

N. C. GRIVAS

TEEN
WHODUNNIT?
NEXT CASE
B1
Coursebook

TEEN
WHODUNNIT?
NEXT CASE
B1

Coursebook



Contents

Grammar

Vocabulary

UNIT 1

TEEN LIFE & SCHOOL (Pages 7–24)

Intro			
Lesson 1	Scrolling & Stress	• Simple Present – Present Continuous • Simple Past – Past Continuous – Used to / Would • Adjectives – Adverbs	• Word Formation • Expressions with <i>make</i> • Prepositions • Collocations • Common Errors • Everyday English
Lesson 2	Voices in my Ears		
Lesson 3	Plugged in or Tuned out?		
Lesson 4	App-solutely Awesome		
Lesson 5	The Online Scam		
Revision 1			

UNIT 2

TRAVEL & ADVENTURE (Pages 25–42)

Intro			
Lesson 6	Passport to Problems	• Simple Present Perfect – Present Perfect Continuous • Comparison • Simple Past Perfect – Past Perfect Continuous	• Idioms • Phrasal Verbs • Word Formation • Paraphrasing • Synonyms • Everyday English
Lesson 7	Voices on the Road		
Lesson 8	Picture This Moment		
Lesson 9	A Trip to Remember		
Lesson 10	The Classic Tourist Trick		
Revision 2			

UNIT 3

ENTERTAINMENT (Pages 43–60)

Intro			
Lesson 11	Dramas, Dilemmas & Downloads	• Simple Future – Future Continuous • Simple Future Perfect • The Infinitive – Very / Too / Enough	• Word Formation • Expressions with <i>mind</i> • Topic-related Vocabulary • Word Distractors • Everyday English
Lesson 12	Voices in the Spotlight		
Lesson 13	Page-turners & Plot Twists		
Lesson 14	My Viral Review		
Lesson 15	The Streaming Dilemma		
Revision 3			

UNIT 4

HEALTH & LIFESTYLE (Pages 61–78)

Intro			
Lesson 16	Habits that Hurt	• The Gerund – Infinitive or Gerund • Modals (I) • Modals (II)	• Expressions with <i>take</i> • Word Formation • Linking Words / Phrases • Prepositions • Synonyms • Everyday English
Lesson 17	The Voice of Your Body		
Lesson 18	A World of Taste		
Lesson 19	Food for Thought		
Lesson 20	The Midnight Snack		
Revision 4			

Speaking	Listening	Writing
----------	-----------	---------

- Giving Information
- Giving an Opinion
- Agreeing / Disagreeing
 - Describing
 - Giving Advice
 - Giving Examples
- Expressing Likes & Dislikes
 - Debate

- Listening for Specific Information
- Listening for Key Words

- Informal Email

- Giving Information
- Making Decisions
 - Describing
- Making Comparisons
- Agreeing / Disagreeing
 - Giving Advice
- Giving an Opinion
 - Debate

- Listening for Specific Information
 - Listen and Order

- Story

- Giving Information
- Expressing Likes / Dislikes
 - Giving an Opinion
 - Making a Decision
- Accepting / Refusing an Invitation
 - Speculating
 - Debate

- Listening for Specific Information
 - Listen and Match
 - Listening for Key Words

- Review

- Giving Information
- Giving an Opinion
- Making Decisions
- Agreeing / Disagreeing
 - Speculating
 - Debate

- Listening for Specific Information
 - Listening for Key Words

- Essay

Contents

Grammar

Vocabulary

UNIT 5

PEOPLE & RELATIONSHIPS (Pages 79–96)

Intro			
Lesson 21	Friends, Fails & Funny Moments		• Expressions
Lesson 22	Voices of Misunderstanding	• Conditionals (I)	• Phrasal Verbs
Lesson 23	People Who Matter	• Conditionals (II)	• Word Formation
Lesson 24	The Zero-Drama One	• Relative Clauses	• Suffixes
Lesson 25	Bro Friends		• Everyday English
Revision 5			

UNIT 6

MYSTERIES & HIDDEN TRUTHS (Pages 97–114)

