

Master **PRO**

INGLÊS

ENSINO PROFISSIONAL

MÓDULOS 1, 2 e 3

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REVISÃO LINGUÍSTICA
E PEDAGÓGICA
CAROLYN LESLIE



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Texto

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Planning

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Module Planning

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Module 3 Available at  **aula**
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Project Planning

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Digital Tools

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Digital Tools

- Guia de Recursos Multimédia
- Guia do Utilizador Aula Digital

Listagem geral dos recursos multimédia – *Master PRO*

- **Áudios** – Disponíveis em versão *standard*, e na maior parte das faixas, também em versão *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **46 Vídeos** – Vídeos para a realização das atividades do manual com a possibilidade de apresentação de legendas em inglês e português.
- **3 Vídeos interativos** – Vídeos intercalados com questões. Disponível a função de legendas em inglês e português *on/off*.
- **4 Karaokes** – Vídeos de canções acompanhados das letras, com respetiva marcação de texto.
- **9 Animações de texto interativas** – Animações com áudio, texto e imagens dos textos da rubrica de *Reading* do manual.
- **9 Animações interativas de apoio à produção escrita** – Tutoriais de apoio à rubrica *Writing* através de uma animação de um texto exemplo. Essa animação é intercalada com perguntas de validação sobre o seu conteúdo e organização e coesão textuais. Disponível a função de legendas *on/off* em inglês e português.
- **9 Animações interativas de apoio à produção/interação orais** – Tutoriais de apoio à rubrica *Speaking* através de uma animação de um discurso exemplo. Essa animação é intercalada com perguntas de validação sobre o seu conteúdo e organização e coesão textuais. Disponível a função *on/off* de legendas em inglês e português.
- **13 Animações interativas de teor gramatical** – Animações dos conteúdos gramaticais com explicações passo a passo do uso e da forma e com respetivos exemplos, intercaladas de perguntas com validação. Disponível a função de legendas *on/off* em inglês e português.
- **10 Vídeos *Grammar in action*** – Vídeos com vários excertos de *trailers*, filmes ou séries televisivas, nas quais estruturas gramaticais aparecem contextualizadas de forma natural em situações de diálogo, com uma pergunta com validação no fim.
- **12 Apresentações PowerPoint®** – Recursos de exploração e aplicação de conteúdos de vocabulário.
- **Glossário integrado no Manual Interativo** – Possibilidade de verificar a tradução e/ou pronúncia de certas palavras no Manual Interativo.
- **16 Atividades gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **18 Testes interativos** – Testes com 8 itens de resposta fechada e correção automática para revisão de cada submódulo, nove dos quais são exclusivos do professor.
- **3 Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada módulo.
- **9 Kahoots** – *Quizzes* com perguntas de revisão de submódulo.
- **18 Quizzes** – *Quizzes* compostos por 4 questões de resposta automática com *feedback* imediato, para revisão de conteúdos gramaticais.
- **3 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Timer** – cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números, que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - **Recorder** – Ferramenta que permite gravar registos áudio.

Recursos multimédia disponíveis no projeto *Master PRO*

Module 1 – My place in the professional world 1.1 About me	
Apresentação de conteúdos	• Animação de texto The Taylor Swift Blog Animação do texto do manual com imagem e áudio. • Vídeo Describe Your Friend in Three Words [Exclusivo para o professor] Vídeo externo em que vários jovens são descritos tendo em conta as suas personalidades. • Gramática interativa To be, Have got and There to be Animação interativa dos conteúdos gramaticais. • Karaoke Look at Her Now (Selena Gomez) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Apresentação Personality traits & Physical Appearance [Exclusivo para o professor] Apresentação em PowerPoint® sobre o vocabulário de descrição física e psicológica. • Apresentação Types of houses & Parts of the house [Exclusivo para o professor] Apresentação em PowerPoint® sobre o vocabulário dos tipos de casas e das divisões da casa. • Vídeo LA Home Tour [Exclusivo para o professor] Vídeo externo que apresenta uma visita a uma casa em Los Angeles. • Tutorial interativo de produção oral Role-play [Exclusivo para o professor] Tutorial interativo sobre como preparar e realizar um <i>role-play</i>. • Vídeo Property Brothers: Forever Home [Exclusivo para o professor] Vídeo externo de um episódio da série “Property Brothers”. • Tutorial interativo de escrita Application form Tutorial interativo sobre como preencher um formulário. • Vídeo Love It or list It Vancouver [Exclusivo para o professor] Vídeo externo de um episódio da série “Love It or List It”. • Vídeo Top 10 Weirdest Houses [Exclusivo para o professor] Vídeo externo que apresenta dez casas pouco comuns.
Aplicação / Consolidação	• Quiz Question words To be, Have got and There to be Personal pronouns and possessive determiners Questões de resposta automática com <i>feedback</i> imediato. • Atividade To be, Have got and There to be Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Kahoot About me [Exclusivo para o professor] Quiz de revisão dos conteúdos do submódulo 1.1 • Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo About me (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo About me (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

