: Past Simple or Past Continuous?**

1. She started volunteering last year. \_\_\_\_\_

2. Yesterday afternoon she was helping out at the orphanage. \_\_\_\_\_

3. He packed food at the food bank last Saturday. \_\_\_\_\_

4. They were writing the application form. \_\_\_\_\_

5. Sarah served food to the homeless last night. \_\_\_\_\_

**F. Write about Evelyn's volunteering experience using the information in the box.**

**Name:** Evelyn Morrison **Age:** 19 **Nationality:** Australian **Place:** Scotland  
**When:** June **Period of Stay:** 6 weeks **Work:** feed the animals, take the dogs for walks;  
 clean the cages **Opinion:** amazing experience

Her name **a.** \_\_\_\_\_ and she **b.** \_\_\_\_\_. She **c.** \_\_\_\_\_  
 \_\_\_\_\_. She decided to apply as a volunteer in **d.** \_\_\_\_\_ where  
 she **e.** \_\_\_\_\_ (**stay**) for **f.** \_\_\_\_\_. She did lots of activities  
 with the animals: she **g.** \_\_\_\_\_, **h.** \_\_\_\_\_ and she **i.** \_\_\_\_\_  
 It was an **j.** \_\_\_\_\_.



## Test 2

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text.

#### The social experiment

Trent Mitchell, a teacher at Shorecrest High School, noticed students were always using their phones or Facebook instead of interacting with their classmates, so he challenged them to unplug from instant messaging, Facebook, Twitter and WhatsApp for a whole week. Six hundred students participated in this project called *The Social Experiment*.

Michael, 17, said, "When I woke up on the first morning my first impulse was to share a post on Facebook, but I didn't. I was able to go through the experiment but some of my friends just couldn't and gave it up."

Katelyn, a 16-year-old student, said: "It was weird not to check my email, texts and Facebook as soon as I woke up. But each day it got easier. I started exercising more, ran with my dogs and did other interesting things like reading and talking to my friends face-to-face. In fact, since the experiment I haven't used technological devices so much!"



based on <http://seattletimes.com>  
accessed January 2015

### B. Complete the table.

| 1. Name of the teacher | 2. Name of the school | 3. Name of the project | 4. Number of students |
|------------------------|-----------------------|------------------------|-----------------------|
|                        |                       |                        |                       |

### C. True or false? Correct the false statements by quoting from the text.

1. Students were always texting or using Facebook. ☐

\_\_\_\_\_

2. Trent Mitchell challenged students to use Facebook in class. ☐

\_\_\_\_\_

3. Michael gave up the experiment. ☐

\_\_\_\_\_

4. It was easy for Katelyn not to text in the morning. ☐

\_\_\_\_\_

**D. Circle the correct option.**

1. Students at Shorecrest were always **wired / unplugged**.
2. Most teens are **selfies / tech-savvy**.
3. Trent wanted his students to be **media-free / defriend**.
4. Students uploaded videos of the experiment on their **digital cameras / vlogs**.

**E. Identify: Present Perfect or Past Simple?**

1. Have you ever used WhatsApp? \_\_\_\_\_
2. I took a selfie at the concert yesterday. \_\_\_\_\_
3. My sister went to the concert too. \_\_\_\_\_
4. She has just posted a comment on Instagram. \_\_\_\_\_
5. Our teacher started a private Facebook last week. \_\_\_\_\_

**F. Imagine you are one of the students.**

|                  |                                                                                                              |
|------------------|--------------------------------------------------------------------------------------------------------------|
| <b>When</b>      | since September                                                                                              |
| <b>What</b>      | share online photos on a variety of social networking platforms such as Facebook, Twitter, Tumblr and Flickr |
| <b>Opinion</b>   | it's very easy to share photos on Instagram; it's also safe because you can set your profile on privacy      |
| <b>How often</b> | every day, especially after dinner; post a lot of photos, videos and comments                                |

I have used Instagram **a.** \_\_\_\_\_. I also **b.** \_\_\_\_\_  
on a variety of **c.** \_\_\_\_\_ such as **d.** \_\_\_\_\_.  
In my opinion it's **e.** \_\_\_\_\_ on Instagram. It's also  
**f.** \_\_\_\_\_ because you can set **g.** \_\_\_\_\_.  
I use Instagram **h.** \_\_\_\_\_ especially **i.** \_\_\_\_\_.  
I post **j.** \_\_\_\_\_.

# Test 3

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text.

### Get Active

Physical activity is an essential component of a healthy lifestyle. In combination with healthy eating, it can help prevent a range of chronic diseases. It helps control weight, reduces fat, promotes strong bones and muscles and decreases the risk of obesity. Children need sixty minutes of physical activity every day to grow up to a healthy weight.

In fact, 8 to 18 year-olds spend an average of 7.5 hours using entertainment media including TV, computers, video games, cell phones and movies on a typical day, and only one-third of high school students get the recommended levels of physical activity. To increase physical activity, today's children need safe routes to walk and bike ride to school, parks, playgrounds and community centres where they can play after school, and take part in activities like sports, dance or fitness programmes.

The *Let's Move* project aims to increase opportunities for kids to be physically active, both in and out of school and to create new opportunities for families to move together and to set themselves on the road to a healthier life through positive changes to physical activity and eating behaviours.



www.letsmove.gov (abridged and adapted)  
accessed January 2015

## B. Identify in the text:

1. the essential component of a healthy lifestyle \_\_\_\_\_
2. the average amount of hours spent in front of entertainment media \_\_\_\_\_
3. the name of the project \_\_\_\_\_

## C. Choose the correct option.

1. What can physical activity and healthy eating do?  
a) make you put on weight      b) prevent chronic diseases      c) increase the risk of obesity
2. How much time of physical exercise do children need every day to grow up to a healthy weight?  
a) 6 minutes      b) 7.5 minutes      c) 60 minutes
3. How do children and teens spend most of their free time?  
a) using entertainment media      b) doing after school activities      c) riding a bike
4. The *Let's move!* project aims to increase opportunities for kids and families to  
a) be together.      b) be physically active.      c) stay home together.

**D. Circle the correct option.**

1. The *Let's Move* project aims at increasing **overweight** / **physical exercise**.
2. Kids and teens need to combine physical exercise and **healthy** / **unhealthy** eating.
3. If they don't exercise regularly, they will put on **weight** / **obese**.
4. Exercising can help adolescents have a positive body **appearance** / **image**.

**E. Identify: Past Perfect or Past Simple?**

1. He hadn't heard about the *Let's Move* project before. \_\_\_\_\_
2. Yesterday she arrived home very late. \_\_\_\_\_
3. The kids had already left for school. \_\_\_\_\_
4. My friend started a diet two months ago. \_\_\_\_\_
5. My daughter walked to school this morning. \_\_\_\_\_

**F. Write sentences using the words given.**

1. Energy drinks / be / very dangerous / because / they / can / become / addictive / .  
\_\_\_\_\_
2. Some teens / not have / breakfast / and / just / have / an / energy drink / .  
\_\_\_\_\_
3. The quantity / sugar / can / cause / diabetes / .  
\_\_\_\_\_
4. These / drinks / increase / stress / anxiety / .  
\_\_\_\_\_
5. Teens / should / drink / water / have / balanced / breakfast / every morning / .  
\_\_\_\_\_



# Test 4

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Read the text.

### A part-time job

I really think it's important to have a part-time job when you're a teenager because you gain experience and you earn money to pay for your future university studies.

I work with children in a primary school on Thursday and Friday afternoon.

- 5 I usually play football or basketball with them. It's not a very hard job because it's something I like and I'm good at sports. I want to be a physical education teacher so this part-time job is perfect for me. I also like children and I think I am very patient with them.

- 10 To be a physical education teacher I need to go to university and get a degree. This experience is going to help me.



Daniel, 17 years old

## B. Identify in the text:

1. Daniel's age \_\_\_\_\_
2. Daniel's dream job \_\_\_\_\_
3. Daniel's personal qualities \_\_\_\_\_
4. reasons for the part-time job \_\_\_\_\_

## C. True or false? Correct the false ones by quoting from the text.

1. Daniel works with teenagers. ☐  
\_\_\_\_\_
2. He works at the weekend. ☐  
\_\_\_\_\_
3. He is bad at sports. ☐  
\_\_\_\_\_
4. Daniel wants to go to university. ☐  
\_\_\_\_\_

## D. Match the columns.

- |                       |                          |                              |
|-----------------------|--------------------------|------------------------------|
| 1. Daniel needs money | <input type="checkbox"/> | a. children and sports.      |
| 2. The job is         | <input type="checkbox"/> | b. great personal qualities. |
| 3. Daniel likes       | <input type="checkbox"/> | c. to be a teacher.          |
| 4. He has got         | <input type="checkbox"/> | d. perfect for him.          |
| 5. You need a degree  | <input type="checkbox"/> | e. to go to university.      |

**E. Circle the correct option.**

1. Daniel is a very good **employer / employee**.
2. Daniel wants to **win / earn** money.
3. He works to get more **qualities / experience**.
4. He needs to go to university to get a **document / degree**.

**F. Reported speech: complete the sentences with the words/expressions in the box.**

1. Mum: "Don't be late".  
The mother told her children \_\_\_\_\_ late.
2. Patrick: "I will look for a part-time job tomorrow".  
Patrick said that he \_\_\_\_\_ look for a part-time job \_\_\_\_\_.
3. Sally: "John, do you work at the pet shop on Saturdays?"  
Sally asked John if he \_\_\_\_\_ at the pet shop on Saturdays.
4. Daniel: "I am good at sports."  
Daniel said he \_\_\_\_\_ good at sports.
5. Sam: "I am reading the ads."  
Sam said she \_\_\_\_\_ reading the ads.

**the next day**  
**was**  
**worked**  
**not to be**  
**was**  
**would**

**G. Match the columns.**

- |                               |                          |                                                                                          |
|-------------------------------|--------------------------|------------------------------------------------------------------------------------------|
| 1. identification             | <input type="checkbox"/> | a. I feed the animals and assist the customers.                                          |
| 2. job                        | <input type="checkbox"/> | b. I work three times a week in the afternoon and on Saturdays.                          |
| 3. place of work              | <input type="checkbox"/> | c. I have a part-time job to gain experience and earn some money for my personal things. |
| 4. when he works              | <input type="checkbox"/> | d. I work as a pet shop assistant.                                                       |
| 5. personal skills            | <input type="checkbox"/> | e. I am a very responsible and organised person.                                         |
| 6. what he does               | <input type="checkbox"/> | f. I work in the Happy Pet shop in Cambridge.                                            |
| 7. why he has a part-time job | <input type="checkbox"/> | g. My name is Norman and I am 17 years old.                                              |

## Test 5

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Read the text about bullying and cyberbullying.

#### Be Nice!

My name is Felicity and Sarah is my BFF and I thought we were happy girls with a fantastic group of friends but I was completely wrong. Last year she started being bullied and cyberbullied by a new student at school. She got nasty messages and offensive posts on Facebook. At school she was ignored on purpose or made fun of. I was shocked because her friends did nothing to help her. In fact, I was the only one who tried to protect her but it didn't stop. It was a really hard time for her. She didn't want to go to school anymore and avoided checking on her emails and Facebook. She started getting bad grades at school, she lost her self-esteem and became depressed.



So I decided to take action and asked permission to start an anti-bullying campaign at school called *Be Nice!* The school headmaster thought the idea was fantastic and supported the campaign. The idea was to start sticking post-it notes all around school with nice messages. The first message I wrote was about Sarah, of course.

The campaign was a huge success and we managed to reduce bullying and cyberbullying. Sarah, as well as other victims, is more confident now and the aggressors were punished.

### B. Identify in the text:

1. the problem \_\_\_\_\_
2. the victim's name \_\_\_\_\_
3. name of the campaign \_\_\_\_\_

### C. Choose the correct option.

1. What did the new student at school do?  
a) started a campaign      b) protected Sarah      c) sent Sarah nasty messages
2. Felicity was shocked because her friends  
a) helped Sarah.      b) didn't help Sarah.      c) bullied Sarah.
3. Sarah  
a) became depressed.      b) was happy.      c) left school.
4. The *Be Nice!* campaign was  
a) a failure.      b) a hard time      c) a huge success.

**D. Circle the correct option.**

1. Sarah was **cyberbullied** / **rebellious**.
2. Sarah lost her **depression** / **self-esteem**.
3. She had a hard **time** / **life**.
4. After the campaign the victims became more **unhappy** / **confident**.
5. The **aggressors** / **victims** were punished.

**E. Complete the sentences with the question tags in the box.**

aren't they    shall we    did she    wasn't she    didn't she

1. Sarah was cyberbullied, \_\_\_\_\_ ?
2. The new student sent nasty messages, \_\_\_\_\_ ?
3. Sarah didn't want to go to school, \_\_\_\_\_ ?
4. All the victims are more confident now, \_\_\_\_\_ ?
5. Let's help her, \_\_\_\_\_ ?

**F. Complete the sentences with information from the table.**

|                           |                                                               |
|---------------------------|---------------------------------------------------------------|
| <b>Name</b>               | Benny Taylor                                                  |
| <b>Age</b>                | 17 years old                                                  |
| <b>School</b>             | Allerton High School                                          |
| <b>Place</b>              | Leeds                                                         |
| <b>Type of blog</b>       | Anti-cyberbullying                                            |
| <b>Name of blog</b>       | <i>Support, Report, Defend</i>                                |
| <b>Aim of the blog</b>    | support teens who are cyberbullied                            |
| <b>Teacher who helped</b> | ICT teacher                                                   |
| <b>Parents' opinion</b>   | very happy about the idea; good way to protect their children |



a. \_\_\_\_\_, a b. \_\_\_\_\_ year-old student at c. \_\_\_\_\_ in  
d. \_\_\_\_\_, was a cyberbullying victim himself, so he decided to start an e. \_\_\_\_\_  
school blog with the help of the f. \_\_\_\_\_ to g. \_\_\_\_\_. The initiative is a success  
and lots of students have become active members of the h. \_\_\_\_\_ Blog.  
Parents are i. \_\_\_\_\_ because it's a very good way j. \_\_\_\_\_.



# Answer key

## READING

### Reading 1

**B.** 1. French (I. 1) 2. sushi, chicken & salad rolls and fruit salads (II. 8-9) 3. water, juice or milk (I. 10) 4. "Healthy Friday" or "Healthy Day" (II. 6, 11)  
**C.** 1. T 2. T 3. F 4. F 5. T  
**D.** 1. healthy 2. loved 3. possible 4. chocolate and cakes

### Reading 2

**B.** 1. 11 2. a laptop, a TV, an iPod Touch and a mobile phone 3. read a book, watch TV, listen to music and go to bed  
**C.** 1. F 2. F 3. T 4. T 5. F  
**C.** 1. four 2. face-to-face 3. playing outside

### Reading 3

**B.**  
**Dream job:** actor  
**Personal qualities:** good at acting; good memory  
**Part-time job:** dog walker  
**C.** 1. F 2. T 3. F 4. T 5. T  
**D.** 1. actor 2. special school 3. part-time job 4. earn some money

### Reading 4

**B.** A  
**C.** 1. St Paul's High School 2. Marie 3. addiction to computer games 4. doesn't study a lot; can't concentrate  
**D.** 1. American 2. seventeen 3. online games 4. unhappy 5. bedroom 6. bad

### Reading 5

**B.** 1. Salford's High School 2. bullying 3. Amy 4. *Delete Bullying*  
**C.** 1. T 2. F 3. F 4. T 5. F  
**D.** 1. victim 2. self-esteem 3. cyber bullying 4. bullies

## WRITING

### Writing 1

**A.** a. capital b. flight c. attendants d. hotel e. monuments  
f. weather g. am taking h. tourist

### Writing 2

a. Emily Marriott b. 18 years old c. Canadian d. Ireland e. Friends of the Elderly f. travelled g. Ireland last April h. stayed i. 4 weeks j. visited the elderly who feel alone in their homes, nursing homes or hospitals k. assisted the elderly in day trips l. supported them in difficult times m. loved spending time with the elderly n. I learned how little gestures can bring joy to them o. laughed a lot p. amazing opportunity to make new friends and help the community.

### Writing 3

**A.** a. 6 months ago b. send messages, audio messages, videos and photos to one or many friends c. it's very easy and cheap d. no message limit e. it's completely f. a large number of messages g. hard to turn the iPhone off at night h. is to switch my iPhone on to check any new

### Writing 4

**What energy drinks do:** 1. Teens can become addicted. 4. Teens have disruptive behaviour and bad results at school. 8. They increase stress and anxiety. 9. They can lead to sleeping

disorders. 10. The large amount of sugar can cause high levels of blood glucose and diabetes.

**What you should do:** 2. Drink water instead. 3. Eat a healthy breakfast before going to school. 5. Don't have energy drinks in the morning. 6. Have healthy habits. 7. Stop drinking energy drinks to stay alert and focused.

### Writing 5

a. name b. 16 years old c. selling Fish Flops d. was born e. her family f. business g. wrote h. website i. sold out j. made a lot of money k. dreams l. don't quit

## GRAMMAR

### Grammar 1

**A.** 1. Present Simple 2. Present Continuous  
**B.** 1. meets 2. don't 3. do  
**C.** 1. are; is 2. Is 3. aren't; are  
**D.** 1. Present Simple 2. Present Continuous 3. Present Simple 4. Present Continuous  
**E.** 1. drives 2. aren't flying 3. swims; is playing 4. am doing; do 5. is... leaving 6. Is he sending

### Grammar 2

**A.** 1. flew 2. had 3. travel; did 4. swim 5. rained 6. got  
**B.**  
1. We didn't feel very tired because we didn't do a lot of physical exercise.  
2. I didn't drive to Madrid and didn't take the train to Paris.  
3. Last year they didn't stay in a very comfortable wooden cabin in the mountains.  
4. The children didn't run after the rabbits.  
5. He didn't enjoy himself last night.  
**C.** 1. Where did they go? 2. Did she take the train? 3. Where did the boys meet? 4. Why didn't they stay there for 2 weeks? 5. When did he buy the plane tickets?

### Grammar 3

**A.** 1. B 2. D 3. A 4. C  
**B.** 1. wasn't; was 2. were; were 3. was 4. weren't; were 5. wasn't; was 6. were

### Grammar 4

**A.** 1. Past Continuous 2. Past Simple 3. Past Simple 4. Past Simple 5. Past Continuous 6. Past Continuous;  
**B.** 1. was cooking 2. saw 3. broke 4. were feeling 5. wasn't surfing 6. learned  
**C.** 1. arrived 2. was feeling 3. were waiting 4. Did... receive 5. made 6. was still parking

### Grammar 5

**B.** 1. ever; already; never; yet 2. ever; yet; never; already 3. ever; never; yet; already  
**C.** 1. never 2. yet 3. ever 4. already

### Grammar 6

**A.** 1. a 2. b 3. a 4. b  
**B.** 2. already done; he do; did it 3. already met friends; you meet; met them 4. already sent; he send; sent it  
**C.** 1. has just sent 2. Have you ever heard 3. took 4. didn't finish 5. hasn't bought 6. have been 7. Did your friends watch

### Grammar 7

A. 1. B 2. D 3. A 4. C

B. 1. eaten 2. left 3. read 4. suffered

C. 1. had cooked 2. phoned 3. had put 4. hadn't heard

### Grammar 8

A. 1. a 2. b 3. b 4. b 5. a

B. 1. would cook 2. changed 3. were 4. would feel 5. knew  
6. wouldn't start

C. 1. First Conditional 2. First Conditional 3. Second Conditional  
4. First Conditional 5. Second Conditional 6. Second Conditional

### Grammar 9

B. 1. (...) he liked magazines about sports. 2. (...) she was a journalist and her husband was a photographer. 3. (...) he would buy the newspaper the following day. 4. (...) she would tell that story to her best friend. 5. (...) to open the newspaper. 6. (...) not to turn on the TV.

### Grammar 10

A. 1. Verb + to infinitive 2. Verb + -ing form

B. 1. a 2. b 3. a 4. b 5. a

C. 1. texting 2. taking 3. to give 4. not to smoke 5. eating

## VOCABULARY

### Vocabulary 1

A.

**Travelling by train:** platform; buffet car; information desk; ticket collector; railway station; luggage; on time; passengers

**Travelling by plane:** boarding gate; airport; take off; information desk; check-in desk; departure lounge; plane; flight; airline; flight attendant; cabin crew; on time; passengers; luggage; trolley; arrivals

B. 1. departure lounge 2. flight attendant 3. railway station

4. buffet car 5. check-in desk

C. 1. B 2. C 3. D 4. E 5. A

### Vocabulary 2

A. 1. E 2. F 3. C 4. D 5. A 6. B

B. 1. weight 2. influence 3. diet 4. over-exercising 5. Advertising  
6. appearance

### Vocabulary 3

A. doing paper rounds B. lifeguard C. babysitter D. waitress

E. mowing the lawn F. shop assistant G. running errands

H. pet sitter i. tutoring

### Vocabulary 4

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

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

C. 1. look for a job 2. salary 3. earn money 4. qualifications  
5. an interview

### Vocabulary 5

A. 1. dependência da internet 2. conflitos com os pais

3. dependência de telemóvel 4. insucesso escolar 5. consumo de álcool/alcoolismo 6. pressão interpares

B. 1. quarrels with parents 2. school failure 3. Internet addiction  
4. cyberbullying 5. video games addiction 6. drinking 7. mobile phone addiction 8. peer pressure

## TESTS

### Test 1

B. 1. David Beckham 2. ask fans to buy a special UNICEF football on his 36<sup>th</sup> birthday on 2<sup>nd</sup> May 3. a football 4. brings children and communities together to play and forget any trauma or worries for an hour or two

C. 1. poorest 2. Sierra Leone 3. life-changing 4. a child's  
5. their friends

D. 1. C 2. B 3. D 4. A

E. 1. Past Simple 2. Past Continuous 3. Past Simple  
4. Past Continuous 5. Past Simple

F. a. is Evelyn Morrison b. Is 19 years old c. is Australian  
d. Scotland e. stayed f. 6 weeks g. fed the animals h. took the dogs for walks i. cleaned the cages j. amazing experience

| Cotações |             |
|----------|-------------|
| B        | 4 x 5 = 20  |
| C        | 5 x 4 = 20  |
| D        | 4 x 5 = 20  |
| E        | 5 x 4 = 20  |
| F        | 10 x 2 = 20 |
| Total    | 100         |

### Test 2

B. 1. Trent Mitchell 2. Shorecrest High School 3. *The Social Experiment* 4. 600

C. 1. T; 2. F – "(...) he challenged them to unplug from instant messaging, Facebook, Twitter and WhatsApp for a whole week".

3. False – "I was able to go through the experiment (...)."

4. False – "It was weird not to check my email, texts and Facebook as soon as I woke up."

D. 1. wired 2. tech-savvy 3. media-free 4. vlogs

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

F. a. since September. b. share online photos c. social networking platforms d. Facebook, Twitter, Tumblr and Flickr  
e. very easy to share photos. f. safe g. your profile on privacy  
h. every day i. after dinner j. a lot of photos, videos and comments

| Cotações |             |
|----------|-------------|
| B        | 4 x 5 = 20  |
| C        | 4 x 5 = 20  |
| D        | 4 x 5 = 20  |
| E        | 5 x 4 = 20  |
| F        | 10 x 2 = 20 |
| Total    | 100         |

### Test 3

B. 1. physical activity 2. 7.5 hours a day 3. *Let's Move*

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

D. 1. physical exercise 2. healthy 3. weight 4. image

E. 1. Past Perfect 2. Past Simple 3. Past Perfect 4. Past Simple  
5. Past Simple

F.

1. Energy drinks are very dangerous because they can become addictive.

2. Some teens don't have breakfast and just have an energy drink.

3. The quantity of sugar can cause diabetes.

4. These drinks increase stress and anxiety.

5. Teens should drink water and have a balanced breakfast every morning.

| Cotações     |                   |
|--------------|-------------------|
| B            | $3 \times 5 = 15$ |
| C            | $4 \times 5 = 20$ |
| D            | $4 \times 5 = 20$ |
| E            | $5 \times 5 = 25$ |
| F            | $5 \times 4 = 20$ |
| <b>Total</b> | <b>100</b>        |

#### Test 4

- B. 1. 17 years old 2. physical education teacher 3. good at sports; likes children; very patient with them. 4. to gain experience and to earn money to pay for his future university studies
- C. 1. False – “I work with children (...) (l. 4)” 2. False – “(...) on Thursday and Friday afternoon.” (l. 4) 3. False – “(...) I'm good at sports.” (l. 6) 4. True
- D. 1. e 2. d 3. a 4. b 5. c
- E. 1. employee 2. earn 3. experience 4. a degree
- F. 1. not to be 2. would; the next day 3. worked 4. was 5. was
- D. 1. g 2. d 3. f 4. b 5. e 6. a 7. c

| Cotações     |                   |
|--------------|-------------------|
| B            | $4 \times 5 = 20$ |
| C            | $4 \times 5 = 20$ |
| D            | $5 \times 3 = 15$ |
| E            | $4 \times 4 = 16$ |
| F            | $5 \times 3 = 15$ |
| G            | $7 \times 2 = 14$ |
| <b>Total</b> | <b>100</b>        |

#### Test 5

- B. 1. bullying and cyberbullying 2. Sarah 3. *Be Nice*
- C. 1. c; 2. b; 3. a; 4. c
- D. 1. cyberbullied 2. self-esteem 3. time 4. confident
5. aggressors
- E. 1. wasn't she 2. didn't she 3. did she 4. aren't they 5. Shall we?
- F. a. Benny Taylor b. 17 c. Allerton High School d. Leeds e. anti-cyberbullying f. ICT teacher g. support teens who are cyberbullied h. *Support, Report, Defend* i. very happy about the idea j. to protect their children

| Cotações     |                    |
|--------------|--------------------|
| B            | $3 \times 5 = 15$  |
| C            | $4 \times 5 = 20$  |
| D            | $5 \times 5 = 25$  |
| E            | $5 \times 4 = 20$  |
| F            | $10 \times 2 = 20$ |
| <b>Total</b> | <b>100</b>         |

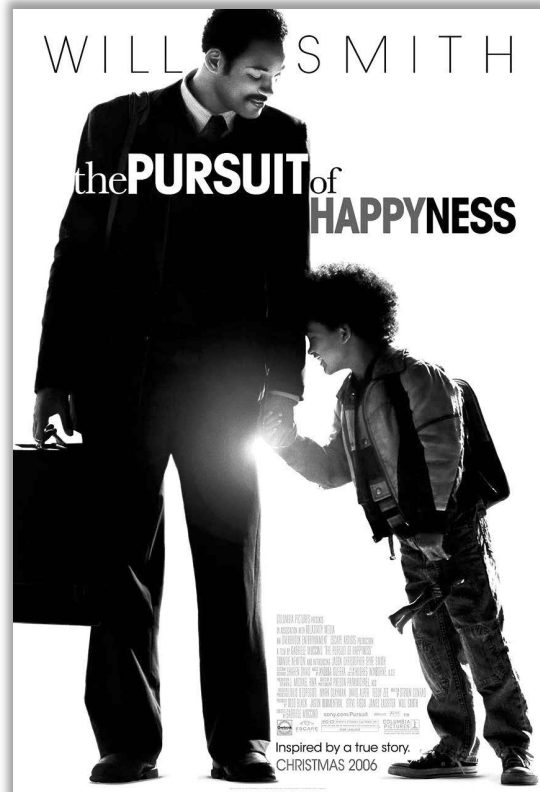
# Movie 1 *The pursuit of Happyness*

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## Before viewing

### A. Have a look at the film poster and answer the questions below.

1. What type of film do you think it is?
  - a. drama ☐
  - b. romantic comedy ☐
  - c. action ☐
2. Where does the action take place?
  - a. countryside ☐
  - b. beach ☐
  - c. city ☐
3. Who do you think the two people are? What's their relationship?  
\_\_\_\_\_
4. What do the people on the film poster want?  
\_\_\_\_\_
5. Who is the leading actor?  
\_\_\_\_\_
6. Is there something wrong in the title of the film?  
\_\_\_\_\_



### B. The words below are in the film. Match the columns.

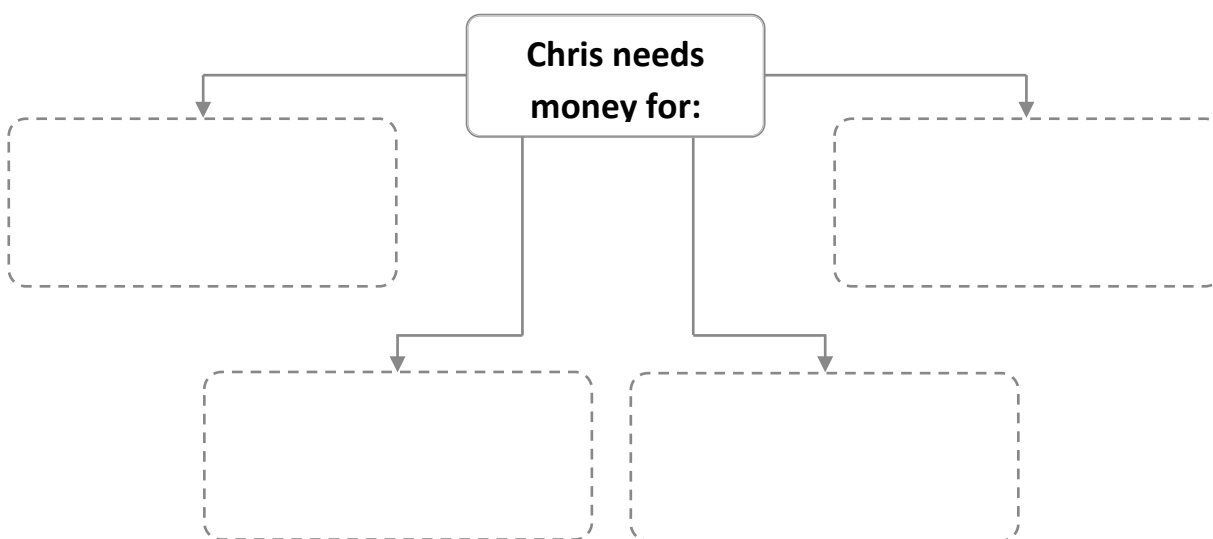
- |                |                          |                                                                          |
|----------------|--------------------------|--------------------------------------------------------------------------|
| 1. stockbroker | <input type="checkbox"/> | a. a period of work (morning or night shift)                             |
| 2. shift       | <input type="checkbox"/> | b. force a person out of a place                                         |
| 3. daycare     | <input type="checkbox"/> | c. a person who works for a stock exchange firm and sells or buys stocks |
| 4. homeless    | <input type="checkbox"/> | d. a place for children to stay when their parents are working           |
| 5. evict       | <input type="checkbox"/> | e. without a home                                                        |

## While viewing

**A. Watch the first part of the film and answer the questions in note form.**

|                                                          |  |
|----------------------------------------------------------|--|
| 1. What does Chris call this part of his life?           |  |
| 2. What is he trying to sell?                            |  |
| 3. Is it necessary to go to college to be a stockbroker? |  |
| 4. How long has Linda been doing double shifts?          |  |
| 5. What is Chris's plan?                                 |  |

**B. Complete the diagram in note form.**



**C. Now watch the second part and correct what is wrong in each statement.**

1. This part of Chris's life is called "Being smart".

\_\_\_\_\_

2. Out of twenty interns they only choose two.

\_\_\_\_\_

3. Chris's nickname at school had to do with his sports abilities.

\_\_\_\_\_

4. Chris pays 250\$ a month for daycare.

\_\_\_\_\_

5. He wants to see Jay Twistle to tell him about his qualities.

\_\_\_\_\_



**D. Watch the part called “Running”. Who says what?**

**Christopher    Linda    Chris    Mr Twistle    Mr Frohm**

1. “I submitted an application for the intern programme a month ago.” \_\_\_\_\_
2. “I don’t believe you can do this.” \_\_\_\_\_
3. “You almost have this side.” \_\_\_\_\_
4. “I’m leaving.” \_\_\_\_\_
5. “What would you say if a guy walked in for an interview without a shirt on and I hired him?”  
\_\_\_\_\_
6. “I’m going pro.” \_\_\_\_\_
7. “Don’t ever let somebody tell you you can’t do something. Not even me.” \_\_\_\_\_
8. “If you want something, you get it.” \_\_\_\_\_

**E. This is another part of Chris’s life: “Internship”. Mark True (T) or False (F).**

- |                                                             | <b>T</b>                 | <b>F</b>                 |
|-------------------------------------------------------------|--------------------------|--------------------------|
| 1. Chris feels well-appreciated at work.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He had to do the job quicker than the other interns.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He was hanging up the phone after each call.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He found lots of strategies to beat time he didn’t have. | <input type="checkbox"/> | <input type="checkbox"/> |



**F. Watch the final section called “Paying taxes”. Fill in the table in note form.**

|                                                         |  |
|---------------------------------------------------------|--|
| 1. What happened to his bank account?                   |  |
| 2. Why was he evicted from the motel?                   |  |
| 3. Where did they sleep?                                |  |
| 4. Where are they going to spend the nights after this? |  |
| 5. Did he get the job he wanted?                        |  |

## After viewing

### A. Fill in the table about the film.

|                                     |  |
|-------------------------------------|--|
| 1. What type of film is it? (Genre) |  |
| 2. Where does it take place?        |  |
| 3. When does it take place?         |  |
| 4. Who are the main characters?     |  |

### B. Complete the summary of the film with the words in the box.

evicted   metro station   internship   future   give up   salary   on his own

This is Chris Gardner's true story. Chris is a San Francisco salesman struggling to build a **a.** \_\_\_\_\_ for himself and his five-year-old son Christopher. When his girlfriend Linda walks out, Chris is left to raise Christopher **b.** \_\_\_\_\_. Chris's determination finally pays off when he lands an unpaid **c.** \_\_\_\_\_ in a brutally competitive stockbroker-training programme, where only one in twenty interns will succeed. But without a **d.** \_\_\_\_\_, Chris and his son are **e.** \_\_\_\_\_ from their apartment and are forced to sleep on the streets, in shelters and even behind the locked doors of a **f.** \_\_\_\_\_ bathroom. With self-confidence and the love and trust of his son, Chris doesn't **g.** \_\_\_\_\_ and finally becomes a Wall Street legend.



# Movie 2 *That's what I am*

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

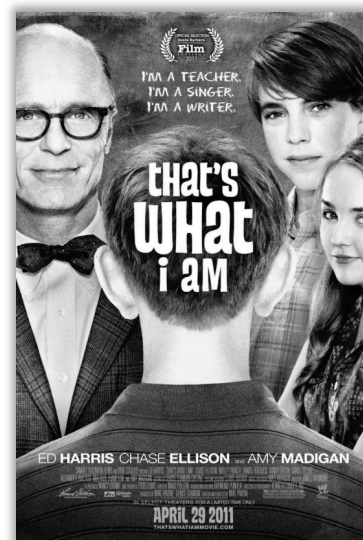
## Before viewing

### A. Have a look at the film poster and answer the questions below.

1. When does the story take place?

- a. past ☐
- b. present ☐
- c. future ☐

2. What answer could we give to the question: What are you?



## While viewing

### A. Watch the first part of the film. Who are the characters? What do we know about them (names, qualities, age...)?



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

### B. Match the sentences.

- |                                   |                                                                                 |
|-----------------------------------|---------------------------------------------------------------------------------|
| 1. Mr Simon decides to            | <input type="checkbox"/> a. work with Stanley.                                  |
| 2. Andrew is going to             | <input type="checkbox"/> b. he wants his sandwiches and a candy bar.            |
| 3. The teacher thinks             | <input type="checkbox"/> c. doesn't mind doing the project by himself.          |
| 4. Sam is bullying Norman because | <input type="checkbox"/> d. tells him they have to do it as a team.             |
| 5. Norman gives Sam               | <input type="checkbox"/> e. pair up the students to work together on a project. |
| 6. Norman tells Andrew how        | <input type="checkbox"/> f. Andrew is an excellent writer.                      |
| 7. Stanley tells Andrew he        | <input type="checkbox"/> g. some money to stop the bullying.                    |
| 8. Andrew refuses and             | <input type="checkbox"/> h. lucky he is to be working with Stanley.             |



**C. Read the sentences. Mark True (T) or False (F).**

|                                                   | <b>T</b>                 | <b>F</b>                 |
|---------------------------------------------------|--------------------------|--------------------------|
| 1. Stanley only studies in the library.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Mr Simon wins a car in a newspaper contest.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Some students are afraid of getting "cooties". | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Karen Connor gets hurt.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nothing happens to Jason Freel.                | <input type="checkbox"/> | <input type="checkbox"/> |

**D. Complete the sentences with the words in the box.**

**harder    compassion    talent show    newspapers    right    friend    office**

1. Human dignity + \_\_\_\_\_ = PEACE.
2. Norman delivers \_\_\_\_\_ on his bike and on every Friday he works in the \_\_\_\_\_ for Mrs Cranby.
3. The students are going to participate in a \_\_\_\_\_.
4. Stanley believes he has the \_\_\_\_\_ to participate.
5. Norman is mad at his \_\_\_\_\_ because his singing is going to make things \_\_\_\_\_ for the rest of them.

**E. Order the events.**

- ☐ Mr Freel goes to the principal's office to get Mr Simon fired.
- ☐ Mr Simon thinks no one should care about his private life and all that matters is the fact that he is a good teacher.
- ☐ Andrew trades his baseball cards for an ID bracelet that he wants to give Mary.
- ☐ Andrew manages to convince Norman to come to the talent show.
- ☐ Jason Freel tells his father that Mr Simon is a homosexual.
- ☐ Principal Kelner doesn't believe Jason's father and asks for some proof.
- ☐ Everyone is surprised at Stanley's voice.
- ☐ Principal Kelner wants Mr Simon to deny the accusation.

## After viewing

### A. Complete the storyline of the film with the words/expressions in the box.

Principal    bullies    delivers    geek    revenge    school project

Andrew Nichol is a happy 13-year-old with friends. He is in the 8<sup>th</sup> grade. He **a.** \_\_\_\_\_ newspapers and works at the school office in his free time. He has a crush on the prettiest girl at school, Mary. His favourite teacher is Mr Simon. However, when Mr Simon pairs Andy up with Big G for a **b.** \_\_\_\_\_, he thinks he will turn into a **c.** \_\_\_\_\_ and the other students will stop being his friends. Andrew gradually learns to appreciate Big G and he begins to spend more time with the bullied boys and girls. He really admires Stanley's dignity and compassion and the way he stands up to **d.** \_\_\_\_\_. When a bully hurts one of Stanley's friends, Mr Simon protects the victim and the bully gets suspended. To get **e.** \_\_\_\_\_, the bully then spreads a rumour around school. Some parents threaten the **f.** \_\_\_\_\_ to force her to take action against the teacher.

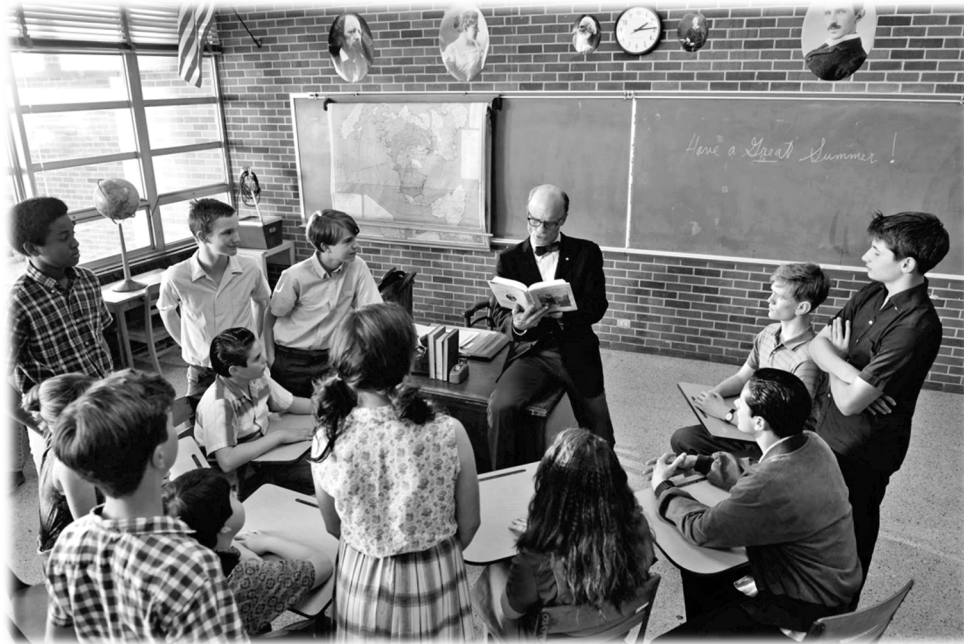
### B. Who is your favourite character? Give a reason for your choice.

*My favourite character in the film is \_\_\_\_\_ because \_\_\_\_\_*

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# Answer key

## Movie 1

### Before viewing

A. 1. a 2. c 3. father and son 4. They want to find happiness.

5. The leading actor is Will Smith. 6. Yes, there is. The word “happiness” is not correctly spelled: it’s not “y”, but “i”.

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

### While viewing

A. 1. riding the bus 2. portable bone-density scanners 3. No; you need to be good with numbers and good with people. 4. 4 months 5. To sell what’s in his contract; get out of the scanners business; get a job as a stockbroker

B. paying daycare, rent, taxes and parking tickets

C. 1. ~~smart~~: stupid 2. ~~two~~: one 3. ~~sports abilities~~: intelligence

4. ~~250\$~~: 150\$ 5. ~~qualities~~: application (training programme)

D. 1. Chris 2. Mr Twistle 3. Mr Twistle 4. Linda 5. Mr Frohm

6. Christopher 7. Chris 8. Chris

E. 1. F 2. T 3. F 4. T

F. 1. The government took his money. 2. Because he couldn’t pay for the room. 3. metro station 4. shelters 5. Yes

### After viewing

A. 1. Drama / Biopic 2. San Francisco 3. 1981 4. Chris Gardner; Christopher Gardner; Linda

B. a. future b. on his own c. internship d. salary e. evicted

f. metro station g. give up

## Movie 2

### Before viewing

A. 1. a 2. C I’m a teacher; I’m a singer; I’m a writer

### While viewing

A. 1. Mr Stephen Simon; English teacher; favourite teacher; teacher of the year in California; widower 2. Andrew Nichol: 13 years old, 8<sup>th</sup> grade; best friend Dan Rains and then Stanley Minor; delivers papers and works at the school office; friendly 3. Stanley Minor: very tall, big head and big ears; ginger hair (Big G – for ginger); friendly

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

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

D. 1. compassion 2. newspapers; office 3. talent show 4. right 5. friend; harder

E. 5; 1; 6; 3; 8; 2; 4; 7

### After viewing

A. a. delivers b. school project c. geek d. bullies e. revenge f. Principal

B. Personal answer

# Placement Test 1

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

## A. Complete the sentences with the correct word from the box.

1. My mother is a \_\_\_\_\_. She treats animals.
2. My neighbour repairs cars and bikes. He's a \_\_\_\_\_.
3. I write news for a newspaper. I'm a \_\_\_\_\_.
4. We always \_\_\_\_\_ our bed before going to school.
5. Peter is very \_\_\_\_\_. He has lots of friends.
6. *At the restaurant:* "Would you bring me the \_\_\_\_\_, please?"
7. Taking out the \_\_\_\_\_ is one of my brother's household chores.
8. To fight \_\_\_\_\_ we should plant more trees.
9. I like watching programmes about new fashion \_\_\_\_\_.
10. The film I watched yesterday was a \_\_\_\_\_. Nobody should miss it.

deforestation

veterinarian

bill

mechanic

reporter

trends

must-see

make

rubbish

sociable

## B. What is the word?

Read the definitions and complete the words.