Intro			
Lesson 26	Whodunnit?		• Word Formation
Lesson 27	Whispers of the Past	• Passive (I)	• Expressions
Lesson 28	On Trial: Secrets of the Egyptians	• Passive (II)	• Linking Words / Phrases
Lesson 29	Old Places, Strange Secrets	• Wish / Would rather – Had better	• Everyday English
Lesson 30	The <i>Mona Lisa</i>'s Smile		
Revision 6			

UNIT 7

THE NATURAL WORLD (Pages 115–132)

Intro			
Lesson 31	Planet in Peril		• Collocations
Lesson 32	Sounds of Nature	• Reported Speech (I)	• Idioms
Lesson 33	Green Teamwork	• Reported Speech (II)	• Confusable Words
Lesson 34	The 3Rs	• The 'Causative' Have	• Prepositions
Lesson 35	The Green Footprint		• Everyday English
Revision 7			

Further Information (Pages 133–134)

Grammar Reference (Pages 135–157)

Irregular Verbs (Pages 158–159)

Speaking	Listening	Writing
----------	-----------	---------

- Giving an Opinion
- Giving Information
 - Speculating
 - Describing
 - Debate

- Listening for Specific Information
 - Listen and Match

- Article

- Giving Information
- Giving an Opinion
 - Speculating
- Discussing Advantages / Disadvantages
 - Making a Decision
- Telling a Story • Debate

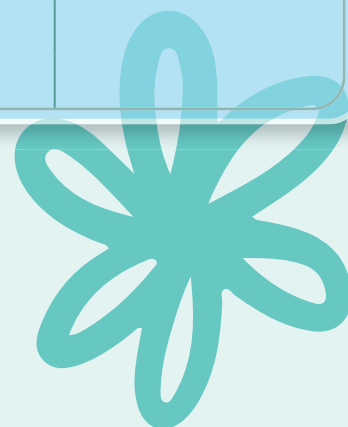
- Listening for Specific Information
 - Listening for Key Words

- Story

- Giving Information
- Giving an Opinion
 - Speculating
 - Discussion
 - Debate

- Listening for Specific Information
 - Listening for Key Words

- Formal Email



SAMPLE PAGES

Finding Balance in a Digital World

In this unit, you will:

- ◆ explore how phones, music and social media affect your everyday life.
- ◆ read, listen and talk about how to manage stress at school.
- ◆ learn to speak and write about your habits and routines.
- ◆ learn how to stay safe online.

KICK-OFF QUOTE:

Play me



Technology should improve your life ...
not become your life.'

GET THINKING!

1 CLASS SURVEY

- ▶ How much time did you spend online yesterday?
- ▶ How many notifications did you get on your phone yesterday?
- ▶ How many hours of sleep did you get last night?

Write the information on the board under the headings: **NAME**

TIME ONLINE

NOTIFICATIONS

SLEEP

Do the results surprise you? Why?

2 DISCUSSION

- ▶ What helps you relax after a stressful day at school?
- ▶ In your opinion, what's the best thing – and the worst thing – about student life today?

REMEMBER

Every day is a new challenge
- learn from mistakes and
take control of your story.

1 scrolling & stress

TEXT A

READING

FIND YOUR BALANCE

Many teenagers stay up late because they use their phones to scroll through social media, watch videos, or chat with friends. The next morning, they often feel sleepy and may find it difficult to concentrate during lessons. A survey of 500 students showed that 70% said they were too tired to focus in class. When students are tired, they lose motivation and are more likely to make mistakes. This can have a negative impact on their performance in school.

However, technology itself is not the problem. Students who balance screen time with other activities, such as sports, reading, or creative hobbies, often feel more confident and relaxed. One teen said, 'When I go running, I forget all about my phone.' Another said that she reads her favourite book before an exam to help her feel less anxious. The secret is simple: use technology in moderation.

Comprehension Check

Now read the text again and tick (✓) T (for True) or F (for False).

- Many teenagers go to bed early because they don't use their phones at night. ☐ T ☐ F
- A survey showed that 70% of students didn't have the motivation to study at night. ☐ T ☐ F
- A student's performance will be affected if they don't get enough sleep. ☐ T ☐ F
- Students who spend more time in front of a screen usually feel more relaxed. ☐ T ☐ F
- The text says technology is fine if we use it in moderation. ☐ T ☐ F



Answer the questions.