1.2 Jobs today	
Apresentação de conteúdos	• Apresentação Jobs [Exclusivo para o professor] Apresentação em PowerPoint® sobre vocabulário relacionado com o mundo do trabalho. • Gramática interativa Present simple / Present continuous Animação interativa dos conteúdos gramaticais. • Vídeo Everything John Cena Does in a Day [Exclusivo para o professor] Vídeo externo que apresenta a rotina diária da celebridade John Cena. • Vídeo Celebrities Who Have Unique Hobbies [Exclusivo para o professor] Vídeo externo que apresenta alguns <i>hobbies</i> peculiares que famosos gostam. • Animação de texto Lifestyle Photojournalist Animação do texto do manual com imagem e áudio. • Tutorial interativo de escrita Job ad Tutorial interativo sobre como escrever um anúncio de emprego. • Vídeo Grammar in action: Present Simple / Present continuous [Exclusivo para o professor] Vídeo com vários excertos de <i>trailers</i>, filmes ou séries televisivas, nos quais estruturas gramaticais aparecem contextualizadas de forma natural, com uma pergunta com validação no fim. • Vídeo A Day in the Life of a Reporter [Exclusivo para o professor] Vídeo externo que apresenta várias atividades realizadas por uma repórter no seu dia a dia. • Apresentação Daily routines, Hobbies & Interests [Exclusivo para o professor] Apresentação em PowerPoint® sobre rotinas e atividades de tempo livre. • Tutorial interativo de produção oral I am a YouTube star Tutorial interativo sobre como fazer um vídeo para um canal no Youtube. • Vídeo La Paz Traffic Zebras [Exclusivo para o professor] Vídeo externo que apresenta o trabalho das “Traffic zebras”. • Vídeo Madeira Island Toboggan Run [Exclusivo para o professor] Vídeo externo que apresenta o trabalho dos madeirenses encarregues dos carros de cesto. • Vídeo Dabbawalla Hot Lunch Deliveries [Exclusivo para o professor] Vídeo externo que apresenta o trabalho de pessoas que entregam almoços em Dabbawalla. • Vídeo Ostrich Babysitter [Exclusivo para o professor] Vídeo externo que apresenta o trabalho de um <i>babysitter</i> de avestruzes. • Vídeo Morocco's Water Sellers [Exclusivo para o professor] Vídeo externo que apresenta o trabalho dos vendedores de água em Marrocos. • Vídeo Japanese Train Pushers [Exclusivo para o professor] Vídeo externo que apresenta o trabalho de pessoas responsáveis por fechar portas de comboios no Japão.
Aplicação / Consolidação	• Atividades Present simple Present continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Present simple Present continuous Questões de resposta automática com <i>feedback</i> imediato. • Kahoot Jobs today [Exclusivo para o professor] Quiz de revisão dos conteúdos do submódulo 1.2
Avaliação	• Teste interativo Jobs today (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Jobs today (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

1.3 English at work	
Apresentação de conteúdos	• Vídeos Grammar in action: Degrees of adjectives – Comparative [Exclusivo para o professor] Grammar in action: Degrees of adjectives – Superlative [Exclusivo para o professor] Vídeos com vários excertos de <i>trailers</i>, filmes ou séries televisivas, nos quais estruturas gramaticais aparecem contextualizadas de forma natural, com uma pergunta com validação no fim. • Gramáticas interativas Degrees of adjectives – Comparative Degrees of adjectives – Superlative Animações interativas dos conteúdos gramaticais. • Vídeo 24 Hours in Liverpool [Exclusivo para o professor] Vídeo externo que apresenta a cidade de Liverpool. • Apresentação Asking for and giving directions [Exclusivo para o professor] Apresentação em PowerPoint® sobre como dar indicações em inglês. • Animação de texto Why is English essential in my job? Animação do texto do manual com imagem e áudio. • Tutorial interativo de escrita Email Tutorial interativo sobre como escrever um email. • Vídeo Transportation, Distribution and Logistics Overview [Exclusivo para o professor] Vídeo externo sobre meios de transporte e distribuição de mercadorias. • Apresentação English at work [Exclusivo para o professor] Apresentação em PowerPoint® sobre vocabulário útil em diversos empregos.
Aplicação / Consolidação	• Atividades Degrees of adjectives – Comparative Degrees of adjectives – Superlative Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Comparative Superlative Questões de resposta automática com <i>feedback</i> imediato. • Kahoot English at work [Exclusivo para o professor] Quiz de revisão dos conteúdos do submódulo 1.3. • Jogo Module 1 Jogo de aplicação de conhecimentos sobre os conteúdos do módulo 1.
Avaliação	• Teste interativo English at work (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo English at work (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Module 2 – A world of many languages 2.1 Going places	
Apresentação de conteúdos	• Vídeo Interrail – Travel 33 countries with 1 Pass [Exclusivo para o professor] Vídeo externo com várias capturas tiradas em países diferentes ao longo de um <i>interrail</i>. • Vídeo Virtual Museum Tours [Exclusivo para o professor] Vídeo externo que apresenta visitas virtuais a três museus. • Tutorial interativo de escrita Descriptive text: Social media post Tutorial interativo sobre como escrever um <i>post</i>. • Gramática interativa Past simple Animação interativa dos conteúdos gramaticais. • Animação de texto Dua Lipa's European Summer Animação do texto do manual com imagem e áudio. • Vídeos Norwegian Cruise Line [Exclusivo para o professor] Two Cities, One Break [Exclusivo para o professor] Crystal Ski Holidays [Exclusivo para o professor] Anúncios de três tipos de férias: cruzeiros, visita a uma cidade e fazer <i>ski</i>. • Apresentação Going Places [Exclusivo para o professor] Apresentação em PowerPoint® sobre vocabulário de viagens. • Vídeo Grammar in action: Past simple [Exclusivo para o professor] Vídeo com vários excertos de <i>trailers</i>, filmes ou séries televisivas, nos quais estruturas gramaticais aparecem contextualizadas de forma natural, com uma pergunta com validação no fim. • Karaoke Don't Start Now (Dua Lipa) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Tutorial interativo de produção oral Role-play Tutorial interativo sobre como preparar e realizar um <i>role-play</i>. • Vídeo The Most Beautiful Train Rides in the World [Exclusivo para o professor] Vídeo externo que apresenta alguns dos mais bonitos trajetos de comboio no mundo.
Aplicação / Consolidação	• Atividade Past simple Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Past simple Questões de resposta automática com <i>feedback</i> imediato. • Kahoot Going places [Exclusivo para o professor] <i>Quiz</i> de revisão dos conteúdos do submódulo 2.1 • Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo Going places (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Going places (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