1. You use this if you don't know the meaning of a word. d\_\_\_\_\_
2. She is your brother's wife. s\_\_\_\_\_
3. He's your brother's son. n\_\_\_\_\_
4. The main events of a book, a film or a play. p\_\_\_\_\_
5. To transmit a programme by radio or TV. b\_\_\_\_\_
6. A professional cook. c\_\_\_\_\_

## C. What's the best sentence to complete the conversation?

1. Can you help me do the washing up?

a. Yes, I do. ☐

b. I like doing the washing up. ☐

c. Of course. ☐

2. Has she got a favourite book?

a. Sure. *The fault in our stars*. ☐

b. She loves adventure. ☐

c. She loves reading. ☐

3. What do you think about having homework to do every day?

a. It's easy. ☐

b. It's OK thank you. ☐

c. I don't mind. ☐

4. How about going to the cinema?

a. No, see you there. ☐

b. I'm sorry but I have to study. ☐

c. Yes, I go. ☐

## II

### A. Choose the correct answer.

1. Jason never \_\_\_\_\_ bored watching TV.  
a. is feeling      b. feel      c. feels
2. They \_\_\_\_\_ themselves at the moment.  
a. enjoyed      b. are enjoying      c. enjoy
3. What \_\_\_\_\_ right now?  
a. is he doing      b. does he do      c. did he do
4. Where \_\_\_\_\_ yesterday?  
a. they went      b. do they go      c. did they go
5. Last summer I \_\_\_\_\_ to Australia.  
a. travelled      b. travel      c. am travelling
6. He gave me a mobile phone \_\_\_\_\_ my birthday.  
a. on      b. at      c. in
7. \_\_\_\_\_ does it take to get to the museum?  
a. How much      b. How long      c. How often
8. Is that iPod \_\_\_\_\_?  
a. her      b. hers      c. herself
9. What \_\_\_\_\_ yesterday at 5 pm?  
a. were they doing      b. do they do      c. they did
10. There isn't \_\_\_\_\_ juice at home.  
a. no      b. some      c. any
11. The woman \_\_\_\_\_ son is an actor is my friend.  
a. who      b. which      c. whose
12. If she finishes her homework, she \_\_\_\_\_ go to the cinema this evening.  
a. will go      b. is going      c. goes
13. She \_\_\_\_\_ her Science project work.  
a. just finished      b. has just finished      c. finished

## III

**Imagine you had a fantastic holiday last summer. Write about it.**

Mention: where and when you went, who you went with, how you got there, what you did, how you felt...

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## Placement Test 2

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

### A. Listen to Louise and decide if the sentences are True (T) or False (F).

1. Louise did nothing special during her summer holiday.
2. She enjoyed everything about the camp.
3. Cooking isn't her favourite hobby.
4. She is an only child.
5. Louise and her sister have different personalities.
6. She doesn't feel like doing this again.

| T                        | F                        |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

II

### B. Complete the sentences with a correct word or expression from the box.

1. I always go \_\_\_\_\_ in the summer. I love being close to nature.
2. My brother isn't very tall. He's medium \_\_\_\_\_.
3. My neighbour repairs cars and bikes. He's a \_\_\_\_\_.
4. I \_\_\_\_\_ at 7 o'clock every day.
5. I usually \_\_\_\_\_ at the youth centre.
6. We should eat a lot of fruit to be \_\_\_\_\_.
7. Waiter: "Would you like to \_\_\_\_\_ your meal now?"
8. The film I watched yesterday has been a success at the \_\_\_\_\_.
9. He watched a great \_\_\_\_\_ about wild animals in the jungle.
10. I like watching programmes about new \_\_\_\_\_ in fashion.
11. Water \_\_\_\_\_ may kill sea life.
12. They always have a shower instead of a bath to \_\_\_\_\_ water.

height  
wake up  
order  
camping  
save  
hang out  
trends  
documentary  
healthy  
pollution  
box office  
mechanic

### C. What's the best sentence to complete the conversation?

1. Do you like playing computer games?
 

|                                              |                                                      |                                         |
|----------------------------------------------|------------------------------------------------------|-----------------------------------------|
| a. No. I can't now. <input type="checkbox"/> | b. I usually play football. <input type="checkbox"/> | c. Not really. <input type="checkbox"/> |
|----------------------------------------------|------------------------------------------------------|-----------------------------------------|
2. Do you want orange pudding or chocolate cake?
 

|                                                 |                                                     |                                                   |
|-------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|
| a. I'm not eating now. <input type="checkbox"/> | b. I don't like chocolate. <input type="checkbox"/> | c. Both of them, please. <input type="checkbox"/> |
|-------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|
3. Are you going to Paul's house?
 

|                                                            |                                               |                                                 |
|------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------|
| a. I'll probably listen to music. <input type="checkbox"/> | b. I'm not sure yet. <input type="checkbox"/> | c. I'd like to go out. <input type="checkbox"/> |
|------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------|
4. Shall we eat out tomorrow?
 

|                                         |                                                 |                                            |
|-----------------------------------------|-------------------------------------------------|--------------------------------------------|
| a. Yes, it is. <input type="checkbox"/> | b. That's a good idea. <input type="checkbox"/> | c. I'll be there. <input type="checkbox"/> |
|-----------------------------------------|-------------------------------------------------|--------------------------------------------|

### III

#### A. Choose the correct answer.

1. Susan often \_\_\_\_\_ her grandparents.  
a. visits                      b. is visiting                      c. will visit
2. We \_\_\_\_\_ for the maths test now.  
a. are studying      b. study                      c. studies
3. \_\_\_\_\_ now?  
a. Do they sleep      b. Are they sleeping      c. They sleep
4. What \_\_\_\_\_ last Saturday?  
a. you did                      b. do you do                      c. did you do
5. Two days ago he \_\_\_\_\_ me an email.  
a. sent                      b. is sending                      c. sending
6. My books are here. Where are \_\_\_\_\_ ?  
a. theirs                      b. their                      c. them
7. My brother arrived home \_\_\_\_\_ dinner time.  
a. on                      b. at                      c. in
8. \_\_\_\_\_ does he play football a week?  
a. How much      b. How long                      c. How often
9. What \_\_\_\_\_ yesterday at 5 pm?  
a. does he do      b. was he doing                      c. he did
10. There is \_\_\_\_\_ milk in the fridge.  
a. no                      b. some                      c. any
11. If he \_\_\_\_\_ home early, he will tidy up his bedroom.  
a. will arrive      b. is arriving                      c. arrives
12. The boy \_\_\_\_\_ mother is a vet is my best friend.  
a. who                      b. whose                      c. which
13. They \_\_\_\_\_ home yet.  
a. didn't arrive      b. don't arrive                      c. haven't arrived

### IV

**Yesterday was the first day of school after summer holidays. Write about it.**

Mention: how you felt the day before, if it is difficult or easy to start school again, what the first day was like...

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# Instrumentos de avaliação

## Test Unit 1 A

| Instrumento de Avaliação – Compreensão do Oral                                                    |                                                                                                               |                                                                                                              |                   |                       |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------|-----------------------|
| Objetivos                                                                                         | Domínio Intercultural                                                                                         | Estrutura                                                                                                    | Cotações          | CrITÉrios de Correção |
| <ul style="list-style-type: none"> <li>Compreender discursos produzidos de forma clara</li> </ul> | Conhecer universos culturais diferenciados: - organizações promotoras da mobilidade dos jovens - voluntariado | <b>I</b><br><b>A.</b> Identificação de frases verdadeiras ou falsas<br><br><b>B.</b> Preenchimento de tabela | 8 x 5 = 40        | Certo/Errado          |
|                                                                                                   |                                                                                                               |                                                                                                              | 6 x 10 = 60       | Certo/Errado          |
|                                                                                                   |                                                                                                               |                                                                                                              | <b>Total: 100</b> |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                         |                                                                                                               |                                                                                                                                                                                      |                                                  |                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                     | Domínio Intercultural                                                                                         | Estrutura                                                                                                                                                                            | Cotações                                         | CrITÉrios de Correção                                                                                    |
| <ul style="list-style-type: none"> <li>Ler textos adaptados de tipologia diversificada para recolha de informação</li> </ul>                                                                                                                                                                                                                                  | Conhecer universos culturais diferenciados: - organizações promotoras da mobilidade dos jovens - voluntariado | <b>I</b><br><b>A.</b> Identificação de frases verdadeiras ou falsas<br><br><b>B.</b> Identificação de sinónimos<br><br><b>C.</b> Respostas a perguntas sobre o texto e/ou de opinião | Afirmações verdadeiras<br>3 x 3 = 9              | Certo/Errado                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                                                                                                                      | Afirmações falsas<br>2 x 4 = 8<br><br>5 x 4 = 20 | Certo/Errado<br><br>Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0 |
| <ul style="list-style-type: none"> <li>Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li> <li>Usar conectores</li> <li>Usar tempos verbais (<i>Past Simple; Past Continuous</i>)</li> <li>Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li> </ul> |                                                                                                               | <b>II</b><br><b>A.</b> Completamento de espaços<br><br><b>B.</b> Seleção de itens<br><br><b>C.</b> Completamento de frases<br><br><b>III</b><br>Produção de texto                    | 6 x 1 = 6                                        | Certo / Errado                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                                                                                                                      | 5 x 2 = 10                                       | Certo/Errado                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                                                                                                                      | 7 x 2 = 14                                       | Certo/Errado                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                                                                                                                      | 25                                               | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203)       |
|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                                                                                                                      | <b>Total: 100</b>                                |                                                                                                          |



### Instrumento de Avaliação – Compreensão do Oral

| Objetivos                                         | Domínio Intercultural                                                                                               | Estrutura                                        | Cotações          | CrITÉrios de Correção |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------|-----------------------|
| • Compreender discursos produzidos de forma clara | Conhecer universos culturais diferenciados:<br>- organizações promotoras da mobilidade dos jovens<br>- voluntariado | I                                                |                   |                       |
|                                                   |                                                                                                                     | A. Identificação de frases verdadeiras ou falsas | 8 x 5 = 40        | Certo/Errado          |
|                                                   |                                                                                                                     | B. Preenchimento de tabela                       | 6 x 10 = 60       | Certo/Errado          |
|                                                   |                                                                                                                     |                                                  | <b>Total: 100</b> |                       |

### Instrumento de Avaliação – Leitura e Produção escrita

| Objetivos                                                                                                                                                                                                                                                                                                                                                        | Domínio Intercultural                                                                                                | Estrutura                                                                                                                                | Cotações                                                                                                                                                   | CrITÉrios de Correção |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <ul style="list-style-type: none"><li>• Ler textos adaptados de tipologia diversificada para recolha de informação</li></ul>                                                                                                                                                                                                                                     | Conhecer universos culturais diferenciados -<br>- organizações promotoras da mobilidade dos jovens<br>- voluntariado | I                                                                                                                                        |                                                                                                                                                            |                       |
|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                      | A. Identificação de frases verdadeiras, falsas ou sem referência e correção das afirmações falsas, justificando-as com citações do texto | Afirmações verdadeiras e sem referência:<br>3 x 2 = 6 (A2 – IK/A4; A5 – T)<br>Afirmações falsas:<br>2 x 2 = 4 (A1; A3);<br>Citações:<br>2 x 1 = 2 (A1; A3) | Certo/Errado          |
|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                      | B. Identificação de sinónimos                                                                                                            | 4 x 2 = 8                                                                                                                                                  | Certo/Errado          |
| C. Respostas a perguntas sobre o texto e/ou de opinião                                                                                                                                                                                                                                                                                                           |                                                                                                                      | 5 x 5 = 25                                                                                                                               | Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0                                                                       |                       |
| <ul style="list-style-type: none"><li>• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li><li>• Usar conectores</li><li>• Usar tempos verbais (<i>Past Simple; Past Continuous</i>)</li><li>• Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li></ul> |                                                                                                                      | II                                                                                                                                       |                                                                                                                                                            |                       |
|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                      | A. Completamento de espaços                                                                                                              | 6 x 1 = 6                                                                                                                                                  | Certo/Errado          |
|                                                                                                                                                                                                                                                                                                                                                                  | B. Completamento de frases                                                                                           | 5 x 2 = 10                                                                                                                               | Certo/Errado                                                                                                                                               |                       |
|                                                                                                                                                                                                                                                                                                                                                                  | C. Completamento de frases                                                                                           | 7 x 2 = 14                                                                                                                               | Certo/Errado                                                                                                                                               |                       |
|                                                                                                                                                                                                                                                                                                                                                                  | III                                                                                                                  |                                                                                                                                          |                                                                                                                                                            |                       |
| Produção de texto                                                                                                                                                                                                                                                                                                                                                | 25                                                                                                                   | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203)                                       |                                                                                                                                                            |                       |
|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                      |                                                                                                                                          | <b>Total: 100</b>                                                                                                                                          |                       |

# Instrumentos de avaliação

## Test Unit 2 A

| Instrumento de Avaliação – Compreensão do Oral                                                  |                                                                                                              |                                                  |            |                       |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------|-----------------------|
| Objetivos                                                                                       | Domínio Intercultural                                                                                        | Estrutura                                        | Cotações   | CrITÉrios de Correção |
| <ul style="list-style-type: none"><li>Compreender discursos produzidos de forma clara</li></ul> | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e de viver<br>- tecnologias | I                                                |            |                       |
|                                                                                                 |                                                                                                              | A. Correspondência                               | 5 x 6 = 30 | Certo/errado          |
|                                                                                                 |                                                                                                              | B. Identificação de frases verdadeiras ou falsas | 5 x 8 = 40 | Certo/errado          |
|                                                                                                 |                                                                                                              | C. Completamento de espaços                      | 6 x 5 = 30 | Certo/errado          |
|                                                                                                 |                                                                                                              | Total: 100                                       |            |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |                                |                                                                                                    |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------|-----------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                                                            | Domínio Intercultural                                                                                       | Estrutura                      | Cotações                                                                                           | CrITÉrios de Correção |
| <ul style="list-style-type: none"><li>• Ler textos adaptados de tipologia diversificada para recolha de informação</li></ul>                                                                                                                                                                                                                                                                         | Conhecer universos culturais diferenciados<br>- transformações no modo de estar e de viver<br>- tecnologias | I                              |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             | A. Correspondência - sinónimos | 5 x 1 = 5                                                                                          | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             | B. Identificação de parágrafos | 5 x 2 = 10                                                                                         | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             | C. Seleção de informação       | 3 x 2 = 6                                                                                          | Certo/errado          |
| D. Respostas a perguntas sobre o texto e/ou de opinião                                                                                                                                                                                                                                                                                                                                               |                                                                                                             | 5 x 4 = 20                     | Conteúdo certo: 4 pontos<br>Conteúdo parcialmente certo: 1 a 3<br>Conteúdo errado: 0               |                       |
| <ul style="list-style-type: none"><li>• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li><li>• Usar tempos verbais (<i>Past Simple; Present Perfect</i>)</li><li>• Usar pronomes relativos omitindo-os quando possível</li><li>• Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li></ul> |                                                                                                             | II                             |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             | A. Completamento de espaços    | 6 x 1 = 6                                                                                          | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             | B. Completamento de frases     | 9 x 2 = 18                                                                                         | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                      | C. Completamento de frases                                                                                  | 5 x 2 = 10                     | Certo/errado                                                                                       |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                      | III                                                                                                         |                                |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                      | Produção de texto                                                                                           | 25                             | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             | <b>Total: 100</b>              |                                                                                                    |                       |

## Instrumentos de avaliação

### Test Unit 2 B

| Instrumento de Avaliação – Compreensão do Oral                                                  |                                                                                                              |                                                  |            |                       |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------|-----------------------|
| Objetivos                                                                                       | Domínio Intercultural                                                                                        | Estrutura                                        | Cotações   | CrITÉrios de Correção |
| <ul style="list-style-type: none"><li>Compreender discursos produzidos de forma clara</li></ul> | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e de viver<br>- tecnologias | I                                                |            |                       |
|                                                                                                 |                                                                                                              | A. Correspondência                               | 5 x 6 = 30 | Certo/errado          |
|                                                                                                 |                                                                                                              | B. Identificação de frases verdadeiras ou falsas | 5 x 8 = 40 | Certo/errado          |
|                                                                                                 |                                                                                                              | C. Completamento de espaços                      | 6 x 5 = 30 | Certo/errado          |
|                                                                                                 |                                                                                                              | Total: 100                                       |            |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |                                                                                        |                                                                         |                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                                                          | Domínio Intercultural                                                                                                                                             | Estrutura                                                                              | Cotações                                                                | CrITÉrios de Correção                                                                              |
| <ul style="list-style-type: none"> <li>Ler textos adaptados de tipologia diversificada para recolha de informação</li> </ul>                                                                                                                                                                                                                                                                       | Conhecer universos culturais diferenciados: <ul style="list-style-type: none"> <li>- transformações no modo de estar e de viver</li> <li>- tecnologias</li> </ul> | <b>I</b><br><b>A.</b> Identificação de sinónimos                                       | 5 x 1 = 5                                                               | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   | <b>B.</b> Identificação de frases verdadeiras, falsas e correção das afirmações falsas | Afirmações verdadeiras:<br>2 x 2 = 4<br>Afirmações falsas:<br>3 x 3 = 9 | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   | <b>C.</b> Completamento de frases                                                      | 3 x 2 = 6                                                               | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   | <b>D.</b> Respostas a perguntas sobre o texto e/ou de opinião                          | 5 x 4 = 20                                                              | Conteúdo certo: 4 pontos<br>Conteúdo parcialmente certo: 1 a 3<br>Conteúdo errado: 0               |
| <ul style="list-style-type: none"> <li>Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li> <li>Usar tempos verbais (<i>Past Simple; Present Perfect</i>)</li> <li>Usar pronomes relativos, omitindo-os quando possível</li> <li>Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li> </ul> |                                                                                                                                                                   | <b>II</b><br><b>A.</b> Completamento de espaços                                        | 5 x 1 = 5                                                               | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   | <b>B.</b> Completamento de frases                                                      | 7 x 2 = 14                                                              | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   | <b>C.</b> Transformação de frases                                                      | 4 x 3 = 12                                                              | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   | <b>III</b><br>Produção de texto                                                        | 25                                                                      | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |
|                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Total: 100</b>                                                                                                                                                 |                                                                                        |                                                                         |                                                                                                    |

## Instrumento de Avaliação – Compreensão do Oral

| Objetivos                                         | Domínio Intercultural                                                                               | Estrutura                                            | Cotações          | CrITÉrios de Correção |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------|-----------------------|
| • Compreender discursos produzidos de forma clara | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e viver<br>- saúde | I                                                    |                   |                       |
|                                                   |                                                                                                     | A. Identificação de palavras                         | 10 x 2 = 20       | Certo/errado          |
|                                                   |                                                                                                     | B. Seleção de informação                             | 1 x 10 = 10       | Certo/errado          |
|                                                   |                                                                                                     | C. Identificação de afirmações verdadeiras ou falsas | 5 x 7 = 35        | Certo/errado          |
|                                                   |                                                                                                     | D. Completamento de espaços                          | 5 x 7 = 35        | Certo/errado          |
|                                                   |                                                                                                     |                                                      | <b>Total: 100</b> |                       |

## Instrumento de Avaliação – Leitura e Produção escrita

| Objetivos                                                                                                                                                                                                                                                                                                                                                                     | Domínio Intercultural                                                                               | Estrutura                                                                                          | Cotações                                                                             | CrITÉrios de Correção |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------|
| <ul style="list-style-type: none"><li>• Ler textos adaptados de tipologia diversificada para recolha de informação</li></ul>                                                                                                                                                                                                                                                  | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e viver<br>- saúde | I                                                                                                  |                                                                                      |                       |
|                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                     | A. Correspondência: sinónimos                                                                      | 4 x 2 = 8                                                                            | Certo/Errado          |
|                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                     | B. Identificação de informação                                                                     | 5 x 3 = 15                                                                           | Certo/errado          |
| C. Respostas a perguntas sobre o texto e/ou de opinião                                                                                                                                                                                                                                                                                                                        |                                                                                                     | 5 x 5 = 25                                                                                         | Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0 |                       |
| <ul style="list-style-type: none"><li>• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li><li>• Usar tempos verbais (<i>Past Simple; Past Perfect</i>)</li><li>• Expressir situações hipotéticas</li><li>• Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li></ul> |                                                                                                     | II                                                                                                 |                                                                                      |                       |
|                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                     | A. Completamento de espaços                                                                        | 5 x 1 = 5                                                                            | Certo/Errado          |
|                                                                                                                                                                                                                                                                                                                                                                               | B. Completamento de frases                                                                          | 6 x 2 = 12                                                                                         | Certo/Errado                                                                         |                       |
|                                                                                                                                                                                                                                                                                                                                                                               | C. Completamento de frases                                                                          | 5 x 2 = 10                                                                                         | Certo/Errado                                                                         |                       |
|                                                                                                                                                                                                                                                                                                                                                                               | III                                                                                                 |                                                                                                    |                                                                                      |                       |
| Produção de texto                                                                                                                                                                                                                                                                                                                                                             | 25                                                                                                  | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |                                                                                      |                       |
|                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                     |                                                                                                    | <b>Total: 100</b>                                                                    |                       |

# Instrumentos de avaliação

## Test Unit 3 B

| Instrumento de Avaliação – Compreensão do Oral    |                                                                                                     |                                                      |                   |                       |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------|-----------------------|
| Objetivos                                         | Domínio Intercultural                                                                               | Estrutura                                            | Cotações          | CrITÉrios de Correção |
| • Compreender discursos produzidos de forma clara | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e viver<br>- saúde | I                                                    |                   |                       |
|                                                   |                                                                                                     | A. Identificação de palavras                         | 10 x 2 = 20       | Certo/errado          |
|                                                   |                                                                                                     | B. Seleção de informação                             | 1 x 10 = 10       | Certo/errado          |
|                                                   |                                                                                                     | C. Identificação de afirmações verdadeiras ou falsas | 5 x 7 = 35        | Certo/errado          |
|                                                   |                                                                                                     | D. Completamento de espaços                          | 5 x 7 = 35        | Certo/errado          |
|                                                   |                                                                                                     |                                                      | <b>Total: 100</b> |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                                      |                                                                                                     |                                 |                                                                                                    |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------|-----------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                                  | Domínio Intercultural                                                                               | Estrutura                       | Cotações                                                                                           | CrITÉrios de Correção |
| <ul style="list-style-type: none"> <li>Ler textos adaptados de tipologia diversificada para recolha de informação</li> </ul>                                                                                                                                                                                                                                               | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e viver<br>- saúde | I                               |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                     | A. Identificação de sinónimos   | 4 x 2 = 8                                                                                          | Certo/Errado          |
|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                     | B. Identificação de referências | 3 x 3 = 9                                                                                          | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                     | C. Completamento de frases      | 2 x 3 = 6                                                                                          | Certo/errado          |
| D. Respostas a perguntas sobre o texto e/ou de opinião                                                                                                                                                                                                                                                                                                                     |                                                                                                     | 5 x 5 = 25                      | Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0               |                       |
| <ul style="list-style-type: none"> <li>Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li> <li>Usar tempos verbais (<i>Past Simple; Past Perfect</i>)</li> <li>Expressar situações hipotéticas</li> <li>Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li> </ul> |                                                                                                     | II                              |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                     | A. Completamento de espaços     | 5 x 1 = 5                                                                                          | Certo/Errado          |
|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                     | B. Completamento de frases      | 6 x 2 = 12                                                                                         | Certo/Errado          |
|                                                                                                                                                                                                                                                                                                                                                                            | C. Completamento de frases                                                                          | 5 x 2 = 10                      | Certo/Errado                                                                                       |                       |
|                                                                                                                                                                                                                                                                                                                                                                            | III                                                                                                 |                                 |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                            | Produção de texto                                                                                   | 25                              | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |                       |
|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                     |                                 | <b>Total: 100</b>                                                                                  |                       |

# Instrumentos de avaliação

## Test Unit 4 A

| Instrumento de Avaliação – Compreensão do Oral                                                    |                                                                                                                                                                |                                                  |            |                       |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------|-----------------------|
| Objetivos                                                                                         | Domínio Intercultural                                                                                                                                          | Estrutura                                        | Cotações   | CrITÉrios de Correção |
| <ul style="list-style-type: none"> <li>Compreender discursos produzidos de forma clara</li> </ul> | Conhecer universos culturais diferenciados: <ul style="list-style-type: none"> <li>- transformações no modo de estar e de viver</li> <li>- trabalho</li> </ul> | A. Seleção de informação                         | 4 x 7 = 28 | Certo/errado          |
|                                                                                                   |                                                                                                                                                                | B. Identificação de frases verdadeiras ou falsas | 5 x 8 = 40 | Certo/errado          |
|                                                                                                   |                                                                                                                                                                | C. Completamento de espaços                      | 8 x 4 = 32 | Certo/errado          |
|                                                                                                   |                                                                                                                                                                | Total: 100                                       |            |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                           |                                                                                                    |                                                                                      |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                                                                                                    | Domínio Intercultural                                                                                     | Estrutura                                                                                          | Cotações                                                                             | CrITÉrios de Correção |
| <ul style="list-style-type: none"><li>• Ler textos adaptados de tipologia diversificada para recolha de informação</li></ul>                                                                                                                                                                                                                                                                                                                 | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e de viver<br>- trabalho | I                                                                                                  |                                                                                      |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | A. Correspondência – antónimos                                                                     | 5 x 1 = 5                                                                            | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | B. Identificação de informação                                                                     | 5 x 2 = 10                                                                           | Certo/errado          |
| C. Respostas a perguntas sobre o texto e/ou de opinião                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           | 5 x 5 = 25                                                                                         | Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0 |                       |
| <ul style="list-style-type: none"><li>• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li><li>• Usar verbos como <i>ask</i>, <i>say</i>, <i>tell</i> (...) no discurso indireto</li><li>• Reproduzir, no discurso indireto, afirmações, perguntas, ordens (...)</li><li>• Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li></ul> |                                                                                                           | II                                                                                                 |                                                                                      |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | A. Completamento de espaços                                                                        | 6 x 2 = 12                                                                           | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | B. Seleção de itens                                                                                       | 4 x 2 = 8                                                                                          | Certo/errado                                                                         |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | C. Transformação de frases                                                                                | 5 x 3 = 15                                                                                         | Certo/errado                                                                         |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | III                                                                                                       |                                                                                                    |                                                                                      |                       |
| Produção de texto                                                                                                                                                                                                                                                                                                                                                                                                                            | 25                                                                                                        | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |                                                                                      |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |                                                                                                    | Total: 100                                                                           |                       |

# Instrumentos de avaliação

## Test Unit 4 B

| Instrumento de Avaliação – Compreensão do Oral                                                    |                                                                                                                                                                |                                                  |            |                       |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------|-----------------------|
| Objetivos                                                                                         | Domínio Intercultural                                                                                                                                          | Estrutura                                        | Cotações   | CrITÉrios de Correção |
| <ul style="list-style-type: none"> <li>Compreender discursos produzidos de forma clara</li> </ul> | Conhecer universos culturais diferenciados: <ul style="list-style-type: none"> <li>- transformações no modo de estar e de viver</li> <li>- trabalho</li> </ul> | A. Seleção de informação                         | 4 x 7 = 28 | Certo/errado          |
|                                                                                                   |                                                                                                                                                                | B. Identificação de frases verdadeiras ou falsas | 5 x 8 = 40 | Certo/errado          |
|                                                                                                   |                                                                                                                                                                | C. Completamento de espaços                      | 8 x 4 = 32 | Certo/errado          |
|                                                                                                   |                                                                                                                                                                | <b>Total: 100</b>                                |            |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                           |                                 |                                                                                                    |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------|-----------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                                                                                                    | Domínio Intercultural                                                                                     | Estrutura                       | Cotações                                                                                           | CrITÉrios de Correção |
| <ul style="list-style-type: none"><li>• Ler textos adaptados de tipologia diversificada para recolha de informação</li></ul>                                                                                                                                                                                                                                                                                                                 | Conhecer universos culturais diferenciados:<br>- transformações no modo de estar e de viver<br>- trabalho | I                               |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | A. Identificação de antónimos   | 5 x 1 = 5                                                                                          | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | B. Correção de informação falsa | 5 x 2 = 10                                                                                         | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | C. Completamento de frases      | 2 x 3 = 6                                                                                          | Certo/errado          |
| D. Respostas perguntas sobre o texto e/ou de opinião                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                           | 5 x 5 = 25                      | Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0               |                       |
| <ul style="list-style-type: none"><li>• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li><li>• Usar verbos como <i>ask</i>, <i>say</i>, <i>tell</i> (...) no discurso indireto</li><li>• Reproduzir, no discurso indireto, afirmações, perguntas, ordens (...)</li><li>• Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li></ul> |                                                                                                           | II                              |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | A. Completamento de espaços     | 5 x 1 = 5                                                                                          | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           | B. Completamento de espaços     | 4 x 1 = 4                                                                                          | Certo/errado          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | C. Transformação de frases                                                                                | 5 x 4 = 20                      | Certo/errado                                                                                       |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | III                                                                                                       |                                 |                                                                                                    |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | Produção de texto                                                                                         | 25                              | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total: 100                                                                                                |                                 |                                                                                                    |                       |

| Instrumento de Avaliação – Compreensão do Oral                                                    |                                                                                                                                                                                 |                                                  |                   |                       |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------|-----------------------|
| Objetivos                                                                                         | Domínio Intercultural                                                                                                                                                           | Estrutura                                        | Cotações          | CrITÉrios de Correção |
| <ul style="list-style-type: none"> <li>Compreender discursos produzidos de forma clara</li> </ul> | Conhecer universos culturais diferenciados: <ul style="list-style-type: none"> <li>- comunicação intercultural</li> <li>- valores de tolerância e aceitação do outro</li> </ul> | A. Completamento de tabela                       | 5 x 7 = 35        | Certo/errado          |
|                                                                                                   |                                                                                                                                                                                 | B. Identificação de frases verdadeiras ou falsas | 5 x 8 = 40        | Certo/errado          |
|                                                                                                   |                                                                                                                                                                                 | C. Completamento de frases                       | 5 x 5 = 25        | Certo/errado          |
|                                                                                                   |                                                                                                                                                                                 |                                                  | <b>Total: 100</b> |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                 |                                                        |                   |                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                                                         | Domínio Intercultural                                                                                                                                                           | Estrutura                                              | Cotações          | CrITÉrios de Correção                                                                              |
| <ul style="list-style-type: none"> <li>Ler textos adaptados de tipologia diversificada para recolha de informação</li> </ul>                                                                                                                                                                                                                                                                      | Conhecer universos culturais diferenciados: <ul style="list-style-type: none"> <li>- comunicação intercultural</li> <li>- valores de tolerância e aceitação do outro</li> </ul> | I                                                      |                   |                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | A. Identificação de referências textuais               | 4 x 2 = 8         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | B. Seleção de sinónimos                                | 4 x 2 = 8         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | C. Completamento de frases                             | 2 x 5 = 10        | Certo/errado                                                                                       |
| <ul style="list-style-type: none"> <li>Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li> <li>Distinguir <i>verb + to</i>-infinitive de <i>verb + -ing</i> form</li> <li>Usar conectores</li> <li>Usar question tags</li> <li>Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li> </ul> |                                                                                                                                                                                 | D. Respostas a perguntas sobre o texto e/ou de opinião | 4 x 5 = 20        | Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0               |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | II                                                     |                   |                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | A. Completamento de espaços                            | 5 x 1 = 5         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | B. Seleção de itens                                    | 4 x 2 = 8         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | C. Seleção de itens                                    | 3 x 2 = 6         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | D. Completamento de frases                             | 5 x 2 = 10        | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | III                                                    |                   |                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 | Produção de texto                                      | 25                | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |
|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 |                                                        | <b>Total: 100</b> |                                                                                                    |



| Instrumento de Avaliação – Compreensão do Oral                                                    |                                                                                                                                                                                 |                                                  |                   |                       |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------|-----------------------|
| Objetivos                                                                                         | Domínio Intercultural                                                                                                                                                           | Estrutura                                        | Cotações          | CrITÉrios de Correção |
| <ul style="list-style-type: none"> <li>Compreender discursos produzidos de forma clara</li> </ul> | Conhecer universos culturais diferenciados: <ul style="list-style-type: none"> <li>- comunicação intercultural</li> <li>- valores de tolerância e aceitação do outro</li> </ul> | A. Completamento de tabela                       | 5 x 7 = 35        | Certo/errado          |
|                                                                                                   |                                                                                                                                                                                 | B. Identificação de frases verdadeiras ou falsas | 5 x 8 = 40        | Certo/errado          |
|                                                                                                   |                                                                                                                                                                                 | C. Completamento de frases                       | 5 x 5 = 25        | Certo/errado          |
|                                                                                                   |                                                                                                                                                                                 |                                                  | <b>Total: 100</b> |                       |

| Instrumento de Avaliação – Leitura e Produção escrita                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                 |                                                        |                   |                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------|
| Objetivos                                                                                                                                                                                                                                                                                                                                                                                                | Domínio Intercultural                                                                                                                                                           | Estrutura                                              | Cotações          | CrITÉrios de Correção                                                                              |
| <ul style="list-style-type: none"> <li>Ler textos adaptados de tipologia diversificada para recolha de informação</li> </ul>                                                                                                                                                                                                                                                                             | Conhecer universos culturais diferenciados: <ul style="list-style-type: none"> <li>- comunicação intercultural</li> <li>- valores de tolerância e aceitação do outro</li> </ul> | I                                                      |                   |                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | A. Identificação de referências textuais               | 4 x 2 = 8         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | B. Identificação de sinónimos                          | 4 x 2 = 8         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | C. Completamento de frases                             | 2 x 5 = 10        | Certo/errado                                                                                       |
| <ul style="list-style-type: none"> <li>Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural</li> <li>Distinguir <i>verb + to</i>-infinitive de <i>verb + -ing</i> form</li> <li>Usar conectores</li> <li>Usar <i>question tags</i></li> <li>Produzir textos sobre temas da atualidade estudados, utilizando vocabulário frequente, mas diversificado</li> </ul> |                                                                                                                                                                                 | D. Respostas a perguntas sobre o texto e/ou de opinião | 4 x 5 = 20        | Conteúdo certo: 5 pontos<br>Conteúdo parcialmente certo: 1 a 4<br>Conteúdo errado: 0               |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | II                                                     |                   |                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | A. Completamento de espaços                            | 5 x 1 = 5         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | B. Completamento de espaços                            | 4 x 2 = 8         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | C. Transformação de frases                             | 3 x 2 = 6         | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | D. Completamento de frases                             | 5 x 2 = 10        | Certo/errado                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 | III<br>Produção de texto                               | 25                | Competência pragmática: 15<br>Competência linguística: 10<br>(ver níveis de desempenho página 203) |
|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 |                                                        | <b>Total: 100</b> |                                                                                                    |

## Grupo IV – Níveis de desempenho

| Produção de texto – 25  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|-------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Competência pragmática* | N5 | Escreve um texto simples, descrevendo acontecimentos reais ou imaginados. Dá a sua opinião, quando solicitada, fornecendo argumentos válidos e coerentes. Respeita as instruções dadas, iniciando o seu texto com os elementos fornecidos e desenvolvendo o tópico de forma coerente.<br>Utiliza mecanismos de coesão, por exemplo, conectores e concordância nominal e verbal, com alguma eficácia, construindo um texto simples que corresponde a uma sequência linear de informações.<br>Respeita os limites de palavras indicados.                                        | 15 |
|                         | N4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12 |
|                         | N3 | Escreve um texto simples, descrevendo acontecimentos reais ou imaginados. Dá a sua opinião, quando solicitada, fornecendo argumentos válidos. Respeita as instruções dadas, iniciando o seu texto com os elementos fornecidos e desenvolvendo o tópico de forma, na generalidade, coerente.<br>Utiliza alguns mecanismos de coesão, por exemplo, conectores simples (“and”, “but” e “because”), de forma nem sempre eficaz, construindo um texto simples que corresponde ainda a uma sequência linear de informações.<br>Pode não respeitar os limites de palavras indicados. | 9  |
|                         | N2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 6  |
|                         | N1 | Escreve um texto muito simples mas que evidencia características do tipo de texto solicitado. Aborda o tema de forma genérica, podendo não iniciar o seu texto com os elementos fornecidos e desenvolvendo o tópico de forma pouco coerente. Revela grande dificuldade em dar a sua opinião.<br>Escreve expressões e frases simples, estruturando deficientemente o texto e podendo revelar falta de coesão.<br>Pode não respeitar os limites de palavras indicados.                                                                                                          | 3  |

|                          |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |
|--------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Competência linguística* | N5 | Utiliza recursos linguísticos suficientes e, geralmente, adequados ao tipo e à temática do texto que lhe permitem transmitir a informação com alguma precisão.<br>Pode ainda revelar alguma influência da língua materna, por exemplo, na organização sintática, na escolha de vocabulário, na grafia ou na pontuação, que não causa incompreensão.<br>Utiliza vocabulário adequado para se exprimir, podendo suprir algumas lacunas com a ajuda de circunlocuções. Revela bom domínio do vocabulário, mostrando aquisição de vocábulos novos, cometendo erros graves apenas quando exprime um pensamento mais complexo.<br>Utiliza, com correção, estruturas simples, não cometendo erros gramaticais elementares, de forma sistemática, que causam incompreensão.<br>A ortografia é suficientemente precisa para não afetar a inteligibilidade do texto.<br>A pontuação é geralmente adequada. | 10 |
|                          | N4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 8  |
|                          | N3 | Utiliza recursos linguísticos ainda limitados e, por vezes, pouco adequados, recorrendo a padrões frásicos elementares e revelando algumas dificuldades na transmissão de informação precisa.<br>Utiliza vocabulário elementar, mas ainda suficiente, para se exprimir, podendo cometer erros.<br>Utiliza, com correção, estruturas simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça, na generalidade, a compreensão.<br>Revela algum conhecimento das convenções ortográficas, mas podem ocorrer, por vezes, imprecisões que afetam a inteligibilidade do texto.<br>A pontuação é geralmente adequada.                                                                                                                                                                                                                                  | 6  |
|                          | N2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4  |
|                          | N1 | Utiliza recursos linguísticos básicos e, geralmente, insuficientes ou inadequados ao tipo e à temática do texto.<br>Utiliza, com pouco controlo, um repertório de palavras ou expressões memorizado.<br>Utiliza estruturas elementares, cometendo erros gramaticais de forma sistemática que causam, frequentemente, incompreensão.<br>Revela algum conhecimento das convenções ortográficas, mas as incorreções que causam incompreensão são frequentes.<br>A pontuação é, frequentemente, desadequada ou insuficiente.                                                                                                                                                                                                                                                                                                                                                                         | 2  |

Nota: A competência linguística só será avaliada se o aluno tiver tratado o tema proposto, situando-se o seu texto pelo menos no nível 1 da competência pragmática.

# Unit 1 Listening Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

A. Listen to Megan and tick True (T) or False (F).

- 1. Megan was surprised at the quantity of products.
- 2. You could also find food for pets on the tables.
- 3. *Make a Difference Day* is a local charity event.
- 4. Some of the products will go to food banks.
- 5. There were lots of donated clothes.
- 6. Megan put clothes in boxes.
- 7. In her opinion teens are too busy to take part in events like this.
- 8. Unfortunately she won't be available next year.

| True                     | False                    |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

B. Fill in the table with the correct information.

|                                                   |  |
|---------------------------------------------------|--|
| 1. Where did the event take place?                |  |
| 2. How many people were there?                    |  |
| 3. Where did they put the products?               |  |
| 4. What products would they give to pet shelters? |  |
| 5. How did Megan feel at the end of the day?      |  |
| 6. What did she do after getting home?            |  |



Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

Read the text carefully.

### Angelina Jolie made an Honorary Dame by Queen

Angelina Jolie has been made an honorary Dame by the Queen at Buckingham Palace. The American actress was honoured with the Insignia of an Honorary Dame Grand Cross in recognition of her humanitarian work. However, as a foreign citizen, Jolie cannot be addressed as Dame. Her husband, well-known actor Brad Pitt, and her six children attended the ceremony and also met the Queen.



Off-screen, Jolie has become involved in worldwide charity projects, especially those involving refugees and children. The Oscar-winning star's interest in humanitarian work began after she went to Cambodia to shoot the film *Lara Croft: Tomb Raider* in 2001. While she was there, she met many Cambodians who had been affected by the war and she felt she had to use her fame to do something. This is also when she decided to adopt her first child Maddox, a Cambodian boy. Since then, the actors have adopted two other children, a boy from Vietnam and a girl from Ethiopia.

She became a Goodwill Ambassador for the United Nations shortly after the release of *Tomb Raider*. In 2003, Jolie and Pitt set up a charity called *The Maddox Jolie-Pitt Foundation*, focused on protecting endangered natural areas in Cambodia. The foundation has since expanded and has supported other humanitarian issues around the world. The actress has also helped other different charities and foundations. Together with her husband Brad Pitt, Jolie donated \$1 million to *Doctors Without Borders* and *Global Action for Children*. They have also helped set up children's charities in Libya and Haiti, focused on promoting their rights. Jolie has visited refugees and humanitarian missions in more than 20 different war zones.

Jolie has received wide recognition and awards for her humanitarian work.

www.ibtimes.co.uk  
accessed in January 2015

**A. True (T) or False (F)? Correct the false statements by quoting from the text.**

1. Angelina's family didn't go with her to the palace. ☐

\_\_\_\_\_

2. She isn't British. ☐

\_\_\_\_\_

3. They have adopted three boys from different countries. ☐

\_\_\_\_\_

4. Her foundation has also helped protect the environment. ☐

\_\_\_\_\_

5. People know about her charity work. ☐

\_\_\_\_\_

**B. Find the words or expressions in the 1<sup>st</sup> and 2<sup>nd</sup> paragraphs of the text that mean:**

1. famous \_\_\_\_\_ 3. international \_\_\_\_\_

2. were present at \_\_\_\_\_ 4. started \_\_\_\_\_

**C. Answer the questions.**

1. Why was Angelina Jolie at Buckingham Palace?

\_\_\_\_\_

2. Why did she get involved in charity work?

\_\_\_\_\_

3. When did she become a Goodwill Ambassador?

\_\_\_\_\_

4. What has she done to help people in need?

\_\_\_\_\_

5. Do you think celebrities can help with some of the problems in the world?

\_\_\_\_\_

II

**A. Complete the text with the words/expressions in the box.**

shelter    donate    volunteer    bake sale    raise    help out

I have been a **a.** \_\_\_\_\_ for six months now. It all started when a teacher decided to organise a **b.** \_\_\_\_\_ at school to **c.** \_\_\_\_\_ money. I thought it was a wonderful idea to help abandoned animals and the local pet **d.** \_\_\_\_\_. After that I decided to **e.** \_\_\_\_\_ at the weekend. I usually go to supermarkets and we ask people to **f.** \_\_\_\_\_ blankets or canned food. It has been a wonderful experience.