- * Do you often stay up late to use your phone to scroll through social media? If so, how do you feel the next day?
- * What activities help you relax when you are tired or stressed?



Vocabulary in Context

- Find and underline the following words / phrases in the text:

- * sleepy
- * lose motivation
- * confident

Do they have a positive or negative meaning?

Mark each one with a ✓ (👍) or ✗ (👎).

2 Match the words with their meanings.

1. motivation

☐

A) the effect something has on a situation or person

2. mistake

☐

B) something that you do because you enjoy it

3. impact

☐

C) the feeling of wanting to do something or work hard

4. activity

☐

D) something you do that is not correct

Word Formation

Choose the correct word.

1. She was **confident / confidence** that she would do well in the test.
2. The teacher is happy with Tom's **performance / perform** this year.
3. I was watching videos until late last night, and now I feel **sleep / sleepy**.
4. Tim often feels **anxious / anxiety** before exams.

Expressions with make

Fill in **mistakes**, **a call**, **a choice** or **an effort**.

1. When you have two good ideas, you need to **make** and decide which is best.
2. It is easier to learn a new skill if you **make** to practise every day.
3. When students are tired, they often **make** in class.
4. I need to **make** before we leave.

Grammar Scanner

Simple Present

- * I usually **scroll** through social media late at night.

Present Continuous

- * Right now, the students **are listening** to their teacher.

SCAN ME



Answer the questions.

- * Does your phone ever distract you?
- * Do you have a hobby that helps you relax before exams?



Discuss

- * Do you think technology has a positive or negative impact on teenagers? Why?



Speaking Bank

Positive things about technology

- Technology is really useful because ...
 - I can chat with my friends.
 - It gives me information quickly.

Negative things about technology

- Sometimes it makes me anxious.
- I spend too much time scrolling.
- It distracts me, and I don't get enough sleep.

Expressing an opinion

- I think that in moderation, it's OK to use.
- I believe the secret is balance.
- Personally, I find it hard to focus when ...



Role-play

Act out a dialogue.

STUDENT A: You are a teacher. You don't like the fact that students are always on their phones. (distracts them, can't focus)

STUDENT B: You are a student. You think the use of technology is a good thing. (communication, find information, relax)

READING

a Read the text below and choose the best heading (A-D) for each paragraph.

A. Using Devices in a Smart Way

C. The Problem with Bad Habits

B. Why Balance Matters

D. The Effects of Stress

TEXT B

TEENS & STRESS

(.....)

Many students use their phones or computers late at night. They stay online to chat with friends, watch videos, or play games, which means they often don't get enough sleep. This makes them feel tired, and they can't focus in class the next day.

(.....)

Technology is very useful for learning. Students can find information, do homework, and contact their classmates easily. However, it can be distracting, so it should be used wisely. If students set limits on screen time, it will help them finish their work more quickly and give them more free time.

(.....)

It's not just technology that has a negative effect on students. Another problem they face is too much pressure because of homework, tests and busy schedules. They often get anxious and then they find it difficult to concentrate on their work, which can have a negative impact on their performance.

(.....)

Students need time to study, rest, and also have fun. If they organise their time well and get enough sleep, they will have more energy and perform better at school.



b Now listen and check your answers. 

Vocabulary in Context

Choose the correct word to complete the sentence.

1. I usually **rest / contact** my teacher by email.
2. It is good to **give / set** limits on phone use.
3. If students **make / organise** their time well, they will feel more balanced.
4. If you don't get enough sleep, you won't have much **energy / pressure** the next day.



Answer the question.

Do you face pressure at school?



CLASSWORK **having fun** TASK

Think of two funny excuses for being tired in class and share them with your classmates. Then decide which excuse you all found the funniest.

2 voices in my eARS



Answer the questions.



- How often do you listen to music?
- Do you usually listen to it while you are studying or in your free time?



Listening



Listen to the questions and choose the best answer.

- 1 A a new song
B I liked that song.
C Sorry, I didn't hear you come in.