2.2 Let's go abroad	
Apresentação de conteúdos	• Animação China – here I come! Animação do texto do manual com imagem e áudio. • Vídeo Camp Suisse: the Ultimate Summer Camp [Exclusivo para o professor] Vídeo externo sobre o campo de férias “Camp Suisse”. • Vídeo How to Improve Your Vocabulary [Exclusivo para o professor] Vídeo externo que apresenta estratégias para aumentar a quantidade de palavras que sabemos numa língua estrangeira. • Vídeo Grammar in action: Future [Exclusivo para o professor] Vídeo com vários excertos de <i>trailers</i>, filmes ou séries televisivas, nos quais estruturas gramaticais aparecem contextualizadas de forma natural, com uma pergunta com validação no fim. • Gramáticas interativas Future Prepositions of Time – at, in, on Animação interativa dos conteúdos gramaticais. • Vídeo interativo Bridge [Exclusivo para o professor] Vídeo externo da curta-metragem “Bridge” intercalado com perguntas. • Apresentação Studying abroad [Exclusivo para o professor] Apresentação em PowerPoint® sobre vocabulário relacionado com projetos de intercâmbio no estrangeiro. • Tutorial interativo de produção oral Video presentation Tutorial interativo sobre fazer uma apresentação em formato vídeo. • Vídeo Become an Online Volunteer [Exclusivo para o professor] Vídeo externo que apresenta os vários passos a seguir para poder-se ser um voluntário (via online) das Nações Unidas. • Tutorial interativo de escrita Formal email Tutorial interativo sobre como escrever um email formal.
Aplicação / Consolidação	• Atividades Future Prepositions of Time – at, in, on Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Future Prepositions of Time – at, in, on Questões de resposta automática com <i>feedback</i> imediato. • Kahoot Let's go abroad [Exclusivo para o professor] <i>Quiz</i> de revisão dos conteúdos do submódulo 2.2
Avaliação	• Teste interativo Let's go abroad (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Let's go abroad (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

2.3 Do you speak English?	
Apresentação de conteúdos	• Apresentação Do you speak English? [Exclusivo para o professor] Apresentação em PowerPoint® sobre palavras da língua inglesa usadas no dia a dia. • Tutorial interativo de produção oral 10-minute oral presentation Tutorial interativo sobre como fazer uma apresentação oral. • Animação de texto Performing in English Animação do texto do manual com imagem e áudio. • Gramática interativa Adjectives followed by prepositions Animação interativa dos conteúdos gramaticais. • Vídeo Suicide Squad 2 (trailer) Vídeo externo do trailer do filme “Suicide Squad 2”. • Karaoke Dynamite (BTS) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Tutorial interativo de escrita Biography Tutorial interativo sobre como escrever uma biografia.
Aplicação / Consolidação	• Atividades Conjunctions Adjectives followed by prepositions Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Conjunctions Adjectives followed by prepositions Questões de resposta automática com <i>feedback</i> imediato. • Kahoot Do you speak English? [Exclusivo para o professor] Quiz de revisão dos conteúdos do submódulo 2.3 • Jogo Module 2 Jogo de aplicação de conhecimentos sobre os conteúdos do módulo 2.
Avaliação	• Teste interativo Do you speak English? (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Do you speak English? (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Module 3 – The technological world