**B. Circle the correct connector.**

1. Celebrities earn lots of money, **while / so** they can donate some to charity.
2. She's **either / neither** collecting bags of food **or / nor** helping at the shelter. In fact, she's cleaning up the beach.
3. They visited the refugee camp, **but / when** they didn't let them speak to the refugees.
4. The actress was playing with the children **so / while** her husband was talking to the people in charge of the camp.
5. They didn't send any food **because / also** they were waiting for the volunteers to help them.

**C. Complete the sentences with the verbs in brackets in the Past Simple or Past Continuous. The highlighted words may help you decide.**

1. **While** he \_\_\_\_\_ (**watch**) the documentary on TV about food banks, his younger brothers \_\_\_\_\_ (**have**) fun together in the garden.
2. **When** she \_\_\_\_\_ (**wait**) for the opening of the pet shelter, she \_\_\_\_\_ (**see**) another abandoned cat.
3. We \_\_\_\_\_ (**collect**) food at the local supermarket **yesterday around six o'clock when** they \_\_\_\_\_ (**tell**) us they \_\_\_\_\_ (**have**) to close early.



**Write a text about the following topic to be published in your school newspaper:**

**Helping out is cool!**

You are a volunteer. Write about your experience. You can mention the following:

- identify your volunteer work (helper at a pet shelter, helper at a food bank...);
- explain what you do (collect food bags, organise bake sales...);
- mention when you started it (I started this volunteer work when...);
- say how you feel about helping out (useful, happy, good about myself...);
- mention some of the advantages (help people in need; help abandoned animals...);
- say why it is important for teens to have this experience.



Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

Read the text carefully.

### Angelina Jolie made an Honorary Dame by Queen

Angelina Jolie has been made an honorary Dame by the Queen at Buckingham Palace. The American actress was honoured with the Insignia of an Honorary Dame Grand Cross in recognition of her humanitarian work. However, as a foreign citizen, Jolie cannot be addressed as Dame. Her husband, well-known actor Brad Pitt, and her six children attended the ceremony and also met the Queen.



Off-screen, Jolie has become involved in worldwide charity projects, especially those involving refugees and children. The Oscar-winning star's interest in humanitarian work began after she went to Cambodia to shoot the film *Lara Croft: Tomb Raider* in 2001. While she was there, she met many Cambodians who had been affected by the war and she felt she had to use her fame to do something. This is also when she decided to adopt her first child Maddox, a Cambodian boy. Since then, the actors have adopted two other children, a boy from Vietnam and a girl from Ethiopia.

She became a Goodwill Ambassador for the United Nations shortly after the release of *Tomb Raider*. In 2003, Jolie and Pitt set up a charity called *The Maddox Jolie-Pitt Foundation*, focused on protecting endangered natural areas in Cambodia. The foundation has since expanded and has supported other humanitarian issues around the world. The actress has also helped other different charities and foundations. Together with her husband Brad Pitt, Jolie donated \$1 million to *Doctors Without Borders* and *Global Action for Children*. They have also helped set up children's charities in Libya and Haiti, focused on promoting their rights. Jolie has visited refugees and humanitarian missions in more than 20 different war zones.

Jolie has received wide recognition and awards for her humanitarian work.

www.ibtimes.co.uk  
accessed in January 2015

**A. True (T), False (F) or Impossible to Know (IK)? Correct the false statements by quoting from the text.**

1. Angelina's family didn't go with her to the palace. ☐

2. *Lara Croft: Tomb Raider* was Angelina's first film. ☐

3. They have adopted three boys from different countries. ☐

4. Her foundation has also helped protect the environment. ☐

5. People know about her charity work. ☐

**B. Find the words or expressions in the text that mean:**

1. famous \_\_\_\_\_

2. were present at \_\_\_\_\_

3. international \_\_\_\_\_

4. problems \_\_\_\_\_



**C. Answer the questions.**

1. Why did Angelina Jolie go to Buckingham Palace?

---

---

2. Can she be called Dame Angelina Jolie? Explain your answer.

---

---

3. Why did she get involved in charity work?

---

---

4. What has she done to help people in need?

---

---

5. Do you think celebrities can help with some of the problems in the world?

---

---



## II

### A. Complete the text with some of the words/expressions in the box.

**shelter   food   help out   donate   volunteer   charity   bake sale   raise**

I have been a **a.** \_\_\_\_\_ for six months now. It all started when a teacher decided to organise a **b** \_\_\_\_\_ at school to **c.** \_\_\_\_\_ money. I thought it was a wonderful idea to help abandoned animals and the local pet **d.** \_\_\_\_\_. After that I decided to **e.** \_\_\_\_\_ at the weekends. I usually go to supermarkets and we ask people to **f.** \_\_\_\_\_ blankets or canned food. It has been a wonderful experience.

### B. Complete the sentences using some of the following connectors: also, because, but, either... or, neither... nor, so, while.

1. Celebrities earn lots of money, \_\_\_\_\_ they can donate some to charity.
2. She's \_\_\_\_\_ collecting bags of food \_\_\_\_\_ helping at the shelter. In fact, she's cleaning up the beach.
3. They visited the refugee camp, \_\_\_\_\_ they didn't let them speak to the refugees.
4. The actress was playing with the children \_\_\_\_\_ her husband was talking to the people in charge of the camp.
5. They didn't send any food \_\_\_\_\_ they were waiting for the volunteers to help them.

### C. Complete the sentences with the verbs in brackets in the Past Simple or Past Continuous.

1. While he \_\_\_\_\_ (**watch**) the documentary on TV about food banks, his younger brothers \_\_\_\_\_ (**have**) fun together in the garden.
2. When she \_\_\_\_\_ (**wait**) for the opening of the pet shelter, she \_\_\_\_\_ (**see**) another abandoned cat.
3. We \_\_\_\_\_ (**collect**) food at the local supermarket yesterday around six o'clock when they \_\_\_\_\_ (**tell**) us they \_\_\_\_\_ (**have**) to close early.

## III

### Write a text about the following topic to be published in your school newspaper:

#### Helping out is cool!

You are a volunteer. Write about your experience. You can mention the following:

- identify your volunteer work;
- explain what you do;
- mention when you started it;
- say how you feel about helping out;
- mention some of the advantages;
- say why it is important for teens to have this experience.

# Unit 1 PET-type Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## Reading A (Part 1)

### Questions 1 – 3

Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

1.

**SCHOOL NOTICE**

Students interested in applying for a students' exchange programme should contact Mrs Lindsay at the school library no later than Friday, 16<sup>th</sup>.

- A. The exchange programme starts on Friday, 16<sup>th</sup>.
- B. Contact Mrs Lindsay after Friday, 16<sup>th</sup>.
- C. The deadline to contact Mrs Lindsay is Friday, 16<sup>th</sup>.

2.

**INVITATION FOR APPLICATIONS**

Applications are called for once a year.  
The closing date for applications for 2015-16 is 31<sup>st</sup> January 2015 by 12 pm

- A. Applications start on 31<sup>st</sup> January.
- B. The closing date includes applications for 1<sup>st</sup> and 2<sup>nd</sup> semester or the whole academic year.
- C. Applications are called for during the whole year.

3.

**TEEN VOLUNTEERS NEEDED**

Want to spend some time with older people?  
Just fill in the application forms online.  
You can help with the household chores, run errands or just talk to older people after school or on Saturdays.

- A. Teens have to fill in the application forms at school.
- B. They are looking for volunteers to spend some time with teens.
- C. Teens are asked to volunteer after school or on Saturdays.

## Reading B (Part 3)

---

### Questions 4 – 13

Look at the sentences below about Dilrabo.

Read the text on the following page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

---

- 4 Dilrabo's exchange programme started 10 months ago.
- 5 At first she was worried about meeting her host family.
- 6 Her host family consider her as their own daughter.
- 7 She had the chance to explore very interesting places with her host family.
- 8 She didn't expect to get so much from the host family.
- 9 Learning about a new culture has influenced the way she sees life.
- 10 She has only had positive experiences during this time.
- 11 She would do things in a different way if it all started again.
- 12 The time she's been spending in Minnesota is indescribable.
- 13 She thinks she should cry because it is ending.



## My year in Detroit Lakes was indescribable

Dilrabo Sultanmuratova is almost done with her exchange year in Minnesota, where she has been for the past 10 months.

“I was so excited to see my host family and get to know them. I’m sure they were too. I call my host parents 'mom' and 'dad', and you know, it does make us feel like a family. My host parents are Angie and Hondo Lehmann. They are so nice, and they welcomed me into their home. I’m very lucky to have such an awesome host family. They consider me as their real daughter; we have a very good relationship with each other. We have so many good memories together.

I loved exploring nature with them. Our first family trip was going to Duluth. I also went biking to Itasca and went hunting with my host dad. They brought me to so many different restaurants, exploring new cuisine each time. We had Thanksgiving, Halloween, Christmas and Easter together. They gave me way more than I expected.

Since being in Minnesota, I have come out of my shell. I’ve become more independent and confident in myself and the choices I make. Being here and experiencing a different culture, a different lifestyle and a different language have changed my perception of life.

During my experience, I have had my share of laughs and tears, achievements and disappointments. But looking back on all these months, I can say today that if I had to do it all over again, I wouldn’t change a thing. My exchange year was fantastic. There are no words that could ever describe the time I had here. I will truly miss everyone, especially my host family. I shouldn’t cry because it is ending, I should be happy it happened.”



**Dilrabo Sultanmuratova**, ASSE FLEX Exchange Student (Kazakhstan)

<http://host.asse.com> (abridged and adapted)

accessed in January 2015

## Reading C (Part 5)

### Questions 14 – 23

Read the text below and choose the correct word for each space.

For each question, mark **A**, **B**, **C** or **D** on your answer sheet.

### Giving Back to the Community

This summer was the 3<sup>rd</sup> consecutive year that the Summit Area YMCA in the USA offered high school students an opportunity to **(14)** \_\_\_\_\_ valuable and rewarding work experience while fulfilling community service hours through the Summer VolunTeen Program.

During the program that ran **(15)** \_\_\_\_\_ four weeks in July, the teens worked three to five days a week, for a few hours each day, in non-profit areas. Students accepted into the program ranged from 14-16 years old and volunteered a total of 395 hours.

"Through first-hand experience, this wonderful opportunity **(16)** \_\_\_\_\_ teens to see the value in volunteerism. They realise the positive difference they can **(17)** \_\_\_\_\_ in the lives of others and the impact it has on the community," commented Janet Smith, Vice President of Human Resources and Volunteers of the Summit Area YMCA. "I am always **(18)** \_\_\_\_\_ to hear the teens talk about the program... they learn so much, they're transformed **(19)** \_\_\_\_\_ their experiences, and they're inspired to continue giving back to others."

**(20)** \_\_\_\_\_ teens worked at the Summit Free Public Library to assist the Children's Librarian with preparing elements needed for the library's summer reading programs for both children and teens, including stocking shelves and reading to children's groups. Then they volunteered at SAGE Eldercare where they **(21)** \_\_\_\_\_ companionship to senior citizens by playing games and having conversations.

**(22)** \_\_\_\_\_ experience showed teens how important it is to help in **(23)** \_\_\_\_\_ own community.

<http://patch.com> (abridged and adapted)  
accessed in January 2015

- |           |                  |                  |                   |                  |
|-----------|------------------|------------------|-------------------|------------------|
| <b>14</b> | <b>A</b> win     | <b>B</b> gain    | <b>C</b> earn     | <b>D</b> benefit |
| <b>15</b> | <b>A</b> along   | <b>B</b> since   | <b>C</b> for      | <b>D</b> through |
| <b>16</b> | <b>A</b> helps   | <b>B</b> learns  | <b>C</b> asks     | <b>D</b> tells   |
| <b>17</b> | <b>A</b> have    | <b>B</b> create  | <b>C</b> include  | <b>D</b> make    |
| <b>18</b> | <b>A</b> shocked | <b>B</b> puzzled | <b>C</b> amazed   | <b>D</b> bored   |
| <b>19</b> | <b>A</b> for     | <b>B</b> with    | <b>C</b> by       | <b>D</b> from    |
| <b>20</b> | <b>A</b> Finally | <b>B</b> First   | <b>C</b> Next     | <b>D</b> Then    |
| <b>21</b> | <b>A</b> offered | <b>B</b> got     | <b>C</b> received | <b>D</b> did     |
| <b>22</b> | <b>A</b> Those   | <b>B</b> This    | <b>C</b> These    | <b>D</b> There   |
| <b>23</b> | <b>A</b> our     | <b>B</b> my      | <b>C</b> his      | <b>D</b> their   |

## Writing A (Part 1)

---

### Questions 1 – 5

Here are some sentences about volunteering.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

---

1. Teens prefer volunteering to staying at home.

Teens like volunteering \_\_\_\_\_ staying at home.

2. The community centre had a charity event last weekend.

There \_\_\_\_\_ a charity event at the community centre last weekend.

3. I have never volunteered in a library before.

It's the first time I \_\_\_\_\_ in a library.

4. There are 10 volunteers at the animal shelter.

The animal shelter \_\_\_\_\_ 10 volunteers.

5. Volunteering is a very hard activity.

Volunteering isn't a very \_\_\_\_\_ activity.

## Writing B (Part 2)

---

### Question 6

You want to persuade your friend Henry to become a volunteer.

Write him an email. In your email, you should:

- invite your friend to go volunteering with you;
- suggest a place and a time to meet;
- explain what kind of volunteering work you are going to do.

## Listening A (Part 1)

### Questions 1 – 3

There are seven questions in this part.

For each question, choose the correct answer **A**, **B** or **C**.

#### 1. Where is Julie going to do her Exchange Programme?



**A**



**B**



**C**

#### 2. What were Peter and Carl doing yesterday afternoon?



**A**



**B**



**C**

#### 3. What present did Sophie give her host family?



**A**



**B**



**C**

## Listening B (Part 2)

---

### Questions 4 – 9

You will hear a student, Jessica, talking about her experience at the University of Kentucky. For each question, choose the correct answer **A**, **B** or **C**.

---

4. For how long did Jessica study at the University of Kentucky?
  - A. a school year
  - B. 6 months
  - C. a month
5. Jessica thinks the experience was
  - A. boring.
  - B. interesting.
  - C. awesome.
6. The intense National Emergency storm
  - A. was something she was used to.
  - B. was a completely new experience.
  - C. wasn't a serious storm.
7. In her opinion what is it like to participate in an exchange programme?
  - A. A great way to get out of your comfort zone.
  - B. A great way to keep your eyes closed.
  - C. A great way to live in a comfortable zone.
8. Her exchange programme was
  - A. in the same country.
  - B. in the same state where she lives.
  - C. in another country.
9. She advises other teens
  - A. to try different exchange programmes.
  - B. to stay home and be happy.
  - C. to do this NSE programme.





# PET-type test

## Student's Answer Sheet

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

| A |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| B  |                          |                          |
|----|--------------------------|--------------------------|
| 4  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |

| C  |                          |                          |                          |                          |
|----|--------------------------|--------------------------|--------------------------|--------------------------|
| 14 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### WRITING

| A |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

| B (Question 6) |
|----------------|
|                |
|                |
|                |
|                |
|                |
|                |

### LISTENING

| A |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| B |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 4 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Unit 2 Listening Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Part 1. Listen to Emma and match the two columns to make true sentences about what she says.

- |                                               |                          |                                                  |
|-----------------------------------------------|--------------------------|--------------------------------------------------|
| 1. At present, a mobile phone isn't just used | <input type="checkbox"/> | a. take photos, check their health and have fun. |
| 2. Nowadays a mobile phone shows              | <input type="checkbox"/> | b. her mobile phone with her.                    |
| 3. People use mobile phones to                | <input type="checkbox"/> | c. to communicate with people.                   |
| 4. Emma always takes                          | <input type="checkbox"/> | d. check her social media pages.                 |
| 5. She uses her mobile phone to               | <input type="checkbox"/> | e. who you are.                                  |

### B. Listen again. Are the sentences True (T) or False (F)?

- |                                                                                     | T                        | F                        |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Kids as young as 5 aren't allowed to have mobile phones.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People can use their mobiles to buy things.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Emma checks her Facebook, Instagram and Twitter pages once a day.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Emma thinks we're using these communication devices too much.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Young people usually care about enjoying the time they spend with their friends. | <input type="checkbox"/> | <input type="checkbox"/> |

### C. Listen to part 2 and complete the sentences.

I think it's important that friends make  
 a. \_\_\_\_\_ for each other.  
 So b. \_\_\_\_\_ your phone  
 every now and then. When you go out  
 with friends put all your phones in the  
 c. \_\_\_\_\_ of the table, and  
 whoever touches their phone first has to  
 pay the d. \_\_\_\_\_. Trust me, it  
 won't e. \_\_\_\_\_ your life if you  
 don't use it for some time and you'll start  
 to enjoy f. \_\_\_\_\_  
 communication with your friends.



Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

Read the text.

**Technology: a bad habit?**

Recently, I accidentally spilt<sup>1</sup> a glass of water over my beloved 2-year-old laptop. Almost immediately, the screen went blank and it hasn't worked since. I felt so miserable that I phoned my mum in tears to tell her about the terrible incident. Then I began to panic, knowing that, for a few weeks (until it is repaired) I will have to live without easy, quick access to Facebook, email, Skype, YouTube... It will be like living on a desert island for some time!

And then it hit me: technology is taking over my life! Not a day goes by when I don't use the Internet for at least two hours, be it for studying, or fun, or online research, or contacting my friends and family. In E.M. Forster's short story, "The Machine Stops", people are completely dominated by a "Machine". When I first read the story six months ago, I found it a little scary because it reflects our lives today. We are all plugged in to a "machine", whether it's a mobile phone, a computer or laptop, an iPad, an iPod or an MP3 player... When I realised that Forster had written his story in 1909, I was frightened – how did he manage to predict the future so accurately?

Something else that has surprised me recently is using a pen and paper for writing – I've become so used to typing that writing has become a little strange! I used to love writing, particularly letters, but also schoolwork – anything really! But in the last couple of years, I have become used to texting quick messages to my friends and family, and I have done all my schoolwork on the computer. My handwriting, once lovely and easy to read, has become a rushed scribble<sup>2</sup>. Surely technology is supposed to make our lives easier, not to make us lose important skills.

Realising this, I've decided that a few weeks without a laptop will be good for me! I am now using my mobile phone less, and instead I am writing letters to my family and friends, taking time to really think about what I am saying to them.

I'm sure that once I have a replacement computer, I will fall back into my bad habits – but for now, it is a refreshing change!



<https://learnenglishteens.britishcouncil.org> (abridged and adapted)  
accessed in January 2015

**VOC STOP**

<sup>1</sup> spill: *entornar*

<sup>2</sup> rushed scribble: *gatafunhos escritos à pressa*

**A. Find on the column on the right synonyms for the words/expressions on the left.**

- |                        |                     |
|------------------------|---------------------|
| 1. recently (l. 1)     | a. I understood     |
| 2. miserable (l. 4)    | b. controlling      |
| 3. it hit me (l. 11)   | c. a short time ago |
| 4. taking over (l. 11) | d. very unhappy     |
| 5. plugged in (l. 16)  | e. attached to      |

**B. Identify the paragraphs where Tracy...**

- |                                                                                                 |                          |
|-------------------------------------------------------------------------------------------------|--------------------------|
| 1. says that it will be a good opportunity to live without technology for some time.            | <input type="checkbox"/> |
| 2. realises that nowadays people are dependent on technology.                                   | <input type="checkbox"/> |
| 3. describes an incident.                                                                       | <input type="checkbox"/> |
| 4. concludes that she will be dependent on technology again as soon as she has her laptop back. | <input type="checkbox"/> |
| 5. says writing was something she liked doing.                                                  | <input type="checkbox"/> |

**C. Circle the correct ending for the sentences.**

- |                                               |                                                 |
|-----------------------------------------------|-------------------------------------------------|
| 1. Now that Tracy's computer is not working   | 3. Her handwriting is difficult to read because |
| a. she knows she can't live without it.       | a. she isn't used to writing anymore.           |
| b. she doesn't have access to social media.   | b. she doesn't like writing anymore.            |
| c. she doesn't have access to her schoolwork. | c. she doesn't have a pen or paper.             |
| 2. Nowadays technology controls               |                                                 |
| a. students at school.                        |                                                 |
| b. people's free time.                        |                                                 |
| c. people's lives.                            |                                                 |

**D. Answer the questions.**

1. What happened to Tracy's computer?  
\_\_\_\_\_
2. What is Forster's story about?  
\_\_\_\_\_
3. Why is Tracy's handwriting bad?  
\_\_\_\_\_
4. What did she decide to do?  
\_\_\_\_\_
5. What will happen when she has her laptop again?  
\_\_\_\_\_

**A. Complete the text with the words/expressions in the box.**

communication    texting    upload    share    digital media    face-to-face

Nowadays young people don't have much **a.** \_\_\_\_\_ interaction because they usually communicate using **b.** \_\_\_\_\_. In fact, **c.** \_\_\_\_\_ has become the main form of **d.** \_\_\_\_\_ for teens. Social media platforms (Facebook, Instagram, Twitter...) are used to **e.** \_\_\_\_\_ feelings, **f.** \_\_\_\_\_ photos and exchange ideas.

**B. Complete with the Present Perfect or Past Simple of the verbs in brackets. The highlighted words may help you.**

1. *Tracy:* **Some days ago**, my father \_\_\_\_\_ (**try**) to fix my laptop but it \_\_\_\_\_ (**be**) impossible. He \_\_\_\_\_ (**take**) it to the shop to be repaired. I \_\_\_\_\_ (**be**) without it **since** then.

2. *Kate:* Where \_\_\_\_\_ (**you / go**) **yesterday afternoon**, Tracy?

*Tracy:* I \_\_\_\_\_ (**go**) to Pat's house to use her computer. I \_\_\_\_\_ (**have**) to do some research for my Science project. \_\_\_\_\_ (**you / do**) it **yet**?

3. *Tracy:* My friend Carl \_\_\_\_\_ (**just / send**) me an email saying he has a laptop that he can lend me.

**C. Fill in the blanks with the relative pronouns: whose, who, which. Put the relative pronoun in brackets when it can be omitted.**

1. This is the boy \_\_\_\_\_ has invented a new app for iPhones.
2. My brother attends a school \_\_\_\_\_ is considered a tech school.
3. The students \_\_\_\_\_ I saw in the canteen were playing a new game on their iPhones.
4. Where is the student \_\_\_\_\_ article about technology is very interesting?
5. Did you see the mobile phone \_\_\_\_\_ my parents gave me on my birthday?



### **My week without... my mobile phone and my laptop.**

Imagine that last month you decided to live without your mobile phone and laptop for a week.

Write a text about this experience.



#### **Suggestions:**

##### **Introduction**

- give the reason or reasons why you decided to live this experience
- if you thought it was going to be a problem to you  
(for example: wanted to prove to yourself that you aren't controlled by those devices / it was a challenge at home and you wanted to win your parents' prize: a holiday abroad / you thought it would not be difficult/easy...).

##### **Development**

- say how your daily routine changed
- if your homework got better or if you had more time to study
- explain how you spent your free time
- describe how you felt during those days  
(for example: didn't waste time online checking social media accounts or texting messages / had more time to study and to do your homework / participated more in class because you knew the contents / spent your free time hanging out with friends face-to-face / invited your friends to visit you / started reading books again / helped more at home / spent more time with your family /...).

##### **Conclusion**

- give your opinion about the experience
- say if you are going to change the way you use those devices  
(for example: harder / you went back to the old routine after that week / **or** / easier than you thought / you are going to give more attention to your friends and family and use those devices only when it is really necessary).

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

Read the text.

**Technology: a bad habit?**

Recently, I accidentally spilt<sup>1</sup> a glass of water over my beloved 2-year-old laptop. Almost immediately, the screen went blank and it hasn't worked since. I felt so miserable that I phoned my mum in tears to tell her about the terrible incident. Then I began to panic, knowing that, for a few weeks (until it is repaired) I will have to live without easy, quick access to Facebook, email, Skype, YouTube... It will be like living on a desert island for some time!

And then it hit me: technology is taking over my life! Not a day goes by when I don't use the Internet for at least two hours, be it for studying, or fun, or online research, or contacting my friends and family. In E.M. Forster's short story, "The Machine Stops", people are completely dominated by a "Machine". When I first read the story six months ago, I found it a little scary because it reflects our lives today. We are all plugged in to a "machine", whether it's a mobile phone, a computer or laptop, an iPad, an iPod or an MP3 player... When I realised that Forster had written his story in 1909, I was frightened – how did he manage to predict the future so accurately?

Something else that has surprised me recently is using a pen and paper for writing – I've become so used to typing that writing has become a little strange! I used to love writing, particularly letters, but also schoolwork – anything really! But in the last couple of years, I have become used to texting quick messages to my friends and family, and I have done all my schoolwork on the computer. My handwriting, once lovely and easy to read, has become a rushed scribble<sup>2</sup>. Surely technology is supposed to make our lives easier, not to make us lose important skills.

Realising this, I've decided that a few weeks without a laptop will be good for me! I am now using my mobile phone less, and instead I am writing letters to my family and friends, taking time to really think about what I am saying to them.

I'm sure that once I have a replacement computer, I will fall back into my bad habits – but for now, it is a refreshing change!



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accessed in January 2015

**VOC STOP**

<sup>1</sup> spill: *entornar*

<sup>2</sup> rushed scribble: *gatafunhos escritos à pressa*

**A. Find synonyms in the 1<sup>st</sup> and 2<sup>nd</sup> paragraphs for the following words/expressions:**

1. a short time ago \_\_\_\_\_
2. very unhappy \_\_\_\_\_
3. I understood \_\_\_\_\_
4. controlling \_\_\_\_\_
5. attached to \_\_\_\_\_

**B. Are these sentences True (T) or False (F)? Correct the false ones.**

1. She spilt water on her computer on purpose. ☐  
\_\_\_\_\_
2. She phoned her mother to get her support. ☐  
\_\_\_\_\_
3. Living without her computer won't be a problem. ☐  
\_\_\_\_\_
4. She finally understood how dependent she is on her laptop. ☐  
\_\_\_\_\_
5. Forster's short story has nothing to do with people's lives nowadays. ☐  
\_\_\_\_\_

**C. Complete the sentences.**

1. Now that Tracy's computer is not working, she \_\_\_\_\_
2. Nowadays technology controls \_\_\_\_\_
3. Her handwriting is difficult to read because \_\_\_\_\_

**D. Answer the questions.**

1. What is Tracy's main problem now that she doesn't have her laptop?  
\_\_\_\_\_
2. How does Forster's short story reflect people's life nowadays?  
\_\_\_\_\_
3. How did her handwriting change? Why?  
\_\_\_\_\_
4. What did she decide to do?  
\_\_\_\_\_
5. What will happen when she has her laptop again?  
\_\_\_\_\_



## II

**A. Complete the text with the words/expressions in the box. Not all are necessary.**

texting    upload    share    digital media    self-confidence    impact    face-to-face

Nowadays young people don't have much **a.** \_\_\_\_\_ interaction because they usually communicate using **b.** \_\_\_\_\_. In fact, **c.** \_\_\_\_\_ has become the main form of communication for teens. Social media platforms (Facebook, Instagram, Twitter...) are used to **d.** \_\_\_\_\_ feelings, **e.** \_\_\_\_\_ photos and exchange ideas.

**B. Complete with the Present Perfect or Past Simple of the verbs in brackets.**

1. *Tracy:* Some days ago, my father \_\_\_\_\_ (**try**) to fix my laptop but it \_\_\_\_\_ (**be**) impossible. He \_\_\_\_\_ (**take**) it to the shop to be repaired. I \_\_\_\_\_ (**be**) without it since then.
2. *Kate:* Where \_\_\_\_\_ (**you / go**) yesterday afternoon, Tracy?  
*Tracy:* I \_\_\_\_\_ (**go**) to Pat's house to use her computer.
3. *Tracy:* My friend Carl \_\_\_\_\_ (**just / send**) me an email saying he has a laptop that he can lend me.

**C. Join these sentences using a relative pronoun. Omit it when possible.**

1. This is the boy. He has invented a new app for iPhones.  
\_\_\_\_\_
2. My brother attends a school. It is considered a tech school.  
\_\_\_\_\_
3. The students were playing a new game on their iPhones. I saw them in the canteen.  
\_\_\_\_\_
4. Where is the student? His article about technology is very interesting.  
\_\_\_\_\_

## III

**My week without... my mobile phone and my laptop.**

Imagine that last month you decided to live without your mobile phone and laptop for two weeks. Write a text about this experience.

**Suggestions:**

**Introduction** – give the reason or reasons why you decided to live this experience and if you thought it was going to be a problem for you.

**Development** – say how your daily routine changed, if your homework got better, if you had more time to study, how you spent your free time, how you felt during those days.

**Conclusion** – give your opinion about the experience (easy / difficult / ...) and if you are going to change the way you use those devices.



## Unit 2 PET-type Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Reading A (Part 2)

#### Questions 1 – 3

The people below are all looking for ICT magazines.

Below there are descriptions of five magazines.

Decide which magazine would be the most suitable for the following people.

For questions 1 – 3, mark the correct letter (A – D) on your answer sheet.

1.



Henry knows a lot about computers but he wants to learn about how to use Excel. He is studying economy and this programme is very important. However, he doesn't have much time to attend a course, so he is looking for a magazine that might help him.

2.



Martin works with a publisher and wants to improve his skills in ICT. He is looking for a magazine specialised in ICT for publishers in order to produce books of a higher quality.

3.



Rita is doing research in Biology and she needs an advanced computer programme to showcase her work. She is looking for a magazine that might help her choose the most appropriate one for her research.

**A.** *Eurotrade ICT* monthly magazine is a leading European speciality magazine focusing on the Asian3C computers and peripherals, communication and consumer electronics product for worldwide buyers and distributors.

**B.** *DMpub* magazine presents high quality technology articles about digital publishing products every month. Readers interested in learning about innovative digital publishing techniques will find answers in this magazine.

**C.** *Excel Guide* magazine is a reference for Excel beginners. It provides Excel tips, tricks, and techniques readers won't find anywhere else. This edition includes a CD-ROM with templates and worksheets for the readers to practise.

**D.** *Connect* magazine aims to provide regular update on new technology supporting people and companies to disseminate their research work. This magazine usually shows pioneering networks, innovations and services and their impact across Europe.

## Reading B (Part 3)

---

### Questions 4 – 11

Look at the sentences below about teens who don't sleep much.

Read the text to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

---

- 4 Teens are staying awake all night like vampires.
- 5 Alexa usually falls asleep while texting.
- 6 Alexa gets up at 5 am.
- 7 Sam and his friends stay up till 1 am every night.
- 8 Each new technological device makes things worse.
- 9 Teens don't use cell phones to socialise.
- 10 It's difficult for teens to disconnect because their cell phones are always available.
- 11 15% of adolescents sleep less than eight hours on school nights.

### Teens too wired to sleep

Lots of teens are into vampires these days. Many of them seem to be keeping vampire hours.

5 Take Alexa McGill, who has a very modern way of falling asleep. She does it while texting. "Usually I'll wake up in the middle of the night, reply to the text I started replying to when I fell asleep, then stay up for a few more hours," said  
10 McGill, 16, who lives in Anoka. "Around 5 am I'll try to get a couple more hours of sleep because I have to get up at 7 to get ready for school."

When Sam Humleker of Minneapolis was in 10<sup>th</sup> grade, he was almost always asleep by 9:30 pm. Now, two years later, the 18-year-old is up till 1 am texting, Skyping, checking his Gmail,  
15 digg.com and Facebook. He tells his mother, Cordelia Anderson, that 1 o'clock in the morning isn't so bad: "Some of my friends are up till 3 am," he said.

It's a problem that has gotten worse with each new technological temptation to come their way – especially something as small and easy to hide under a pillow as a cell phone, which can be used for playing video games and Web browsing as well as texting. It's how teens socialise  
20 and it's available 24/7, making it hard to tear them away.

The numbers tell the story. Half of adolescents get fewer than eight hours (they actually need nine or more) of sleep on school nights, and only 15 percent of them get adequate sleep, according to a new poll on teens and sleep from the National Sleep Foundation.



www.thestar.com (abridged and adapted)  
accessed in January 2015

## Writing A (Part 1)

---

### Questions 1 – 5

Here are some sentences about new technologies.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.

---

1. My son bought a laptop last July.  
My son has had a laptop \_\_\_\_\_ July.
2. The boy doesn't have time to play video games.  
The boy has \_\_\_\_\_ time to play video games.
3. A mobile phone is cheaper than an iPhone.  
An iPhone is \_\_\_\_\_ than a mobile phone.
4. Teens text before going to sleep.  
Teens enjoy \_\_\_\_\_ before going to sleep.
5. This is the new teacher. She met us this morning.  
This is the new teacher \_\_\_\_\_ met us this morning.

## Writing B (Part 3)

---

### Question 6

- Your English teacher has asked you to write about the school of the future.
- Your story must begin with this sentence:

**This is the year 2025 and I am going to tell you about my school.**

- Write your story on your answer sheet.



## Listening A (Part 2)

---

### Questions 1 – 5

You will hear Jo Heywood, a teacher, talking about the school of the future. For each question, choose the correct answer **A**, **B** or **C**.

---

1. Jo says that we will use technology more effectively in
  - A. 3 years.
  - B. 5 years.
  - C. 10 years.
2. Jo thinks the danger of technology is
  - A. in using it more effectively.
  - B. in letting it take over.
  - C. in letting it play an important part in the learning environment.
3. Why are virtual trips an advantage?
  - A. Because they are individualised.
  - B. Because they will be more expensive.
  - C. Because they will be cheaper.
4. Students will have the opportunity to
  - A. have individualised lessons downloaded on iPads.
  - B. be guided by teachers individually.
  - C. record their voices on iPads.
5. When does noise stop?
  - A. When children email or text.
  - B. When children communicate directly with each other.
  - C. When children stay home.

## Listening B (Part 3)

---

### Questions 6 – 11

You will hear some information about a film.

For each question, fill in the missing information in the numbered space.

#### Film Review

Name of the film: (6) \_\_\_\_\_

Type of film: (7) \_\_\_\_\_

Running time: (8) \_\_\_\_\_

Cast: Channing (9) \_\_\_\_\_ and (10) \_\_\_\_\_ Kunis

Plot: The story of a young woman, living an ordinary life on Earth, who discovers she is at the centre of a battle for power over the universe.

Meeting place: (11) \_\_\_\_\_ at 8.30.

# PET-type test

## Student's Answer Sheet

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

| A |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| B  |                          |                          |
|----|--------------------------|--------------------------|
| 4  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | A                        | B                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> |

### WRITING

| A |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

| B (Question 6) |
|----------------|
| _____          |
| _____          |
| _____          |
| _____          |
| _____          |
| _____          |

### LISTENING

| A |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| B  |  |
|----|--|
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |
| 11 |  |

# Unit 3 Listening Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A. Listen to Mrs Foster and circle the adjectives she uses to describe junk food. Then cross the others.**

great    tasty    nice    appetising    wonderful    appealing  
delicious    fast    yummy    unhealthy

**B. What is her problem? Tick the correct answer.**

1. She can't stop eating junk food. ☐
2. She wants her children to eat healthy food too. ☐
3. She doesn't want her children to eat junk food. ☐

**C. Now listen to Mr Evans and tick (✓) True (T) or False (F).**

- |                                                                    | T                        | F                        |
|--------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Mr and Mrs Evans choose what to eat every day of the week.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Their daughter never eats junk food.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She accepts what's on her plate without complaining.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There are healthier ways of cooking food like nuggets or pizza. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Teenagers cannot enjoy home cooking.                            | <input type="checkbox"/> | <input type="checkbox"/> |

**D. Listen to Mrs Miller and complete the sentences.**

There's no question that it's hard for teens to **a.** \_\_\_\_\_ those chips, sodas and **b.** \_\_\_\_\_, especially when all their friends are eating them. While it may impossible for your children to think about their future **c.** \_\_\_\_\_ as in – eating correctly today may help prevent a heart attack 20 years from now – your children may listen when you explain that having a **d.** \_\_\_\_\_ diet can help them to feel stronger, have more **e.** \_\_\_\_\_, better skin and hair and look great in their clothes.



Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

Read the text.

**Give Girls Images of Real Girls!**

Between school and her extracurricular activity, eighth-grader Julia Bluhm has found time to fight against digitally transformed images in one of the country's top teen magazines, *Seventeen*. “We should focus on people’s personalities, not just on their looks,” she told Boston Radio Station *WBUR* last month. “If you’re looking for a girlfriend who looks like the models that you see in magazines, you’re never going to find a girlfriend, because those people are edited with computers. Here’s what lots of girls don’t know. Those ‘pretty women’ that we see in magazines are not real. They’re often Photoshopped, air-brushed, edited to look thinner, and to appear like they have perfect skin. The girl or boy you see in a magazine probably looks a lot different in real life.”



Julia has been fighting to stop magazines, toy companies and other big businesses from creating products and ads that hurt teenagers and harm their self-esteem. After hearing too many teens in her ballet class complain about their weight, the 14-year-old started her fight in April with an online petition. It required the magazine to print one unaltered photo each month. The petition – and a street protest outside *Seventeen* magazine offices – led to thousands of signatures from around the world. Miss Bluhm said during the protest, “I know how much pictures in the media have an effect on the self-esteem of teenagers and their body image.” The petition reads, “Teenagers, especially girls, want to be accepted, appreciated and liked. And when they don’t fit in, some try to change themselves. This can lead to eating disorders, depression and low self-esteem.”

In a statement yesterday, *Seventeen* said, “We’re proud of Julia for being so passionate about this question – it’s exactly the kind of attitude we encourage in our readers”. Under pressure from thousands of young women around the world, *Seventeen* magazine has promised to “celebrate every kind of beauty” and print photographs of real models who are healthy and not underweight.

The decision doesn’t mean that every page in the magazine will be Photoshop-free, because so many pages are filled with advertising. The companies doing the advertising aren’t making the same no-Photoshop promise.

This is huge and it is just the beginning of a revolution in the way girls see themselves across the magazine industry. That’s why Julia is also going to ask *Teen Vogue* magazine to do the same.

based on [www.dailymail.co.uk](http://www.dailymail.co.uk), [www.dietsinreview.com](http://www.dietsinreview.com)  
accessed in January 2015



**A. Match the columns. One does not apply.**

- |                        |                   |
|------------------------|-------------------|
| 1. top (l. 3)          | a. flawless       |
| 2. looks (l. 5)        | b. have in common |
| 3. perfect (l. 12)     | c. skinny         |
| 4. underweight (l. 27) | d. best           |
|                        | e. appearance     |

**B. Find the information in the text. Write in note form.**

1. Julia's hobby \_\_\_\_\_
2. a means of communication \_\_\_\_\_
3. Julia's age \_\_\_\_\_
4. number of signatures \_\_\_\_\_
5. what girls want \_\_\_\_\_

**C. Answer the questions.**

1. What are teens and models in magazines like?  
\_\_\_\_\_
2. What did Julia want from *Seventeen* magazine?  
\_\_\_\_\_
3. What can happen to teenagers who believe what they see in magazines?  
\_\_\_\_\_
4. What is Julia going to do next?  
\_\_\_\_\_
5. Do you like reading teenage magazines? Is there one you like?  
\_\_\_\_\_

**II**

**A. Complete the text with the words in the box.**

**lifestyle   meals   healthy   obesity   balanced**

Eating **a.** \_\_\_\_\_ food is important. It can prevent and control health problems. As a teen you need to eat more because you are growing, but that doesn't mean you can't have a **b.** \_\_\_\_\_ diet. Eating unhealthily can lead to **c.** \_\_\_\_\_ or eating disorders. There are simple things we can do to stop teenagers from going to fast-food restaurants or from eating too much. Schools should perhaps teach students to cook their own healthy **d.** \_\_\_\_\_. Students would then begin to apply those lessons in their lives and have a better **e.** \_\_\_\_\_.

**B. Past Perfect or Past Simple? Circle the correct option.**

1. They **had decided** / **decided** to go to the new restaurant because they **had never been** / **never went** there before.
2. I **had seen** / **saw** Julia on TV before she **had come** / **came** to my school to talk about her project.
3. She **had already read** / **already read** the newspaper article online before she **had bought** / **bought** the newspaper.

**C. Complete these First and Second Conditional sentences using the correct tense. The highlighted words may help you decide.**

1. If I **tell** my mother to buy the magazine, she \_\_\_\_\_ (**go**) to the newspaper stand at lunch time.
2. They \_\_\_\_\_ (**have**) a better diet if they **ate** vegetables and fruit at every meal.
3. If magazine editors \_\_\_\_\_ (**stop**) using Photoshop, teenage readers **would realise** that lots of models also have skin problems.
4. He \_\_\_\_\_ (**cook**) more at home if you **show** him some tasty recipes.
5. If I \_\_\_\_\_ (**be**) her, I **would stop** going to fast-food restaurants.

III

Write a text about the following topic to be published in a teens' magazine.

**It is important to have a healthy lifestyle.**

**Suggestions :**

**Introduction** – identify the topic and say what your opinion is (for example, I am writing about the following... / In my opinion... / It is important to...);

**Development** – give three different reasons to justify your opinion and explain them (for example, First I have to say that...; The second reason is that...; Finally, I think that...; look better; be in shape; have more energy and concentration; look better and healthier; better for our health; live longer...);

**Conclusion** – reaffirm your opinion and convince other teens (for example, In conclusion, I think that...).



Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Read the text.

**Give Girls Images of Real Girls!**

Between school and her extracurricular activity, eighth-grader Julia Bluhm has found time to fight against digitally transformed images in one of the country's top teen magazines, *Seventeen*. “We should focus on people’s personalities, not just on their looks,” she told Boston Radio Station *WBUR* last month. “If you’re looking for a girlfriend who looks like the models that you see in magazines, you’re never going to find a girlfriend, because those people are edited with computers. Here’s what lots of girls don’t know.

Those ‘pretty women’ that we see in magazines are not real. They’re often Photoshopped, air-brushed, edited to look thinner, and to appear like they have perfect skin. The girl or boy you see in a magazine probably looks a lot different in real life.”