- 2 A I like him a lot.
B I think it's a new song.
C It's Billie Eilish, I think.

- 3 A Thanks, they're new.
B I got them at the mall.
C I got them for my birthday.

Vocabulary Builder

Choose the correct meaning of the word in **bold** in the sentence.

1. I usually go to the library to study because it's quiet, and I can **concentrate** better.
 - a take something away
 - b focus on something
2. Don't **distract** me, I'm trying to study.
 - a make someone stop giving their attention to something
 - b make somebody break something
3. The **lyrics** in this song are very easy to remember.
 - a the musical instruments in a song
 - b the words in a song
4. He gave me some good **advice** about my homework.
 - a information given to someone to help them make a decision.
 - b an opinion about what someone should do in a particular situation
5. These apps **support** studying, and students should use them while they are doing their homework.
 - a help someone with something
 - b do something for someone

Grammar Scanner

Simple Past

- I **got** an A in the exam.

Past Continuous

- She **was listening** to music while she **was studying**.

Used to / Would

- They **used to / would** play football every afternoon.

SCAN ME



You are going to hear a podcast for teenagers. Listen and choose the correct answer.

- What are they talking about on *Teen Talk*?
 - studying and music
 - listening to music
 - how often students study
- What did Hannah realise about loud music?
 - It relaxed her.
 - It distracted her.
 - It helped her concentrate.
- Dr Lane says that if you listen to music while you study, it's important that the music
 - has lyrics.
 - doesn't have lyrics.
 - is loud.
- How does music help students who feel stressed or anxious?
 - It makes learning less stressful.
 - It helps their memory.
 - It makes them feel relaxed.
- What is the main message from the podcast?
 - Music may help students when they study.
 - Music always distracts students when they study.
 - Doctors don't recommend listening to music while studying.

After you listen:

- What do you think the benefits of listening to music while studying are?
- Do you agree with what Dr Lane said? Why?



Answer the questions.



- What do you like about listening to music?
- What is your favourite type of music?
- Do you listen to music alone or with your friends?

Speaking



Work in pairs.

Discuss the following statements and say whether you agree or disagree with them. Give reasons for your answers.

- When you're studying a difficult subject, music helps you learn better.
- Students should listen to classical music before an exam to help them concentrate.
- Students who study without music get better marks.
- It is better to listen to music without lyrics when you study.

Speaking Bank

Agree / disagree

I agree (with you).

That's true.

I disagree.

I don't think so.

Express an opinion

In my opinion, ...

(Personally), I think ...

I believe (that) ...

Useful phrases

improve memory / mood

focus / concentrate (on)

relax / take my mind off

distracts me from

Example:

STUDENT A: I agree with the first statement because I believe music helps you learn better.

STUDENT B: I disagree. In my opinion, music is very distracting and makes it harder to concentrate.



Act out a dialogue.

STUDENT A: You are a teacher. You think it is not right for students to listen to music while they are studying.

STUDENT B: You are a student. You disagree, and you think music can help you study.

Speaking



Talk about the two pictures. Use the prompts to help you.

Picture A



- play video games
- listen to music
- wear headphones
- a good way to relax
- entertaining
- feel excited / calm

Picture B



Think about:

- where the young people are.
- what they are doing.
- how they are feeling.



Everyday

ENGLISH!

Match the words in bold in the dialogue with the symbols.

Jason: Hey, Kim! Why did the music stop? Did you press **pause**?

Kim: Oops, sorry! I pressed it by mistake. I meant to press the **next** button. I didn't like the song – it wasn't very good.

Jason: I agree. Press the **previous** button so we can listen to that last song again. It was really good, and the lyrics were great.

Kim: Hmm, nothing's happening. Do I need to press **play** again?

Jason: I think so. **Turn** it **up** a bit, too.

Kim: If I do that, my mum will come in and tell me to **turn** it **down**.



3

PLUGGED IN OR TUNED OUT?

READING

TEXT A



LIFE WITH MY SMARTPHONE



When I first got a smartphone, I never went anywhere without it. It was the first thing I checked when I woke up in the morning, and the last thing I saw before I went to sleep at night. At first, it felt harmless: a few messages, some quick videos, a couple of games, but slowly, my nights became shorter. I stayed up past midnight to scroll through social media, even when I had an exam the next day.