3.1 New tech, new gadgets

Apresentação de conteúdos	• Animação de texto 2050: Awesome innovations Animação do texto do manual com imagem e áudio. • Vídeo 3D Printing [Exclusivo para o professor] Vídeo externo que apresenta a forma de trabalho de uma impressora 3D. • Vídeo Augmented Reality [Exclusivo para o professor] Vídeo externo que apresenta como funciona e como podemos usar a realidade aumentada. • Vídeo Robotics [Exclusivo para o professor] Vídeo externo que apresenta a aplicação da robótica e <i>robots</i> na empresa Amazon. • Apresentação New tech, new gadgets [Exclusivo para o professor] Apresentação em PowerPoint® sobre vocabulário relacionado com o mundo da tecnologia. • Gramáticas interativas If-clauses – Types 1 and 2 Linking words of cause and result Animações interativas dos conteúdos gramaticais. • Vídeo Technological Predictions for 2050 [Exclusivo para o professor] Vídeo externo que apresenta várias previsões para 2050 em termos de avanços tecnológicos. • Vídeo 4 Most Advanced AI Robots in The World [Exclusivo para o professor] Vídeo externo que apresenta os robots mais avançados nos dias de hoje. • Tutorial interativo de produção oral Oral presentation Tutorial interativo sobre como fazer uma apresentação oral. • Tutorial interativo de produção oral How technology impacts everyday life Tutorial interativo sobre apresentar aspetos positivos e negativos em relação a um tema. • Vídeo Grammar in action: Linking words of cause and result [Exclusivo para o professor] Vídeo com vários excertos de <i>trailers</i>, filmes ou séries televisivas, nos quais estruturas gramaticais aparecem contextualizadas de forma natural, com uma pergunta com validação no fim. • Vídeo Snack Attack [Exclusivo para o professor] Vídeo externo da curta metragem “Snack attack”. • Vídeo 10 Jobs That Will Disappear By 2030 [Exclusivo para o professor] Vídeo externo que apresenta 10 empregos que estarão extintos até 2030. • Tutorial interativo de escrita Opinion text Tutorial interativo sobre como escrever um texto de opinião.
Aplicação / Consolidação	• Atividades If-clauses – Types 1 Linking words of cause and result Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes If-clauses Connectors of cause and result Questões de resposta automática com <i>feedback</i> imediato. • Kahoot New tech, new gadgets [Exclusivo para o professor] <i>Quiz</i> de revisão dos conteúdos do submódulo 3.1 • Simuladores Timer [Exclusivo para o professor] Random number generator [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo New tech, new gadgets (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo New tech, new gadgets (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

3.2 Future worlds	
Apresentação de conteúdos	• Vídeos Gattaca (trailer) The day after tomorrow (trailer) I, Robot (trailer) Elysium (trailer) Passengers (trailer) Vídeos externos dos trailers dos filmes referidos acima. • Vídeo interativo What is a smart city Vídeo externo que exemplifica o conceito de «smart cities» e a sua aplicação no dia a dia, intercalado com perguntas. • Apresentação Future worlds [Exclusivo para o professor] Apresentação em PowerPoint® sobre vocabulário relacionado com o submódulo 3.2 • Vídeos Grammar in action: If-clauses – types 1 and 2 [Exclusivo para o professor] Grammar in action: Linking words – contrast [Exclusivo para o professor] Vídeos com vários excertos de <i>trailers</i>, filmes ou séries televisivas, nos quais estruturas gramaticais aparecem contextualizadas de forma natural, com uma pergunta com validação no fim. • Gramáticas interativas If-clauses – Types 1 and 2 Linking words – contrast Animações interativas dos conteúdos gramaticais. • Vídeo IoT Simply Explained [Exclusivo para o professor] Vídeo externo que explica o conceito de “Internet of Things”. • Vídeo Life Simplified With Connected Devices [Exclusivo para o professor] Vídeo externo que exemplifica como uma casa, escritório e vida em geral podem tornar-se mais práticas através da tecnologia. • Tutorial interativo de produção oral Open campaign session Tutorial interativo sobre como fazer uma apresentação numa sessão aberta ao público. • Animação de texto My Story Animação de texto do manual com imagem e áudio. • Vídeo interativo Coin Operated [Exclusivo para o professor] Vídeo externo da curta-metragem “Coin Operated”. • Karaoke Space man (Sam Ryder) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Vídeo Vacation in Space [Exclusivo para o professor] Vídeo externo que apresenta os hotéis que estão previstos abrir no espaço em 2025. • Tutorial interativo de escrita Argumentative text Tutorial interativo sobre como escrever um texto argumentativo.
Aplicação / Consolidação	• Atividades If-clauses – Type 2 Linking words – contrast Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes If-clauses Linking words – contrast Questões de resposta automática com <i>feedback</i> imediato. • Kahoot Future worlds [Exclusivo para o professor] Quiz de revisão dos conteúdos do submódulo 3.2
Avaliação	• Teste interativo Future worlds (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo Future worlds II [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