Julia has been fighting to stop magazines, toy companies and other big businesses from creating products and ads that hurt teenagers and harm their self-esteem. After hearing too many teens in her ballet class complain about their weight, the 14-year-old started her fight in April with an online petition. It required the magazine to print one unaltered photo each month. The petition – and a street protest outside *Seventeen* magazine offices – led to thousands of signatures from around the world. Miss Bluhm said during the protest: “I know how much pictures in the media have an effect on the self-esteem of teenagers and their body image.” The petition reads, “Teenagers, especially girls, want to be accepted, appreciated and liked. And when they don’t fit in, some try to change themselves. This can lead to eating disorders, depression and low self-esteem.”

In a statement yesterday, *Seventeen* said, “We’re proud of Julia for being so passionate about this question – it’s exactly the kind of attitude we encourage in our readers”. Under pressure from thousands of young women around the world, *Seventeen* magazine has promised to “celebrate every kind of beauty” and print photographs of real models who are healthy and not underweight.

The decision doesn’t mean that every page in the magazine will be Photoshop-free, because so many pages are filled with advertising. The companies doing the advertising aren’t making the same no-Photoshop promise.

This is huge and it is just the beginning of a revolution in the way girls see themselves across the magazine industry. That’s why Julia is also going to ask *Teen Vogue* magazine to do the same.



based on [www.dailymail.co.uk](http://www.dailymail.co.uk) and [www.dietsinreview.com](http://www.dietsinreview.com)  
accessed in January 2015

**A. Find the synonyms of the following words/expressions in the first and second paragraphs of the text.**

1. appearance \_\_\_\_\_
2. flawless \_\_\_\_\_
3. confidence and satisfaction about who we are \_\_\_\_\_
4. say one is not happy with something \_\_\_\_\_

**B. Find sentences in the text that prove the following:**

1. Models and teens in magazines do not look like everyday people.

\_\_\_\_\_

2. Lots of people from different countries signed the petition.

\_\_\_\_\_

3. Models are still going to be Photoshopped in advertisements.

\_\_\_\_\_

**C. Complete the sentences according to the text.**

1. Julia likes \_\_\_\_\_ in her free time.

2. Now the magazine has decided to \_\_\_\_\_.

**D. Answer the questions.**

1. Why are teens and models in magazines unreal?

\_\_\_\_\_

2. What did Julia do to make the magazine change?

\_\_\_\_\_

3. What can happen to teenagers who believe what they see in magazines?

\_\_\_\_\_

4. What is Julia going to do next?

\_\_\_\_\_

5. Do you think teenage magazines are interesting? Explain.

\_\_\_\_\_

\_\_\_\_\_



## II

**A. Complete the text with some of the words/expressions in the box. Two do not apply.**

**lifestyle   unhealthy   meals   body image   healthy   obesity   balanced**

Eating **a.** \_\_\_\_\_ food is important. It can prevent and control health problems. As a teen you need to eat more because you are growing, but that doesn't mean you can't have a **b.** \_\_\_\_\_ diet. Eating unhealthily can lead to **c.** \_\_\_\_\_ or eating disorders. There are simple things we can do to stop teenagers from going to fast-food restaurants or from eating too much. Schools should perhaps teach students to cook their own healthy **d.** \_\_\_\_\_. Students would then begin to apply those lessons in their lives and have a better **e.** \_\_\_\_\_.

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

1. Julia \_\_\_\_\_ (**already / write**) a short text for the school newspaper when she \_\_\_\_\_ (**decide**) to go to the radio station.
2. They \_\_\_\_\_ (**want**) to try the new Mexican restaurant because they \_\_\_\_\_ (**never / eat**) Mexican before.
3. I \_\_\_\_\_ (**meet**) Julia before she \_\_\_\_\_ (**come**) to my school to talk about her project.

**C. Complete these First and Second Conditional sentences using the correct tense.**

1. If I tell my mother to buy the magazine, she \_\_\_\_\_ (**go**) to the newspaper stand at lunch time.
2. They \_\_\_\_\_ (**have**) a better diet if they ate vegetables and fruit at every meal.
3. If magazine editors \_\_\_\_\_ (**stop**) using Photoshop, teenage readers would realise that lots of models also have skin problems.
4. He \_\_\_\_\_ (**cook**) more at home if you show him some tasty recipes.
5. If I \_\_\_\_\_ (**be**) her, I would stop going to fast food restaurants.

## III

Write a text about the following topic to be published in a teens' magazine:

**It is important to have a healthy lifestyle.**

**Suggestions:**

**Introduction** – identify the topic and say what your opinion is;

**Development** – give three different reasons to justify your opinion and explain them;

**Conclusion** – reaffirm your opinion and convince other teens;

## Unit 3 PET-type Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Reading A (Part 1)

#### Questions 1 – 3

Look at the text in each question.

What does it say?

Mark the correct letter **A**, **B** or **C** on your answer sheet.

1

**DANCE CLASSES**

Ballet, Jazz, Hip-Hop and contemporary  
after-school classes for children and teens

From Monday to Friday

Please contact us on [www.firststeps.com](http://www.firststeps.com)  
Studio in London

**A** Dance classes are in the morning.

**B** There are no classes from Monday to Friday.

**C** Children and teens can have dance classes in a studio in London.

2

**Message**

Haley, I missed the bus. I'm late for the  
fashion show. Don't wait for me. I'll  
meet you inside in 15 minutes.

Jessica

**A** Jessica wants Haley to wait for her.

**B** Jessica is going to arrive  
in 15 minutes.

**C** Jessica misses Haley.

3

**WARNING**

This area must be kept clear for  
emergency vehicles.

**A** Only emergency vehicles can use  
this area.

**B** Emergency vehicles can't park here.

**C** You have to keep emergency  
vehicles clear.

## Reading B (Part 4)

### Questions 4 – 8

Read the text and the questions on the following page.

For each question, mark **A**, **B**, **C** or **D** on your answer sheet.

### Eating Disorders

Eating disorders are common among teens. Take Kerri, for example. Upset with a sudden weight gain, the 15-year-old forced herself to throw up after eating her school lunch. It seemed harmless. Then, after doing it five times, and then 10, Kerri had a new ritual of vomiting right after eating. She did it at school and then again at home. No one knew – until Thanksgiving. She had eaten more than usual and told her parents she felt sick. She tried to vomit but couldn't even gag. Suddenly, there was a tap on the bathroom door. Kerri's parents were standing outside the door, asking how long she'd been throwing up her food.



Mason, 14, was also obsessed about his weight. Short and chunky most of his life, Mason had a growth spurt, growing 10 inches in one year. Now tall and thin, he was determined never to be "the fat kid" again. Mason hated throwing up. So, he started eating salads with no dressing, running miles each day, and taking laxatives to keep his weight down.



It worked. He looked trim and athletic. But he felt exhausted, fatigued, and irritable. In the middle of the night last winter, Mason became violently ill with stomach cramps and a high fever. His doctor admitted him into the hospital and began running tests to figure out his mystery illness.

Weight obsession affects millions of teenagers today, especially girls. More than 90% of people with an eating disorder are girls. Teenage boys, though, also have body image concerns. Many boys strive for the perfect body by dieting or by doing compulsive exercise.

www.webmd.com  
accessed in January 2015

4. What was Kerri's problem?
- A. She occasionally forced herself to throw up.
  - B. Throwing up after eating became a dangerous habit.
  - C. She lost weight.
  - D. Everybody knew she was throwing up.
5. How did her parents find out about her problem?
- A. When she felt sick at school.
  - B. When she didn't eat anything at Thanksgiving.
  - C. When she locked herself in the bathroom trying to vomit and her parents knocked at the door.
  - D. When she ate a lot at Thanksgiving.
6. What was Mason obsessed about?
- A. His sudden growth.
  - B. Throwing up.
  - C. His grades.
  - D. His weight.
7. Why did Mason become ill?
- A. Because he was taking laxatives.
  - B. Because he was going on a balanced diet.
  - C. Because it was winter.
  - D. Because he was overweight.
8. What advice would a nutritionist give?

A

If you are not happy with your body image, you should do whatever it takes to be happy.

C

Weight obsession and body image concerns are very common among teens and parents shouldn't worry.

B

There is nothing wrong with going on a diet as long as it is balanced and prescribed by a nutritionist or a doctor. Physical exercise is also very important but you shouldn't over-exercise.

D

Compulsive exercise is OK if you are overweight.



## Writing A (Part 1)

---

### Questions 1 – 5

Here are some sentences about healthy lifestyles.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.

---

1. You shouldn't over-exercise.

If I were you, I \_\_\_\_\_ over-exercise.

2. Kevin had an eating disorder at the age of 15.

Kevin had an eating disorder when he \_\_\_\_\_ 15.

3. It isn't necessary to bring your lunch to school.

You \_\_\_\_\_ to bring your lunch to school.

4. Why don't you go to the gym?

If I were you, I \_\_\_\_\_ to the gym.

5. The personal trainer wasn't at the gym when I arrived.

When I arrived at the gym, the personal trainer \_\_\_\_\_ gone out.

## Writing B (Part 2)

---

### Question 6

You want to ask your friend Cathy to go to the new Fitness Gym Academy.

Write her an email. In your email, you should:

- invite her to go to the Fitness Gym Academy with you tomorrow afternoon
- suggest a place and a time to meet
- explain why you want to go there

## Listening A (Part 1)

---

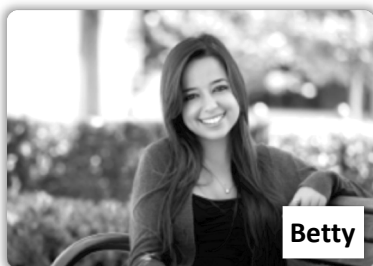
### Questions 1 – 3

There are three questions in this part.

For each question, choose the correct answer **A**, **B** or **C**.

---

1. Who is Kyle worried about?



**A**



**B**



**C**

2. Where is Roger's acne cream?



**A**



**B**



**C**

3. Where did they have dinner yesterday?



**A**



**B**



**C**

## Listening B (Part 4)

---

### Questions 4 – 9

Look at the six sentences for this part.

You will hear a conversation between a magazine reporter and the famous singer/songwriter, Jackson Harris.

Decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

---

|                                                                            | Yes | No |
|----------------------------------------------------------------------------|-----|----|
| 4. Jackson realised he wanted to become a singer/songwriter 10 years ago.  | A   | B  |
| 5. Jackson just tries to focus on making the best music he can.            | A   | B  |
| 6. In his free time he likes travelling and spending time with his family. | A   | B  |
| 7. He hates the New York Yankees.                                          | A   | B  |
| 8. At the moment he isn't working on any new projects.                     | A   | B  |
| 9. He hopes to tour the world.                                             | A   | B  |



# PET-type test

## Student's Answer Sheet

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

| A |                               |                               |                               |
|---|-------------------------------|-------------------------------|-------------------------------|
| 1 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 2 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 3 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |

| B |                               |                               |                               |                               |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 4 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> |
| 5 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> |
| 6 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> |
| 7 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> |
| 8 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> |

### WRITING

| A |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

| B (Question 6) |
|----------------|
| _____          |
| _____          |
| _____          |
| _____          |
| _____          |

### LISTENING

| A |                               |                               |                               |
|---|-------------------------------|-------------------------------|-------------------------------|
| 1 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 2 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 3 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |

| B |                               |                               |
|---|-------------------------------|-------------------------------|
| 4 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 5 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 6 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 7 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 8 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 9 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |

## Unit 4 Listening Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A. Listen to Maude Standish. Choose the correct ending for the sentences.

1. Maude Standish's job is
  - a. a common job. ☐
  - b. mainly a woman's job. ☐
  - c. an unusual job. ☐
2. Her job consists of
  - a. deciding what young people like.
  - b. informing companies about what young people like.
  - c. writing blogs about what young people like.
3. Famous brands want to know about new trends because
  - a. they want to produce what young people want.
  - b. they need to change their working methods.
  - c. they need to know why they aren't selling their products.
4. Maude got this job because
  - a. she was invited to do it.
  - b. she saw it advertised in the street.
  - c. she began answering questionnaires, enjoyed it and asked to continue.



### B. Listen again. Are the sentences True (T) or False (F)?

- |                                                                         | T                        | F                        |
|-------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Maude's job has always been her dream job.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Her job is all about answering questions in surveys.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If you want to follow this career, being communicative is essential. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. She had already left school when she took part in a survey.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Social media plays an important role in collecting information.      | <input type="checkbox"/> | <input type="checkbox"/> |

### C. Listen one more time and complete the sentences.

1. Maude has to find out what people \_\_\_\_\_, what they \_\_\_\_\_ and what they \_\_\_\_\_.
2. Now it's part of Maude's job to interpret \_\_\_\_\_ and make \_\_\_\_\_ products.
3. She advises people who want to have this career to \_\_\_\_\_ communication and research \_\_\_\_\_ and \_\_\_\_\_ forums and blogs to find out what young people's interests are.

www.smh.com.au

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Read the text.

## The next big tech entrepreneur

Ben Pasternak isn't a **common** Australian teenager. At 15, he has created an iPhone game that has become a big success at an incredible rate. In the **first** six weeks after its launch,

5 *Impossible Rush* was **downloaded** 500,000 times. Ben's game has put behind popular apps like Vine, Twitter and Gmail.

For Ben, a year nine student at Reddam House's Woollahra campus in Sydney, the

10 game's success is the proof that his dream of becoming the next big tech entrepreneur can

come true. This boy created the app with another teen in Chicago, Austin Valleskey, while he was **bored** at school. *Impossible Rush* is an easy game: the player simply taps a wheel to match colours against balls which fall **faster** and faster.

15 Ben is obviously extremely happy with his success but he also thanks his friend Carlos Fajardo for his marketing techniques. "To make a successful app you have three factors – design, functionality and marketing. Most people can be good at functionality and design, but don't think of the marketing at all. And I think that the reason my app was very successful was due to the marketing," he said.

Mrs Pasternak, Ben's mother, said her son's passion for technology began around the age of eight. At 14,

20 Ben was the first customer in the world to buy the iPad Air. He also reviews Apple products on his own YouTube channel. As a consequence of all this activity, he quickly became very popular in social media and now has more than 200,000 followers on Instagram, and more than 40,000 on Facebook.

In an interview, Mrs Pasternak also said, "Ben works in a creative and beautiful way. It could be just gaming – so many kids his age just sit at home and play games – but he's not interested in that. He's

25 interested in creating new technology."

Ben's parents are insisting he finishes school, and they want him to get a degree. His mum is suggesting a gap year to test-drive his business ambitions first, before he decides what he wants to follow.

Ben is also working on another app called *One*, that is scheduled to be launched very soon. The app puts a user's Facebook, Twitter and Instagram feeds all in one place.



based on [www.smh.au](http://www.smh.au)  
accessed in January 2015

**A. Match the highlighted words in the text with their opposites below.**

1. amused \_\_\_\_\_
2. last \_\_\_\_\_
3. unusual \_\_\_\_\_
4. slower \_\_\_\_\_
5. uploaded \_\_\_\_\_

**B. Reread paragraphs 1, 2 and 3. Find the sentences that prove the following.**

1. Ben's app became more successful than other very famous apps.

\_\_\_\_\_

2. The success of Ben's app makes him feel confident about the future.

\_\_\_\_\_

3. Ben had some help to create his app.

\_\_\_\_\_

4. Ben created the game in a very short time.

\_\_\_\_\_

5. Ben doesn't think he was successful all by himself.

\_\_\_\_\_

**C. Answer the questions.**

1. Why is Ben different from other 15 year-old boys?

\_\_\_\_\_

2. Why did he decide to create his game?

\_\_\_\_\_

3. What makes an app successful?

\_\_\_\_\_

4. How did he become so popular in social media?

\_\_\_\_\_

5. Do his parents want him to give up school?

\_\_\_\_\_



**A. Complete the text with the words in the box.**

**earn   self-esteem   balance   expenses   exhausted   part-time**

A lot of teens in the UK have **a.** \_\_\_\_\_ jobs. They feel good because they **b.** \_\_\_\_\_ money for their own **c.** \_\_\_\_\_. At the same time, they increase their **d.** \_\_\_\_\_ and responsibility. On the other hand, they sometimes feel **e.** \_\_\_\_\_ if they work too much. It's very important that teens choose the right job for them and learn how to **f.** \_\_\_\_\_ school and work.

**B. Circle the correct reporting verb.**

1. Ben **ordered / invited** me to go to his birthday party next Saturday.
2. Mr and Mrs Pasternak **told / asked** Ben where he had been.
3. Ben's mum **ordered / suggested** him to go to his room and do his homework immediately.
4. Mr Pasternak **asked / suggested** going to the cinema.

**C. Change into reported speech. Look carefully at the highlighted words.**

1. Mrs Pasternak said: "Ben **works** in a creative way and he **isn't** interested in playing games."

Mrs Pasternak said that Ben \_\_\_\_\_ in a creative way and he \_\_\_\_\_ interested in playing games.

2. Austin: "Ben, what **are you doing now**?"

Austin asked Ben what \_\_\_\_\_

3. Ben: "**Yesterday** I **didn't** meet **my** friends."

Ben said that \_\_\_\_\_ friends.

4. Ben's parents: "**We are** very proud of **our** son but **we don't** play the game he **created**."

Ben's parents said that \_\_\_\_\_ very proud of \_\_\_\_\_ son but \_\_\_\_\_ the game he \_\_\_\_\_.

5. Mrs Pasternak: "Ben, **don't** go to bed late."

Mrs Pasternak ordered Ben \_\_\_\_\_ to bed late.



Write a text about your dream job.

**The ideal job for me...**

**Suggestions:**

- say what your dream job is and explain why you want to have it;
- show some characteristics of that job;
- say what you are going to do to prepare for that job.

**Reasons for wanting a job**

- interesting, exciting, challenging
- it fits your personality
- it pays well / it doesn't pay well but you don't care / the most important is to feel happy / do what you like

(...)

**Characteristics you need for that job**

- creativity
- good communication skills
- organisation
- punctuality
- to be hard-working, friendly and sociable

(...)

**What you are going to do to prepare for the job**

- study hard
- get a part-time job in that area
- get some experience
- do research to find out about the skills you need to develop to do that job

(...)



Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I

Read the text.

## The next big tech entrepreneur

Ben Pasternak isn't a common Australian teenager. At 15, he has created an iPhone game that has become a big success at an incredible rate. In the first six weeks after its launch, *Impossible Rush* was downloaded 500,000 times. Ben's game has put behind popular apps like Vine, Twitter and Gmail.

For Ben, a year nine student at Reddam House's Woollahra campus in Sydney, the game's success is the proof that his dream of becoming the next big tech entrepreneur can come true. This boy created the app with another teen in Chicago, Austin Valleskey, while he was bored at school. *Impossible Rush* is an easy game: the player simply taps a wheel to match colours against balls which fall faster and faster.

Ben is obviously extremely happy with his success but he also thanks his friend Carlos Fajardo for his marketing techniques. "To make a successful app you have three factors – design, functionality and marketing. Most people can be good at functionality and design, but don't think of the marketing at all. And I think that the reason my app was very successful was due to the marketing," he said.

Mrs Pasternak, Ben's mother, said her son's passion for technology began around the age of eight. At 14, Ben was the first customer in the world to buy the iPad Air. He also reviews Apple products on his own YouTube channel. As a consequence of all this activity, he quickly became very popular in social media and now has more than 200,000 followers on Instagram, and more than 40,000 on Facebook.

In an interview, Mrs Pasternak also said, "Ben works in a creative and beautiful way. It could be just gaming – so many kids his age just sit at home and play games – but he's not interested in that. He's interested in creating new technology."

Ben's parents are insisting he finishes school, and they want him to get a degree. His mum is suggesting a gap year to test-drive his business ambitions first, before he decides what he wants to follow.

Ben is also working on another app called *One*, that is scheduled to be launched very soon. The app puts a user's Facebook, Twitter and Instagram feeds all in one place.



based on [www.smh.au](http://www.smh.au)  
accessed in January 2015

**A. Find the opposite of the following words in the first two paragraphs of the text.**

1. unusual \_\_\_\_\_
2. last \_\_\_\_\_
3. uploaded \_\_\_\_\_
4. amused \_\_\_\_\_
5. slower \_\_\_\_\_

**B. Correct the wrong information.**

1. Ben's app became as popular as other famous apps.

\_\_\_\_\_

2. The popularity of Ben's game makes him feel worried about his future.

\_\_\_\_\_

3. Nobody helped Ben to create his app.

\_\_\_\_\_

4. It took Ben a long time to create the game.

\_\_\_\_\_

5. Ben thinks marketing is not so important as people think.

\_\_\_\_\_

**C. Complete the sentences.**

1. Ben uses his YouTube Channel to \_\_\_\_\_

2. He has thousands of followers on Instagram and Facebook because \_\_\_\_\_

**D. Answer the questions.**

1. What's unusual about Ben?

\_\_\_\_\_

2. What does he want to be in the future?

\_\_\_\_\_

3. Why are a lot of apps good but not successful?

\_\_\_\_\_

4. What do Ben's parents want for his future?

\_\_\_\_\_

5. What is Ben creating at the moment?

\_\_\_\_\_

## II

### A. Complete the text with the words in the box. Not all of them are necessary.

earn self-esteem balance expenses exhausted available part-time schoolwork

A lot of teens in the UK have **a.** \_\_\_\_\_ jobs. They feel good because they **b.** \_\_\_\_\_ money for their own **c.** \_\_\_\_\_. At the same time they increase their **d.** \_\_\_\_\_ and responsibility. On the other hand, they sometimes feel **e.** \_\_\_\_\_ if they work too much. It's very important that teens choose the right job for them.

### B. Fill in the gaps with the reporting verbs in the box in the Past Simple. One is not necessary.

invite suggest order ask say

1. Ben \_\_\_\_\_ me to go to his birthday party next Saturday.
2. Mr and Mrs Pasternak \_\_\_\_\_ Ben where he had been.
3. Ben's mum \_\_\_\_\_ him to go to his room and do his homework immediately.
4. Mr Pasternak \_\_\_\_\_ going to the cinema.

### C. Change into reported speech.

1. Mrs Pasternak said: "Ben works in a creative way and he isn't interested in playing games."  
\_\_\_\_\_
2. Austin: "Ben, what are you doing now?"  
\_\_\_\_\_
3. Ben: "Yesterday I didn't go to the cinema with my friends."  
\_\_\_\_\_
4. Ben's parents: "We are very proud of our son but we don't play the game he has created."  
\_\_\_\_\_
5. Mrs Pasternak: "Ben, don't go to bed late."  
\_\_\_\_\_

## III

### Write a text about your dream job.

#### The ideal job for me...

#### Suggestions:

- say what your dream job is and explain why you want to have it;
- show some characteristics of that job;
- say what you are going to do to prepare for that job.



## Unit 4 PET-type Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Reading A (Part 4)

#### Questions 1 – 5

Read the text and questions below.

For each question, mark **A**, **B**, **C** or **D** on your answer sheet.

#### A firefighter is like a superhero

My dream job is to be a firefighter. I think firefighting would be a fun and exciting job. When I watch firefighters battling fires on the news, it makes me want to be out there fighting the fire with them. I also like the idea that I would be helping many people. For example, during 9/11 many firefighters risked and lost their lives going into the badly damaged World Trade Center towers to save the lives of people they did not even know.

Every little boy dreams of becoming a police officer or firefighter so that they can ride around in a car or truck with sirens blaring. Now that I have grown older, I still want to be a firefighter. That is why I decided to join a six-week high school Fire Academy at West L.A. College last summer. During those six weeks I learned how to use a firefighter's equipment. I learned the fire-fighting language, like "run" means an incident, or "size up" is a verbal picture of the incident that says, "I'm at... I need... I have". One of the most important things I learned at the Fire Academy was teamwork and how not doing your job could result in the serious injury or even death of one of the members of your Engine Company. Although it was an extreme amount of work and it was a huge sacrifice to give up my summer, this experience only strengthened my desire to become a firefighter.

In my eyes a firefighter is not just somebody doing his or her job, he's a superhero. When someone is trapped in a burning building, a firefighter battles the monster (fire) with his super powers (water) to save that person. A firefighter does not just fight fires, he also responds to 911 calls like stabbings, heart attacks, car accidents, etc. I would enjoy the exciting, on-the-edge job that firefighting offers, because a job should not be something you do just for the money, it should be something you enjoy doing and do to the best of your abilities. A job should also not be done just for the glamour and fame, it should be something that helps others and betters the community. To me a firefighter meets all those criteria.

It is said that firefighting is a very difficult job to get into because there are many applicants and it takes a very long time to know if you've got the job. I know I have a long way to go before I can become a firefighter, but that is my dream and I know if I work hard enough my dream will come true.

**Jysiah Davis**



www.layouth.com  
accessed in February 2015

1. Why does Jysiah want to become a firefighter?
  - A. Because it would be a risky job.
  - B. Because it would be a fun and exciting job.
  - C. Because firefighting would help him.
  - D. Because it's a boring job.
2. What did he decide to do last summer?
  - A. He decided to become a police officer.
  - B. He decided to become a firefighter.
  - C. He decided to join a high school Fire Academy for six weeks.
  - D. He decided to ride around.
3. What was the most important thing he learned at the Fire Academy?
  - A. teamwork
  - B. injuries
  - C. sacrifice
  - D. the job
4. Why does he consider a firefighter a superhero?
  - A. Because a firefighter earns a lot of money.
  - B. Because a firefighter has super powers.
  - C. Because a firefighter saves people.
  - D. Because a firefighter fights fire.
5. What advice would Jysiah give other teens who want to become firefighters?
  - A. If you want to make money, becoming a firefighter is a good option.
  - B. You should follow your dream because it's a very easy and exciting job which involves no risks.
  - C. Don't take risks! Being a firefighter is a very dangerous job.
  - D. This job shouldn't be done just for the glamour and fame, it should be something that helps others and betters the community.



## Reading B (Part 5)

### Questions 6 – 15

Read the text below and choose the correct word for each space.

For each question, mark **A**, **B**, **C** or **D** on your answer sheet.

### Summer and part-time jobs are worth more than just cash

We already know jobs are valuable to teens – they teach hard **(6)** ..... and responsibility, and give teens some extra cash to save or spend. **(7)** ..... according to a recent study from the UBC Sauder School of Business, those hours **(8)** ..... the ice cream shop or sitting in the lifeguard chair can do more than that – they can actually give teens the edge they need to **(9)** ..... more money and have more opportunities later in life.

The study analysed data from the Statistics Canada Youth in Transition Survey, **(10)** ..... listed the work history of over 250,000 youths across Canada. Researchers looked at youth employment history over 10 years, from ages 15 to 25, and found that summer or after-school jobs **(11)** ..... teens learn “soft skills” (like positive attitude and work ethic), as well as setting teens up for better references and giving **(12)** ..... a leg-up on the job hunt.

The study also found that the more hours teens **(13)** ..... at 15, the better their career prospects were in the future. Part of this edge comes from understanding time management, a skill which teens that balance a part-time job with schoolwork are forced to learn. And interestingly enough, a part-time job continued to be beneficial for teens for up to 33 hours per week **(14)** ..... the school year, and 43 hours per week during the summer.

It also **(15)** ..... that the job itself doesn’t matter as much as the resources and skills teens learn there.

<http://teenbeing.com>  
(adapted) accessed in February 2015

- |                    |                 |               |                |
|--------------------|-----------------|---------------|----------------|
| 6. A win           | B work          | C earn        | D benefit      |
| 7. A However       | B And           | C In spite of | D Because      |
| 8. A at            | B in            | C for         | D on           |
| 9. A give          | B create        | C win         | D make         |
| 10. A whose        | B which         | C who         | D where        |
| 11. A help         | B teach         | C explain     | D develop      |
| 12. A him          | B her           | C them        | D us           |
| 13. A were earning | B were studying | C was working | D were working |
| 14. A at           | B on            | C during      | D for          |
| 15. A appears      | B shows         | C finds       | D look         |

## Writing A (Part 1)

---

### Questions 1 – 5

Here are some sentences about part-time jobs.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.

---

1. Mum asked Jenny if she liked her new part-time job.  
Mum: \_\_\_\_\_ your new part-time job?
2. The boy has worked here since March.  
The boy has worked here \_\_\_\_\_ 6 months.
3. It's the first time I have a part-time job.  
I \_\_\_\_\_ a part-time job before.
4. Terry's part-time job is near his school.  
Terry's part-time isn't \_\_\_\_\_ his school.
5. Alice: I am working at the pet shop.  
Alice told her father she \_\_\_\_\_ at the pet shop.

## Writing B (Part 3)

---

### Question 6

Your English teacher has asked you to write about your dream job.

Your story must begin with this sentence:

**I have always wanted to have an exciting job.**

Write your story on your answer sheet.

## Listening A (Part 2)

---

### Questions 1 – 5

You will listen to Alma Cooper, a model, talking about her experience. For each question, choose the correct answer **A**, **B** or **C**.

1. When did Alma Cooper start modelling?
  - A. When she was 12.
  - B. When she was 10.
  - C. 10 years ago.
2. What is her dream place to model?
  - A. Paris.
  - B. Paris and Rome.
  - C. Rome.
3. What is her favourite sport?
  - A. Volleyball.
  - B. Basketball and volleyball.
  - C. Studying.
4. Why does she like to maintain a healthy life?
  - A. To lose weight.
  - B. To keep fit.
  - C. To have a healthy mind and soul.
5. What advice does she give other girls?
  - A. "Don't believe in dreams"
  - B. "Follow your dreams"
  - C. "Be active"

## Listening B (Part 3)

---

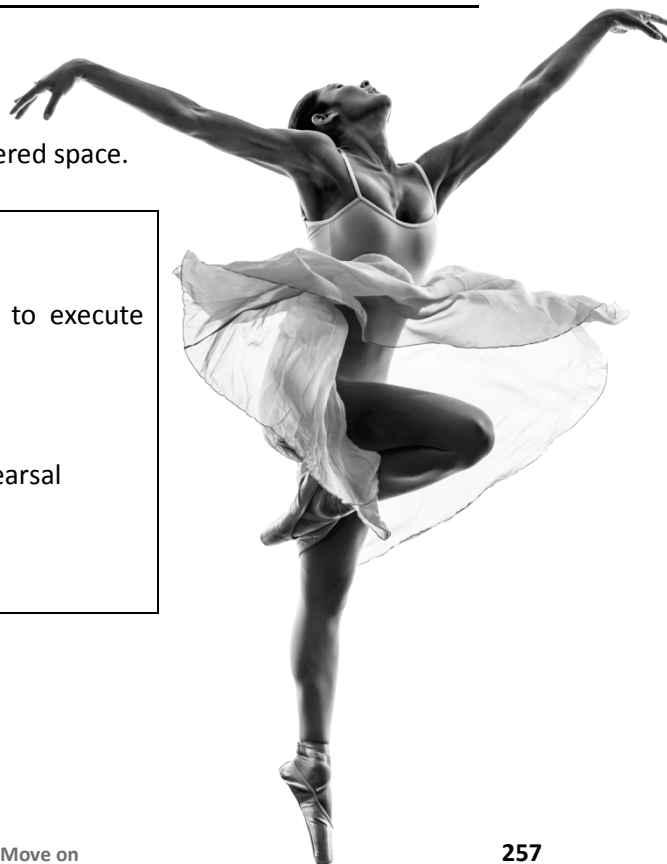
### Questions 6 – 11

You will hear some information about a job.

For each question, fill in the missing information in the numbered space.

#### Career Profile

Job: (6) \_\_\_\_\_  
What he does: he plans (7) \_\_\_\_\_ for dancers to execute during a musical number.  
People he works with: (8) \_\_\_\_\_  
Place of work: (9) \_\_\_\_\_  
Number of hours he works: (10) \_\_\_\_\_ during rehearsal periods  
Salary: (11) \_\_\_\_\_ a year





# PET-type test

## Student's Answer Sheet

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

| A |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | A                        | B                        | C                        | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| B  |                          |                          |                          |                          |
|----|--------------------------|--------------------------|--------------------------|--------------------------|
| 6  | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | A                        | B                        | C                        | D                        |
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### WRITING

| A |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

| B (Question 6) |  |
|----------------|--|
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |

### LISTENING

| A |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | A                        | B                        | C                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| B  |  |
|----|--|
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |
| 11 |  |

# Unit 5 Listening Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A. Listen to part 1 and complete the table in note form.

|                                              |  |
|----------------------------------------------|--|
| 1. Where does the event take place?          |  |
| 2. When did the bullying take place?         |  |
| 3. What grade was the bullied boy in?        |  |
| 4. Who bullied him?                          |  |
| 5. How many shirts did David and Travis buy? |  |

## B. Now listen to part 1 again and tick (✓) True (T) or False (F).

|                                                                   | T                        | F                        |
|-------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Canadians celebrate Anti-Bullying on the last day of February. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Everyone at school can take part in the event.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Some students made fun of his clothes.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Two younger students helped the bullied boy.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. They gave everyone a pink shirt to welcome the bullied boy.    | <input type="checkbox"/> | <input type="checkbox"/> |

## C. Listen to part 2 and complete the sentences.

- Everyone at school, at home and even the press \_\_\_\_\_ the students' idea.
- It was just a small school protest, but now it is an \_\_\_\_\_ event.
- If you tell \_\_\_\_\_, you can help students who are \_\_\_\_\_ of bullying or cyberbullying.
- When you ask for help, you show others that you are very \_\_\_\_\_.



## 1

## Online friendships

It is always important to remember safety when using social media, as they can be dangerous places for teenagers. There are golden rules to follow: never give out personal information to anybody, and don't always believe people are who they say they are. It can be a good idea to use a false name. Never give out your email address or your school. Choose your password carefully and never give **it** to anyone. Social media is great, but only when **it** is used safely.

[illegible]

**A. What do the following words refer to in the text?**

1. they (line 12) \_\_\_\_\_
2. they (line 16) \_\_\_\_\_
3. it (line 29) \_\_\_\_\_
4. it (line 30) \_\_\_\_\_

**B. Find synonyms in the box for the following words/expressions from the text. One does not apply.**

**anxious   pastimes   in person   luck   opportunity**

1. chance (l. 6) \_\_\_\_\_
2. hobbies (l. 12) \_\_\_\_\_
3. nervous (l. 13) \_\_\_\_\_
4. face-to-face (l. 14) \_\_\_\_\_

**C. Complete the sentences according to the text.**

1. Now teens can make \_\_\_\_\_
2. Online friends are \_\_\_\_\_

**D. Answer the questions about the text.**

1. Where did teens meet friends in the past?  
\_\_\_\_\_  
\_\_\_\_\_
2. What platforms are mentioned in the text?  
\_\_\_\_\_
3. Why does Justina prefer online friends?  
\_\_\_\_\_  
\_\_\_\_\_
4. What can you do to be safe online? Give two examples mentioned in the text.  
\_\_\_\_\_  
\_\_\_\_\_

**II**

**A. Complete the text with the words/expressions in the box.**

**hang out   mobile phones   text   addicted to   keep in touch**

Most teens are not talking on their **a.** \_\_\_\_\_. They are texting. A good majority of teenagers text all day and half the night. This shows how much they are **b.** \_\_\_\_\_ them. They take their phone with them everywhere. It is always close by and many even sleep with their phone right next to them, so if they get a **c.** \_\_\_\_\_ in the middle of the night, they can hear it and read it. Many teens would rather text and use Facebook to **d.** \_\_\_\_\_ than to actually **e.** \_\_\_\_\_ in person and have a conversation.

**B. Circle the correct option.**

1. My older son never forgets **sending / to send** me a message when he gets to school.
2. I really don't mind **spending / to spend** time with my friends after school.
3. The student promised **making / to make** a PowerPoint presentation about the school trip.
4. We enjoy **playing / to play** online games.

**C. Circle the correct connector.**

1. I have my mobile phone, **but / and** I never take it to school.
2. **Although / In spite of** having a computer at home, he can only use it for school work.
3. I like watching *Modern Family*, **besides / so** I watch it every day.

**D. Complete the sentences with the correct question tag in the box.**

doesn't she    is she    didn't she    shall we    aren't they

1. Let's go to the cinema, \_\_\_\_\_?
2. Teens are spending too much time online, \_\_\_\_\_?
3. She bought her mobile phone last year, \_\_\_\_\_?
4. She's not posting this picture, \_\_\_\_\_?
5. She usually meets her friends online, \_\_\_\_\_?

**III**

Write a text about the following topic:

**The impact of technology on teens' lives**

**Suggestions:**

**Introduction** – identify the topic (for example, Nowadays technology is...);

**Development** – mention the positive aspects (for example, do research for school projects; contact with people all over the world; learn English; learn what is happening in the world...) and the negative aspects (spend too much time online; not have real friends / not do outdoor activities...);

**Conclusion** – give your own opinion (In conclusion...; In my opinion...; Finally...).



## Online friendships

It is always important to remember safety when using social media, as they can be dangerous places for teenagers. There are golden rules to follow: never give out personal information to anybody, and don't always believe people are who **they** say they are. It can be a good idea to use a false name. Never give out your email address or your school. Choose your password carefully and never give **it** to anyone. Social media is great, but only when **it** is used safely.

**A. What do the following words refer to in the text?**

1. them (l. 10) \_\_\_\_\_
2. they (l. 26) \_\_\_\_\_
3. it (l. 29) \_\_\_\_\_
4. it (l. 30) \_\_\_\_\_

**B. Find synonyms in the first, second and third paragraphs for the following:**

- |                  |                      |
|------------------|----------------------|
| 1. alike _____   | 3. opportunity _____ |
| 2. in fact _____ | 4. in person _____   |

**C. Complete the sentences according to the text.**

1. If you share the same leisure activities, then you can \_\_\_\_\_
2. Making friends online is great. However, \_\_\_\_\_

**D. Answer the questions.**

1. Where did teens meet friends in the past?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why do teens feel safe when they make friends on Facebook?  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the differences between a friend and an online friend?  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you follow any of the safety measures mentioned? Do you think they are important?  
\_\_\_\_\_  
\_\_\_\_\_

**II**

**A. Complete the text with the words in the box. Not all are necessary.**

hang out    mobile phones    addiction    text    addicted to    screen    keep in touch

Most teens are not talking on their **a.** \_\_\_\_\_. They are texting. A good majority of teenagers text all day and half the night. This shows how much they are **b.** \_\_\_\_\_ them. They take their phone with them everywhere. It is always close by and many even sleep with their phone right next to them, so if they get a **c.** \_\_\_\_\_ in the middle of the night, they can hear it and read it. Many teens would rather text and use Facebook to **d.** \_\_\_\_\_ than to actually **e.** \_\_\_\_\_ in person and have a conversation.

**B. Complete the sentences with the correct form (to-infinitive or -ing form) of the verb in brackets.**

1. My older son never forgets \_\_\_\_\_ (send) me a message when he gets to school.
2. I really don't mind \_\_\_\_\_ (spend) time with my friends after school.
3. The student promised \_\_\_\_\_ (make) a PowerPoint presentation about the school trip.
4. We enjoy \_\_\_\_\_ (play) online games.

**C. Join the sentences using the connector in brackets.**

1. I always have my mobile phone. I don't sleep with it next to me. (even though)  
\_\_\_\_\_

2. She can't go online. She has access to the Internet. (in spite of)  
\_\_\_\_\_

3. My favourite TV show is *Modern Family*. I watch it every day. (so)  
\_\_\_\_\_

**D. Complete the sentences with the correct question tag.**

1. Let's go to the cinema, \_\_\_\_\_?
2. Teens are spending too much time online, \_\_\_\_\_?
3. Justina bought her mobile phone last year, \_\_\_\_\_?
4. She's not posting this picture, \_\_\_\_\_?
5. She usually meets her friends online, \_\_\_\_\_?

**III**

Write a text about the following topic:

**The impact of technology on teens' lives**

**Suggestions:**

**Introduction** – identify the topic;

**Development** – mention the positive aspects (e.g.: do research for school projects...) and the negative aspects (spend too much time online...);

**Conclusion** – give your own opinion.





## Unit 5 PET-type Test

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Reading A (Part 2)

#### Questions 1 – 3

The young people below are all looking for TV programmes to watch.

Below there are descriptions of five programmes.

Decide which programme would be the most suitable for the following people.

For questions 1 – 3, mark the correct letter (A – E) on your answer sheet.

1.



Leon is studying to become a vet and every programme on wildlife is a must-see. He is interested in wild species, their conservation and their protection. He is willing to become a volunteer at a charity foundation to help wild animals.

2.



Helen loves watching TV shows, especially those which are divided up into episodes. Suspense, adventure or science fiction are some of the programmes she selects to watch.

3.



Jerry is interested in politics and likes being informed about what is going on in the world. He enjoys watching debates and the guests' analysis of what is going on.

**A.** The Daily Edition – Seven Current Affairs  
Catch up on all of the hottest issues from today's news and entertainment with lively discussions and interviews and analysis from expert guests.

**B.** *The Good Wife* New Episode. Alicia manages the fallout when her corporate CEO client's insensitive statements to the press threaten the fate of a multi-billion dollar merger.

**C.** *The Voice UK*, the British television talent show, continues tonight with the blind auditions.

**D.** Cooking show hosted by UK celebrity chef James Reeson. Filmed on location at some of the country's top food and wine regions as well as in James's kitchen.

**E.** The Wildlife Aid Foundation is dedicated to the rescue, care and rehabilitation of sick, injured and orphaned wild animals. The Foundation's work is the focus of the popular TV series *Wildlife SOS* on Discovery Channel's *Animal Planet*.

## Reading B (Part 3)

---

### Questions 4 – 11

Look at the sentences below about being addicted to technology.

Read the text to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

---

4. Technology has made our lives easier.
5. Teens prefer reading books to watching TV or playing video games.
6. Social media has turned us into anti-social beings who don't communicate face-to-face.
7. Online communication has no advantages.
8. It's in our nature to socialise virtually.
9. The author uses technology a lot.
10. The author always keeps away from technology when she is on holiday.
11. She doesn't feel free when she takes a break from technology.

### Are we addicted to technology?

Technology has become an integral part of our lives. It has transformed our lives in many ways, making life more convenient for us: we can send messages quickly via the Internet, cook meals in a few minutes in a microwave, and book train tickets online instead of walking to the station. However, in our increasingly technology-driven world, have we become addicted to technology? Not too long ago, many children enjoyed reading a good book in their spare time. Nowadays, adolescents are more likely to be seen playing video games or watching television. Sending letters has also become a thing of the past. It has been replaced by email, instant messaging and social media. The presence of social media has, in some respects, turned us into anti-social beings. Instead of meeting up with friends and seeing them face-to-face, we now spend a lot of time communicating online. Although online communication has its advantages, we shouldn't forget the value of real-life human interaction. It is, after all, in our nature to socialise with others!

I spend a lot of time using technology. I rely on the Internet and my laptop to plan lessons for my classes. I use Wi-Fi on my phone to send messages via apps such as Viber and Snapchat. That said, when I'm on holiday it is nice to switch it all off and have a break. Taking a break from technology is liberating.

Rosemary, UK

<https://learnenglishteens.britishcouncil.org> (abridged)  
accessed in February 2015

## Writing A (Part 1)

---

### Questions 1 – 5

Here are some sentences about addictions.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.

---

1. My son is a careful drinker.

My son drinks \_\_\_\_\_.

2. Why don't you stop smoking?

If I were you, \_\_\_\_\_ stop smoking.