My parents complained that I was always tired and moody. At school, teachers noticed I wasn't paying attention in class. I tried to convince myself that I could focus on more than one thing at a time but, really, I was just distracted by my phone. When I failed a test that I should have passed easily, I realised that I had a problem.

Now I'm trying to change. I leave my phone outside my room at night, and I've started to read books again. It's not easy, but I already feel less anxious. I can finally focus on my lessons, and I actually sleep better.



Answer the question.

What made the student realise they had to change?



Comprehension Check

Tick (✓) T (for True), F (for False) or NG (for Not Given).

1. The student only used their phone to play games.
2. The student's teachers realised that she wasn't focusing on her schoolwork.
3. The student failed a few tests.
4. The student now feels more relaxed.

T	F	NG
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

TEXT B

APPS THAT HELP YOU FOCUS

Smartphones aren't always the enemy. In fact, many students use their phones to improve their study habits. Here are three popular apps that can help teenagers concentrate.

- **Forest** – This app grows a virtual tree while you study. If you leave the app to check messages, the tree will die. Many students say it makes studying entertaining.
- **Quizlet** – **Quizlet** is ideal for language learners. It lets you create flashcards and play memory games. You can practise vocabulary anywhere, even on the school bus.
- **Calm** – Exams can be stressful, and **Calm** shows you how to deal with this stress. The app shows you different ways to relax, which can help reduce your anxiety and give you more energy to study.

Of course, no apps are magic. They only work if you use them properly. However, for teenagers who already spend hours on their phones, choosing an app that turns screen time into 'focus time' might be one of the smartest choices they ever make.



Comprehension Check

Which app

- | | | |
|-------------------------------------|--------------------------|-------------------|
| 1. helps you to feel less anxious? | ☐ | A. Forest |
| 2. makes something while you study? | ☐ | B. Quizlet |
| 3. turns studying into a game? | ☐ | C. Calm |

Vocabulary in Context

Find a word in the text that means:

1. something that people think is harmful
(paragraph 1)
2. make something less
(paragraph 4)
3. in a way that is correct
(paragraph 5)

Prepositions

Fill in *for*, *on* or *with*.

1. **FOCUS** →
CONCENTRATE →
2. **DEAL** →
COPE →
3. **IDEAL** →
PERFECT →



Word Formation

Fill in the correct form of the word given.

At first, playing video games every evening seemed **1** (**harm**). It helped me relax after school and connect with my friends online. However, I started to spend more and more time in front of the screen. My parents said I was becoming **2** (**mood**) and quiet, but I didn't want to admit they were right. When I failed a test, I realised it was because I wasn't really concentrating on my work in class. I got distracted **3** (**easy**) and I wasn't paying **4** (**attend**) to my work. I was usually thinking about the game I wanted to play when I got home. I felt anxious whenever I wasn't playing because I was scared of missing something important. Now I'm learning how to balance my time better, and I feel much happier and calmer.

Grammar Scanner

Adjectives / Adverbs

- * I'm **bored** with this video game.
This video game is boring.
- * They finished the work **quickly**.
- * He played **well** and won.
- * She studied **hard** for the test.

SCAN ME

YOUR MINDSET MATTERS!

A few small changes in your daily routine can improve your ability to focus.

What could you change?

Sample Answers:

Common Errors

Choose the correct word(s) to complete the sentence.

1. Don't worry if you **do / make** a mistake; you can always try again.
2. The Pokémon app is very **popular / famous** with teenagers.
3. Let's **discuss / discuss about** the project we are working on together in class.
4. Whenever George was feeling **alone / lonely**, he would contact his friends and play online games with them.
5. Do smartphones have an **affect / effect** on young people's sleep?



YOU CAN
DO IT!



Listening



You are going to hear a podcast for teenagers.

Listen and tick (✓) T (for True) or F (for False).

1. Jonathan Black says he uses his phone too much.
2. Stella can't stop checking her messages.
3. George always has his phone with him.
4. Detective Rigby suggests a day without any devices.