3.3 English in tech	
Apresentação de conteúdos	• Vídeo How to Use Your Phone as a Webcam [Exclusivo para o professor] Vídeo externo que explica como usar o telemóvel como <i>webcam</i> do computador. • Apresentação English in tech [Exclusivo para o professor] Apresentação em PowerPoint® sobre vocabulário usado online e relacionado com a tecnologia. • Vídeos Grammar in action: Modal verbs [Exclusivo para o professor] Grammar in action: Past continuous [Exclusivo para o professor] Vídeos com vários excertos de <i>trailers</i>, filmes ou séries televisivas, onde estruturas gramaticais aparecem contextualizadas de forma natural, com uma pergunta com validação no fim. • Gramáticas interativas Modal verbs Past continuous Animações interativas dos conteúdos gramaticais. • Tutorial interativo de interação oral Pair work discussion Tutorial interativo sobre como trocar ideias em pares. • Animação de texto I'm a gamer Animação do texto do manual com imagem e áudio. • Vídeo Acronyms vs. Abbreviations [Exclusivo para o professor] Vídeo externo que explica as diferenças entre “abbreviation”, “initialism” e “acronym”. • Vídeo You Woke Up Inside a Video Game [Exclusivo para o professor] Vídeo externo que incita à criatividade através de suposições relacionadas com videojogos. • Tutorial interativo de escrita travel journal Tutorial interativo sobre como relatar uma viagem. • Vídeo Why Sitting is Bad for You [Exclusivo para o professor] Vídeo externo que explora o impacto negativo de permanecer muito tempo sentado. • Vídeo Nike Living Room Cup Challenger [Exclusivo para o professor] Vídeo externo de um desafio iniciado pela Nike com o intuito de reduzir o sedentarismo.
Aplicação / Consolidação	• Atividades Modal verbs Past continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quizzes Modal verbs Past continuous Questões de resposta automática com <i>feedback</i> imediato. • Kahoot English in tech [Exclusivo para o professor] <i>Quiz</i> de revisão dos conteúdos do submódulo 3.3 • Jogo Module 3 Jogo de aplicação de conhecimentos sobre os conteúdos do módulo 3.
Avaliação	• Teste interativo English in tech (I) Teste com 8 itens de resposta fechada e correção automática. • Teste interativo English in tech (II) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.



aula
digital

Guia do utilizador • Professor

A Aula Digital, disponível em auladigital.leya.com, é a plataforma de ensino e aprendizagem da LeYa Educação. Aqui o Professor poderá aceder aos projetos escolares do Grupo LeYa e a todos os recursos e ferramentas digitais a eles associados.

Consulte os vídeos tutoriais da Aula Digital e tire partido dos diversos recursos e ferramentas digitais ao seu dispor.

1 Como efetuar o registo no portal da LeYa Educação?

www.leyaeducacao.com

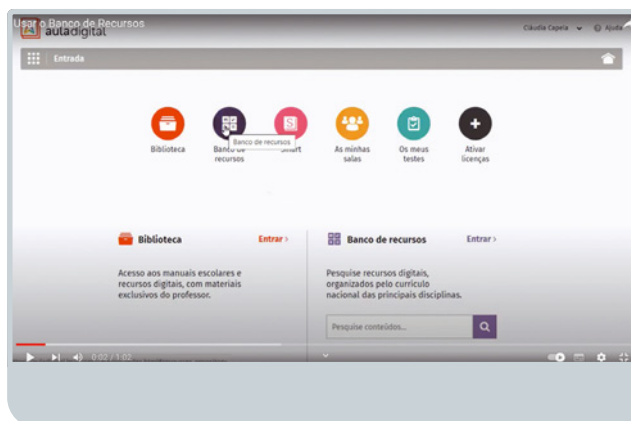


2 Como atualizar os seus dados profissionais?

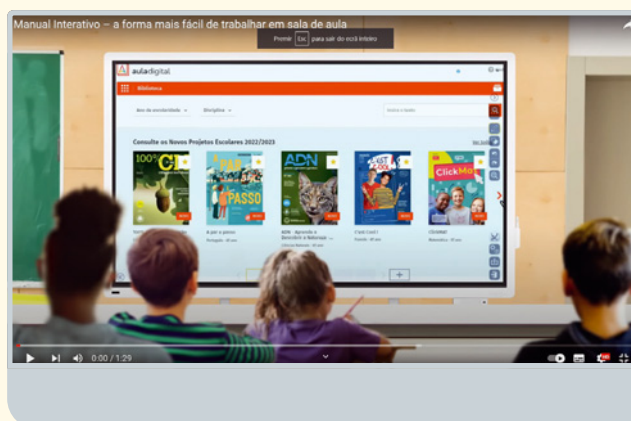




3 Como usar o Banco de Recursos?



4 Como trabalhar mais facilmente com o Manual Interativo?



5 Como enviar um teste?



6 Como enviar um trabalho ou partilhar recursos?



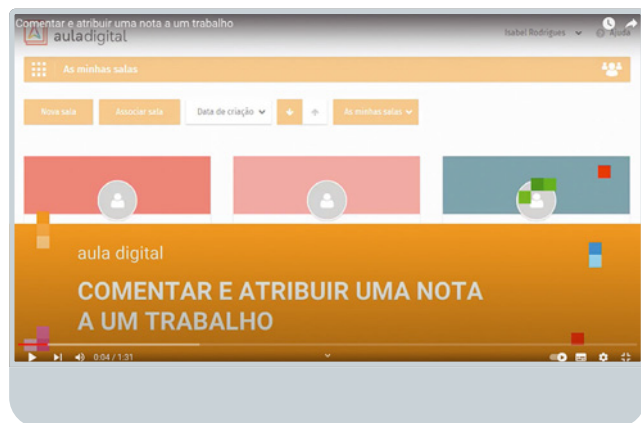
7 Como criar um teste interativo?