3. He is a good boy, although he is addicted to alcohol.

In spite of \_\_\_\_\_ addicted to alcohol, he is a good boy.

4. Doesn't her mother drive her to school?

Her mother drives her to school, \_\_\_\_\_ ?

5. They didn't inform me about the binge-watching party.

They forgot \_\_\_\_\_ me about the binge-watching party.

## Writing B (Part 2)

---

### Question 6

You want to ask your friend Roy to go to a party.

Write an email to Roy. In your email, you should:

- invite him to go to the party with you next Saturday
- explain who is giving the party and why
- suggest a place and a time to meet

## Listening A (Part 2)

---

### Questions 1 – 6

You will hear Barbara, an alcoholic and drug addict, talking about her experience.

For each question, choose the correct answer **A**, **B** or **C**.

---

1. Barbara was
  - A. an alcoholic and heroin addict.
  - B. anorexic.
  - C. an alcoholic and heroin addict, as well as anorexic.
2. She was in rehab
  - A. 13 times.
  - B. 15 times.
  - C. 18 times.
3. Why was she kicked out of nearly all sober houses?
  - A. Because she was ill.
  - B. Because she couldn't stay clean and sober.
  - C. Because she became homeless.
4. The last 7 months of her drinking were like hell because
  - A. she was suffering from health problems and went to hospital several times.
  - B. she went to the liquor store.
  - C. she had no place to go.
5. What happened one day when she left the Hospital Emergency?
  - A. She decided to go on drinking and drugging herself.
  - B. She decided to change and started to attend AA.
  - C. She decided to stay in another sober house.
6. How is she feeling now?
  - A. AA won't support her.
  - B. She thinks she will kill herself.
  - C. She believes she can be happy and successful.

## Listening B (Part 4)

---

### Questions 7 – 12

Look at the six sentences for this part.

You will hear a text about the dangers of occasional cigarettes.

Decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

---

|                                                                                                     | Yes | No |
|-----------------------------------------------------------------------------------------------------|-----|----|
| 7. The number of teens smoking cigarettes has decreased.                                            | A   | B  |
| 8. Occasional cigarettes are harmless.                                                              | A   | B  |
| 9. Amrock says intermittent smokers face tremendous future health risks.                            | A   | B  |
| 10. Teens are aware of the damage occasional cigarettes cause.                                      | A   | B  |
| 11. Anti-tobacco campaigns have had some success but the message hasn't been completely successful. | A   | B  |
| 12. Teens have to be reminded of the dangers of tobacco.                                            | A   | B  |



# PET-type test

## Student's Answer Sheet

Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING

| A |                               |                               |                               |                               |                               |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> | E<br><input type="checkbox"/> |
| 2 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> | E<br><input type="checkbox"/> |
| 3 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> | D<br><input type="checkbox"/> | E<br><input type="checkbox"/> |

| B  |                               |                               |
|----|-------------------------------|-------------------------------|
| 4  | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 5  | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 6  | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 7  | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 8  | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 9  | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 10 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |
| 11 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> |

### WRITING

| A |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

| B (Question 6) |  |
|----------------|--|
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |
|                |  |

### LISTENING

| A |                               |                               |                               |
|---|-------------------------------|-------------------------------|-------------------------------|
| 1 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 2 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 3 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 4 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 5 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |
| 6 | A<br><input type="checkbox"/> | B<br><input type="checkbox"/> | C<br><input type="checkbox"/> |

| B  |  |
|----|--|
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |
| 11 |  |
| 12 |  |

# Speaking Test 1

## Tech teens

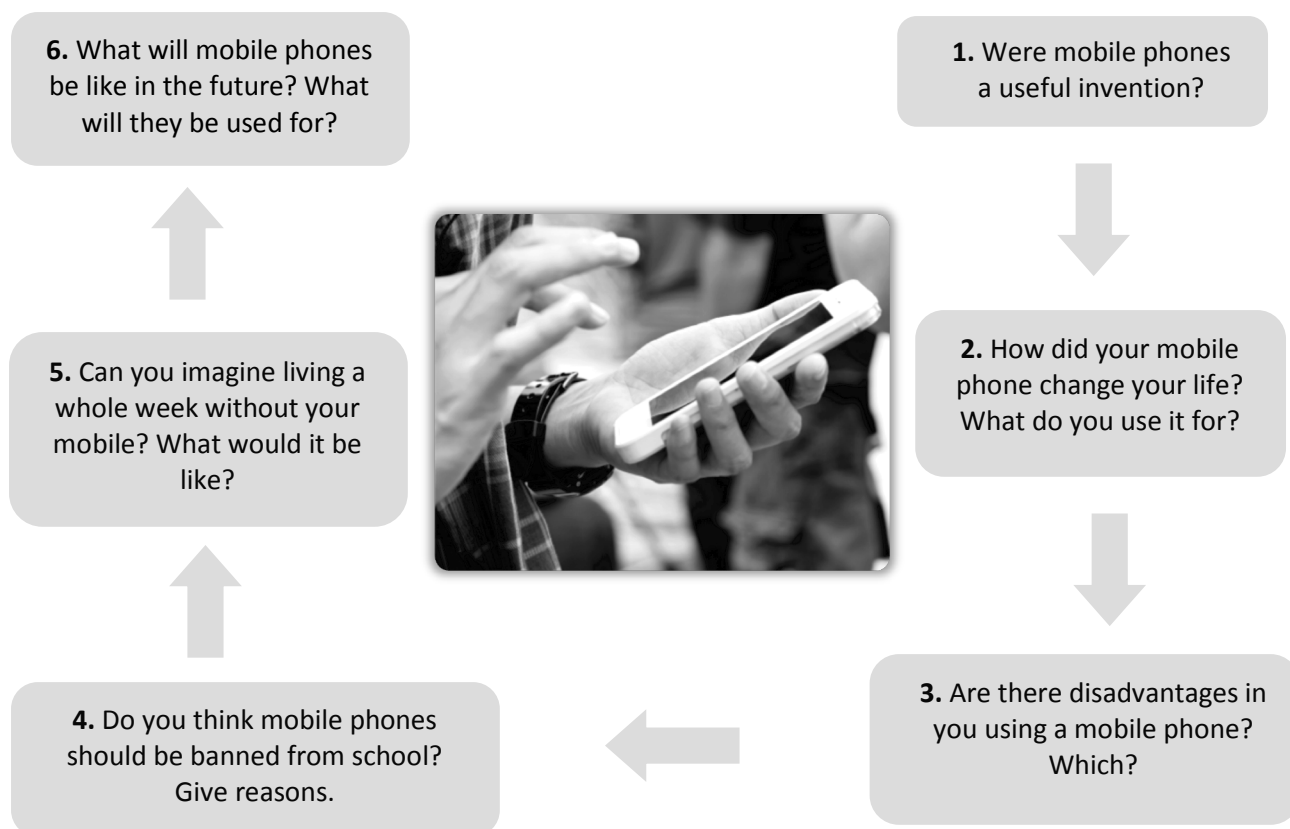
Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Step 1: Answer the questions in note form.**

**Step 2: Practise your presentation.**

### My mobile phone and I

**Tell the class how you feel about your mobile phone.**



#### Useful words/expressions

- In my opinion...
- I think...
- Personally I think...
- I honestly feel that...
- To start with...
- That's why...

# Speaking Test 2

## Teens and work

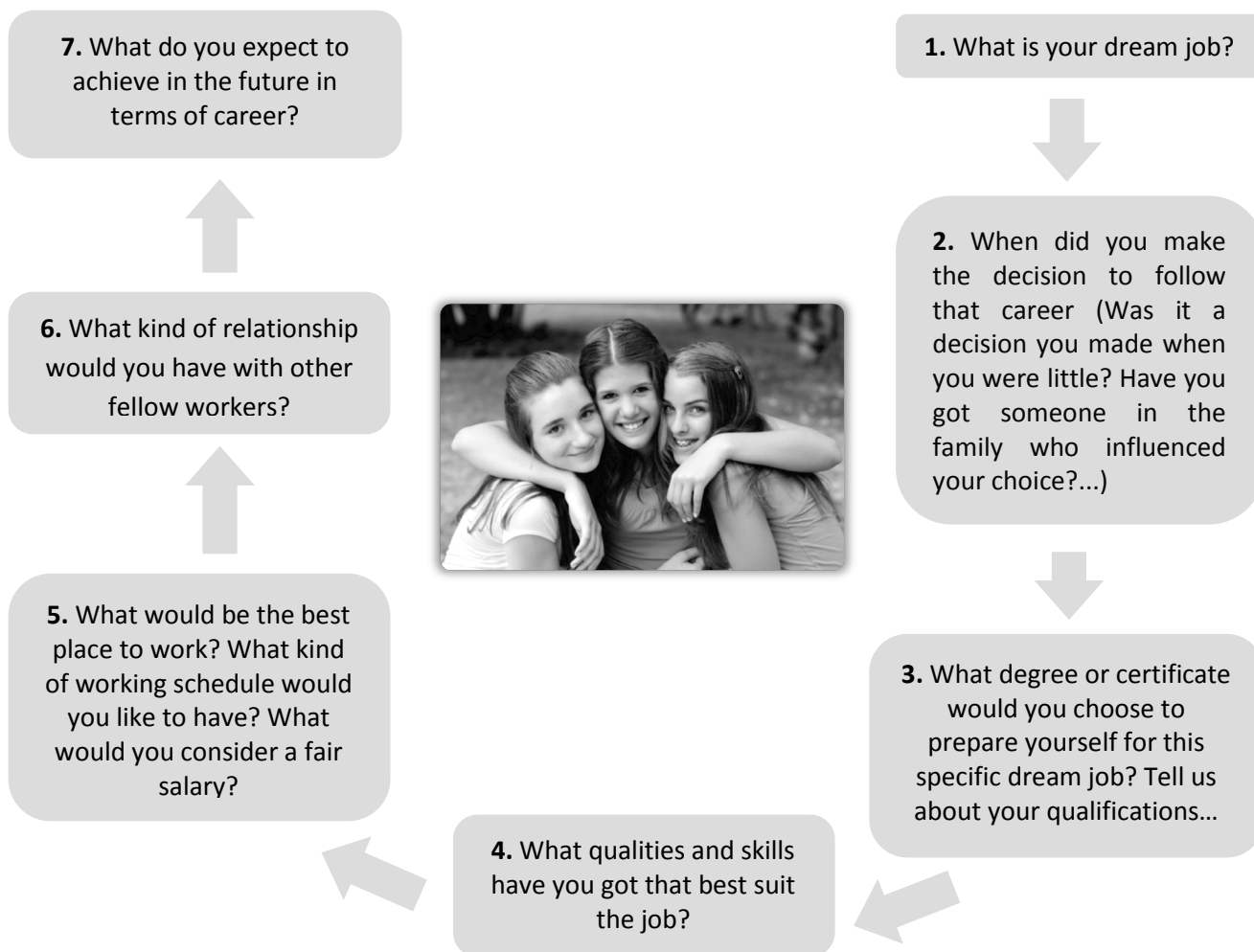
Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Step 1: Answer the questions in note form.**

**Step 2: Practise your presentation.**

### My dream job

**Say what your dream job is and describe it.**





# Speaking Test 3

Teens' lives

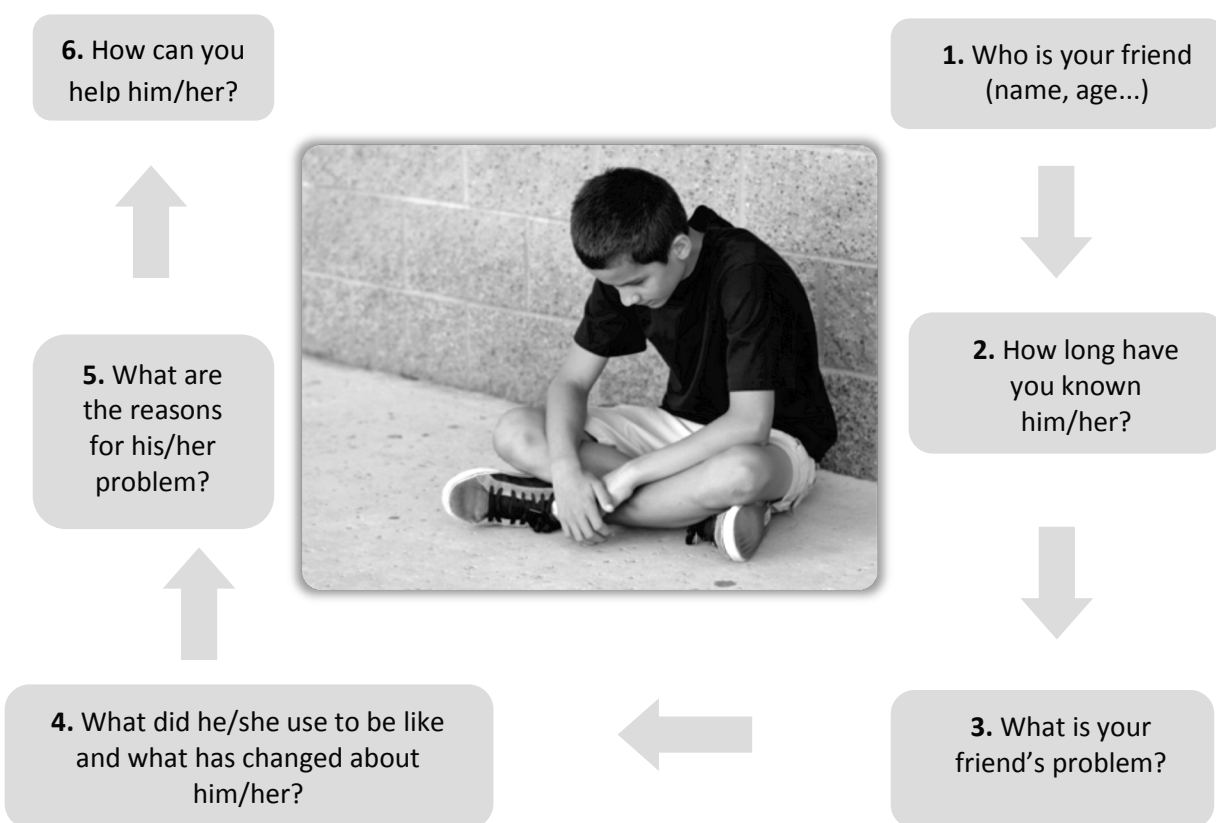
Name \_\_\_\_\_ No. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Step 1: Answer the questions in note form.**

**Step 2: Practise your presentation.**

## Teenage years

Being a teenager is fantastic but it is sometimes very hard too. Imagine you have a friend that is dealing with a difficult time at the moment. Make up an identity for him/her and describe his/her problem.



# Answer key

## Placement Test 1

I

A. 1. vet 2. mechanic 3. reporter 4. make 5. sociable 6. bill  
7. rubbish 8. deforestation 9. trends 10. must-see  
B. 1. dictionary 2. sister-in-law 3. nephew 4. plot 5. broadcast  
6. chef

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

II

A. 1. c 2. b 3. a 4. c 5. a 6. a 7. b 8. b 9. a 10. c 11. c 12. a 13. b

III

Personal answer

## Placement Test 2

I

A. 1. F 2. F 3. T 4. F 5. T 6. F

II

B. 1. camping 2. height 3. mechanic 4. wake up 5. hang out  
6. healthy 7. order 8. box office 9. documentary 10. trends  
11. pollution 12. save

C. 1. c 2. c 3. b 4. b

III

A. 1. a 2. a 3. b 4. c 5. a 6. a 7. b 8. c 9. b 10. a 11. c 12. b 13. c

IV

Personal answer

## PROGRESS TESTS

### UNIT 1

#### Listening test

A. 1. T 2. T 3. F 4. T 5. T 6. F 7. F 8. F

B. 1. school canteen 2. more than 50 3. bags and boxes  
4. blankets and canned food 5. tired 6. She went to bed before  
dinner to rest.

| COTAÇÕES |                    |
|----------|--------------------|
| A        | $8 \times 5 = 40$  |
| B        | $6 \times 10 = 60$ |
| Total    | 100                |

#### Test A

I

A. 1. F – “Her husband, well-known actor Brad Pitt, and her six children attended the ceremony and also met the Queen.” (ll. 9-13) 2. T 3. F – “This is also when she decided to adopt her first child Maddox, a Cambodian boy. Since then, the actors have adopted two other children, a boy from Vietnam and a girl from Ethiopia.” (ll. 19-21) 4. T 5. T

B. 1. well-known (l. 10) 2. attended (l. 12) 3. worldwide (l. 15) 4. began (l. 17)

C. 1. She was there to receive the *Insignia of Honorary Dame Grand Cross* in recognition of her humanitarian work. 2. She got involved in charity work because she went to Cambodia and she met people who had been affected by the war. She thought that her fame could be useful, so she wanted to do

something to help them. 3. She became a Goodwill Ambassador after the release of *Tomb Raider*. 4. She has set up her own foundation, she has helped other foundations and charities, she has donated money, she has visited refugee camps and missions and she has adopted three children. 5. Personal answer

II

A. a. volunteer b. bake sale c. raise d. shelter e. help out f. donate

B. 1. so 2. neither... nor 3. but 4. while 5. because

C. 1. was watching; were having 2. was waiting; saw 3. were collecting; told; had

III

Personal answer

| COTAÇÕES |     |                                          |
|----------|-----|------------------------------------------|
| I        | A   | $T 3 \times 3 = 9$<br>$F 2 \times 4 = 8$ |
|          | B   | $4 \times 2 = 8$                         |
|          | C   | $5 \times 4 = 20$                        |
| II       | A   | $6 \times 1 = 6$                         |
|          | B   | $5 \times 2 = 10$                        |
|          | C   | $7 \times 2 = 14$                        |
| III      | 25  |                                          |
| Total    | 100 |                                          |

#### Test B

I

A. 1. F – “Her husband, well-known actor Brad Pitt, and her six children attended the ceremony and also met the Queen.” (ll. 9-13) 2. IK 3. F – “This is also when she decided to adopt her first child Maddox, a Cambodian boy. Since then, the actors have adopted two other children, a boy from Vietnam and a girl from Ethiopia.” (ll. 19-21) 4. T 5. T

B. 1. well-known (l. 10) 2. attended (l. 12) 3. worldwide (l. 15) 4. issues (l. 25)

C. 1. She went to Buckingham Palace to receive the *Insignia of Honorary Dame Grand Cross* in recognition of her humanitarian work. 2. No, she cannot. She cannot be called Dame Angelina Jolie because she is a foreigner. 3. She got involved in charity work because she went to Cambodia and she met people who had been affected by the war. She thought that her fame could be useful, so she wanted to do something to help them. 4. She has set up her own foundation, she has helped other foundations and charities, she has donated money, she has visited refugee camps and missions and she has adopted three children. 5. Personal answer

II

A. a. volunteer b. bake sale c. raise d. shelter e. help out f. donate

B. 1. so 2. neither... nor 3. but 4. while 5. because

C. 1. was watching; were having 2. was waiting; saw 3. were collecting; told; had

III

Personal answer

| COTAÇÕES |     |                                             |
|----------|-----|---------------------------------------------|
| I        | A   | T/IK $3 \times 2 = 6$<br>F $2 \times 3 = 6$ |
|          | B   | $4 \times 2 = 8$                            |
|          | C   | $5 \times 5 = 25$                           |
| II       | A   | $6 \times 1 = 6$                            |
|          | B   | $5 \times 2 = 10$                           |
|          | C   | $7 \times 2 = 14$                           |
| III      | 25  |                                             |
| Total    | 100 |                                             |

### PET-type Test

#### Reading

A. 1. C 2. B 3. C

B. 4. A 5. B 6. A 7. A 8. A 9. A 10. B 11. B 12. A 13. B

C. 14. B 15. C 16. A 17. D 18. C 19. C 20. B 21. A 22. B 23. D

#### Writing

A. 1. more than 2. was 3. volunteer 4. has 5. easy

#### Listening

A. 1. A 2. C 3. B

B. 4. B 5. C 6. B 7. A 8. A 9. C

## UNIT 2

### Listening test

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

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

C. a. time b. turn off c. middle d. bill e. ruin f. face-to-face

| COTAÇÕES |                   |
|----------|-------------------|
| A        | $5 \times 6 = 30$ |
| B        | $5 \times 8 = 40$ |
| C        | $6 \times 5 = 30$ |
| Total    | 100               |

### Test A

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

B. 1. 4 2. 2 3. 1 4. 5 5. 3

C. 1. b 2. c 3. a

D. 1. Tracy's computer isn't working because she spilt water on it. 2. It is about people who are completely controlled by a machine. 3. It is bad because she isn't used to writing anymore. She just sends messages to her friends and does her schoolwork on the computer. 4. She decided to use her mobile phone less and to write letters to her family and friends. 5. When she has her laptop again, she will go back to her usual routine.

#### II

A. a. face-to-face b. digital media c. texting d. communication e. share f. upload

B. 1. tried; was; took; have been 2. did you go; went; had; Have you done 3. has just sent

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

| COTAÇÕES |     |                   |
|----------|-----|-------------------|
| I        | A   | $5 \times 1 = 5$  |
|          | B   | $5 \times 2 = 10$ |
|          | C   | $3 \times 2 = 6$  |
|          | D   | $5 \times 4 = 20$ |
| II       | A   | $6 \times 1 = 6$  |
|          | B   | $9 \times 2 = 18$ |
|          | C   | $5 \times 2 = 10$ |
| III      | 25  |                   |
| Total    | 100 |                   |

### Test B

#### I

A. 1. recently (I. 1) 2. miserable (I. 4) 3. it hit me (I. 11) 4. taking over (I. 11) 5. plugged in (I. 16)

B. 1. F. It was an accident. 2. T 3. F. It will be a problem because there are many things she can't do and that are important to her. 4. T 5. F Forster's short story reflects people's lives nowadays.

C. 1. (...) doesn't have access to Facebook, email, Skype, YouTube. 2. (...) people's lives. 3. (...) she isn't used to writing anymore. / (...) she doesn't use a pen and paper to write anymore.

D. 1. Her main problem is that without her computer she doesn't have access to Facebook, email, Skype, YouTube. She feels isolated. 2. Forster's short story reflects people's life nowadays because people in his story are dominated by a machine like people nowadays. 3. Her handwriting was lovely and easy to read and now it is difficult to understand. It changed because she is not used to writing anymore. She is only used to texting. 4. She decided to use her mobile phone less and to write letters to her family and friends. 5. When she has her laptop again, she will be back to her usual routine.

#### II

A. a. face-to-face b. digital media c. texting d. share e. upload  
B. 1. tried; was; took; have been 2. did you go; went 3. has just sent

C. 1. This is the boy who has invented a new app for iPhones. 2. My brother attends a school which is considered a tech school. 3. The students I saw in the canteen were playing a new game on their iPhones. 4. Where is the student whose article about technology is very interesting?

| COTAÇÕES |     |                                            |
|----------|-----|--------------------------------------------|
| I        | A   | $5 \times 1 = 5$                           |
|          | B   | F. $3 \times 3 = 9$<br>T. $2 \times 2 = 4$ |
|          | C   | $3 \times 2 = 6$                           |
|          | D   | $5 \times 4 = 20$                          |
| II       | A   | $5 \times 1 = 5$                           |
|          | B   | $7 \times 2 = 14$                          |
|          | C   | $4 \times 3 = 12$                          |
| III      | 25  |                                            |
| Total    | 100 |                                            |

### PET-type Test

#### Reading

A. 1. C 2. B 3. A

B. 4. A 5. A 6. B 7. B 8. A 9. B 10. A 11. B

#### Writing

A. 1. since 2. no 3. more expensive 4. texting (to text) 5. who

#### Listening

A. 1. B 2. B 3. C 4. A 5. A

**B. 6.** *Jupiter Ascending* **7.** science fiction **8.** 127 min **9.** Tatum **10.** Mila **11.** in front of the cinema

### UNIT 3

#### Listening test

**A. 1.** ✓ tasty; appealing; fast; unhealthy

**B. 2**

**C. 1.** F **2.** F **3.** T **4.** T **5.** F

**D. a.** give up **b.** fries **c.** health **d.** balanced **e.** energy

| COTAÇÕES |             |
|----------|-------------|
| A        | 10 x 2 = 20 |
| B        | 1 x 10 = 10 |
| C        | 5 x 7 = 10  |
| D        | 5 x 7 = 35  |
| Total    | 100         |

#### Test A

**I**

**B. 1.** d **2.** e **3.** a **4.** c

**C. 1.** ballet **2.** radio **3.** 14 **4.** thousands **5.** to be accepted, appreciated and liked

**D. 1.** They are skinny. They don't look real because their photos are Photoshopped, air-brushed and edited. They don't look like this in real life. **2.** She wants *Seventeen Magazine* to publish real pictures of real teenagers. **3.** They can get eating disorders, depression and low self-esteem. **4.** She is going to ask *Teen Vogue* to print real teenagers and to stop Photoshop. **5.** Personal answer.

**II**

**A. 1.** healthy **2.** balanced **3.** obesity **4.** meals **5.** lifestyle

**B. 1.** decided; had never been **2.** had seen; came **3.** had already read; bought

**C. 1.** will go **2.** would have **3.** stopped **4.** will cook **5.** were

| COTAÇÕES |     |            |
|----------|-----|------------|
| I        | A   | 4 x 2 = 8  |
|          | B   | 5 x 3 = 15 |
|          | C   | 5 x 5 = 25 |
| II       | A   | 5 x 1 = 5  |
|          | B   | 6 x 2 = 12 |
|          | C   | 5 x 2 = 10 |
| III      | 25  |            |
| Total    | 100 |            |

#### Test B

**I**

**A. 1.** looks (I. 5) **2.** perfect (I. 12) **3.** self-esteem (I. 14) **4.** complain (I. 15)

**B. 1.** "The girl or boy you see in a magazine probably looks a lot different in real life." (I. 12) **2.** "The petition (...) led to thousands of signatures from around the world." (II. 16-18) **3.** "The companies doing the advertising aren't making the same no-Photoshop promise." (II. 29-30)

**C. 1.** doing ballet **2.** stop using altered photos

**D. 1.** They are unreal because they are Photoshopped, air-brushed and edited. They look thinner and they have flawless skin. They are not like this in real life. **2.** She put a petition online asking people to vote and she protested outside *Seventeen* magazine offices. **3.** They can get eating disorders, depression and low self-esteem. **4.** She is going to ask another magazine, *Teen Vogue*, to use real teenagers and models and to stop editing the photographs. **5.** Personal answer

**II**

**A. a.** healthy **b.** balanced **c.** obesity **d.** meals **e.** lifestyle

**B. 1.** had already written; decided **2.** wanted; had never eaten **3.** had met; came

**C. 1.** will go **2.** would have **3.** stopped **4.** Will cook **5.** were

| COTAÇÕES |     |            |
|----------|-----|------------|
| I        | A   | 4 x 2 = 8  |
|          | B   | 3 x 3 = 9  |
|          | C   | 2 x 3 = 6  |
|          | D   | 5 x 5 = 25 |
| II       | A   | 5 x 1 = 5  |
|          | B   | 6 x 2 = 12 |
|          | C   | 5 x 2 = 10 |
| III      | 25  |            |
| Total    | 100 |            |

#### PET-type Test

**A. 1.** C **2.** B **3.** A

**B. 4.** B **5.** C **6.** D **7.** A **8.** B

#### Writing

**A. 1.** wouldn't **2.** was **3.** don't need **4.** would go **5.** had

#### Listening

**A. 1.** A **2.** A **3.** B

**B. 4.** B **5.** A **6.** A **7.** B **8.** B **9.** A

### UNIT 4

#### Listening test

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

**B. 1.** F **2.** F **3.** T **4.** F **5.** T

**C. 1.** say; like; comment on **2.** data; decisions about **3.** develop; skills; create

| COTAÇÕES |            |
|----------|------------|
| A        | 4 x 7 = 28 |
| B        | 5 x 8 = 40 |
| C        | 8 x 4 = 32 |
| Total    | 100        |

#### Test A

**I**

**A. 1.** bored **2.** first. **3.** common **4.** faster **5.** downloaded

**B. 1.** "Ben's game has put behind popular apps like Vine, Twitter and Gmail." (II. 6-7) **2.** "For Ben (...) the game's success is the proof that his dream of becoming the next big tech entrepreneur can come true." (II. 8-12) **3.** "This boy created

the app with another teen in Chicago, Austin Valleskey (...)” (I. 12) **4.** “(...) while he was bored at school.” (II. 12-13) **5.** “Ben is obviously extremely happy with his success but he also thanks his friend Carlos Fajardo for his marketing techniques. (II. 15-16)

**C. 1.** He is different because he has created an iPhone game that has become a big success in a very short time. **2.** He decided to create this game because he was bored at school. **3.** Its design, functionality and marketing. **4.** He became popular because he reviews Apple products on his YouTube channel. **5.** No, they don't. They want him to finish school and get a degree.

**II**

**A. a.** part-time **b.** earn **c.** expenses **d.** self-esteem **e.** exhausted **f.** balance

**B. 1.** invited **2.** asked **3.** ordered **4.** suggested

**C. 1.** worked; wasn't **2.** (...) he was doing at that moment. **3.** the day before he hadn't met his (...) **4.** they were; their; they didn't play; had created. **5.** not to go

| COTAÇÕES |     |            |
|----------|-----|------------|
| I        | A   | 5 x 1 = 5  |
|          | B   | 5 x 2 = 10 |
|          | C   | 5 x 5 = 25 |
| II       | A   | 6 x 2 = 12 |
|          | B   | 4 x 2 = 8  |
|          | C   | 5 x 3 = 15 |
| III      | 25  |            |
| Total    | 100 |            |

## Test B

**I**

**B. 1.** common (I. 1) **2.** first (I. 4) **3.** downloaded (I. 5) **4.** bored (I. 12) **5.** faster (I. 14)

**C. 1.** Ben's app is more popular than other apps. **2.** Ben is sure that his dream can come true. **3.** A friend living in Chicago helped him. **4.** He created the game in a short time. **5.** Ben thinks marketing is extremely important in making a game popular.

**D. 1.** (...) make reviews on Apple products / comment Apple products. **2.** (...) he is very popular in social media.

**E. 1.** He has created an iPhone game that has become a big success in a very short time and he is also very young. **2.** He wants to be a big tech entrepreneur. **3.** (...) because they don't have a good marketing strategy. **4.** They want him to go on studying, finish school and take a degree. **5.** At the moment he is creating another app called *One*.

**II**

**A. a.** part-time **b.** earn **c.** expenses **d.** self-esteem **e.** exhausted

**B. 1.** invited **2.** asked **3.** ordered **4.** suggested

**C.**

**1.** Mrs Pasternak said that Ben worked in a creative way and he wasn't interested in playing games. **2.** Austin asked Ben what he was doing at that moment. **3.** Ben said that the day before he hadn't been to the cinema with his friends. **4.** Ben's parents said that they were very proud of their son but they didn't play the game he had created. **5.** Mrs Pasternak ordered/told Ben not to go to bed late.

| COTAÇÕES |     |            |
|----------|-----|------------|
| I        | A   | 5 x 1 = 5  |
|          | B   | 5 x 2 = 10 |
|          | C   | 2 x 3 = 6  |
|          | D   | 5 x 5 = 25 |
| II       | A   | 5 x 1 = 5  |
|          | B   | 4 x 1 = 4  |
|          | C   | 5 x 4 = 20 |
| III      | 25  |            |
| Total    | 100 |            |

## PET-type Test

### Reading

**A. 1.** B **2.** C **3.** A **4.** C **5.** D

**B. 6.** B **7.** A **8.** A **9.** D **10.** B **11.** A **12.** C **13.** D **14.** C **15.** A

### Writing

**A. 1.** Do you like **2.** for **3.** haven't had **4.** far from **5.** was working

### Listening

**A. 1.** B **2.** C **3.** A **4.** C **5.** B

**B. 6.** choreographer **7.** routines **8.** professional dancers **9.** dance company **10.** long hours **11.** £20,000

## UNIT 5

### Listening test

**A. 1.** Canada **2.** 2007 / first day of school **3.** 9<sup>th</sup> grade **4.** students, especially boys **5.** 50

**B. 1.** F **2.** T **3.** T **4.** F **5.** F

**C. 1.** applauded **2.** international **3.** teachers; victims **4.** courageous

| COTAÇÕES |            |
|----------|------------|
| A        | 5 x 7 = 35 |
| B        | 5 x 8 = 40 |
| C        | 5 x 5 = 25 |
| Total    | 100        |

## Test A

**I**

**A. 1.** teens **2.** online friendships **3.** your password **4.** social media

**B. 1.** opportunity **2.** pastimes **3.** anxious **4.** in person

**C. Suggestions: 1.** (...) online friendships. **2.** (...) more understanding.

**D. 1.** In the past teens met friends in the cafeteria or in school clubs. **2.** Facebook, Tumblr, Instagram, Twitter and personal blogs. **3.** She prefers online friends because they are more understanding and you feel more at ease and confident. You can talk about your common interests and your favourite things. **4. Suggestions:** never give out personal information; don't always believe people are who they say they are; use a false name; never give out your email address, phone number or home address, etc.

**II**

**A. a.** mobile phone **b.** addicted to **c.** text **d.** keep in touch **e.** hang out

**B. 1.** to send **2.** spending **3.** to make **4.** playing

**C. 1.** but **2.** In spite of **3.** so

- D. 1. shall we 2. aren't they 3. didn't she 4. is she  
5. doesn't she

| COTAÇÕES |     |                   |
|----------|-----|-------------------|
| I        | A   | $4 \times 2 = 8$  |
|          | B   | $4 \times 2 = 8$  |
|          | C   | $2 \times 5 = 10$ |
|          | D   | $4 \times 5 = 20$ |
| II       | A   | $5 \times 1 = 5$  |
|          | B   | $4 \times 2 = 8$  |
|          | C   | $3 \times 2 = 6$  |
|          | D   | $5 \times 2 = 10$ |
| III      | 25  |                   |
| Total    | 100 |                   |

| COTAÇÕES |     |                   |
|----------|-----|-------------------|
| I        | A   | $4 \times 2 = 8$  |
|          | B   | $4 \times 2 = 8$  |
|          | C   | $2 \times 5 = 10$ |
|          | D   | $4 \times 5 = 20$ |
| II       | A   | $5 \times 1 = 5$  |
|          | B   | $4 \times 2 = 8$  |
|          | C   | $3 \times 2 = 6$  |
|          | D   | $5 \times 2 = 10$ |
| III      | 25  |                   |
| Total    | 100 |                   |

### PET-type Test

#### Reading

A. 1. E 2. B 3. A

B. 4. A 5. B 6. A 7. B 8. B 9. A 10. A 11. B

#### Writing

A. 1. carefully 2. I would 3. being 4. doesn't she 5. to inform

#### Listening

A. 1. C 2. A 3. B 4. A 5. B 6. C

B. 7. A 8. B 9. A 10. B 11. A 12. A

### Test B

#### I

A. 1. teens 2. people 3. your password 4. social media

B. 1. similar (l. 3) 2. actually (l. 5) 3. chance (l. 6) 4. face-to-face (l. 14)

C. **Suggestions:** 1. (...) meet people on platforms like Tumblr, Instagram, Twitter or personal blogs. 2. (...) you need to take some safety measures.

#### D.

1. In the past teens met friends in the cafeteria or in school clubs. 2. They feel safe because when they want to "friend" someone on Facebook, they can ask mutual friends for information before accepting them. 3. You can talk to an online friend about anything because they are more understanding and you share the same hobbies and interests. You feel more at ease and confident with an online friend. 4. Personal answer

#### II

A. a. mobile phones b. addicted to c. text d. keep in touch e. hang out

B. 1. to send 2. spending 3. to make 4. playing

C. 1. Even though I always have my mobile phone, I don't sleep with it next to me. 2. In spite of having access to the Internet, she can't go online. 3. My favourite TV show is *Modern Family*, so I watch it every day.

D. 1. shall we 2. aren't they 3. didn't she 4. is she  
5. doesn't he



# PET KIT – Unit 1

Part 2 (2-3 min)

## Speaking • Part 2

**Say to both students:**

I'm going to describe a situation to you.

A Spanish student from Madrid was selected to go on an exchange programme and is going to stay with a host family in Ireland. He is leaving next week and wants to buy a present for his host parents.

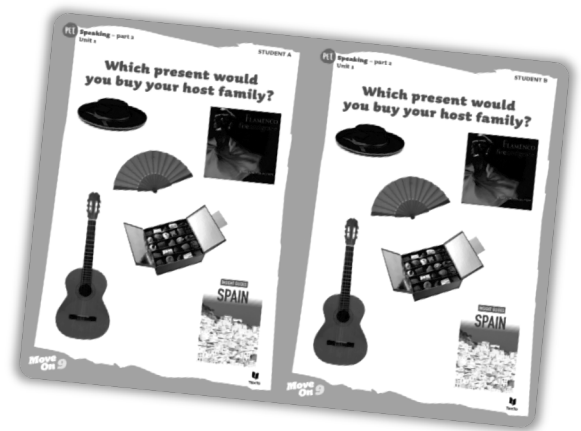
Here is a picture with some ideas to help you.

**Place the pictures in front of the students.**

I'll say that again.

A Spanish student from Madrid was selected to go on an exchange programme and is going to stay with a host family in Ireland. He is leaving next week and wants to buy a present for his host parents.

All right? Talk together.



**Allow the students enough time to complete the task without intervention.**

**Use prompts only if necessary.**

Thank you. Can I have the pictures please?

### Back-up prompts:

|                |                    |
|----------------|--------------------|
| Spanish hat    | Box of chocolates  |
| Spanish guitar | Flamenco CD        |
| Fan            | A book about Spain |



# PET KIT – Unit 1

Part 3 (3 min) / Part 4 (3 min)

## Speaking • Part 3

**Say to both students:**

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teens doing volunteer work. Student A, here is your photograph.

**Place part 3 photograph 1 in front of student A.**

Please show it to student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

**If there is a need to intervene, prompts rather than direct questions should be used.**

**Approximately one minute.**

Thank you. Can I have the photograph, please?

Now, student B, here is your photograph (task 1 B). It also shows teens doing volunteer work.

**Place part 3 photograph 2 in front of student B.**

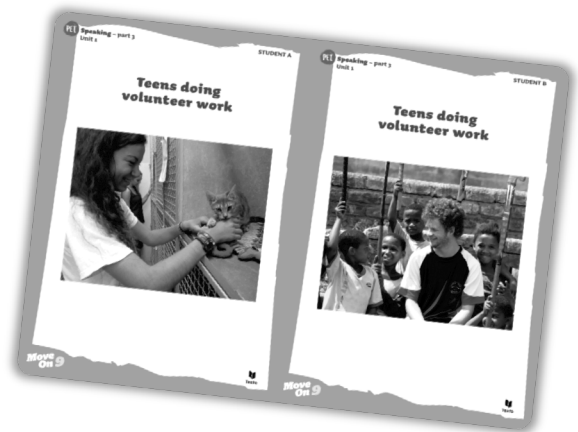
Please show it to student A and tell us what you can see in the photograph.

**Approximately one minute.**

Thank you. Can I have the photograph, please?

### Back-up prompts:

1. Describe the people you see (a teenage boy, a child...)
2. Describe the place they are in, what they are doing and their role (photograph 1 – taking care of a cat; volunteer; photograph 2 – taking care of a young boy maybe in Africa)
3. Describe the background (photograph 1 – there are other cages, so maybe it's an animal shelter...; photograph 2 – they are outside, maybe at school...)



## Speaking • Part 4

**Say to both students:**

Your photographs showed different types of volunteer work. Now, I'd like you to talk together about which type of volunteer work you would choose.

**Allow the students enough time to complete the task without intervention.**

**Use prompts only if necessary.**

Thank you. This is the end of the test.

### Back-up prompts:

1. Talk about type of volunteer work you prefer and why;
2. Talk about the activities it involves;
3. Talk about reasons for volunteering (you feel good when you help people in need; it boosts your self-esteem; it's a very rewarding experience; you can make a difference...)

# PET KIT – Unit 2

Part 2 (2-3 min)

## Speaking • Part 2

### Say to both students:

I'm going to describe a situation to you.

You are going to spend a week in London and can only take one technological device with you.

Here is a picture with some ideas to help you.

### Place the pictures in front of the students.

I'll say that again.

You are going to spend a week in London and can only take two technological devices with you.

All right? Talk together.

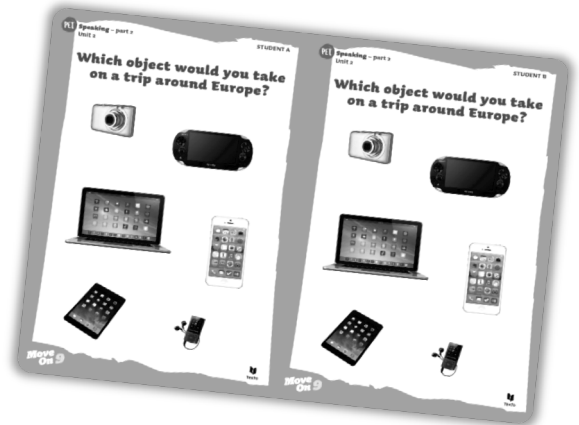
**Allow the students enough time to complete the task without intervention.**

### Use prompts only if necessary.

Thank you. Can I have the pictures please?

#### Back-up prompts:

|                |              |
|----------------|--------------|
| Laptop         | Tablet       |
| iPhone         | Console game |
| Digital camera | Mp3 player   |



## PET KIT – Unit 2

Part 3 (3 min) / Part 4 (3 min)

### Speaking • Part 3

**Say to both students:**

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people using technology. Student A, here is your photograph.

**Place part 3 photograph 1 in front of student A.**

Please show it to student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

**Approximately one minute.**

Thank you. Can I have the photograph, please?

**If there is a need to intervene, prompts rather than direct questions should be used.**

Now, student B, here is your photograph. It also shows people using technology.

**Place part 3 photograph 2 in front of student B.**

Please show it to student A and tell us what you can see in the photograph.

**Approximately one minute.**

Thank you. Can I have the photograph, please?



**Back-up prompts:**

1. Describe the people you see (**photograph 1** – a woman / long wavy brown hair, a man short straight dark hair; **photograph 2** – students, teacher...)
2. Describe the place where they are, what they are doing (**photograph 1** – at a restaurant sitting at a table / focused on their mobile phones / aren't eating / two plates with salads / two glasses of white wine; **photograph 2** – a classroom / the students are sitting in groups at a table with a multi-touch surface / two interactive boards / the teacher using a tablet / maybe to monitor the students' work)

### Speaking • Part 4

**Say to both students:**

Your photographs showed different ways of using technology. Now, I'd like you to talk together about the positive and negative aspects of using technology.

**Allow the students enough time to complete the task without intervention.**

**Use prompts only if necessary.**

Thank you. This is the end of the test.