T F

☐	☐
☐	☐
☐	☐
☐	☐

Vocabulary in Context

Choose the correct word to complete the sentence.

1. I can't **believe / imagine** how I would contact my friends without a phone.
2. Does your phone **check / buzz** every time you get a message?
3. This new app allows you to **connect / spend** with your friends easily.
4. You should have come with us – you missed out **on / for** a really good party.

4 App-solutely Awesome



INFORMAL EMAIL



Hi Chris,

How are you? I'm writing to tell you about **Calm**, a great app I've just started using.

A friend at school told me about this app and now I use it almost every day. It helps you deal with stress and sleep better, so you're more healthy. You can choose from different activities like relaxation and breathing exercises, listening to the sounds of nature, or even listening to stories to help you sleep.

I used to get really anxious before exams. But with Calm, I've learnt how to manage my stress and get a good night's sleep. For example, the night before an exam, I listen to a story that helps me relax before bedtime. What I like most about the app is that it's easy to use. The only thing I don't like is that you have to pay for some of the features.

Do you use any apps to help you relax or concentrate? Would you use an app like this?

Write soon,

Mark

Answer the questions.

- 1 The introduction ...
 - a mentions the name of the app and what it does.
 - b greets the reader and briefly mentions the app.
- 2 The second paragraph ...
 - a gives information on what you can do with the app.
 - b explains how stories help you relax and sleep better.
- 3 In the third paragraph, Mark ...
 - a explains how the app has helped him.
 - b tells Chris why the app is popular.
- 4 In the conclusion ...
 - a Mark tells Chris that he will write to him soon.
 - b Mark asks Chris some questions.

Do you think this app is useful? Why?



Look at the information on these two apps from Lesson 3. In pairs, discuss which app you would choose to help you study? Give reasons for your choice.

Quizlet

- ✓ Helps you create your own flashcards for studying
- ✓ Includes flashcards made by teachers, experts or other students
- ✓ Uses practice tests and games to prepare you for tests / exams
- ✓ Makes studying more fun
- ✗ Too many ads in the free version of the app

Forest

- ✓ Grows a tree when you concentrate and don't use your phone
- ✓ If you leave the app, your tree will begin to die, so it motivates you to stay focused
- ✓ Lets you block notifications from other websites / apps that might distract you
- ✓ Lets you set a specific amount of time for a task
- ✗ Sometimes stops working while you're using it

Speaking / Writing Bank

Giving examples:

You can choose from many activities and exercises, *such as / like* ...

You can use this app in many different ways. *For example, / For instance,* ...

Descriptive words:

This app is *helpful* because ...
... an *effective / fun* way to study ...
... I find it *interesting* ...

Expressing likes / dislikes:

What I like / love / enjoy about this app is ...
One thing I don't like is ...

Vocabulary

Complete the texts with the correct word from the box.

features, games, notifications, point, limits, way

- A** I use **Forest** because it is a really **effective**
1. to stay focused. It lets me set time 2. for things like essay writing. Also, I can turn off **distracting** 3. from other apps. The only problem is that there isn't a free version of the app.
- B** There are lots of **useful** 4. on **Quizlet**. This app makes interesting and enjoyable 5. which make revision fun. I don't like the annoying ads, but that's the only **negative** 6.

STRUCTURE OF AN INFORMAL EMAIL

STEPS

Starting your email

01

Read the question carefully – say why you are writing.

Useful vocabulary & phrases:

How are you? / How's it going?

I hope you're well.

I'm writing to tell you about ... / I want to tell you about ...

First main body paragraph

02

Tell your friend about the app and what it does.

Useful vocabulary & phrases:

The app helps ...

For instance, you can ...

There is / are also ...

Second main body paragraph

03

Say how you use the app and what you like / dislike about it.

Useful vocabulary & phrases:

I use the app to ...

For example, ...

What I like best about ... is ...

One thing I don't like is ...

Ending your email

04

Finish with a short, friendly sentence or question and a closing remark.

Useful vocabulary & phrases:

What about you ... ?

Do you use any apps?

Speak to you soon, / Write back soon,

HOT TIPS

Use informal language
(short forms and phrasal verbs).