8 Como criar uma sala?



9 Como comentar e atribuir uma nota a um trabalho?



10 Como partilhar recursos em qualquer plataforma?

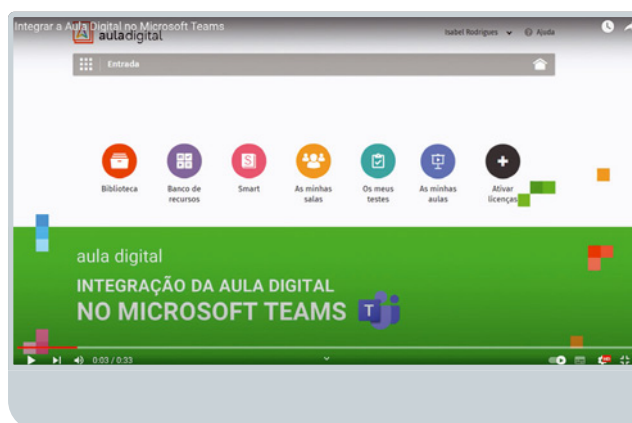
Moodle, Teams, E-mail, Facebook, Whatapp, ...





11

Como integrar a Aula Digital no Microsoft Teams?

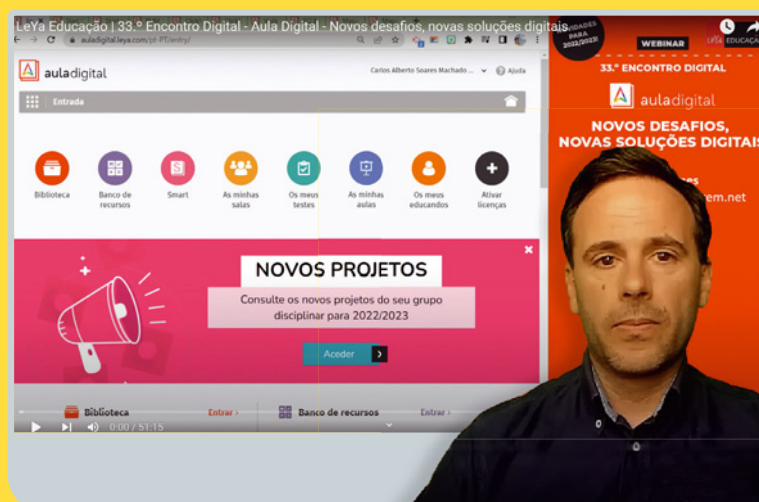


12

Como partilhar recursos no Google Classroom?



Descubra os novos desafios e as novas soluções digitais com o Professor **Carlos Nunes**



Worksheets Module 1

Master
INGLÊS
ENSINO PROFISSIONAL
MÓDULOS 1, 2 e 3
PRO

MODULE 1

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I. Standard worksheets

1.1 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following blog post.

[HOME](#) [ABOUT](#) [OUR STORIES](#) [ARCHIVE](#) [CONTACT](#)

What do you know about your favourite star?

Hi everyone! I'm a super fan of Ryan Rodney Reynolds and I found out that some people call him *Deadpool*. He is a Canadian actor, humourist, filmmaker, and screenwriter. He was born on 23rd October 1976 in Vancouver, Canada.

His friends say he is flexible, curious, and optimistic. I think his hazel eyes and gorgeous beard make him charming and really handsome.

I know that in some parts of the year he lives with his wife and children in an amazing apartment at 443 Greenwich Building, Manhattan. There they have access to some shared facilities like a children's playroom, an indoor pool, a fitness centre, and a roof terrace. Harry Styles is one of his neighbours, can you imagine that?!

 [Post a Comment](#)

2. Complete Ryan's profile with information from the post.

First name:	Job:
Surname:	Address:
Nickname:	Appearance:
Date of birth:	Personality:
Birthplace:	Marital status:
Nationality:	



3. Decide if the sentences are **True (T)** or **False (F)** and correct the false ones with a sentence from the text.

- a. Ryan believes good things will happen.

☐ T ☐ F

- b. His house is a detached house.

☐ T ☐ F

- c. The house has got a private swimming pool.

☐ T ☐ F

- d. He lives next to another famous person.

☐ T ☐ F

1.2 Reading

Name _____ No. _____ Class _____ Date _____

1. Read these two texts where Mark and Alice talk about their jobs and daily routines.



I'm Mark and I'm a waiter at a fancy restaurant. I work the night shift, so I wake up at 10 a.m. and go for a walk every morning.

I walk to the restaurant at 5 p.m. and about an hour later the first customers arrive. I have to greet them and hand out the menus. Then I take their orders to the kitchen. I then serve the drinks and when the food is ready I take it to the customers and check that everything is OK. To be successful as a waiter, you should be patient, have excellent interpersonal skills, and you must be able to work on your feet for long hours.

My name's Alice and I have the best full-time job in the world. I work as a chocolate taster for a well-known brand.

Every day I wake up at 6.30 a.m., have a light breakfast and head to work by train. I get to my workplace at 8.00 a.m. and there I taste different chocolate products until 4:00 p.m.

To become a chocolate taster, you need to have healthy teeth/gums and no allergies or intolerance. You should be computer literate, detail oriented and open-minded.



2. Find words in the texts that match the following definitions.

- a. a scheduled period of work (text 1) _____
- b. people who buy goods or services (text 1) _____
- c. abilities (text 1) _____
- d. working for the maximum number of hours per week (text 2) _____
- e. location where people perform their jobs (text 2) _____
- f. tolerant, receptive (text 2) _____

3. Match the sentence halves.

- | | | | |
|--------------------------------------|---|---|----------------------------|
| a. Mark goes to work | • | • | 1. early in the morning. |
| b. He starts work | • | • | 2. at five. |
| c. One of his responsibilities is to | • | • | 3. on foot. |
| d. Alice wakes up | • | • | 4. be good with computers. |
| e. She finishes work | • | • | 5. welcome guests. |
| f. She needs to | • | • | 6. at four. |

1.3 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the leaflet about Kensington Palace.