**Back-up prompts:**

1. Talk about the advantages of new technologies in the classroom (students are more engaged/motivated / interactive devices improve learning / learning is very dynamic / students use tablets and don't have to take heavy backpacks to school)
2. Talk about the disadvantages of technologies (people get obsessed with or addicted to technology / people are disconnected even when they are together / they are glued to the screen and don't interact face-to-face)

# PET KIT – Unit 3

Part 2 (2-3 min)

## Speaking • Part 2

**Say to both students:**

I'm going to describe a situation to you.

You and your friends are going to have dinner out. What type of food would you prefer?

Here is a picture with some ideas to help you.

**Place the pictures in front of the students.**

I'll say that again.

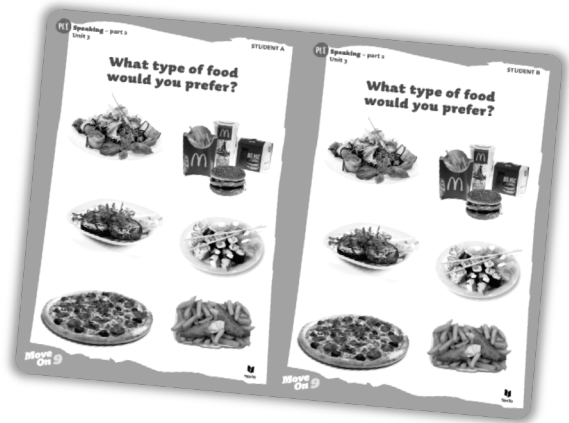
You and your friends are going to have dinner out.  
What type of food would you prefer?

All right? Talk together.

**Allow the students enough time to complete the task without intervention.**

**Use prompts only if necessary.**

Thank you. Can I have the pictures please?



### Back-up prompts:

|                |                       |
|----------------|-----------------------|
| Pizzeria       | Japanese restaurant   |
| Fish and Chips | Vegetarian restaurant |
| Pizzeria       | Fast-food restaurant  |

# PET KIT – Unit 3

Part 3 (3 min) / Part 4 (3 min)

## Speaking • Part 3

### Say to both students:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teens' healthy or unhealthy lifestyles. Student A, here is your photograph.

### Place part 3 photograph 1 in front of student A.

Please show it to student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment. Student A, please tell us what you can see in your photograph.

### If there is a need to intervene, prompts rather than direct questions should be used.

Now, student B, here is your photograph. It also shows teens' healthy or unhealthy lifestyles.

### Place part 3 photograph 2 in front of student B.

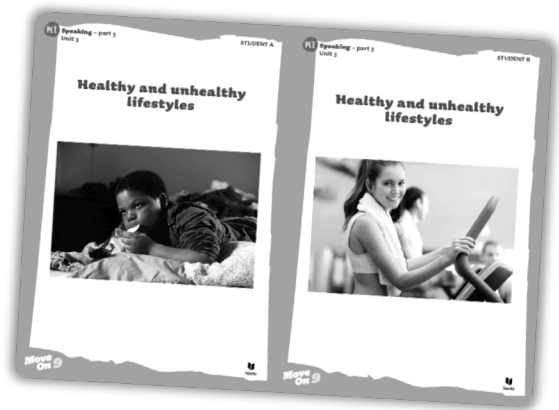
Please show it to student A and tell us what you can see in the photograph.

### Approximately one minute.

Thank you. Can I have the photograph, please?

#### Back-up prompts:

1. Describe the people you see and what the clothes they are wearing (**photograph 1** – a teenage boy / t-shirt / obese; **photograph 2** – a teenage girl / sports clothes / a towel around her neck / slim / light brown hair and brown eyes / smiling / another girl exercising / a man who seems to be the personal trainer...)
2. Describe the place where they are, what they are doing (**photograph 1** – the boy lying down on his bed / watching TV / eating junk food; **photograph 2** – a gym / exercising on a treadmill / listening to music because we can see the earphones; the personal trainer and the other girl are talking)
3. Describe the background (**photograph 1** probably a bedroom; **photograph 2** – we can see gym equipment, a girl wearing headphones)



## Speaking • Part 4

### Say to both students:

Your photographs showed teens' healthy and unhealthy lifestyles. Now, I'd like you to talk together about the lifestyle you would choose and why.

### Allow the students enough time to complete the task without intervention.

### Use prompts only if necessary.

Thank you. This is the end of the test.

#### Back-up prompts:

1. Talk about the lifestyle you would choose and why;
2. Talk about the dangers of an unhealthy lifestyle (obesity and lack of exercise can cause serious health problems/diseases such as heart diseases, high blood pressure, diabetes...);
3. Talk about the benefits of a healthy lifestyle (eating a balanced diet and doing physical exercise is very important for our health; eat fewer calories, be more physically active and make healthy food choices...)

# PET KIT – Unit 4

Part 2 (2-3 min)

## Speaking • Part 2

**Say to both students:**

I'm going to describe a situation to you.

A teenager wants to get a part-time job but he/she hasn't decided yet what job to choose.

Here is a picture with some ideas to help you.

**Place the pictures in front of the students.**

I'll say that again.

A teenager wants to get a part-time job but he/she hasn't decided yet what job to choose.

All right? Talk together.

**Allow the students enough time to complete the task without intervention.**

**Use prompts only if necessary.**

Thank you. Can I have the pictures please?

### Back-up prompts:

|                 |                 |
|-----------------|-----------------|
| Waiter/waitress | Tutor           |
| Pet sitter      | Lifeguard       |
| Dog walker      | Do paper rounds |



# PET KIT – Unit 4

Part 3 (3 min) / Part 4 (3 min)

## Speaking • Part 3

### Say to both students:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people's jobs. Student A, here is your photograph.

### Place part 3 photograph 1 in front of student A.

Please show it to student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment. Student A, please tell us what you can see in the photograph.

**If there is a need to intervene, prompts rather than direct questions should be used.**

**Approximately one minute.**

Thank you. Can I have the photograph, please?

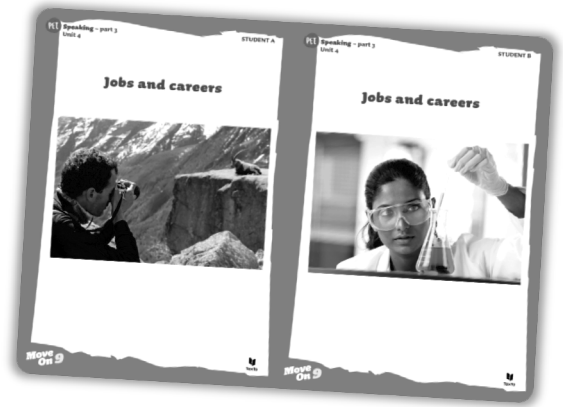
Now, student B, here is your photograph. It also shows people's jobs.

### Place part 3 photograph 2 in front of student B.

Please show it to student A and tell us what you can see in the photograph.

Approximately one minute.

Thank you. Can I have the photograph, please?



#### Back-up prompts:

1. Describe the people (animals) you see; (**photograph 1** – a man with camera; short curly hair / black shirt  
**photograph 2** – a woman working in a lab, microscope, computer lab equipment / long straight hair / white lab coat and white rubber gloves)
2. Describe the place where they are, what they are doing and their role (**photograph 1** – outdoor / mountain / taking a photo of a type of goat; maybe a professional photographer; **photograph 2** – lab scientist looking at a microscope / maybe doing some research work)
3. Describe the background (**photograph 1** – mountains, snow...)

## Speaking • Part 4

### Say to both students:

Your photographs showed different jobs. Now, I'd like you to talk together about what is important when choosing your future job/career.

**Allow the students enough time to complete the task without intervention.**

**Use prompts only if necessary.**

Thank you. This is the end of the test.

#### Back-up prompts:

1. Talk about the activities it should involve (research, travel, attend meetings, creativity, imagination...)
2. Talk about other important aspects of your future job/career (good salary, good promotion opportunities, makes you happy...)

# PET KIT – Unit 5

Part 2 (2-3 min)

## Speaking • Part 2

**Say to both students:**

I'm going to describe a situation to you.

You and your BFF are planning to go out next Saturday but you haven't decided where to go yet. Choose the best place to go out.

Here is a picture with some ideas to help you.

**Place the pictures in front of the students.**

I'll say that again.

You and your BFF are planning to go out next Saturday but you haven't decided where to go yet. Choose the best place to go out.

All right? Talk together.



**Allow the students enough time to complete the task without intervention.**

**Use prompts only if necessary.**

Thank you. Can I have the picture please?

**Back-up prompts:**

Shopping centre

Restaurant

Cinema

Live concert

Party

Bowling alley



# PET KIT – Unit 5

Part 3 (3 min) / Part 4 (3 min)

## Speaking • Part 3

### Say to both students:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teens hanging out. Student A, here is your photograph.

### Place part 3 photograph 1 in front of student A.

Please show it to student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment. Student A, please tell us what you can see in the photograph.

If there is a need to intervene, prompts rather than direct questions should be used.

Approximately one minute.

Thank you. Can I have the photograph, please?

Now, student B, here is your photograph. It also shows teens having fun.

### Place part 3 photograph 2 in front of student B.

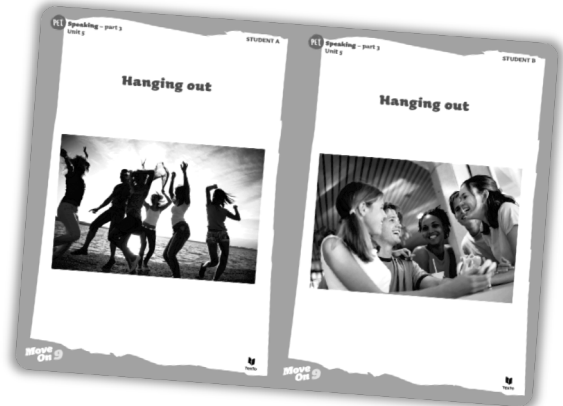
Please show it to student A and tell us what you can see in the photograph.

Approximately one minute.

Thank you. Can I have the photograph, please?

#### Back-up prompts:

1. Describe the people you see and the clothes they are wearing
2. Describe the place where they are, what they are doing
3. Describe the background



## Speaking • Part 4

### Say to both students:

Your photographs showed teens having fun. Now, I'd like you to talk together about how you usually have fun with your friends.

Allow the students enough time to complete the task without intervention.

Use prompts only if necessary.

Thank you. This is the end of the test.

#### Back-up prompts:

1. Talk about how you have fun with your friends (where you go, what you do)
2. Talk about what you usually drink and why (alcohol, juice, coke... - alcohol is dangerous and can have serious consequences, teens behave in a stupid way)

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## TEACHER'S BOOK CD 1

### ENGLISH-SPEAKING COUNTRIES

**Track 1 (p. 8)** See text on page 8.

**Track 2 (p. 10)**

**Australia**

Australia, nicknamed the "Land Down Under", is a country, an island and a continent. Australians have also got an informal name: Aussies. Australia is the world's smallest continent and the sixth largest country in the world. It is located in the Southern Hemisphere, between the Indian Ocean and the Southern Pacific Ocean.

Australia has a population of over 22 million people. Most of Australia's population lives on the eastern and southeastern coasts. The interior of Australia – called the Outback – is dry with many deserts.

The capital of Australia is Canberra and not Sydney as many people might believe. The country is divided into 6 states: Queensland, New South Wales, South Australia, Victoria, Western Australia and Tasmania. Aborigines make up 2% of Australia's population today. Aborigines are Australia's native people. Today Aborigines live in the desert areas of the Australian outback. Some aboriginal people still live in the sacred area of Ayres Rock, which is called Uluru by them. The didgeridoo is a wind instrument played by Aboriginal Australians.

There are other amazing tourist attractions in Australia like the Great Barrier Reef which is the biggest coral reef in the world. The reef consists of more than 3,000 reefs on which live more than 350 species of corals and over 1,500 species of fish. It is paradise for snorkelling and scuba diving. There is also the largest stand-alone rock in the world. It's called Ayres Rock or Uluru. It stands 348 metres high above the ground. Sydney is Australia's largest city and it has one of the most astonishing harbours in the world. You can admire the Sydney Harbour Bridge and the iconic sails of the Sydney Opera House. Surfers will certainly enjoy one of the most famous beaches worldwide: Bondi. At Christmas time it's summer so there are lots of people on the beach to celebrate Christmas.

### UNIT 0

**Track 3 (p. 18)** See text on page 18.

**Track 4 (p. 21)** See text on page 21.

**Track 5 (p. 22)**

**Azores islands rock!**

Hi! I'm Tomás, from Braga. I'm 14 years old and I'm here to tell you about my best summer memory. Well... I can say that I will always remember my trip to São Miguel, one of the Azores islands, in July last year. I went with my aunt Cecília and we stayed for 5 days. My aunt is very keen on travelling. She has been to amazing places, like India and Japan. She has already ridden a camel in the desert! In São Miguel, we stayed at a friend's flat. We did the usual trip round the island in a rented car on the first day. Then I had the time of my life when we decided to go on a sightseeing tour to see whales and dolphins! And I will never forget our visit to the small village of Furnas. You could see the hot springs and hot white smoke coming out of the ground. And I didn't mind the smell of sulphur! The water in the hot springs is very hot and muddy. How weird! It's a really beautiful island with lots of things to do.

**Track 6 (p. 23)** See text on page 23.

### UNIT 1

**Tracks 7-8 (p. 30)** See texts on page 30.

**Track 9 (p. 33)** See text on page 33.

**Track 10 (p. 36)**

Hi guys. I'm David and I'm from Porto. I spent two summers at Fulmer Grange College, near Windsor, in England. It's more or less 40 km from London. The first time I went to this language school was because my English was terrible! I couldn't say much and I couldn't write a text about anything. I really tried and my teachers were very patient with me. My older sister told my whole family that I needed to improve my English, so everyone gave me money instead of presents for my birthday and at Christmas to be able to pay for the trip. I enjoyed my first experience so much that I had to return the following year! I really had a great time and made friends from different countries and we all had to communicate in English. We created a group on Facebook with more than eighty friends and we still keep in touch.

**Track 11 (p. 37)**

In the morning we had a three-hour lesson divided into two parts. The first part was about using vocabulary and grammar in a fun way. The second part was more hands-on because we did things like quizzes, role plays, songs or website designing. In the afternoon we had a completely different programme: indoor or outdoor sports, arts and crafts, dance and so many other options. There was a football academy and professional footballers came and coached us. It was fun! The first year we went on a school trip to London. The second year we visited the Harry Potter Studio. And even if you're not a fan, it's definitely a must-see! Before I went to England I didn't speak in English class because I was afraid of making mistakes, now I feel much more confident.

**Track 12 (p. 37)**

**Mark Wecki:** The first thing that students can expect from the Ardmore experience is to improve on their English skills. Ultimately we're a language school, so that's our first mission.

**David Robins:** Here at Ardmore we try to base our lessons on active English, that is English that the children can use not just in the classroom but outside the classroom. The fundamental to teaching English is not just teaching the kids grammar grammar grammar, but it's teaching kids functional language that they will be able to use. By ensuring that they also have activities and fun things to do not just in the lessons but outside, they can then take this classroom language and use it outside.

**Mark Wecki:** A standard day at Ardmore centre is jam packed with lessons and activities and fun.

**David Robins:** The children have 3 hours of lessons a day which are split up into two 1h30 hour lessons. One group will have lessons in the morning and then activities in the afternoon. The second group will have activities in the morning and lessons in the afternoon.

**Ciara Baxter:** The activities here help the students learn English because there's a language barrier between the activity leaders and the students, so they have to learn through actually doing things, so they're involving their body, they're really getting involved into it and hopefully they'll find it enjoyable. When the students arrive they can expect lots of sporting activities, arts and craftwork, drama, we try to involve a lot of dance, and just basically we just try to make them have fun.

**Mark Wecki:** Ardmore has a football academy which is a big hit with a lot of Europeans and students from around the world. We have professional footballers who actually come in and coach the students. They get a fancy football kit with the Ardmore logo and it's a professional setup and it's been improving year by year. In the evenings, the students can expect to take part in a varied programme that we have. We have anything from film nights, through to the generation game, we have discos for the students, and also all the staff there in the evening and it's a fantastic experience for kids to get together and ultimately have fun.

The Ardmore centres have many facilities for anything from sports halls, to playing fields, classrooms, arts and crafts rooms... Some of our centres even have swimming pools and tennis courts. The on sight accommodation at the Ardmore centres is quite varied. We use boarding schools throughout the Summer and it can be a shared room, it can be a suite room, we also have dorm-style accommodation, and really it's completely varied.

At the Ardmore centre students get breakfast, lunch and dinner and there's a few options available, so it's not just that the students are offered one dish at each time. There's options available and it changes throughout the week.

from having been in a few of our centres at Ardmore run, the food is fantastic, it's really nice to see the kids stuck into the food. We also cater for vegetarians and also any religious requirements from students. The students go on many excursions, I'll give you a couple of examples: they go to London, which entails a riverboat cruise, where they go around the Thames in London, seeing quite a few famous sites, then after the cruise we do a walking tour where you see everything from the Big Ben, to Houses of Parliament, so you really do get a real experience of London. Another excursion they do is the Windsor excursion. It gives them a chance to go into the Windsor castle, have a tour around the castle and see quite a few different things. And there's a lot to see and this just gives the students a chance to be in that culture and in that history and sort of take back part of it back to their home country.

You know, you've got people here from all over the world who you can make lifelong friends with, you know, with activities, with sports, with lessons, excursions... It's a fantastic experience not just for the students but for the staff as well, there at the centres, and most of our students go home crying at the end of the day because they miss the Ardmore centre so much and they can't wait to come back the next year.

**Track 13 (p. 41)** See text on page 41.

**Track 14 (p. 46)**

**Brian:** Hi, Helen! Where are you going?

**Helen:** Hello, Brian! I'm going to do volunteer work. On Tuesdays I always have a free afternoon and I like to help those in need.

**Brian:** I think that's cool! I find it a very positive thing to do.

**Helen:** Why don't you volunteer too? It would be good for you.

**Brian:** Well, I don't think so! I'm a bit shy. I usually don't get on well with people I don't know...

**Helen:** It's exactly because you are shy that you should join us! You'll get used to meeting new people and you'll begin getting along with everybody. Besides, if you go with a friend, it won't be difficult. You'll feel good helping others.

**Brian:** You're probably right but I don't have much time. Don't forget that I play rugby three times a week and I need to study as well.

**Helen:** Come on, Brian! When we really want something we always find the time to do it! You spend a lot of time watching TV, surfing the Net, checking your Facebook page...

**Brian:** I know, I know... but the thing is... I don't really have any idea of how to help. I don't know what I'm interested in...

**Helen:** That's not a problem! I can give you some suggestions: you can help cleaning the park in our neighbourhood, you can give a hand at a Food Bank, you can... Oh, I know what the right volunteer work for you is! You love computers, right?

**Brian:** Yes... so what?

**Helen:** There are a lot of old people in retirement homes that would like to learn how to use a computer. Why don't you volunteer to teach them?

**Brian:** That sounds interesting! Can you give me more details, I mean; where should I go? Where are those retirement homes? Who should I speak to? What exactly do they want to learn?

**Helen:** Don't worry! I can go with you! These elderly people just want to learn the basic things.

**Brian:** Ok, then. I accept your suggestion! I'll try it!

**Helen:** You made the right decision! I'm sure you'll enjoy helping them!

**Track 15 (p. 49)**

Katy's official appointment as the new Goodwill Ambassador took place at the organisation's headquarters in New York. The pop star will be lending her voice and her media platforms to amplify the voices of young people.

**Anthony Lake:** You are going to make a huge difference, especially through social media, in helping us reach youth to get them more involved in global conversations, but also in acting locally as well.

Katy's journey with UNICEF began in April this year when she visited Madagascar, one of the poorest countries in the world. She says the trip changed her life and inspired her songs.

**Katy Perry:** I remember being inspired by the incredible joy that these kids have on their faces and in their interaction with each other and how it really kind of reprioritised my thinking and my whole approach on life and how to find my own joy and my own happiness that isn't based on material possession or social status. I was really inspired to write this song Unconditionally based on my experience in Madagascar, seeing these children just have the currency of love between them and exchanging that.

And it's the situation of children like those in Madagascar, children living in severe poverty, affected by violence and those in emergencies that Katy will place in the spotlight. In an interview with UNICEF, she talked about the power of the youth as a force of change.

**Katy Perry:** I believe that the youth culture is not one that's like lost. I think we actually are headed in a positive direction.

**Track 16 (p. 49)** See text on page 49.

## UNIT 2

**Track 17 (p. 57)** See text on page 57.

**Track 18 (p. 58)** See text on page 58.

**Track 19 (p. 62)**

What are the VlogBrothers? It's a real YouTube phenomenon. So who are they?

One of the brothers is John Green, New York Times best-selling author and remarkably talented writer behind the book *The Fault in our Stars*. His brother Hank Green has other talents. He's the founder of EcoGeek, an environmental blog whose mission is to find ways to save our planet. He also makes silly music, which he takes seriously.

Hank says: "My brother and I started making videos on YouTube in 2007. It started out as a project to help us get to know each other again. But really, it's not about anything in particular. Whether we're talking about our lives, making each other laugh, or trying to get something more important across."

On July 18, 2007, Hank Green uploaded a video of himself playing and singing his song "Accio Deathly Hallows" in honour of the seventh Harry Potter book. This video was the first VlogBrothers video to make the front page of YouTube, and the starting point of the brothers' success as vloggers. Now the VlogBrothers channel has over 1 million subscribers and their videos have been viewed more than 200 million times. The followers of these two call themselves NerdFighters and John and Hank have started calling them that too.

The VlogBrothers also started VidCon in Los Angeles in 2010. It's an annual event for the growing world of online videos and youtubers. At VidCon they could meet and form friendships, partnerships and create the coolest ideas.

John and Hank Green also created educational and informative videos helping kids with school subjects. It's called Crash Course and it's a great place to go for a quick explanation. It has become very popular with students and teachers too. The videos are about Biology, US and World History, Chemistry, Ecology and Literature.

The brothers have also encouraged their viewers to promote their favourite charity every December since 2007 in a movement called *Project for Awesome*. Youtubers and vloggers try to raise money to help people in need. Their symbol is an X made with the Spock hand symbol and the catch phrase: "Don't forget to be awesome" or just DFTBA.

**Track 20 (p. 63)** See text on page 63.

**Track 21 (p. 72)**

**Margie:** I love my school. Since we use digital devices, classes are more interesting and engaging. During the lesson, if we have a question or a curiosity about what we are studying, we can go online and do some research. Teachers send us worksheets that we do in class or at home. When we finish, we send them back to them. Teachers also have blogs and they upload their lessons, so that we can revise them at home or keep up with what was done in class if we missed it. Learning happens in a very dynamic way. In class, students work and learn at their own pace. We are told what to do and what rules to follow and we can take the time we need. We have a lot of flexibility, which develops our autonomy. Another important thing about using technology at school is that my backpack is not so heavy: tablets can hold hundreds of books, quizzes and other files and information can be updated at any moment. We also have hyperlinks and videos that can help us improve our learning. Besides, it is good for the environment because we don't use printed material so much. Of course I had to learn to control myself not to access sites that had nothing to do with schoolwork, or not to check my favourite social media like Facebook or Twitter while I was in class, but now it's easy.

**Track 22 (p. 72)**

**Gary:** I used to attend a school where every student had a laptop and I didn't really like it. I didn't feel connected to the other students. You see, I like to interact with my schoolmates and not with an iPad, computer or mobile phone. I believe face-to-face relationships are very important and they're the best way to learn things about other people, and their ideas and their feelings. At this new school I feel much better: we learn through active participation in tasks, by doing things and not by watching them online. When I am in class I learn better by concentrating on textbooks, feeling the pages of the books, underlining the main information and writing my own comments on the side of the page. I feel I'm interacting with the text I'm reading. I also feel that when I read a print textbook I understand and remember things better. During breaks, I like to talk to my friends and play real games, not video games or any other sort of digital activity. Of course I like technology: when I finish school I switch on my mobile phone and I text my friends, and at home I have a laptop and I often use it to do research online. However, at school I like to be an unwired teen.

**Track 23 (p. 75)**

Well, we can expect big changes! To start with, mobile technology (mobile phones, iPad, tablets...) will continue to play an important role in education but the future will not be about a specific device because they are already our present. It will be about having full and easy access to information wherever you are: in the classroom, at home or anywhere else. It will also be about teachers and students interacting. So the future will be about the cloud! It will be a teaching digital platform that will open up innumerable possibilities. Teachers will use it to upload materials (texts, worksheets, videos, tests and so on) and they will easily have access to students' work to correct. Students will have instant access to teachers' materials and they will upload their work easily. Students' autonomy will also increase as there are lots of resources online that they can find and use themselves, without the help of the teacher.

**Track 24 (p. 75)**

There are also technologies that will change the work in classrooms when they become ready to be used there. For example, augmented technology available both on tablets or glasses. These glasses will give teachers and students immediate access to information online. This information is displayed on a small screen placed in one of the lenses of the glasses. Just imagine the impact this technology will have in the classroom! Field trips will also change: students will be able to see on the screen, on their glasses or on their tablets a description and explanation of what they are seeing on the spot. Multi-touch surfaces will change classrooms one day too! Desks, tables and blackboards will be replaced by touch surfaces. Schools will have

glass classrooms, where teachers and students manipulate virtual objects right in front of them. Virtual interaction among students in different schools or countries will be possible and videos and millions of online resources will become available with a single swipe of the table!

## UNIT 3

**Track 25 (p. 88)**

**Aimee: A survivor's story**

**Narrator:** Aimee Corner, from Washington in the North East of England, admits she was just 8 years old when her problems with food began.

**Aimee:** I remember being told a story by my Dad and it was about someone he knew, a friend that had choked on a piece of meat and I thought I'd better stop eating my food so fast. It got to the stage where I was fighting to eat any solid food.

**Narrator:** By the age of 14, her difficulties had escalated as she faced bullying and desperately wanted to be liked at school. Like so many teenagers, Aimee Corner was desperate to fit in.

**Aimee:** I used to look at all the popular girls and they used to be quite thin and I thought if I was thin, then maybe people would start liking me more. I thought I would change into a different person. I looked in the mirror and I didn't like what I saw. I didn't believe in myself.

**Narrator:** And this disbelief led her to starve herself until she was dangerously underweight.

**Aimee:** I always wanted to get down to four and a half stone, and that was my goal weight. I think realistically I would never have got to it because I would have died.

**Narrator:** Eventually her obsession made her stop eating and drinking for two whole weeks. They caught her in time to put her in hospital. Being hospitalised was the wake-up call she needed to change.

**Aimee:** I remember sitting in the ambulance on the way to the hospital and the paramedic said I don't actually know how you're still alive because someone with a blood sugar this low should be in a coma.

**Narrator:** Now at 19 Aimee has reached a steady weight and is eating properly.

**Aimee:** I thought I just couldn't deal with this any longer so I started eating and eventually I put on a bit of weight and they discharged me. It's horrible when I look back. I looked like an old woman. I looked seventy in some of the photos, but at the time I used to think I looked nice.

**Narrator:** Aimee is about to start a degree in psychology.

**Aimee:** Now that I have conquered my own fears I want to be able to help other anorexics because it makes me feel awful seeing how much they suffer. I want to tell them that it's possible to recover and be happy.

**Track 26 (p. 89)**

**Dialogue 1**

**Jamie:** Good morning! Is this Mrs Clark?

**Mrs Clark:** This is she. How can I help you?

**Jamie:** This is Jamie. Paul's friend. I'd like to talk to Paul but he's not answering his mobile. Could I talk to him?

**Mrs Clark:** Yes, of course. Just a minute, please. He's in his room.

**Jamie:** Thank you very much, Mrs Green.

**Mrs Clark:** That's all right. Goodbye.

**Dialogue 2**

**Sue:** Hi, Martin. It's Sue.

**Martin:** Hi, Sue. What's up?

**Sue:** I'm inviting some friends to have dinner with me next Saturday. It will be the first dinner cooked all by myself. Do you want to come?

**Martin:** Yeah, cool! Count on me! I'll be there. What time?

**Sue:** At 7 o'clock. Is that OK?

**Martin:** Sure. See you then!

**Tracks 27-28 (p. 92)** See texts on page 92.

**Track 29 (p. 94)** See text on page 94.

**Track 30 (p. 96)**

We know that media and body image are closely related. Some pictures we see on the pages of magazines are not real at all. However, lots of people feel the pressure to look beautiful and to fit in. That's the case of Grammy Award-winning, singer-songwriter Colbie Caillat. In her music video "Try" she implores women to stop being so worried about their images.

**What made you write the song "Try"?**

I went into the recording studio and told the producer that I was getting a lot of pressure to be someone I'm not, both musically and image-wise. He started laughing and said we're not going to do that. Then he said, "Let's write about exactly what they're asking you to do – to change yourself."

**How did the idea for the video come about?**

We started by making a list of all the things that girls do every day to get ready to go out. I told him that before coming to the studio I wanted to look pretty, so I carefully chose my clothes, and I had my nails, hair and make-up done. And the thing is that I like myself when I'm not that way, but I feel like other people might not like me that way. It feels like everyone is trying to hide something from each other. For some, it could be something about their hair or their skin. Others don't feel comfortable with their weight or their height... In the video, women get rid of their make-up and their false hair. We are saying that we are all beautiful and powerful just the way we are, and there's no need for Photoshop.

**Track 31 (p. 96)****What's the hardest part about being a woman in today's society?**

I think it's the pressure to look beautiful and fit in all the time. When we look all pretty, we get more compliments. When your clothes are cute and you look nice, the first thing people comment on is your image. When you don't wear make-up, you hear things like, "Oh wow, you look tired" or "you're so brave for not wearing make-up!" I also think it's getting harder on men too. They also feel the pressure to look polished and elegant.

**Do you feel responsible as an artist? Do you think about the message the music videos, album covers and magazines send to fans?**

There's major responsibility. When I see beautiful models and singers and they look perfect, it makes me want to look like that too. People are used to seeing artists on the album cover completely Photoshopped. I think that gives a false reality. When I did the lyric video for "Try", and I asked some of my celebrity friends if they would send a picture of themselves with no make-up, you have no idea how difficult it was. Some of them said no, some of them said they'd send me a picture in a couple of days because they had a pimple on their chin, and they didn't want it showing in the picture. And I was like, no, no, no! That's good! Let's let all of our fans know that we get them too, because otherwise they just think that they're the only ones who get acne.

**Track 32 (p. 97)** See text on page 97.

**UNIT 4**

**Track 33 (p. 108)** See text on page 108.

**Track 34 (p. 109)** See text on page 109.

**Track 35 (p. 110)** See text on page 110.

**Track 36 (p. 113)** See text on page 113.

**Track 37 (p. 115)**

It's not easy to convince your parents that you want of have a part-time job. It certainly wasn't easy for me. They were not comfortable with the idea as they were worried about my school results. They tried to warn me about the hard work and they told me it would be difficult to balance studying and working. And I would have to cope with a tiring work schedule. They suggested an allowance, but I know how life can be

difficult and I wanted to show them I could be more independent. I wanted to earn some money so that I could buy a guitar and pay for some music lessons. I promised to study hard to keep getting good marks at school.

The first month was really very tiring. I worked on Wednesday and Friday afternoons from 3 pm till 8 pm and then all day Sunday from 10 am till 5 pm. I learned to be more responsible, especially with school work. I couldn't waste any time playing computer games or hanging out with my friends so I planned my time really well. I finally got enough money after four months. That's when I decided to leave because I had to study for my exams.

**Track 38 (p. 115)**

My best friend Karen told me about some famous people's first jobs. For example, the actress Sandra Bullock used to work in a bar to pay the rent. She worked as a bartender for several years before making it on the big screen. She says this experience taught her to become a better actress as she learned a lot of accents by imitating some of her customers. Karen also told me about one of my favourite actor's first job. Hugh Jackman was a party clown for three years. He used to earn \$50 per show. He was Coco the Clown. Kids didn't like him at first because he had no magic tricks.

**Track 39 (p. 120)** See text on page 120.

**Track 40 (p. 124)**

In the future the only thing that can limit what you can do will be your imagination. The job you will have in ten or fifteen years might not even have been invented yet. Medical, technology and green jobs dominate the list. If you understand the major trends that are affecting our lives, you will be able to plan your future career. So let's have a look at some potential jobs of the future.

The most predominant trend in our time has been that of technological innovation.

As such, choosing a career as a cyber-security specialist seems to be wise. This specialist can protect websites and expose hackers. Social media is the new "it" profession. It started with Facebook, Twitter and LinkedIn and has expanded to many other platforms. Small and big companies are now employing social media managers to supervise their online communities, promote their products in appropriate media channels and improve the company brand.

**Track 41 (p. 124)**

In the field of science and medicine some new professions will also be emerging.

Does a galactic architect sound like science fiction? It's predicted that companies will be mining precious metals and making rest-stops on Mars by 2025. They will need buildings and vehicles that can tolerate everything from subzero temperatures to extreme radiation. A galactic architect will also be responsible to make space tourists feel at home in cut-edge inflatable space modules.

With the senior population doubling by 2050, we can expect health problems to increase. Organ designers will need to create artificial organs such as lungs, kidneys and hearts, using the patient's own cells. Since Genetics are advancing at a rapid rate, doctors can now run tests that will predict genetic conditions, and soon, parents may be able to choose the sex of their unborn children. With the help of genetic counsellors, families can educate themselves on available genetic technologies and options.

**Track 42 (p. 124)**

Helping the environment has become a concern around the world and also among businesses. We have to think about other alternative forms of energy and new types of farms. By 2025, the world's population will reach 8 billion people and climate simulations predict difficult times for farming. The choice is clear – rethink how we grow food, or starve. Environmental scientists are helping with new ideas such as farms and lab-grown meat in skyscrapers. Robotic systems will help the farmers of the future.



### Track 43 (p. 127)

**Interviewer:** Good morning. Have a seat. I see your name is Greg Lawrence and you are 25 years old. Could you confirm your email address and phone number, please?

**Greg:** Certainly. My email address is greglawrence@gmail.com and my mobile phone number is 020 8805 77 13.

**Interviewer:** Thank you. We are offering different positions. Which position are you applying for?

**Greg:** I would be interested in the position of computer programmer.

**Interviewer:** Could you tell us about your education and qualifications, please?

**Greg:** I have a university degree in information technology.

**Interviewer:** Have you got any work experience?

**Greg:** I have had summer jobs at the university to help pay for my education. I worked in the library and organised the filing system. I successfully designed a computer programme that would make research much easier for university students. They seemed quite pleased with my work.

**Interviewer:** What are your strengths or qualities?

**Greg:** I am quite hardworking, self-motivated and innovative. I think I work well under pressure. When there is a deadline, I can focus on the task at hand and organise my work schedule perfectly.

**Interviewer:** What other skills have you got?

**Greg:** Besides being an expert at computers, I can speak French and Spanish quite fluently. I can easily hold a meeting in both languages. I also have a driving licence.

**Interviewer:** Would you be interested in a part-time or full-time position?

**Greg:** I would be more interested in a full-time position. However, I would also consider a part-time one.

**Interviewer:** When could you begin?

**Greg:** I could begin immediately.

**Interviewer:** Are there any questions you would like to ask?

**Greg:** Yes, there are. I would like to ask if there are any opportunities for promotion.

**Interviewer:** Yes, there are. It would all depend on your commitment and success. This is the end of this interview. We will contact you as soon as possible for a second interview. Thank you once again.

**Greg:** Thank you. I will be looking forward to hearing from you.

## CD 2

### UNIT 5

**Track 1 (p. 136)** See text on page 136.

**Track 2 (p. 140)** See text on page 140.

### Track 3 (p. 142)

Smoking and drinking are two of the worst things kids or adults can do to their bodies. But why do those who smoke and drink ever begin? There isn't just one answer as there are a lot of reasons: some teens want to copy adults to feel they are grown-up, others are curious and want to try a new experience. The idea of doing something they know is dangerous for their health is also appealing to some teens. Most of them just want to fit in a group of friends. However, two of the top reasons why teens start smoking and drinking are the idea that they can only have a lot of fun if they do it and peer influence: their friends do it. They want to be cool and popular so they do it too!

### Track 4 (p. 142)

**Jessica:** I always have a good time when I hang out with my friends. We enjoy watching films. My favourite are scary films. It's always fun to watch them because we share the same feelings. We are sitting together terrified and holding onto each other. We scream and after we laugh a lot because we see how ridiculous we look when we're screaming. It's so exciting and cigarette and alcohol-free.

**Oliver:** I love riding my bike. That's what my friends and I always do in our free time. So I had a great idea that I knew other teens and adults would support: creating a bike path. You see, I'm a very active person and I have a lot of fun when I have a project to do, so I pick one

whenever I can. At the moment I'm planning my neighbourhood bike path along with other teens and city officials.

Whether the project is big or small, getting together and working with people who have a common interest can be truly cool. You don't really need smoking or drinking to feel great.

**Mark:** What does every teenager like to do? Eat, of course! Eating is even better if you cook the food yourself, like in a barbecue. It is always a pleasure and a good excuse to get together with your friends and enjoy yourself a lot. That's what I often do with my friends: tell jokes, laugh, talk and eat. I often have a barbecue in my garden at the weekend. A barbecue without alcohol is a safe way to have fun.

**Track 5 (p. 145)** See text on page 145.

**Track 6 (p. 146)** See text on page 146.

### Track 7 (p. 152)

**Narrator:** What would you do if cyberbullies were attacking your friends on Twitter? Kevin Curwick, a student at Osseo Senior High School in Osseo, Minnesota, started an anonymous Twitter page called @OsseoNiceThings. Curwick uses it to tweet positive things about his schoolmates, highlighting their strengths and talents.

Now his page has thousands of followers, and similar "nice" pages have popped up at other schools. We spoke to Kevin about how he uses Twitter to combat cyberbullying.

What made you decide to "tweet nice"?

**Kevin Curwick:** There was some nasty tweeting going on saying negative things about people at my school. So I created a nice page to help the kids who were being attacked, as well as random people – just to give them a boost in confidence.

**Narrator:** How does it work? Do you get requests to mention certain people?

**Kevin Curwick:** People send me a direct message [on Twitter], and I keep their message anonymous, so that people can look at it and be like, wow, this could be anyone saying this about me.

**Narrator:** Have your tweets stopped the cyberbullying?

**Kevin Curwick:** By complimenting other people randomly and using social networking or social media to encourage a positive attitude, it's made cyberbullying uncool. I think that a lot of people are looking for the positive, and when you give them that, all the attention is taken away from the bullies.

**Narrator:** Were you surprised by all the positive responses and celeb retweets you've gotten?

**Kevin Curwick:** Oh gosh, yes! It exploded a lot more than I expected. It was so cool to see how other schools now have their own "nice" pages.

**Narrator:** How can other kids use social media for good?

**Kevin Curwick:** Perform random acts of kindness. Instead of looking through people's pictures to tear them down, look at it a different way. Compliment people. Most important, if you don't have anything nice to say, just don't say anything at all. But compliments are welcome all the time.

**Track 8 (p. 153)** See text on page 153.

## CELEBRATIONS

**Track 9 (p. 158)** See text on page 158.

**Track 10 (p. 159)** See text on page 159.

## TEACHER'S RESOURCE BOOK

### LISTENING HANDOUTS

#### UNIT 0

#### Track 11 – Listening A (p. 57)

##### Part 1

My name is Jason and I am 18 years old. My trip down the Mississippi river was an exceptional way to discover American history and culture. My friends and I took an 8-Day steamboat cruise from Memphis to New

Orleans. I loved stopping in a lot of the little historical towns right along the Mississippi river like historic Natchez, Civil-War era Vicksburg and Oak Alley Plantation. We also enjoyed the special onboard performances which focused on musical styles like jazz and rock'n' roll. It was a magical experience. We were able to witness the grandeur of the Mississippi River while we enjoyed life on an amazing boat with new friends.

#### Track 12 – Part 2

My name is Helen and I am 17 years old. Last summer I took a flight to New York City with my family to see all of the best of what the Big Apple had to offer. In fact it was a blast! The rides, the scenery, the fun... We enjoyed visiting Manhattan Island, the famous Statue of Liberty, Times Square, the most bustling square in New York with its many Broadway theatres and cinemas, as well as Central Park where we checked out all of our favourite animals in Central Park Zoo. The toughest part of this trip was going home! I hope to return soon because there are still lots of places to see and things to do in this amazing city.

### UNIT 1

#### Track 13 – Listening A (p. 58)

As it was our first time hosting, we had no idea what to expect. Although terribly excited, we were also a little nervous and unsure about our new adventure. From the moment we met Michela at the airport, she removed all our fears by immediately hugging us all. She made herself at home from day one, and thus our family transition took no time at all.

There was not one moment of being uneasy or shy. She quickly joined the dance team at her high school and soon became the leader of the team. She received "Student of the Month" from her Dance teacher and was a straight A student. She made a lot of new friends.

To this day, Michela is still in touch with us and our children, and we can't wait for her to come visit again.

Our reason for hosting was to do something positive and help someone. Well we did that, but as a family we received so much more from Michela. We did not expect to learn from her, to become so attached to her, her personality. Our experience with Michela really was the best decision we made and we are forever grateful for what we gained.

We truly love her and have a daughter for life! Thank you World Heritage for such a wonderful experience and for our new Italian family.

#### Track 14 – Listening B (p. 59)

##### Angelina Jolie: A Special Envoy for Refugee Issues

Angelina Jolie's interest in humanitarian affairs started in 2000 when she went to Cambodia to film the adventure movie "Tomb Raider." She was named a Goodwill Ambassador in 2001 and has carried out more than 40 field missions to some of the most remote regions of the world to draw people's attention to the situation of millions of people and to fight for their protection. In 2012, High Commissioner António Guterres appointed her as his Special Envoy, recognising her extraordinary service with the refugees. She visited Ecuador in April 2012 for her first mission as Special Envoy. Her work helps to facilitate lasting solutions for people displaced by conflict and has inspired others to take a more active role. Jolie has also funded children's centres in Cambodia and Ethiopia to apply innovative and integrated treatment for children infected with or affected by HIV/AIDS and tuberculosis.

In October 2011, the UN Refugee Agency paid tribute to Jolie, for her 10 years of service to the humanitarian cause as a Goodwill Ambassador.

### UNIT 2

#### Listening A (p. 60)

**Track 15** – I'm Philippa Grogan and I'm 16. I'd rather give up a kidney than my iPhone. How did you manage before? Carrier pigeons? Letters? Going round each other's houses on bikes? I find it impossible to put my iPhone down even when I'm having a meal with friends, attending a meeting or going on a date.

**Track 16** – My name is Cameron Kirk and I'm 14. I spend an hour, hour-and-a-half on school days hanging out with my 450 Facebook friends; maybe twice that at weekends. It's actually very practical if you forget

what that day's homework is. Unfortunately, one of my best friends doesn't have Facebook. But it's OK; we talk on our PlayStations.

**Track 17** – I'm Emily Hooley and I'm 16. Oh I remember a very dark moment when we went to Wales for a week at half term to revise. There was no mobile, no TV, no broadband. We had to drive into town just to get a signal. It was really hard, knowing people were texting you, writing on your wall, and you couldn't respond.