Use the prompts to help you write your email.

Use paragraphs to organise your writing.

READY? You're Got This!

Writing Task 1

Imagine you use one of the two apps in this lesson (Quizlet or Forest). Write an email to your friend about the app and explain how it helps you focus on schoolwork.

You could tell them:

- what the app is called.
- what it does.
- how it has helped you.
- what you like / don't like about it.

Write your email in 120 – 160 words.

[See Writing Task Booklet]

WHODUNNIT?

THE ONLINE SCAM

CASE FILE

#214

Detective Maxwell Rigby

**CRIME:** Online Scam**VICTIM:** Alex Drake**DETAILS:**

Alex wanted to buy a new PlayStation. One afternoon, while he was scrolling through his social media, he saw an ad: 'New PlayStation - only €150! Limited stock!' He clicked on the link, and it took him to a website with hundreds of positive reviews. It looked real. Alex created an account, entered his personal details and his card number and then clicked PAY NOW. Later that day, he received an email from the website which said that the PlayStation would arrive on Wednesday, but it never came. When Alex tried to go back to the website to check if there was a problem, he couldn't find it. It had disappeared!

Alex then noticed that someone else had used his card to buy expensive clothes and shoes.

OBSERVATIONS:

Alex fell for an online scam. Luckily, his bank was able to get most of the money back. I believe that Alex has learnt a valuable lesson: if an offer looks too good to be true, it probably is.

1 BEFORE YOU READ

- ◆ Do you or your friends shop online?
- ◆ Do you think most websites are safe?
- ◆ Do you know how to stay safe online?

2a AFTER YOU READ

Choose the correct answer.

- Why did Alex click on the link for the website?
 - He wanted to change his personal details on the website.
 - He had received an email from the website.
 - He wanted to buy something from the website.
- According to the text, which of the following statements is FALSE?
 - The website didn't look fake.
 - Alex's new PlayStation arrived a week late.
 - Alex was looking at his social media.
- Maxwell thinks that Alex
 - was right to use that website.
 - is unlikely to make the same mistake again.
 - should buy another PlayStation.



- b If you were looking for a new PlayStation, would you click on the ad that Alex saw? Why?

3 KEY VOCABULARY

Match the words with their meanings.

- | | | |
|-------------|---|--|
| 1. scam | • | •very useful or important |
| 2. victim | • | •the total amount of something that a shop has |
| 3. limited | • | •a person who has been tricked |
| 4. stock | • | •a clever and dishonest plan for making money |
| 5. valuable | • | •small in amount or number |

4 **PODCAST: Teen Talk**

TASK 1 – Listen to the podcast and choose the correct answer.

- | | |
|--|---|
| 1. Why did Lola think the site was fine? | 2. How many pieces of advice does Detective Rigby give? |
| a She didn't have to pay any money. | a 2 |
| b It was her favourite site. | b 3 |
| c She had the site's email address. | c 4 |

TASK 2 – Now listen again and choose the correct word to complete the sentence. 

- Many of these sites are **fake / real**. They just want your personal **links / details** and your money.
- Don't click on an ad that says you have won a **gift / prize**.
- Teenagers must learn how to stay **safe / true** when they use the Internet.

TASK 3 – Now listen again. What advice does Maxwell give?

Look at the sentences and tick (✓) YES or NO. 

You should	YES	NO
1. not give out personal information on a website you have never used before.		
2. click on a link to receive a present.		
3. click on an ad because it's a good offer.		
4. ask your parents if you're not sure about a website.		
5. take care when scrolling through social media.		

5 VOCABULARY DEVELOPMENT

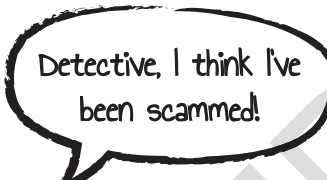
Choose the correct word to complete the sentence.

- You can click on this link because it's **secure / security / insecure**.
- You should think about **safe / safety / safely** when you are online.
- Do not give out your password to any other **person / personal / personality**, even your friends.