Kensington Palace

The home of the Prince and Princess of Wales is located in Kensington Gardens.

Since 1689, Kensington Palace has been home to some of the most famous royals including George II, Queen Mary and Queen Victoria. With the re-opening of the Palace to the public for the Diamond Jubilee of Queen Elizabeth II in 2012, visitors are now able to wander through state apartments and learn more about the life of Queen Victoria.



Hungry for more? There is also a cafe and restaurant, as well as a shop filled with exclusive gifts and souvenirs inspired by the palace.

Kensington Gardens, London W8 4PX

 High Street Kensington  Kensington Palace

 **1 March – 31 October**

Monday – Sunday: 10:00 a.m. – 6:00 p.m. Last admission: 5:00 p.m.

1 November – 28 February

Monday – Sunday: 10:00 a.m. – 4:00 p.m. Last admission: 3:00 p.m.

The Orangery is currently closed for conservations and restoration works.

 +44 (0)20 3166 6000  www.hrp.org.uk/kensington-palace

<https://www.sightseeingpass.com> (adapted; accessed in December 2022)

2. Say whether the following sentences are True (T) or False (F).

- a. Kensington Palace is the official house of the Prince and Princess of Wales.
- b. It has been open to the public since 1689.
- c. The palace is located in London.
- d. In January the palace is open until 3:00 p.m.

T	F
T	F
T	F
T	F

3. Answer the following questions in note form.

- 3.1 Which member of the monarchy can you find out more about if you visit the palace? _____
- 3.2 What are the opening hours in August? _____
- 3.3 Is it possible to visit the Orangery at the moment? _____
- 3.4 How can you get further information on the palace? _____

1.1 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and write the missing words.



My home has beautiful **a.** _____
 The cutest **b.** _____, the prettiest **c.** _____
 My home likes starry nights
 Is **d.** _____ in height and sometimes bites
 My home has got a couple **e.** _____ to my soul
 My home somehow makes me feel so whole
 My home feels like gold
 My home won't ever be a **f.** _____
 My home has the most beautiful **g.** _____
 My home, you're my home



<https://azlyrics.com> (abridged; accessed in December 2022)

2. Listen to a psychologist talking about how our personality is related to the colour of our front door and match the colours with the correct adjectives.



- a.** white ☐
- b.** yellow ☐
- c.** red ☐
- d.** purple ☐
- e.** blue ☐
- f.** brown ☐
- g.** black ☐



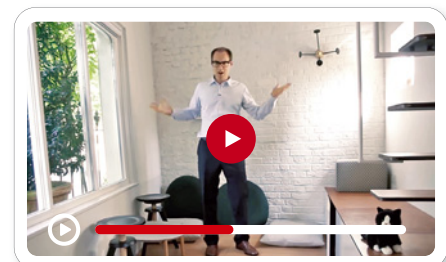
- 1.** open-minded
- 2.** calm
- 3.** sophisticated
- 4.** reliable
- 5.** vibrant
- 6.** curious
- 7.** organised

3. Watch a tour inside London's smallest house and decide if the sentences are True (T) or False (F).

Video at aula digital

- a.** The house costs £250,000.
- b.** There isn't a garden.
- c.** There's an oven and a dining table in the kitchen.
- d.** The living room has got a double bed.
- e.** The spare bedroom is under the sitting room floor.

T	F
T	F
T	F
T	F
T	F



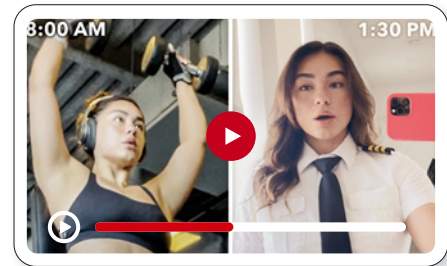
1.2 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the first part of a video about a pilot's morning routine and choose the correct option.

Video at  aula digital

- 1.1 Sara Maika is a/an _____ airline pilot.
 a. regional b. national c. international
- 1.2 She usually flies _____ flights in a day.
 a. two b. three c. five
- 1.3 Her day can start as early as _____ a.m.
 a. five b. six c. seven
- 1.4 Today she is in _____.
 a. Las Vegas b. Long Beach c. Los Angeles



2. Watch the second part of the video and order her morning routines from 1 to 7 according to what you hear.

Video at  aula digital

- | | |
|---|---|
| ☐ a. go to the gym | ☐ e. jump rope |
| ☐ b. make lunch | ☐ f. have a shower |
| ☐ c. have breakfast: a banana or oatmeal | ☐ g. drink a protein shake |
| ☐ d. get ready for work | |

3. Listen to three job ads and tick (✓) the right column.

 track 3

Which job ad suits you if you...	Receptionist	Waiter/Waitress	Model
a. are 17 years old?			
b. speak Spanish?			
c. want a part-time job and the weekends off?			
d. have experience in the area?			
e. only want to work in the morning?			
f. need a full-time job?			
g. want a flexible schedule?			
h. are organised?			