**Track 18** – My name is Jennifer O'Connor and I'm 16. There's a big difference between chatting online and face-to-face. Face-to-face is so much clearer. Facebook and instant messaging are such detached forms of communication. It's so easy to be misinterpreted, or to misinterpret what someone says. It's terribly easy to say really horrible things when you are online.

#### Listening B (p. 61)

##### Track 19

**Jennifer:** Yes, social media such as Facebook and Twitter have made us less social. Instead of going out with friends and enjoying time with their family, people just spend too much time on these sites. People stay home because they can find out about their friends' lives from their computers without any real human contact or conversation. Even coffee shops and cafés are now non-social areas where most people are attached to their phones, tablets and computers. Stepping onto a crowded bus today is similar to walking into a library. It's strangely quiet. No one is talking to each other. Everyone is looking down at mobile phones in their hands, or listening to music through earphones. Whereas a passenger once might have started a conversation with the person in the next seat, now everyone seems to be in his or her own world. In fact, social media contributes to loneliness.

##### Track 20

**Henry:** Of course not. Social media was created to facilitate new relationships and friendship in this fast-paced world of ours. In this world of appointments, schedules, timetables, who has the capacity to deal with each and every person with efficacy? I think my life would be lonelier if I couldn't text my friends and family at a distance of a click. What if I can't meet or be there with my family and friends in the real world? I can always be with them anytime, anywhere, through the virtual world. In fact, we are being more sociable than ever.

Social media helps us attend to everything in our lives on time and it helps us talk to people on the other side of the Earth. My older brother is currently studying in England and the rest of the family lives in Germany. Our main communication device is our phone and consequently WhatsApp and Skype where we can talk face-to-face. These are things that are obviously keeping us in touch and connected with each other and effectively keep us socialising with others.

### UNIT 3

**Tracks 21-22 – Listening A (p. 62)** See texts on page 62.

**Tracks 23-24 – Listening B (p. 63)** See texts on page 63.

### UNIT 4

#### Listening A (p. 64)

##### Track 25 – Part 1

While teens' parents probably all had jobs washing the dishes in a pub or delivering the morning paper, teenagers today are rejecting weekend jobs in favour of working on their studies – or doing nothing at all.

The number of 16-17-year-olds working has more than halved in the last two decades – according to data from the Office of National Statistics.

Exam pressure, apathy and more of a desire to hire adults are among the contributing factors to the decline in working teens – as well as the fact that far more are staying in school.

In 1992, just under half of 16 to 17-year-olds had jobs, as opposed to around 20 per cent today. The number working on a Saturday or over the summer is down to around the same proportion – whereas it used to be double that.

This shows that teenagers are not only avoiding jobs in favour of education, but also deciding not to work alongside their studies.



## Track 26 – Part 2

**Mark:** I believe Saturday jobs are being rejected because of increased pressure to succeed academically, as well as a change in the labour market.

More people are now happy to work unusual hours, while those under 16 cannot drive or work before 7 am – meaning many employers prefer to give jobs like delivering newspapers to adults.

**Anne:** There are still paper boys but a lot of our members are moving to employ adults.

**Dan:** There's an apathy among the youth, most want to have these amazing holidays in the summer. During term time there's a massive emphasis on studying. And then when summer comes it's like you've got two months to chill out.

## Listening B (p. 65)

### Track 27

My name is Claire Simpson and I am 28 years old. I have good writing skills and a good eye for detail. That's why I took a degree in Graphic Design in Kingston University London. I am looking for a creative and challenging job. I can work as a freelance. I have worked as a journalist in a local newspaper for some time so I have experience working in publishing. I have good communication skills as well as good technical knowledge of web publishing. I have a passion for the latest technologies and best practices in design.

### Track 28

My name is Tony Anderson and I am 26. My friends say I'm an artist with the camera. I've always been interested in photography so I took a degree in it. I know how to handle digital camera equipment. I've got some experience in this field because I have done some jobs at weddings and events. I also have good communication skills, I'm a friendly person and I have a special gift for paying attention to detail. My computer skills are very important when it comes to photographic manipulation, retouching photos and adding details.

## UNIT 5

### Track 29 – Listening A (p. 66)

#### Smartphones kill our focus and make it harder to learn

**Tara:** I love my smartphone. I do. But everywhere you look, people are glued to their screens – and we're all missing out on opportunities to notice and appreciate the world around us.

This smartphone addiction is seriously affecting our ability to focus too. I can't even watch a movie without checking my phone, which means nothing ever receives my full attention. That's scary, especially in a school context. I'm afraid it affects the quality of my work and how well I learn.

I also worry about my dependence on my phone for managing my to-do lists, getting directions from map apps, and more. So it turned out to be a relief when I went on a school trip last year and couldn't use my phone. I made it for a week, but see if you can survive one day. You'll be surprised. Your brain can be just as powerful as Google!

#### Smartphones feed us knowledge and foster important conversations

**Danny:** Smartphones encourage us to think more and act as a readily available source of infinite information – a way to quickly research topics we hear others talking about. Say you're with your friends and they're discussing a current event you know nothing about. You can use your phone to get up to speed, then participate in that conversation – instead of sitting idly by.

Smartphones are also a way to find people who have the same interests and goals. For example, I love making YouTube videos, but nobody at my school does. So my phone allows me to connect with other YouTubers – and learn from them too.

That's why I want you to pick up your phone, tweet at a person who's talking about something you love, and start a conversation. Your world will instantly get bigger and more informed – straight from the palm of your hand.

## Listening B (p. 67)

### Track 30

#### Courtney Axford-Dando, Cardiff, Wales

I am 16 years old and for 10 years of my life I was bullied severely. There were different forms of bullying that I received, physical, emotional, cyberbullying you name it, it probably happened to me. I self-harmed and attempted suicide several times. Due to everything that has gone on I now suffer from depression, social anxiety and trust issues. I have been seeing a counsellor for the last 5 years and I have even been to a mental health doctor due to the mental scars it has given me. But it does get easier, speaking to someone helps a lot. I found the Cybersmile website and then decided I wanted to help, so I tweeted that I wanted to be a cybersmiler. I am the happiest I have ever been after speaking to someone and finding The Cybersmile Foundation!

### Track 31

#### Anna Coulter, Michigan, USA

Fat, ugly, worthless and she deserves to die. These are a few of the things that I've not only been told in my past online but I still see them especially on Facebook, Ask.FM and other social networking sites. Slowly I started to believe the cruel words and started to do things that I greatly regret and live with today. Sadly I went into an 8 month depression and lost hope in EVERYTHING.

I felt so low and thought nobody could help or cared about me. But that quickly changed, one day I stumbled across Cybersmile. I decided to give them a shot and emailed them. Instantly they replied and told me that they would help me through my rough patch. Almost immediately I felt something inside of me change. With Cybersmile's help and support I gained hope and confidence. Even though things are a little bit rough right now I know that Cybersmile will always be there. If you or somebody you know is being cyberbullied, don't keep it in... talk to Cybersmile.

## TESTS

### Track 32 – Placement test 2 (p. 191)

Last year I spent three weeks in a summer activity camp. It was fantastic because I made new friends and I had a great life experience. I enjoyed myself most of the time. There were a few things I didn't really like. You know, we had to cook our own meals (I hate cooking!), getting up early and I missed my twin sister. She didn't want to come with me because she doesn't like this type of camp. Although we're twins, we're very different. She prefers reading and listening to music, I'm more active... but this was nothing compared to the fun I had. Some of the activities I had the chance to do were rock climbing, abseiling, mountain biking and swimming. After this summer I feel more confident and responsible. I really want to do it next year.

## UNIT 1

### Track 33 – Listening Test (p. 204)

When I arrived at the school canteen, I could not believe my eyes. Tables upon tables were covered with all different kinds of clothes, food, toiletry products like shampoo or toothpaste, animal food and books. There must have been more than 50 people there to sort everything into bags and boxes. It was *Make a Difference Day* at school, a "nationwide day of doing good."

Its purpose is to donate goods to the food bank, clothes and toiletry products to a women's shelter, and blankets and canned food to animal shelters. Canned goods were everywhere, and over in the clothes section, the donations were stacked high. There were so many we couldn't even see the students on the other side.

It really felt good to be part of this, knowing that the food I packaged would help so many people in need. It was such a tiring day! I couldn't even feel my arms and legs. When I got home, I went straight to bed to rest before dinner.

I encourage teens to get involved with charity service events. You will feel better about yourself and at the same time help others. If more people helped out, then more would be aware of how much in need some people are. Overall, *Make a Difference Day* was a great experience. All those who helped out know what a great feeling it is to make a difference. I hope you get involved next year. I certainly will.

## PET-type Test

### Listening A (p. 216)

#### Track 34

##### 1. Where is Julie going to do her Exchange Programme?

**Ann:** Julie, where are you going to do your exchange programme?

**Julie:** Well, I am not sure yet. First I thought of going to Italy, but My Science teacher advised me to go to France. The courses are excellent there.

**Ann:** My brother was in Germany last year and he loved it, but I am going to France.

**Julie:** Oh, are you? Then I'll go to France with you.

**Ann:** Great!

#### Track 35

##### 2. What were Peter and Carl doing yesterday afternoon?

**George:** Hi, guys! Where were you yesterday afternoon? I looked everywhere for you.

**Edward:** I was swimming.

**Rita:** I was in the library. I was playing chess.

**George:** What about you, were you swimming too?

**Peter and Carl:** No, we weren't.

**Carl:** We were playing tennis.

#### Track 36

##### 3. What present did Sophie give her host family?

**Grace:** Hi, Sophie! Did you enjoy your exchange programme in Barcelona?

**Sophie:** Oh, yes, it was fantastic. Look, I brought you this present.

**Grace:** What a lovely mug for my afternoon tea!

**Sophie:** I'm glad you liked it. I brought a Barcelona T-shirt for your brother.

**Grace:** I'm sure he'll love it. What was your host family like?

**Sophie:** They were really fantastic. They are my host parents now. I'm so grateful to them. I gave them a photo of the 3 of us before I left.

### Track 37 – Listening B (p. 217)

I went to the University of Kentucky for one semester and it was such an awesome experience. Going to the University of Kentucky was so unique, from the incredible basketball games, to taking road trips on the weekends to different states nearby.

While I was there, there was an intense "National Emergency" rated ice storm, and lots of snow, which was something I definitely wasn't used to. Even if it is just for one semester, participating in an exchange program is a great way to open your eyes and get out of your comfort zone. It is amazing how a different state in the same country can have such a different vibe, culture, etc.; and seeing these differences makes me want to travel more and more. I am very happy that I did the NSE program at the University of Kentucky, and I would recommend this program to everyone.

## UNIT 2

### Listening Test (p. 219)

#### Track 38 – Part 1

Nowadays a mobile phone is no longer a device we use to text and call people. It has become a reflection of who we are, a fashion accessory and so much more than just a phone. Children as young as five years old have been seen in Britain carrying round expensive mobile phones and for what reason? Who can a 5-year-old possibly need to text or call?

The answer is that the primary use for mobile phones is no longer a phone. More photos are taken using iPhones than any camera in the world. Apps allow us to track our health, our pets, play games, find dates, shop, ... the list is endless.

As an iPhone user myself, I am never without my phone. I check Facebook, Instagram, Twitter and my emails several times a day, along with taking photographs and keeping in touch with friends and family.

But do we rely on our phones too much? I love sharing things that I enjoy and keeping up with my friends' lives, but I really think it's got out of hand. When we hang out with our friends instead of talking, we spend most of the time scrolling through Facebook, and we are more

interested in Instagramming photos of special moments than actually enjoying them.

#### Track 39 – Part 2

I think it's important that friends make time for each other. So turn off your phone every now and then. When you go out with friends put all your phones in the middle of the table, and whoever touches their phone first has to pay the bill! Trust me, it won't ruin your life if you don't use it for some time and you'll start to enjoy face-to-face communication with your friends.

## PET-type Test

### Track 40 – Listening A (p. 230)

#### What will the classroom of the future look like?

**Jo Heywood**, headmistress at Heathfield, Berkshire: "I believe that in five years we will be using technology more effectively. Technology is playing an incredible role in our learning environments, but the danger is in letting it take over.

I think classrooms will become more globally interactive: We will take virtual trips – rather than real ones – to countries like Australia, which will benefit the environment and parents' pockets. Education will no doubt become more personalised. Individualised lessons downloaded on iPads will guide pupils with a human voice, allowing them to work through topics in their own time.

I believe that in 10 years' time pupils will use more 3D technology but we must continue to value interpersonal skills. Schools already using iPads widely have noted that noise between children stops when they email or SMS. We must keep them communicating face to face, too."

### Track 41 – Listening B (p. 230)

**Laura:** Hi Daniel, I would like to invite you to go to the cinema with me this weekend.

**Daniel:** Hi, Laura. What film have you got in mind?

**Laura:** Well I thought maybe we could go and watch *Jupiter Ascending*. It is going to be released this weekend. I know you like science fiction films.

**Daniel:** I love science fiction films. What is the running time?

**Laura:** It's 127 minutes. The cast includes Channing Tatum and Mila Kunis as the main actor and actress.

**Daniel:** Yes, I know. I've read about the film. The plot is about a young woman, living an ordinary life on Earth, who discovers she is at the centre of a battle for power over the universe.

**Laura:** I'll buy the tickets for Saturday then. Is that OK with you?

**Daniel:** Fine with me. Where shall we meet?

**Laura:** In front of the cinema at 8.30.

**Daniel:** OK, I'll see you on Saturday.

## UNIT 3

### Listening Test (p. 232)

#### Track 42 – Part 1: Mrs Foster

Junk food is appealing, especially to teens who don't think about their health and just want something tasty and fast to eat. I am the mother of two teenagers. How can I get my children to eat more than just unhealthy junk food? Could you help me?

#### Track 43 – Part 2: Mr Evans

Well, I have a suggestion: at home, my wife and I choose all the dinner menus, except on Friday. On this day my teenage daughter can choose the menu. If she wants, she can have chicken nuggets, hot dogs or pizza. It's her choice. That way, she at least knows that there is one day to look forward to and doesn't complain on the others. You can also try adapting the "junk" – that is, make your own chicken nuggets in the oven, your own pizza with lots of fresh ingredients, especially vegetables, make your own vegetable soup or your own macaroni and cheese with light cheese. Homemade food is always healthier. You may find they end up liking it better.

#### Track 44 – Part 3: Mrs Miller

There's no question that it's hard for teens to give up those chips, sodas and fries, especially when all their friends are eating them. While it may be impossible for your children to think about their future health – as in eating correctly today may help prevent a heart attack 20 years from now – your children may listen when you explain that having a balanced diet can help them to feel stronger, have more energy, better skin and hair and look great in their clothes.

#### PET-type Test

##### Listening A (p. 243)

#### Track 45

##### 1. Who is Kyle worried about?

**Kyle:** I am very worried because Alison told me Betty has started throwing up every time she eats.

**Julie:** Are you sure? I came to school with Alison this morning and she didn't tell me anything.

**Kyle:** Maybe because she didn't want to upset you. Do you think we should tell Mrs White?

**Julie:** Yes, I think so.

**Kyle:** OK, then. We'll talk to her later.

#### Track 46

##### 2. Where is Roger's acne cream?

**Roger:** Mum, Have you seen my acne cream?

**Mum:** No, I haven't. Have you checked in the bathroom?

**Roger:** Yes, I have. It's not there. I have looked in my room too and it's not there either.

**Sister:** I saw your cream in the kitchen.

**Roger:** Oh, I left it there when I had breakfast.

#### Track 47

##### 3. Where did they have dinner yesterday?

**Tony:** Hi, Jack! Did you enjoy your dinner yesterday at the Pizzeria?

**Jack:** Hi, Tony. Well we didn't go to the pizzeria. We wanted to try something different. First we thought of going to the Steak House next to Mary's house, but then we decided to try the new vegetarian restaurant in the city centre and it was fantastic. You should try it.

**Tony:** Maybe next weekend!

#### Track 48 – Listening B (p. 244)

We are going to interview this incredibly talented young man who is sure to have a long career as a singer/songwriter. Meet Jackson Harris.

**Reporter:** When did you know you wanted to be a singer/songwriter?

**Jackson:** I think I started writing bits and pieces of songs and poems when I was around 10 years old.

**Reporter:** You've been called the next pop sensation. How does that make you feel?

**Jackson:** It's an amazing compliment but I honestly try not to pay any attention to that stuff. I try to just focus on making the best music I can so that people can enjoy and connect with the stories I'm telling.

**Reporter:** What do you like to do in your free time?

**Jackson:** I love to produce and write video concepts for future projects. I love travelling and spending time with my family. I'm also a huge fan of the New York Yankees so whenever I get a chance I try to go see them play!

**Reporter:** Do you have any new projects that you are working on?

**Jackson:** Absolutely. I'm always writing and creating new music and new video projects as well as song writing for other artists and of course touring as much as possible all over the country and hopefully I'll tour the world soon!

## UNIT 4

### Track 49 – Listening Test (p. 246)

Hi! My name is Maude Standish and I have a job that you probably didn't even know existed: I decide what is cool! Right now you may be asking yourself what kind of job that is. Well, Brands like Banana Republic or Sony hire me to figure out what's cool for young people – so that they can develop the products they really want and make sure they

find out about them! To get the necessary information I do lots of research: I explore social media (what people say, what they like, what they comment on...), I talk to interesting people (musicians, artists, real teens) to know what they're talking about and excited about.

I never thought of having this job but when I was in high school, someone on the street asked me to take a survey for a company that collects data about what you're buying. So I took it, then asked if I could hand out surveys myself. I kept being promoted, and now I interpret that data and take decisions about products.

Most of my friends say they would like to have my job because I get to visit the coolest places in any city, like coffee shops and art galleries, and talk to interesting people every day. I just follow what's fresh and apply that to business. They also ask me what they should do to get this job. I believe one of the most important things is to develop your communication and research skills, which are vital to this career. You can also create forums and blogs dedicated to what people at your school are wearing or listening to – it will train you to pay attention to patterns and trends.

#### PET-type Test

##### Track 50 – Listening A (p. 257)

12-year-old Alma Cooper is a model, who enjoys reading and studying.

**Reporter:** When did your work in the modelling industry first begin?

**Alma:** I got started with Latino fashion Week around the age of 10. I started from there; ever since modelling has been something I really enjoy.

**Reporter:** Where is your dream place to model?

**Alma:** Paris is fantastic because it's the city of fashion, but my dream place to model is definitely Rome! It is such a beautiful place and travelling there to model for elite designers to show their art is amazing!

**Reporter:** What do you like doing besides modelling?

**Alma:** Well I play basketball and volleyball. Volleyball is a real passion of mine. I love school and learning new things about cultures and history. I am an A student and studying is one of my favourite hobbies. I also like cooking with my family; our favourite dish is tacos!

**Reporter:** Are there any other aspects about yourself you would like to tell us about?

**Alma:** I love to stay active and eat healthy. Besides chicken and waffles my mum and I buy a lot of fruit that I get to snack on at volleyball practice and eat around the house. Maintaining a healthy life will build a healthy mind and soul.

**Reporter:** What advice would you give young girls like yourself?

Believe in yourselves and take action to follow your dreams.

#### Track 51 – Listening B (p. 257)

**Peter:** Hi, Martha, how are you? I haven't seen you for ages.

**Martha:** Hi Peter, I'm doing fine. What about you?

**Peter:** I'm fantastic. I have started working as a choreographer.

**Martha:** Oh, have you? That must be amazing! What exactly do you do?

**Peter:** I plan routines for dancers to execute during a musical number.

**Martha:** Who do you work with?

**Peter:** I work with professional dancers.

**Martha:** Do you work in a theatre company?

**Peter:** No. I work with a dance company.

**Martha:** And how many hours a day do you work?

**Peter:** Well, during rehearsal periods I work long hours. It's a very demanding job.

**Martha:** May I ask how much you earn?

**Peter:** Sure. I make around £20,000 a year.

## UNIT 5

### Listening Test (p. 259)

#### Track 52 – Part 1

##### Pink Shirt Day

Bullying is also a problem in schools all over North America. On the last Wednesday of February every year Canada celebrates Anti-Bullying with Pink Shirt Day. On this day students, teachers and school staff come to school wearing a pink shirt to say that they are against

all forms of bullying. It all started in 2007 when a 9<sup>th</sup> grade boy wore a pink shirt on the first day of school. He was immediately bullied by other students, especially boys. Two older students, David Shepard and Travis Price, didn't like what they saw, so they went out that night and bought 50 pink shirts for all their male friends to wear the next day at school. When the bullied boy walked into the school hall the next morning, he was welcomed by a line of students proudly wearing their pink shirts. On that day, the students at this Canadian high school said no to bullying. Their pink shirts sent the following message: We are not going to tolerate any form of bullying and we will help all victims of bullying.

### Track 53 – Part 2

The school members, the parents and the press immediately applauded Travis and David's idea and soon after other schools wanted to do the same. This small Canadian protest against bullying is now an international event that takes place every year. Like Travis and David there are lots of things you can do to stop bullies. You have to tell the teachers about the students who are victims of bullying or cyberbullying. You cannot answer emails or text messages sent by bullies and you cannot answer online posts or comments. Just tell what is going on to an adult at school. Asking for help is very courageous and it helps other victims too.

### PET-type Test

#### Track 54 – Listening A (p. 269)

My name is Barbara and I'm an alcoholic and a heroin addict. I also have a history of anorexia. When I wasn't drinking and getting high, I was starving myself. I have scars all over my body from self-mutilation as well. I started drinking when I was 15. My first rehab, out of thirteen, was at the age of 18. I have been a chronic relapse ever since. In 2012, I became homeless after being kicked out of another sober house. I have been kicked out of nearly all sober houses because I could not remain clean and sober. I continued to drink and take drugs and wasn't capable of staying clean for more than a few months at a time.

The last 7 months of my drinking were like hell – not only was I killing myself (I've had pancreatitis several times – in and out of the Hospital Emergency about 10 times in the last year), I have pre-cirrhosis, and my teeth are in horrible shape. All of these medical issues were direct results of my drinking and using drugs.

Early one morning, after leaving the Hospital Emergency at 1:30 am, having every intention of going to the liquor store when it opened at 9:30 am, it suddenly hit me: "I'm killing myself, I'm killing my family, and my life is going nowhere. I don't want to be like this; I don't want to do this anymore." I said it out loud. I believe it was at that moment that I decided to change.

I've been attending AA meetings (again) on a regular basis. I haven't had the desire to drink and physically I'm not at 100%, but my head is in a completely different place. It's one day at a time, but with God's help and the support of my friends in AA – anything is possible, especially my happiness, success, and serenity.

#### Track 55 – Listening B (p. 270)

##### Even the Occasional Cigarette Affects a Teen's Health

When it comes to teens and cigarettes, there's good news *and* bad news. Teens smoking cigarettes has hit an all-time low number. However, some teens who smoke cigarettes occasionally don't realise the damage it does to their bodies. According to a new study, teens mistakenly believe that occasional cigarettes are harmless. But Medical Daily reports that the opposite is true—and there's proof to back it up! Stephen Amrock, student of pediatric medicine at New York University School of Medicine, led the study and says:

"All smoking counts. Social smoking has a price, and even the occasional cigarette truly is bad for you. Light and intermittent smokers face tremendous future health risks."

That's probably because cigarettes contain over 7,000 chemicals. Out of the teens who smoke a few cigarettes a day, 35 percent believed their levels of tobacco were not harmful.

This proves it's important to remind teens the damage cigarettes do to their bodies, no matter how many they smoke. Luckily, Amrock points out that anti-tobacco campaigns can go a long way in being effective on teens, saying:

"Our findings suggest that public health efforts have been working, but that those efforts have likely been incomplete. Decades of anti-tobacco work have succeeded in convincing adolescents that heavy smoking patterns are dangerous, but the complete message has not been broadly received."

In fact, the more teens are reminded of the dangers, the more the message sticks.

## WORKBOOK

### UNIT 0 (p. 8)

#### Track 56

Last year my family and I went to Lisbon for the summer holiday. Well, everyone went except for my father since he was still working on a project. He always comes with us, but the company he works for had to get ready for a meeting with a very important client. My father is one of the company's lawyers, so he had to be there.

We chose Lisbon because my aunt Clara lives there and she told us to spend a week at her flat. My mother really liked the idea because she doesn't really spend time with her sister. Actually they only see each other at Christmas or at Easter. I was happy as well because I could hang out with my twin cousins Pedro and David. They are a year older than I am.

We were extremely lucky with the weather in Lisbon. The sky was always blue and the sun always shining.

We visited lots of different places and we even went for a cable car ride at the Expo Park. A single ticket was 3 euros 95. We all thought it was a bit expensive, especially when there are 5 people in your family!

### UNIT 1 Step 1 (p. 11)

#### Track 57

Pierre (a French boy, 14 years old)

For many students the idea of spending some hours in a classroom every day of their summer holiday is not something that makes them feel excited. However, last summer I discovered a summer programme that combined fun, learning and exploration. For five weeks I had three hours of English lessons every day. In the afternoon I attended some workshops or played sports. There were workshops for every taste: digital photography, music, culture... Students interested in sports had a variety of courses and activities to choose from, from surfing to weight lifting, from bungee jumping to paragliding. I took tennis lessons and photography.

Studying abroad was an incredibly important experience for me because I became a more independent and a more self-confident teen. It gave me the opportunity to learn about different people and different lifestyles, and I made lots of friends.

Of course I missed home! In fact that was the worst thing about this summer programme but I talked with my family and friends every day and I concentrated on the new things I had to do. After some time everything became a lot easier.

When I returned home I told my friends about my experience and how cool it had been. They felt so jealous of me!

### UNIT 1 Step 2 (p. 16)

#### Track 58 – Part 1

##### Teens for Jeans

##### The Problem

Over a million young people experience homelessness in the US every year. One thing they often ask for? A pair of jeans.

##### The Solution

Run a gently-used jeans drive in your school or community! You'll be providing an essential clothing item for kids and teens in need. Jeans are the perfect item to donate. They can be worn multiple times between

washes, can be dressed up or dressed down, and provide a sense of normality to the person wearing them.

#### **What You Get**

Sign up for facts on youth homelessness and tips on running the best jeans drive. And you can enter for a chance to win money for your school and an individual \$10,000 scholarship!

#### **Track 59 – Part 2**

Abbey Ramirez from Elyria in Ohio has been collecting jeans for *Teens for Jeans*.

“I have to collect as many gently-used jeans as possible and whoever wins, gets a \$10,000 scholarship and your school gets a prize too,” said Ramirez. She found out about the contest while doing some research online. So here’s how it works: She has to gather as many pairs of jeans as possible and send them to the clothes shop Aeropostale. They’ll distribute them to homeless shelters around the country. Abbey is a student at Elyria High School right now and is pretty involved there. She’s a member of the National Honor Society and a soccer player. Last year’s winner had collected more than 3,000 pairs of jeans. Abbey hopes to beat that. Her goal is 5,000. She said the donations keep coming in from family, friends and students. If she doesn’t win, she said, that’s okay because the jeans are still going towards a good cause. “I just want to be able to give back to my community before I leave for college and hopefully it will work out. If you want to help these homeless young people and donate jeans then come to the basketball game at Elyria High School at 7 pm this Friday night”.

#### **TEST (p. 17)**

##### **Track 60**

#### **Volunteer tutors to serve low-income students on the Westside**

Doing volunteer work can be very rewarding for a teenager. If you want to help other students who don’t have enough money to pay for lessons, then you can serve your community by tutoring students.

Students who need help are between 10 and 17 years old. The tutoring lessons take place every Wednesday between 4 and 9 pm at The Hope Center. If you need more information about this community program, you can call the following number: 805 637 3867. A member of the team will explain everything you want to know about volunteering at The Hope Center.

Every week teenagers gather at the center and split up into study groups according to the subjects they need assistance in. Volunteer tutors choose the study group which best fits their academic strength: Math, Science, Social Studies, English or college counseling. During the session volunteer tutors can work one-on-one with students. We do not only focus on academic success, we also aim to create a relaxed, fun and positive atmosphere where students feel welcome and free to be themselves. If you would like to volunteer at The Hope Center, simply call us and talk to a member of our team.

## **UNIT 2 Step 1 (p. 22)**

#### **Track 61 – Part 1**

Teenagers are moving away from ‘traditional’ social networking sites like Facebook and Twitter in favour of mobile messaging apps like WhatsApp and WeChat. In fact a report based on interviews showed a rise in newer social networks like Instagram, Pinterest and Tumblr, along with mobile messaging services. This does not mean that mainstream social networks are dead and buried – Facebook is still the leading app for teenagers, and by the end of 2013, 66 per cent of teens were members of the site.

Messaging apps are popular among teens because they are more convenient and cheaper than text messaging. These apps are particularly attractive to teenagers because they are more private than traditional social networks. There has been a change from people sharing everything with everyone, like Facebook, to a more personal, private form of communication.

#### **Track 62 – Part 2**

The report also found that almost two thirds of teens are using their mobiles while watching TV – a practice known as ‘second screening’. This does not necessarily mean they are using their phones to interact

with TV shows or sharing their opinions about shows. Very few of the motivations for second screening have anything to do with the content on the TV screen. Mostly people are doing other things – they’re talking to friends, they’re reading the news, they’re searching for information.

## **UNIT 2 Step 2 (p. 28)**

#### **Track 63**

#### **Express Yourself Through Images**

Today, 91% of teens post a photo of themselves or short videos on social media sites, according to a recent survey in the US. Photos and short videos shared on Instagram or Vine can capture a funny moment. You can express things in images that would be time-consuming to write out, or read. “I couldn’t scan 50 people’s posts and texts as quickly as I could 50 people’s posts on Instagram”, says Kapp, a 14-year-old from San Francisco.

But who wants to see all of these images? Oversharing can annoy teens, too. Instagram and other photo apps are actually an antidote: instead of filling everyone’s inbox, people share an image widely, while viewers choose whom they want to “follow”. If people have too much to say, you can simply unfollow or mute them.

#### **TEST (p. 29)**

##### **Track 64 – Part 1**

Jackson, 13, was excited to sign up for Facebook. “In one week, I had more than 200 friends,” said the boy.

But then came friend request 201: his mum.

Of course Jackson loves his mum, whom he describes as “cool and relaxed”, but would he confirm her friend request?

“When I got her request I just stared at the screen,” he says. “I didn’t know what to do.” However, he finally confirmed her. “I didn’t think it would be such a big deal,” he says. “And I didn’t want to hurt her feelings.”

Facebook has millions of members worldwide. It’s extremely popular among teenagers and college students. But the growing group of new users is your parents – people between the ages of 35 and 54.

For adults Facebook is a way to connect to friends and even find job opportunities but it is also a powerful parenting tool because being a Facebook friend can help parents be aware of what’s important to their kids.

##### **Track 65 – Part 2**

Not all kids are happy about opening up their Facebook lives to their parents. Many think it’s an invasion of privacy and they worry that their parents will criticise every status update and photo album or worst of all, post embarrassing comments on their wall..

“I’m not doing anything bad on Facebook,” says Lucas, 14, whose dad insisted that Lucas confirmed his friend request. “knowing my dad can see everything just makes it less fun”.

## **CD 3**

## **UNIT 3 Step 1 (p. 34)**

#### **Track 1 – Part 1**

I would like to share a few words with you about the amazing honour I have had to be involved with Healthy Schools Campaign’s *Cooking up Change* competition for the past two years. *Cooking up Change* challenged me and my colleagues (student chefs too) to create healthy school meals that the other students would enjoy eating.

This program has truly opened up my eyes to how hard people are working to bring healthy and delicious meals to students across the nation.

I can say from this experience that the new, healthier options being implemented in our cafeteria have made a positive difference in my school and among my colleagues. The salad bar is the longest line at my school!

#### **Track 2 – Part 2**

Over the past few years, because of the updated nutrition standards and through programs like *Cooking up Change* and First Lady Michelle Obama’s *Let’s Move* Campaign, extraordinary progress has been made to ensure that tasty, wholesome food is available to every student.

Students spend 180 days per year at school and we deserve food that is both appealing and good for us. What you put into your body directly affects how you perform, whether you are an athlete, an artist or a student. Childhood obesity is on the rise and it has tripled over the past thirty years, so it is crucial that schools take action in order to promote healthy, well-balanced meals. It's the health of future generations that is at stake.

### UNIT 3 Step 2 (p. 40)

Track 3 – See texts on page 40.

#### TEST (p. 41)

##### Teens and sports

##### Track 4 – Part 1

See text on page 41.

##### Track 5 – Part 2 (Darrel)

I had to give up basketball because of an injury, so I've learned that sports don't last forever and sometimes they even finish sooner than you expected. And I can now see that my schoolwork was not a priority. Athletes get up early to train, then stay late to practise, leaving little time for studying and sleep. So my school results dropped. I couldn't find a balance between school and sports giving equal opportunity and dedication to both.

##### Track 6 – Part 3 (Lara)

There's no doubt in my mind: sports deserve all the attention they get! They are a great way to learn hard work, cooperation, and physical fitness. Can any other activity even compare?

I especially value how sports teach mental strength and establish long-term goals, investing your time in them, and balancing it all with homework and school activities.

Another important thing is that student-athletes learn to enjoy exercise and appreciate being in shape, which can stay with them forever.

### UNIT 4 Step 1 (p. 48)

#### Track 7

##### Michael's part-time job

**Michael:** My uncle and my aunt have got a small café near the school I go to, so last summer I asked them if I could help out. I needed to earn some money to buy a smartphone. My mobile phone was so old I couldn't even take pictures... I worked there during July and August. Now that I am at school again, I cannot work during the week, so I help them out on Saturday. My uncle cannot pay me a lot of money because it's been quite difficult for him lately, but I make around a hundred and twenty pounds a month. It's quite enough for me: I can pay for cinema tickets and some school supplies. I can even buy some clothes from time to time. It's not a very easy job because there are lots of things to do: I serve food and drinks at the tables and I am sometimes behind the counter to serve coffee as well. The most difficult part is to stand up all the time. That's the most exhausting thing of all. The best part is the contact with customers. They are really nice to me.

### UNIT 4 Step 2 (p. 51)

#### Track 8

##### Land The Job – No Matter What It Is

We asked Kyle Ewing, head of Global Staffing Programs at Google, for her advice on the skills that will help you succeed in any career.

She said:

**Make yourself valuable.** Anybody can join a club (or do a job) and put it on their Curriculum Vitae, but what did you do to help the group succeed? You should have concrete accomplishments to share.

**Improve your tech skills.** Every field is becoming more technical than ever. Not everyone needs to know how to code, but computer and Internet skills are key. Become an expert on the basic computer programs.

**Be friendly.** It's important to us to know that you'll get along with your future co-workers. It sounds so simple, but that's why it pays to practise being polite to every person you meet – starting right now!

**Challenge yourself.** Employers can't hire you if you never apply for the job. So try out for the school play even if you feel afraid of being on stage, or apply for that internship, even if they don't usually accept high schoolers. You might not get it, but you'll have faced your fears—and have a better chance next time.

#### TEST (p. 53)

##### Track 9

##### 5 Questions for Jessica Borutski

Jessica Borutski is a designer for *The Looney Tunes Show* on Cartoon Network. She has given a new look to popular characters, including Bugs Bunny and Daffy Duck. Borutski chats with TFK's Stephanie Kraus about her job.

##### When did you start drawing?

I started drawing when I was old enough to hold a pencil. I remember watching a Mickey Mouse cartoon and trying to figure out how it was moving. I would pause the tape and copy what I saw.

##### Do you have to redraw the characters for each new script?

You can reuse drawings sometimes, but I like to treat it like every situation is new. I think it's better to draw new expressions, so every experience feels real in that world.

##### Were you nervous about creating classic characters?

It's funny, I wasn't nervous at all. I taught myself to draw using cartoons from the 1940s and '50s, so that was very much part of my style. But then it hit me that I'm drawing these characters for the world.

##### What Looney Tunes character would you say you're most like?

I've never been asked that before! I think I would have to say Lola, because I'm really gullible and I just like to be happy.

##### What advice would you give readers who want to become artists?

You have to love telling a story and creating characters. All I can say is that if you have that passion – draw, draw, draw.

### UNIT 5 Step 1

#### Track 10 – Part 1 (p. 58)

##### Growing up with technology

If it seems that teens are constantly plugged in, tapping away on their iPhones, obsessively gaming and SnapChatting -- well, that's because they really are. It's estimated that children ages 8 to 18 spend an average of seven hours a day behind screens; teens send an average of 3,417 text messages each month; and 97 percent of adolescents have at least one electronic device in their bedrooms.

#### Track 11 – Part 2 (p. 59)

Growing up with so much technology around has some serious negative aspects such as sleeping problems: according to a Pew study 4 out of 5 teenagers sleep with their mobile phones on and near their beds. And they're not just using phones as alarms, they send an average of 34 texts a night *after* getting into bed. Teens' sleep can also be disrupted by screens because the bright lights that glow from the devices "wakes up the brain," says Michael Decker, a sleep specialist. Not getting enough sleep has a psychological effect on teens, and can lead to irritability and poor social skills. Memory is also negatively affected, which can cause teens' marks to drop.

Another important aspect is that young people are less active. In a recent study, 61 percent of obese boys and 63 percent of obese girls reported watching television for two or more hours each day.

### UNIT 5 Step 2 (p. 64)

#### Track 12

##### Friendship

The secret to being happy is having good relationships with the people around us. In this report, we find out what makes a good friendship, look at ways of improving our friendships, and learn how to be the perfect friend!

Interacting with those around us and making new friends can help us grow, changing us in good ways. Friends can teach us a lot about ourselves, and there are plenty of ways we can meet new people – at school, at a sports club, or by joining an after-school club... Here are two of the rules.

Accepting our differences is rule number 1: We're all unique, and our friends aren't always interested in the same things as us. There's nothing wrong with that, in fact it's a good thing. Can you imagine how boring it would be if we all liked the same things?

A good friend will always accept that you are different from them. They will be open to new ideas and positively enjoy the ways in which people are different from each other. Friends can show us all sorts of new things – a technique for playing better basketball, a new videogame, or how to make revising easier. Treating people with respect, however different they are from us, is the only way to create and maintain good relationships.

Listening is rule number two: If we want people to listen to us when we talk, then we have to be honest with ourselves and ask, when other people are talking to us, do we always give them our full attention? Do we listen to them? If you want to be a good friend, you need to listen to other people. We should also remember that it's not only what we say that's important, we also have to make sure the person we're talking to understands what we're saying!

## TEST (p. 65)

### Track 13 – Part 1

For Andrew Fulton, who is now 19, the problem began in secondary school. He had always been a typical "good" kid: an honours student and a talented musician. But he was spending more and more time online at home, surfing the web and playing video games up to six hours a day as a way to escape his stresses.

"It's really like a therapeutic release. All that social anxiety I felt in school just went away because I could be whoever I wanted to be," he said.

Andrew's parents weren't too concerned about all of that screen time since he was still functioning well, his mum recalled. His father considered the habit pretty typical behaviour.

"That's what teen boys do, they play games. I had no idea it could be addictive," Bob Fulton said.

But once Andrew started college, the addiction took over his life. Instead of going to classes, he played video games up to 16 hours a day, and then continued at night.

"Sometimes, I just had a piece of bread and cheese and that was my meal for the whole day," he recalled.

Andrew lost a lot of weight and dropped out of college.

### Track 14 – Part 2

He spent six months at reSTART, the country's first residential program for internet addiction. After intensive therapy, regular exercise and monitored computer use, Andrew graduated from the program this summer and is now back in college, where he hopes to start a student support group to help others.

"I know how harmful it was, and I don't want to go back to that," Andrew said. "It destroyed my life."

### Track 15 (p. 82)

Echo Smith – Cool kids

### Track 16 (p. 83)

Idina Menzel – Let it go

### Track 17 (p. 84)

Avicii – The nights (My father told me)

### Track 18 (p. 85)

Katy Perry – Firework

### Track 19 (p. 86)

Pink – Perfect

# PREP FOR PET

## PET 1

### Part 1 (p. 11)

#### Track 20

##### 1. What's missing in the suitcase?

**Man:** Ok, time to finish packing! Let's see what's missing...

**Woman:** Well, I had everything ready this morning, but you took the toothbrush out again.

**Man:** I had to brush my teeth! Anyway, you didn't remember everything. I packed the sun cream for you.

**Woman:** Oh, sorry, I had to use it this morning, so it must be on the bathroom shelf.

**Man:** Now it's your fault! And why did you put towels in the case? They have them for us at the hotel.

#### Track 21

##### 2. What is the woman going to buy?

**Woman:** Do you need anything from the supermarket?

**Man:** Yeah... more eggs and potatoes, and this recipe says we need cheese.

**Woman:** Look in the cupboard near the sink. There were lots of potatoes there yesterday. And there are eggs in the fridge. I ate the last piece of cheese last night, though.

**Man:** OK, you're right about the potatoes and the eggs... I'm not that sure about adding cheese to this recipe... I think I'll leave it out!

**Woman:** I love it! Can you please put some in mine? I'll bring some from the supermarket.

#### Track 22

##### 3. What did the man do on holiday?

**Woman:** How was your holiday?

**Man:** Awesome! The island was great, there were lots of activities to choose from. There was a boat trip to go dolphin watching and there was a trip to the zoo to see wild animals. There were kangaroos all over the island, but they didn't let us feed them, as they were wild. I was so tired in the last few days that I missed the last trip and I didn't visit the zoo.

#### Track 23

##### 4. What will the weather be like next weekend?

**Woman:** Yesterday's heavy rain caused problems in several parts of the city. However, no further rain is forecast and the wind from this morning will also disappear at the end of the day, meaning the sun will be with us during the weekend.

#### Track 24

##### 5. Where will the girl go first?

**Boy:** Don't you have a doctor's appointment in 30 minutes?

**Girl:** It's only at 11 o'clock, but I want to buy some vegetables and take my books back to the library too.

**Boy:** I can take you to the supermarket now if you want.

**Girl:** I don't want to take the vegetables to the doctor. If I leave now I can leave my books at the library, then I can drop by the supermarket after the doctor's appointment.

### Track 25 – Part 2 (p. 12)

#### A recent travel experience

**Steven:** Hi, Nancy! Back so soon? How was Berlin?

**Nancy:** Great! It's a very beautiful historical city! But my trip was far from relaxing, especially at the end!

**Steven:** Really? What happened?

**Nancy:** On Tuesday I checked the schedule of the airport bus, but I didn't realise they were different at weekends... My departure was on Sunday!

**Steven:** Oh no!

**Nancy:** I needed to get the half past one bus to the airport, as my flight was at six o'clock in the morning... so I arrived at the bus stop at one am.

**Steven:** Don't tell me you were too late?

**Nancy:** Exactly! The last bus had gone and I didn't have enough money for a taxi. To make matters worse the metro wasn't running in Berlin due to a strike...

**Steven:** What did you do?

**Nancy:** First I thought of going back to the hostel and asking a friend I met there to let me stay overnight with her, but then I decided to spend the night in a café downtown.