6 SPEAK ABOUT IT! ROLE-PLAY

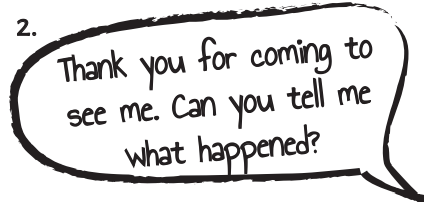
Student A: You are the victim of an online scam.

- ➡ Say what the problem is.
- ➡ Explain what you did and what you noticed the next day.

1.  Detective, I think I've been scammed!

Student B: You are Detective Rigby.

- ➡ Ask what happened.
- ➡ Explain what you think has happened and offer some advice.

2.  Thank you for coming to see me. Can you tell me what happened?

DEBATE

Teens are too careless online.

TEAM A: You agree with the statement.

Reasons:

- Teens often share too much personal information on social media.
- They don't think before they click on links.
- They are attracted by cheap offers but they don't check if the website is safe.

TEAM B: You disagree with the statement.

Reasons:

- Many teenagers are smart and know how to tell if a website is safe.
- Not only teenagers fall for scams – adults get scammed too.
- Schools teach students about online safety, so they are more careful now.

REMEMBER! 

-  fall for a scam
-  give out personal information
-  protect your password
-  ask parents for advice

REVISION 1

1 Choose the correct word.

1. What is the best of this app?
a notification b feature c situation
2. Why does Jack never attention in class?
a pay b have c take
3. Do not give out your details on a site you don't know.
a true b main c personal
4. She has got such a bad She always forgets where her things are.
a mind b memory c habit
5. Tim didn't want to miss on the school trip.
a in b out c off
6. Many teenagers stop what they're doing when their phones
a connect b buzz c distract
7. If you don't get enough sleep, you won't have much tomorrow.
a balance b challenge c energy
8. Mum asked me to turn my music because it was too loud.
a up b down c into

2 Fill in the correct form of the word in capitals.

Peter loves playing online games with his friends. Like many teenagers, he finds it **1)** after a long day at school. However, his parents **2)** with the amount of time he spends on his computer. His mother is very **3)** because she thinks it will affect his **4)** at school. His father says he becomes **5)** when he plays too much.

They don't understand that Peter feels much more **6)** when he plays online games with his school friends. He never feels **7)** at school and, for him, online gaming is just **8)** fun.

-  ENJOY
-  AGREE
-  ANXIETY
-  PERFORM
-  MOOD
-  RELAX
-  SLEEP
-  HARM

3 Choose the correct word (a, b, c or d).

Angela was an intelligent girl who was very **1)** – she could paint pictures, write stories, play musical instruments and even write her own songs. As a young teenager, she realised that she loved music most of all and she decided to **2)** playing the guitar and singing so she could improve. After some time, she started putting videos of herself singing on social media. People really liked them, and she soon became very **3)** She received hundreds **4)** positive messages which had a big **5)** on her life. Angela couldn't **6)** anything better than being a famous singer, so she **7)** the decision to concentrate **8)** her music.

- | | | | |
|---------------|------------|-------------|----------------|
| 1. a creative | b positive | c useful | d safe |
| 2. a manage | b explore | c practise | d prepare |
| 3. a valuable | b popular | c effective | d entertaining |
| 4. a by | b of | c for | d with |
| 5. a advice | b gift | c opinion | d impact |
| 6. a organise | b believe | c imagine | d realise |
| 7. a did | b gave | c had | d made |
| 8. a at | b on | c in | d to |

4 Complete the second sentence using the word given. Use two or three words.

- 1 It doesn't matter if you get something wrong in class.

MISTAKE It doesn't matter if you in class.

- 2 Music makes me forget about my problems.

MIND Music takes my problems.

- 3 A lot of adults are tricked by online scams.

FALL A lot of adults online scams.

WRITING TASK 2

INFORMAL EMAIL

Write an email to your friend telling them about an online scam you fell for.

You could tell them: – where you saw the offer.

– what you did.

– how you realised it was a scam.

Write your email in 120–160 words.

[See Writing Task Booklet]

TEEN
WHODUNNIT?
NEXT CASE
B1

Coursebook

ISBN 978-960-613-365-7



9 789606 133657

 **GRIVAS**
publications