**Steven:** Oh dear! Weren't you afraid of being attacked by criminals? Alone in a big city in the middle of the night? That's creepy!

**Nancy:** I didn't get any sleep, of course, but the café where I spent the night was crowded and looked safe to me. The only problem was that they didn't have a TV set... thank goodness they had a lot of magazines and newspapers. I don't understand a word of German, but I could have a look at the photos!

**Steven:** So, what time did you get to the airport?

**Nancy:** Oh, I was there at five, but you'll never guess what happened! The flight was delayed because of the heavy snow and I had to wait there for five hours. We finally took off at eleven o'clock.

**Steven:** So, now you must be exhausted!

**Nancy:** You bet...

### Track 26 – Part 3 (p. 13)

#### Talent hunt competition

**Announcer:** To all teenagers interested in participating in the competition *Talent Hunt*, here's some useful information.

You need to be between 9 and 17 to enter the competition. Your performance should last from three to five minutes, no longer than that. Try not to take less than three minutes either... well, last year's winning act was only two minutes long, but it was so exceptional that the judges ignored the fact that the performance didn't last for at least three minutes!

This is now the sixth year of this competition. In previous years we have had a variety of different entries from singers, musicians, acrobats, actors and comedians... This year we would like to encourage teens to be even more creative and perform acts with trained pet animals, for example, dancing cats, talking parrots or singing dogs. So what are you waiting for if you have trained your rabbit to do a special trick? We would love to hear from you!

Two of the judges are the same from previous years. I am sure you remember the famous American singer and actress Demi Lovato and Liam Payne, the good-looking member of One Direction, and this year's big surprise... Jennifer Lawrence, the famous actress from *The Hunger Games*!

The first prize will be the same as in previous years. The lucky winner will have the chance to perform at the Royal Gala in London for the Queen next July. The best artist will also win a cash prize worth £25,000. If you are interested in applying, send us a description of your act and write a short paragraph about yourself, just for us to get an idea of you as a person.

Hurry up then! The first *Talent Hunt* starts in two months!

More details of the competition can be found on our website at [www.talenthunt.co.uk](http://www.talenthunt.co.uk).

### Track 27 – Part 4 (p. 13)

#### Conversation between Kirsten and Jack

**Kirsten:** How was your holiday, then?

**Jack:** Oh, you know I love running away to somewhere hot in December... I hate spending Christmas and the New Year locked at home doing nothing but watching the snow falling outside... So it was amazing!

**Kirsten:** Somewhere hot? How lucky! Where did you go?

**Jack:** To Rio de Janeiro, in Brazil.

**Kirsten:** Oh, really! That sounds expensive to me!

**Jack:** No, not really! We got one of those packages with everything included at a very reasonable price.

**Kirsten:** So, where did you stay, then?

**Jack:** We stayed at a four-star hotel on the coast. My parents' room wasn't next to mine, but my room had a big beach-facing balcony... and the best thing... it was just a short walk to the beach. It took us about 2 minutes to get there.

**Kirsten:** I think I read somewhere that the beaches there are huge but the water is a bit cold. Is that so?

**Jack:** No, not at all... The beaches are huge and crowded, but the water is not that cold. I had no problem swimming in that crystal clear water.

**Kirsten:** Sounds great! And you said it was hot?

**Jack:** Boiling hot! I forgot we were in December!

**Kirsten:** So you went swimming in the sea while I was freezing back here in England?

**Jack:** That's right! I suppose that makes you jealous!

**Kirsten:** I'm just joking! What else did you do? Did you spend every day sunbathing?

**Jack:** We spent a lot of time at the beach, that's right, but we also went on a lot of trips that were already included in the package tour. We went on a sightseeing tour to see Christ the Redeemer... The view from up there is breathtaking... You can see the whole city and the beaches! This was definitely the thing I enjoyed most.

**Kirsten:** So, you'd recommend Rio de Janeiro for a winter holiday?

**Jack:** Yes, sure. It's tremendous for a winter break.

## PET 2

### Part 1 (p. 25)

#### Track 28

##### 1. What do the two friends want to do after school?

**Mary:** So, Melinda, what do you want to do after school?

**Melinda:** Hum... I thought we had to finish our science project. We're doing it together, so that's perfect!

**Mary:** No way! Jane is going to come by my house later. She wants to tell me everything about her new boyfriend. I don't think we will have time to finish the project.

**Melinda:** So, I'll probably come with you and we can listen to some new songs by Rihanna.

**Mary:** All right then. Good idea!

#### Track 29

##### 2. What present does the girl suggest?

**Girl:** What are you going to get Martha for her birthday?

**Boy:** I'm not sure, I thought a book would be OK.

**Girl:** A book? Can't you think of something more special?

**Boy:** What, you mean... like flowers?

**Girl:** No. How about a piece of jewellery? A necklace perhaps.

**Boy:** Yes, I suppose she would like that!

#### Track 30

##### 3. What is John going to take for the Christmas party at school?

**Boy:** Mum, do you remember everyone must take something to eat to the school's Christmas party?

**Mum:** Yes, of course. I've already done all the shopping for it. I've got burgers to grill and there are plenty of cakes in the fridge.

**Boy:** But Mum, Danny is going to take burgers too and Clare has already baked her special apple pie! Do you remember that my teacher said it would be good to have some pizzas?

**Mum:** I didn't buy any but I think I might have some in the freezer. Let me have a look! Hmm, well we've got one, but I think I'd better get some more. I'll go to the supermarket tomorrow.

**Boy:** Thanks, Mum.

#### Track 31

##### 4. What will the weather be like for the school trip tomorrow afternoon?

**Teacher:** Are you ready for the school trip tomorrow afternoon, Sarah?

**Sarah:** Yes, Miss. I hope the weather is better. If it rains, we won't be able to see everything.

**Teacher:** I heard the weather forecast on the radio earlier and they said there would be early morning showers but the rest of the day should be fine.



**Sarah:** Oh, I hope so. Will there be any wind?

**Teacher:** Stop worrying Sarah. I've already told you... it's going to be sunny and warm!

### Track 32

#### 5. What time is the girl's guitar lesson?

**(On the phone) Girl:** Good morning, Mr Preston! Can you please check the exact time of my guitar lesson tomorrow? I think it's at four fifteen but I'm not exactly sure. I can't find my day planner anywhere. I'm really sorry to disturb you... Ah, great, three thirty, you say? That's even better for me, because I have an appointment at the doctor at six o'clock, so that gives me plenty of time to get there.

### Track 33 – Part 2 (p. 26)

#### Top year's television programmes for young people

**Presenter:** So, let's take a look at what will be on TV this year.

There's a new teen comedy called *Friends Forever*, which has already been broadcast in several countries other than England. It's about a group of school friends and their adventures after school. Each episode shows a new fun and exciting thing that happens in the lives of these teens. You can see it every Friday evening at 7.00.

Another new one is a drama series about several Irish families, called *My Neighbourhood*. It's similar to a soap opera, as it has a continuing story, showing the highs and lows of these families and the place where they live. It's good for teens, because most of the characters are teens at school. The episodes can be seen every evening from 6.30 to 7.00.

For those who hate series or soap operas, you might want to see *Teens around the world*. It's a new television programme where you can follow the real lives of teenagers of different nationalities. Each episode lasts one hour and focuses on what these teens do at school, after school and at home on a typical day. It sounds very interesting. That's on every Sunday at 3.30.

*The Nerd Show* is back again with new episodes. It will continue giving answers to all your questions about the world around you. Experiments will be conducted and you will be shown how things work. It's definitely worth watching – entertainment and culture side by side! On every day at 4.00.

Last but not least, there's a new sports programme coming up on TV this year. I know there are plenty of sports programmes on TV and you are probably wondering why I'm talking about it, but the truth is that this will be completely different. All the people involved, presenters, producers and even directors, are teenagers. It's called *For youngsters by youngsters*. They will show you interesting sports and activities that appeal to young people nowadays. Sounds great – can't wait to see it! That's on every Sunday at 4.00.

Well, that's all for now. I hope you find something worth watching!

### Track 34 – Part 3 (p. 27)

#### A week at a summer camp

**Teacher:** Ok everyone, listen up! As you all know, next week we're going on our summer camp week to *Cool Park Summer Camp*. The park offers a variety of activities and I'm going to tell you a little bit about what we'll be doing this week.

As you already know, we leave on Monday; we will be setting off at 8 o'clock in the morning, so please make sure you get to the meeting point, our school, one hour before we leave. If you're late, we won't wait for you and you will have to get there on your own.

Once at *Cool Park* we will be visiting many places outside the park area and we'll be doing lots of exciting activities in the park. On Tuesday, we'll be spending the day visiting the wildlife area, where we'll be able to see animals from all over the world – lions, tigers, zebras, elephants and many others. It should be very exciting! Be careful not to get too close to these animals! These animals might not want to be your friends if they're hungry! (laughs)

On Wednesday, we'll be going on a long walk to get to know the beautiful scenery. We'll have a guide who will tell us about the park and, if the weather is good, we'll go swimming and fishing in the afternoon.

On the last day, Thursday, we'll be visiting a farm. Again, a guide will help us and we'll be able to feed the animals, milk the cows and bake some regional bread! In the afternoon, we'll be going horse-riding. That should be a lot of fun!

Finally, we're coming back on Friday. We should be here by 3 pm. Don't forget to take comfortable clothing. Get ready for an exciting week, everyone!

### Track 35 – Part 4 (p. 27)

#### Conversation between Rita and Andy

**Rita:** What a great film, don't you think?

**Andy:** Yeah! The special effects were awesome. It seemed so real. I had never seen a film in 3D before... have you? And did you see me moving, always trying to avoid being kicked or punched?

**Rita:** Yeah, it was really funny! I've already seen *Avatar* recently. I think that film was better, to be honest!

**Andy:** The storyline was OK for me, but not great! The best thing about the film was definitely the effects. That's what made it fantastic and different!

**Rita:** Really? If I don't like the story, there's no way I will like the film. For me, the story is the most important thing in a film.

**Andy:** I disagree. Most films have similar stories, with similar endings... We have the good guys that suffer a lot, the bad guys that always die or go to jail in the end... That's why I think the action and the special effects are what make films interesting.

**Rita:** I see what you mean. You're right about stories being always the same, but you need to choose films with intelligent and intriguing storylines. Why don't you watch the trailer beforehand?

**Andy:** Yeah, maybe. Want to go and see another film tomorrow?

**Rita:** Why don't we get a DVD and watch it at my house? It's a bit cheaper!

**Andy:** OK. But this time let's get a comedy or a horror film!

**Rita:** Sounds good. Should we invite Betty, too?

**Andy:** Oh no, not Betty, please! I can't stand her. Last time we watched a film together she fell asleep after eating all the popcorn by herself.

**Rita:** All right, all right... I promise I won't invite her!

## PET 3

### Part 1 (p. 40)

#### Track 36

##### 1. Where does the girl find her mobile?

**Girl:** John, is that my mobile in your hand?

**John:** I don't think so! Why are you asking?

**Girl:** I've lost mine! Was it on the kitchen table?

**John:** No, it was just here, on the sofa.

**Girl:** Let me have a look at it!

**John:** Yeah, sure! But I'm sure this one's mine.

**Girl:** Oh, you're right! There's mine over there on the desk. Sorry!

#### Track 37

##### 2. What must the students do by next Monday?

**Teacher:** So what you need to do is to write an essay about your favourite hobby. Remember to write down every detail about it. Do some research if you need to! Before you start writing make some notes about what you want to say. When you've finished planning, start writing your essay. Remember it is important to use your own words. I expect you to hand in your essays by next Monday at the latest. All right, does anyone have any questions?

#### Track 38

##### 3. Who is the girl calling?

**Girl:** Hi, this is Molly Kent. I'm ringing to cancel the appointment that I made for tomorrow at 3.00. My tooth is not hurting anymore and I have a hair appointment at the same time tomorrow, so I can't make it. I'm just about to go to the doctor, so could you please call me later today, so that we can arrange another appointment for next week just to see if all my teeth are healthy? It's just a quick check-up! Thank you.

#### Track 39

##### 4. Which are the boy's new trainers?

**Boy:** Look what I've just bought!

**Girl:** Oh, wow, those are the new Nike trainers!

**Boy:** That's right! They were a bargain! There was a 50% discount on them.

**Girl:** What! No way!

**Boy:** It's true!

**Girl:** Where are the shoelaces?

**Boy:** This kind doesn't have shoelaces and they light up at night!

**Girl:** Wow! And the striped kind was the only one on sale?

**Boy:** No, mine have stripes, but the plain ones were at a good price too.

#### Track 40

##### 5. Which sport did the speakers watch on TV last night?

**Boy:** That was a great competition, wasn't it?

**Girl:** Yeah... I didn't think karate could be so interesting. It was more exciting than basketball matches.

**Boy:** What? You mean you prefer watching karate competitions to basketball matches on TV?

**Girl:** Of course – and football matches too!

**Boy:** You must be joking. I like karate, but watching basketball or football matches is much more exciting!

#### Track 41 – Part 2 (p. 41)

##### Interview with volcanologist Steve Burns

**Radio presenter:** I'd like to welcome Dr Steve Burns of the Scientific Institute in Manchester.

**Dr Steve Burns:** Thank you... I'm glad to be here!

**Radio presenter:** Dr Burns, what is the most fascinating thing about volcanoes for you?

**Dr Steve Burns:** Well, volcanoes are definitely one of the most striking natural phenomena in the world. They can be threatening and scary, as they can destroy a village in seconds, but they never give any warning of the next eruption... that's what thrills me most!

**Radio presenter:** I see...

**Dr Steve Burns:** And scientists have been studying the idea that connects volcanic eruptions to earthquakes.

**Radio presenter:** Can you make that connection a bit clearer?

**Dr Steve Burns:** Most earthquakes directly beneath a volcano are caused by the movement of magma. The magma makes pressure on the rocks until it cracks them.

**Radio presenter:** Really? People tend to see volcanoes as threatening... take the example of Island of Fogo, in Cape Verde... the eruption of the volcano destroyed entire communities... So, are all volcanoes deadly killers?

**Dr Steve Burns:** No, of course not. Mount Etna, in Sicily, for instance. Everybody calls it "The Friendly Giant". It's big, but its lava moves very slowly, so people have time to run away. It may look terrible during eruptions, but it is not a killer!

**Radio presenter:** Oh, I had no idea lava could move at different speeds...

**Dr Steve Burns:** It's true. Besides that, Mount Etna has only caused seventy-three deaths in over three thousand years. That's not a huge number for a volcano that size.

**Radio presenter:** Amazing...

**Dr Steve Burns:** Volcanoes are also always changing... for example, the cone, which is the channel lava flows through, can close up and a new cone can be formed. This new cone is actually a new volcano. In Mount Fuji, in Japan, for example, there were two other volcanoes before the current one... About four hundred thousand tourists visit it every year.

**Radio presenter:** And what can you tell us about the word "volcano" itself?

**Dr Steve Burns:** Good question! It comes from the Italian word "vulcano" which means "burning mountain". The name "vulcanus" was first given to Mount Etna by the Romans, because they thought it was where the God Vulcanus lived...

**Radio presenter:** Thank you once again for being here with us today!

**Dr Steve Burns:** Thank you. I hope I have raised everyone's curiosity about volcanoes.

#### Track 42– Part 3 (p. 42)

##### Open Day on Environment

**Teenage girl:** Hi Mum and Dad! Look at this leaflet! We're organising an Open Day at school. It's going to be all about the environment. I think it sounds interesting. It's on Friday the twenty-second of March. Our history

and geography teacher is in charge of everything, though we are helping too. We talked about it a lot in class this morning... I think he was trying to find volunteers! (laughs) He's going to show a documentary about the destruction of the planet. Our science teacher is also organising a conference with different speakers, where people will have the chance to learn and talk about recycling. We should all take at least one question each about recycling to the "Recycling with meaning" conference. There will also be a walk around the area, led by the environmentalist Tony Harrison. This walk will tell you how to protect the environment.

In the evening, there will be a special guest... Hum... Dr Megan Wright, that's it! She's a well-known member of Greenpeace. The title of her talk is: "Together we can make a difference". That's a great idea, as people often think there's nothing they can do to help. And our English teacher, Mrs Baldwin, will be on the information stand, where you'll find books, leaflets and films about the environment. She's organising a contest where a team of environmental specialists will answer people's questions. That's a good idea, isn't it? Open Day on Environment is such a big event that places are limited.

#### Track 43 – Part 4 (p. 42)

##### Conversation between Sam and his sister, Grace

**Grace:** Oh, what a fantastic party, didn't you think so?

**Sam:** Yes, but I got the impression that there were lots of new people there we have never met. I must admit I don't like introducing myself to strangers.

**Grace:** Oh, I enjoy new faces... and everyone seemed very friendly.

**Sam:** I'm sure they were! They were talkative, that I know! I've heard people's life stories that would take me a lifetime to tell if I wanted to.

**Grace:** Oh, there was a woman there who told me all about how well her fourteen-year-old son plays football and how handsome he looks... in great detail... But I still don't know who her son is anyway!

**Sam:** Was that the woman in a pink dress? She also told me that...

**Grace:** No, she was wearing jeans and a white blouse... I remember her earrings... they were huge and light green!

**Sam:** Yes! I know who you mean! Did you meet the writer? A short man with a black moustache?

**Grace:** No, was he interesting to talk to? My friend Lisa and I are doing a project for school about famous English writers. Maybe he could have given us some help!

**Sam:** Well, he did most of the talking. I found out, at the very end of the conversation, that he's Matt's father, our classmate from the Creative Writing Club. He told me the whole plot of his latest book, but to be honest I wasn't paying attention, Rita didn't stop calling me!

**Grace:** I also met a boy I've never seen at school. His name is Ryan Mills. He was telling me that he moved to our school last year, when his village was flooded last winter...

**Sam:** Wow!

**Grace:** Yes, he told me the police used small boats to check if there were victims needing help. His father was trapped on the roof of their house for twenty hours, but he was rescued by the Fire Brigade.

**Sam:** How about Patricia's mum? Did you meet her? She didn't stop talking about the graduation ceremony of her older daughter, Rachel. She told me all about the people who were there, the speeches, Rachel's outfit... She couldn't see that I wasn't interested in that at all...

**Grace:** Dear me! That's bad luck!

**Sam:** Well, and just before the end of the party, Mrs Pratt, our English teacher, decided to start a conversation with me about her wonderful cooking abilities. Did you know she has just done a Cookery course? Well, I didn't! But who cares anyway?

**Grace:** Poor Sam! Next time pretend you have something urgent to do!

#### EXTENSIVE READING

##### Tracks 44-48

#### MOVE ON MAG

##### Track 49

## WORKBOOK

### PLACEMENT TEST (p. 3)

- B. 1.** Santa Barbara **2.** Christian, Gospel and Pop **3.** *Katy Hudson*  
**4.** Queen  
**C. 1.** f **2.** g **3.** a **4.** e **5.** c  
**D. a.** famous **b.** success **c.** clothes **d.** accessories **e.** fashion  
**f.** look  
**E. a.** When were you born? **b.** Did you like to live in Santa Barbara? **c.** How old were you when you left school? / When did you leave school? **d.** What do you (usually) do in your free time?

### UNIT 0 (p. 5)

#### Vocabulary

- A. 1.** together **2.** keeping **3.** differences **4.** safe **5.** Trusting  
**B. 1.** mind **2.** procrastinate **3.** school supplies **4.** drop **5.** keen on

#### Interaction

b; e; a; g; c; f; d

#### Grammar

##### Present Simple

**A. 1.** Teenagers don't enjoy spending time at the beach. **2.** She isn't always very busy with homework and other projects.  
**3.** There isn't a meeting at school next Tuesday. **4.** I don't usually do my homework before dinner. **5.** Clara doesn't need to leave early today.

**B. Suggestions: 1.** Where do you have lunch every day? **2.** When is the school concert? **3.** Why are the students outside? **4.** How many lessons does the teacher have?

**C. 1.** attend; don't go; is **2.** do they usually go; don't know; choose **3.** doesn't go out; usually spends; wants; is

##### Present Continuous

**A. 1.** She is swimming in the pool. **2.** He is reading in the library.  
**3.** They are having lunch at the school canteen.

**B. 1.** are you doing; am visiting **2.** are reading **3.** isn't texting; is talking **4.** is he having; is inviting **5.** Are you reading; am not

##### Present Simple and Present Continuous

**A. 1.** is; are having **2.** usually plays; is helping **3.** sometimes spend; are hanging out

##### Past Simple

**A. 1.** My neighbours didn't enjoy their holiday at the beach.  
**2.** She didn't spend any time abroad last year. **3.** There wasn't a lot to do at school yesterday.

**B. 1.** Where did you go for your summer holiday last July? **2.** Did he enjoy his trip to the north of Portugal? **3.** When did Mrs Harris leave London?

**C. 1.** moved; was; left **2.** Did your father buy; was; did; bought **3.** didn't stay; lived

#### Listening

**A. 1.** his father (the father; father) **2.** lawyer **3.** aunt's flat (aunt's) **4.** Christmas; Easter **5.** 3,95 (euros)

### UNIT 1

#### Step 1 (p. 9)

#### Vocabulary

**A. 1.** host family **2.** study abroad **3.** lifelong **4.** improve **5.** exchange **6.** be homesick

**B. a.** study abroad **b.** host family **c.** lifelong **d.** improve **5.** be homesick **6.** exchange

#### Interaction

**a.** What was it like **b.** it was awesome **c.** Oh, really **d.** made some new **e.** shared a room **f.** a lot of fun **g.** very tasty **h.** That sounds great

#### Grammar

##### Past Continuous

**A. 1.** She was listening to music. **2.** They were having fun. **3.** Jack was running in the park.

**B. 1.** What were they doing yesterday at 8 pm? **2.** Carl was learning new words in German. **3.** We were having dinner.  
**4.** Jack was not using his mobile phone. **5.** Kate was writing to her host family. **6.** He was running to catch the bus. **7.** They were not swimming. **8.** Were the students eating a sandwich?

##### Past Simple and Past Continuous (p. 11)

**A. 1.** was eating; phoning; wanted **2.** were watching; arrived  
**3.** was she doing; were watching **4.** was writing; received  
**5.** weren't doing; suggested **6.** Were you phoning

#### Listening

**A. 1.** F **2.** F **3.** F **4.** T **5.** T

**B. 1.** people; lifestyles; made some friends **2.** talked **3.** jealous, his experience

#### Step 2 (p. 13)

#### Vocabulary

**A. 1.** B **2.** C

**B. 1.** food bank **2.** volunteer **3.** shelters **4.** fundraising **5.** donate  
**6.** homeless **7.** bake sale **8.** Goodwill Ambassadors

#### Interaction

**a.** six months **b.** Saturday **c.** need more volunteers **d.** trash bins  
**e.** clean the lawns **f.** birds' nests **g.** plant more trees

#### Grammar

##### Connectors

**A. 1.** b **2.** a **3.** b **4.** c **5.** c

**B. 1.** or **2.** but **3.** so **4.** while

**C. 1.** neither... nor **2.** Either... or **3.** Neither... nor **4.** either... or  
**5.** either... or **6.** neither... nor

**D. 1.** She is not allergic to either cats or dogs. **2.** I can't volunteer at the food bank at the weekend, but I can go there on Friday.  
**3.** They should waste neither food nor water. **4.** My older sister is taking care of my neighbours' children in the afternoon because their mother has got a new job.

#### Listening

**A. 1.** It's at Lafayette High School. **2.** Jeans are inside. **3.** They are for homeless teens.

**B. 1.** over a million **2.** a pair of jeans **3.** money **4.** 10,000\$

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

#### TEST (p. 17)

I

**A. 1.** 10-17 **2.** Wednesday **3.** The Hope Center **4.** 805 637 3867

**B. 1.** T **2.** T **3.** F **4.** F **5.** F

II

**B. 1.** meaningful (I. 8) **2.** bored (I. 9) **3.** reliable (I. 15) **4.** on schedule (I. 16)

**C. 1.** "Volunteering is also a great way to have a look at your own life." (II. 5-6) **2.** "But volunteering does show others (and yourself!) that you are reliable enough (...)" (II. 15-16)

**D. 1.** Paragraph 2 **2.** Paragraph 1

**E. 1.** They are anxious about their grades and the fights they can have with a friend or a parent. **2.** They can donate their time by doing a volunteer job. **3.** When you do volunteer work, people think you are trustworthy, committed to a cause and punctual. It also shows that you want to make the world a better place.

### III

A. 1. was trying; told 2. were you talking; saw 3. were packing; were watching 4. wasn't doing; got

B. 1. either... or 2. but 3. and 4. so 5. neither... nor

IV. Personal answer

## UNIT 2

### Step 1 (p. 21)

#### Vocabulary

A. 1. tech talk 2. digital native 3. vlogging 4. to post 5. to defriend 6. to collect likes 7. sharing 8. phubbing

B. 1. defriended 2. sharing 3. phubbing 4. vlogging 5. digital native

#### Interaction

6, 7, 5, 4, 3

#### Listening

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

B. 1. watching TV 2. second 3. TV 4. talking to

#### Grammar

##### Present Perfect

A. 1. hasn't done 2. have they been 3. have just sent 4. has written 5. Have you made

B. 1. Cathy has already bought a new iPhone. 2. George has just sent an email to a friend. 3. How long has your daughter had a Facebook account? 4. The students haven't taken a selfie yet.

C. 1. just (already) 2. yet; just (already); for 3. since 4. ever 5. never

##### Present Perfect or Past Simple

A. 1. posted 2. has been 3. didn't use 4. did you spend 5. has already bought

B. 1. have never played 2. had; has already repaired 3. Have you finished; haven't 4. has had 5. Did they upload; didn't 6. forgot 7. have never been; have already made 8. went; didn't buy; saw 9. Has he ever tried 10. haven't seen

### Step 2 (p. 25)

#### Vocabulary

A. a. device b. messages c. upload d. download e. unplug f. real life

B. **Comic strip 1:** 1. phone 2. surf 3. mobile 4. same time 5. unconnected; **Comic strip 2:** 1. logged on 2. Facebook 3. photos 4. comments 5. apologise

#### Interaction

a. I am usually online two to four hours every day. b. I check my messages or emails. I also play games and watch music videos too. c. Yes, I do. I am able to do research for school and it's important for school projects. d. Yes, I do. I think they are useful because you can check words in online dictionaries, but they are distracting because students don't listen to the teacher. e. My favourite app is Instagram because I can edit and post pictures.

#### Grammar

##### Relative pronouns

A. 1. which 2. who 3. whose 4. which 5. who 6. which

B. 1. which (that) – d 2. whose – c 3. who (that) – a 4. that (which) – b

C. 1. Where is the tech magazine which (that) was on the kitchen table? 2. The journalist interviewed the manager who (that) sold an app to Apple. 3. Have you met that friend of mine whose brother works for Microsoft? 4. The student who is next to the head teacher took a selfie. 5. The café which has got Wi-Fi is closed.

D. It can be omitted in: sentence 3, sentence 6

#### Listening

1. 91% 2. USA 3. photos and short videos 4. Instagram and Vine 5. unfollow them; mute them

#### TEST (p. 29)

##### I

A. 1. (...) because he made a lot of friends in a short time. 2. (...) didn't want to make her feel sad. 3. (...) adults. 4. (...) parents know what is important for their children.

B. a. opening b. lives c. worry d. embarrassing e. confirmed f. fun

##### II

B. 1. multitasking 2. store 3. sort of 4. enables 5. clutching 6. shift

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

D. 1. At seven o'clock in the afternoon Jeremy is doing his homework, he's on Facebook, reading his friends' latest posts, watching a video clip on YouTube, reading a text from his girlfriend and watching the L.A. Lakers basketball game. 2. Yes, it does. It is easier to be in touch with friends, it is easier and faster to find out information and you can use Skype to have video chats with family and friends. 3. Experts see all the electronic gadgets young people own as a dangerous distraction because they take them away from real life relationships and activities. 4. This type of multitasking requires your brain to constantly shift focus from one activity to another, it may lose its ability to focus on a single activity for any length of time and it also affects memory.

##### III

A. 1. hasn't bought 2. Have... ever taken 3. gave 4. Did... win 5. has just sent

B. 1. who (that) 2. which (that) 3. which (that)

## UNIT 3

### Step 1 (p. 33)

#### Vocabulary

A. **Suggestions:** 1. Some teenagers have health problems because they have an unbalanced diet 2. It's important to live a healthy lifestyle to feel good.

B. a. get b. choose c. eat d. turn off e. do f. eat g. select

#### Interaction

**Suggestions:** a. Hi! b. Hello! c. I want to tell you about a great dinner I had yesterday at a vegetarian restaurant! d. Really? I thought you were a fast food fan! e. I went there because my parents insisted and the food was delicious! Healthy food isn't so bad after all... f. I'd like to try that restaurant! Shall we go there next weekend? g. Sure, great idea!

#### Listening

A. 1. a school campaign 2. student chefs 3. meals 4. positive

B. 1. *Let's Move* 2. tasty, wholesome food 3. affects; perform 4. take action; healthy well-balanced

#### Grammar

##### Past Perfect

A. 1. had already served 2. had never had 3. hadn't bought 4. Had... already left 5. had taken

##### Past Perfect and Past Simple

A. 1. hadn't taken 2. had already started; got 3. hadn't eaten / tasted 4. went / had seen 5. was / had cooked

B. 2. She had just had a shower when her mum called. 3. They bought a healthy cookbook after they had attended a workshop at school. 4. I had done my homework when my father arrived home.

## Step 2 (p. 37)

### Vocabulary

A. a. body image b. flawless c. pimple d. struggle e. muscular  
f. self-esteem

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

C. a. cell phones b. money c. electronics d. decisions e. influence  
f. customer

### Interaction

1. The photos are black and white and I didn't wear (I'm not wearing) much make-up. 2. It looks very realistic and very me. 3. I'm against them. They show unrealistic pictures. They give the wrong idea to young people about celebrities. 4. I think it's a huge responsibility, but I try to do my best. 5. They need to be themselves. It's important to have a healthy body image.

### Grammar

#### Conditional Sentences

A. 1. will try 2. cook 3. decides 4. don't print 5. Will you stop

B. 1. were 2. didn't take 3. wouldn't care 4. wouldn't say  
5. didn't pay

C. 1. had 2. stopped 3. will have

D. Personal answer

### Listening

a. responsibility b. picking up c. overcome d. size e. you f. self-esteem  
g. appearance h. pimples

### TEST (p. 41)

I

A. a. teens active b. life skills c. teamwork d. obsessed  
e. extracurricular activities

B. Darrel: 2; 3; 5; Lara: 1; 4; 6

II

B. 1. II. 1-4 b. II. 7-9 c. II. 11-12 d. II. 15-17

C. 1. c 2. b 3. a

D. 1. They appear on screens and pages of the media. 2. They think of how they should look. 3. (...) because they go through hormonal changes and new experiences. 4. They are digitally retouched to create a false sense of "perfection".

III

A. 1. had prescribed 2. Had... brought 3. had lost 4. had met  
5. had already heard

B. 1. had been 2. started 3. had already left 4. didn't see; had forgotten 5. had already swam

C. 1. won't accept 2. won't try 3. would understand 4. got  
5. were

## UNIT 4

### Step 1 (p. 45)

#### Vocabulary

A. running errands, babysitter, car wash attendant, lifeguard, waiter, pet sitter, dog walker, shop assistant, camp instructor, tutor

B. 1. doing paper rounds 2. mowing lawns 3. babysitter  
4. waiter 5. running errands

C. a. part-time b. earn c. job d. apply e. schedule f. balance

#### Interaction

**Suggestions:** a. I am a shop assistant. b. I work in the afternoon and on Saturday. c. The customers are very nice and friendly. d. Yes, very much so. I don't have enough time to study and do team project work. e. Yes, definitely. I think teens can learn to be more responsible.

#### Grammar

A. 1. said 2. said 3. told 4. told 5. said

B. 1. (...) (that) he worked in a fast-food restaurant. 2. (...) (that) he was taking the letters to the post office. 3. (...) (that) she would buy a new bike. 4. (...) (that) she had helped the kids with their homework. 5. (...) (that) he had already watered the plants.

C. 1. Matt said (that) his sister was working in that shoe shop. 2. Matt's mother said (that) she didn't want her children to work because she thought school was more important. 3. Mr Walsh told Emma (that) he would need another waiter to work for him at the party the following weekend. 4. Sandra said (that) she had spent a lot of money on her new laptop the year before.

D. 1. Paul and Sophie said (that) their friends had really liked the dinner they had made for them the previous Sunday. 2. Jimmy said (that) he would write to his manager and he would ask him if he could work some more hours the following weekend. 3. Greg said (that) he had worked in that restaurant for two years. 4. The teacher told Susan (that) he/she was very worried about her marks. 5. The teenager said (that) he/she hadn't missed work the day before and (that) he/she had come in as usual.

#### Listening

1. waiter / works in a café 2. to buy a smartphone 3. Saturday  
4. 120 pounds a month 5. standing up all the time 6. nice friendly customers/contact with customers

### Step 2 (p. 49)

#### Vocabulary

A. 1. a. creating b. qualities c. creativity d. tasty e. healthy  
f. flavours g. eye-catching h. dish; **JOB:** chef 2. a. playing  
b. musician c. different d. treating e. mind f. keen g. monuments  
h. cultures; **JOB:** tourist guide

B. 1. computer 2. careless 3. hobbies

C. 1. interview 2. Curriculum Vitae 3. hire 4. promotion  
5. applicant 6. strengths

#### Interaction

a. Have you finished your homework about your dream job yet  
b. What is your dream job c. My dream job is to be a scientist. I am curious and I like to find out about things and I also like to find solutions for problems. d. What is your dream job e. My dream job is to be a skyscraper farmer. I want to help the environment: I want to reduce global warming, use less chemicals, recycle water and cause less deforestation. I want to find solutions for the problems of the environment. f. After all our dream jobs aren't so different because we both want to find solutions for human problems. g. That's right!

#### Listening

A. 1. valuable 2. tech skills 3. friendly 4. Challenge

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

#### Grammar

A. 1. (...) if that was Amy's phone number. 2. (...) why she wanted to know. 3. (...) not to forget to buy Julie's birthday present.

B. 1. invited 2. advised 3. explained 4. promised 5. ordered

C. 1. John asked Mary what she was going to do the next day. 2. Mr Stuart asked the boys if they could help him wash his car. 3. Tom wanted to know where Don had been the day before. 4. Mum asked Roger if he was cleaning his room.

### TEST (p. 53)

A. a. Jessica b. character designer c. when she was a child d. she taught herself to draw e. Lola

B. 1. tried to draw Warner Bros. cartoons 2. feeling real emotions 3. this type of cartoons 4. draw as much as they can

## II

**B. 1.** The meals were OK, but Matthew didn't really fancy eating them. (II. 7-8) **2.** Then the company decided to sell it in all of their shops! (I. 12) **3.** No hard work and no washing-up! (I. 19)

**C. 1.** work experience **2.** Matthew **3.** meals **4.** dish

**D. 1.** It can help them decide their future job and it makes them work harder at school. **2.** Matthew has decided to cook a bit more so that he can be better at cooking. He wants to think about new recipes. He wants to design other ready-meals. **3. Suggestion:** They are popular because people work a lot and get home quite late, so they do not have time to cook. It is easier to have a ready-meal because you don't have to cook or wash the dishes.

## II

**A. 1.** (...) asked Jessica when she had started doing that job. **2.** Jessica said that at that moment she was drawing a new character **3.** (...) told her not to forget their meeting the next day.

**B. 1.** invited **2.** asked **3.** ordered

## UNIT 5

### Step 1

#### Vocabulary (p. 57)

**A. 1.** taking over **2.** touch **3.** networking **4.** checking **5.** tech devices **6.** lack of concentration **7.** hooked **8.** binge-watching

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

#### Interaction

**a.** What's up **b.** I've got a terrible headache **c.** Serves you right **d.** such a silly thing **e.** make me feel cool **f.** You should know better

#### Listening

**A. 1.** plugged **2.** tapping away on **3.** gaming **4.** SnapChatting

**B. A. 1. 7 2. 3,417 3. 97%; 1. b 2. c 3. a**

**C. 1. c 2. a 3. b 4. c**

#### Grammar

**A. 1.** not to start **2.** to give **3.** hanging **4.** not to go **5.** to spend **6.** playing

**B. 1.** My friends and I decided not to use our mobile phones for a week. **2.** They regret playing video games all the time. **3.** The virtual game we played yesterday seemed to be so real.

**C.** Personal answer

### Step 2 (p. 61)

#### Vocabulary

**A. 1.** cyberbullying **2.** household chores **3.** nags **4.** messy **5.** school failure

**B. Suggestions: Bullying:** physically hurt, face-to-face insults; **Bullying and cyberbullying:** aggressive behaviour, emotionally hurt, public humiliation, feeling ignored at school; **Cyberbullying:** nasty phone calls, threatening emails, unpleasant photos, posting false things, rude text messages

#### Interaction

2; 7; 6; 5; 1; 3; 4

#### Grammar

#### Connectors

**A. 1.** In spite of **2.** therefore **3.** When **4.** but **5.** Although **6.** because

**B. 1.** Some teenagers go through difficult times during adolescence. Moreover, they don't always talk about their feelings. **2.** In spite of being a victim of bullying, he is not afraid of the bullies. **3.** I was reading my project in the kitchen while my mother was helping my younger brother with his homework.

**4.** Lots of victims of cyberbullying give talks in schools because they want to tell other teens about their stories. **5.** This author likes to write stories about teenagers, so lots of teens buy his books. **6.** Christopher plays the guitar in a reggae band, although he doesn't like reggae music.

#### Question tags

**A. 1. f 2. c 3. a 4. b 5. g**

**B. 1.** doesn't he **2.** shall we **3.** isn't she **4.** aren't there **5.** has she

#### Listening

**1. c 2. a 3. b 4. c 5. c**

#### TEST (p. 65)

## I

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

**B. a.** spent **b.** country's **c.** addiction **d.** use **e.** support **f.** harmful

## II

**B. 1.** rude (I. 3) **2.** miserable (I. 5) **3.** wasn't aware (II. 8-9) **4.** blamed (I. 9) **5.** threatening (I. 11)

**C. 1.** Nicole Edgington **2.** Nicole **3.** students **4.** ignore mean texts

**D. 1.** (...) she received rude messages. **2.** (...) she hadn't said anything. **3.** (...) socialised a lot via electronics.

**E. 1.** They sent her rude messages using social media and text messages. The bullies had a secret plan to make her life miserable. **2.** First she sent messages to her friends to find out what was happening, then she replied to the messages and Facebook posts and she also deleted her Facebook account. Finally she stopped reading the text messages. **3.** She felt humiliated, her social life was ruined, using technology became a nightmare, she felt helpless.

## III

**A. 1.** playing **2.** to give up **3.** to spend **4.** reading **5.** watching

**B. 1.** I lost my mobile phone, therefore I can't text my friends. **2.** Even though students know they mustn't check their Facebook account at school, they sometimes do it anyway. **3.** In spite of enjoying outdoor activities, he stayed at home uploading photos.

## FUN ACTIVITIES (p. 69)

### Fun 1

**A. 1.** students exchange – **C 2.** summer camps – **D 3.** teen volunteer – **A 4.** cultural exchange – **B**

### Fun 2

**1.** C – taking part in a clean-up activity **2.** B – helping at a food bank **3.** D – helping at a library **4.** A – helping at an animal shelter **5.** E – helping the environment

### Fun 3

**1.** media-free **2.** upload **3.** post **4.** tech-savvy **5.** unplugged **6.** wired **7.** app **8.** device

### Fun 4

**1.** Oh my God, I'm late! **2.** Where are you? **3.** By the way did you see the news this morning? **4.** Got to go now. Talk to you later! **5.** Call me as soon as possible! **6.** Don't worry. Hugs and kisses.

### Fun 5

**A. 1.** balanced diet **2.** high self-esteem **3.** vitamins **4.** fibre **5.** nutritional value

**B. Health problems:** obesity; eating disorders; bulimia; over-exercising; overweight; loss of appetite; **Body image:** looks; low self-esteem; high self-esteem; self-critical; image-obsessed; appearance; **Unhealthy food:** junk food; fast food; fattening food; **Healthy food:** fibre; balanced diet; nutritional value; vitamins

### Fun 6

A. 1. acne treatments; bad skin; depressed 2. look; overweight; lose weight; self-esteem 3. physical exercise; keep fit; gym; obsessed; body image 4. balanced diet; junk food

### Fun 7

A. 1. running errands 2. waitress 3. pet sitter 4. doing paper rounds 5. mowing lawns 6. dog walker 7. babysitter 8. lifeguard 9. shop assistant 10. tutor

### Fun 8

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

B. 1. save/pocket 2. apply 3. schedule 4. money 5. expenses 6. traits 7. pocket/save 8. Curriculum

### Fun 9

A. 1. b – tour guide 2. d – photographer 3. a – personal trainer 4. c – cyber-security specialist

### Fun 10

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

B. 1. Edward 2. Allen 3. Peter 4. Helen

### Fun 11

**Across:** cyberbullying, Internet, alcohol, bullying; **Down:** drugs, smoking

1. smoking 2. Internet 3. alcohol 4. cyberbullying 5. bullying 6. drugs

## SONGS (p. 80)

### Song 1

A and B. a. sees b. is falling c. says d. haven't got e. 're living f. is going g. 're driving h. don't know

C. **Present Simple:** sees; 're; 's; says; wish; seem; haven't got; don't know; **Present Continuous:** is falling; 're living; is going; 're driving, 're going

D. They: walk in a straight line; have got the same heartbeat; are invincible; seem to fit in; talk with a big smile; live the good

life; don't see what or who is around them; drive fast cars; don't know what life is

E. Personal answer

### Song 2

A. a. mountain b. queen c. inside d. see e. don't feel f. back g. door h. don't care i. everything j. limits

B. 1. Snow glows white on the mountain; wind is howling; swirling storm; storm rage on; cold 2. She's free. 3. No, she wants to explore her freedom; she wants to see what she can do.

### Song 3

A. "Son, don't let it slip away"; "When you get older / Your wild heart will live for younger days / Think of me if ever you're afraid"; "One day you'll leave this world behind, So live a life you will remember"; "These are the nights that never die"

B. My father told me not to let it slip away; He told me when I got older my heart would live for younger days, to think of him if ever I was afraid; One day I would leave that world behind, and to live a life I would remember; Those were the nights that never died

C. He needs to live his life to the fullest.

D. Personal answer

### Song 4

A. a. start b. house c. hear d. chance e. spark f. feel g. doors h. leads i. heart

B. 1. drifting 2. chance 3. ignite 4. burst 5. original

C. spark; shine; firework; lightning bold; glow; brighter

D. paper thin; buried deep; waste of space

E. 3

### Song 5

A. a. fire b. decisions c. silly d. good e. slow f. feel g. mean h. head i. hatred

B. 1. made a wrong turn 2. dug my way out 3. misunderstood 4. always second guessing 5. underestimated 6. you'll make it

C. **Suggestions:** depressed, insecure, helpless, troubled

D. 3

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