1.3 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to a conversation between someone on the street and a tourist and choose the correct option.



1.1 Where does the tourist want to go?

- a. She wants to go to the museum.
- b. She wants to go to the art gallery.
- c. She wants to go to the park.

1.2 Is she far from her destination?

- a. Yes, it's 5 kilometres.
- b. No, it's about five minutes on foot.
- c. No, it's about ten minutes on foot.



1.3 The tourist decides to... to get there.

- a. take a taxi
- b. call an Uber
- c. walk

1.4 The art gallery is

- a. at the end of Main Street.
- b. at the end of Main Avenue.
- c. on the corner of Main Street and Main Avenue.

1.5 Where is the museum?

- a. Between the cinema and the church.
- b. Opposite the art gallery.
- c. Opposite the church.

2. Listen to the telephone conversation and correct the underlined words.



- a. The dinner reservation is for Friday afternoon.

- b. There will be four people having dinner.

- c. The customer asks for a table far from the kitchen.

- d. There's a table available at 7:00 p.m.

- e. The reservation is under the name of Mrs Williams.



1.1 Writing

Name _____ No. _____ Class _____ Date _____

1. Imagine you are an estate agent and you want to put a house up for sale. Complete the online form using *there is/are* and *have got* and the information in the pictures.



HOUSE FOR SALE

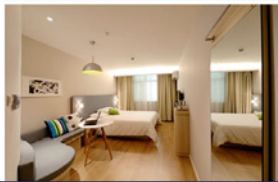
PROPERTY FEATURES

- 3,955 sqft.
- Year build 2015
- 3 bedrooms
- 2 bathrooms
- 1 kitchen
- 1 study
- 1 living room
- 1 dining room
- back garden
- wide space garage
- central cooling
- central heating



Offered At

£325,000





ABOUT THE PROPERTY

It is a _____ (adjective) _____ (type of house) located in a _____ (adjective) street near the town centre and public facilities.

_____ 7 rooms including 3 _____, a _____, a _____, a _____ and a _____. All the bedrooms _____ wardrobes and the house is equipped with central cooling and heating. Most of the inside walls are _____ (colour) and _____ lots of windows.

_____ also a very big _____ and a back garden. _____ a swimming pool but there's enough space to build one.

CONTACT

Adam Jones

Phone: 220-456-4457

Email: adam_jones@sales.com

ESTATE AGENT

Adam Jones and I am the estate agent you can trust. I am _____, _____ and _____ (personality).

Call, text or email me for further information.



1.2 Writing

Name _____ No. _____ Class _____ Date _____

1. Imagine you are studying to be a journalist. Your task is to write an article about Miguel Oliveira using the information below.

Name	Miguel Oliveira
Nickname	<i>Falcon</i>
Nationality	Portuguese
Date of birth	4 th January 1995
Personality	Modest, brave, optimistic
Hobbies	Reading, photography, travelling



Job	Motorcycle racer
Job duties	Participate in races, follow safety guidelines, act as a spokesperson for sponsors' brands
Routine	8:30 a.m. – wake up; have breakfast 9 a.m. – do a cardio session at home 12 noon – have a shower 1 p.m. – head to the physiotherapist 3:30 p.m. – go to the gym 8 p.m. – make dinner 10 p.m. – relax



Miguel Oliveira is a Portuguese _____. _____ is *Falcon*. Miguel _____ years old and he is brave, _____ and _____. _____ are reading and travelling and he also _____ photography.

As a motorcycle racer he _____, _____ and acts as a spokesperson for his sponsors' brands.

When he is not racing, he usually _____ at 8:30 and _____. At 9:00 he _____ and at _____. Then it's time to _____.

In the afternoon he _____ and works out again. He often _____ at 8:00 p.m. After tidying the kitchen, he _____ with his family.

1.3 Writing

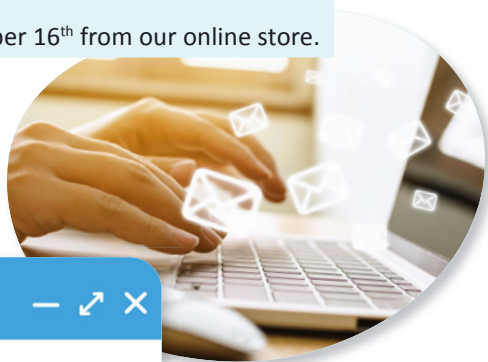
Name _____ No. _____ Class _____ Date _____

1. Match the sentence or phrase halves.

- a. We have the pleasure to
- b. If you have any questions or doubts,
- c. Dear
- d. The order should reach you
- e. Kind
- f. Thank you for

- 1. regards
- 2. do not hesitate to contact our customer support.
- 3. inform you that the ordered item – red trainers, size 7 – has been shipped.
- 4. Customer
- 5. within 10 business days.
- 6. your order of September 16th from our online store.

2. Order the sentences or phrases and write the email.



✉ New message
— ↗ ×

To _____

Subject _____

_____ ,

_____ ,

SEND

 A 😊 ⬇ 📎 🖼️ 🔗 ☆ 🗑️
⋮

- ←..... Greeting
- ←..... Reason for writing
- ←..... Description of the items
- ←..... ETA (Estimated Time of Arrival)
- ←..... Conclusion
- ←..... Complimentary close

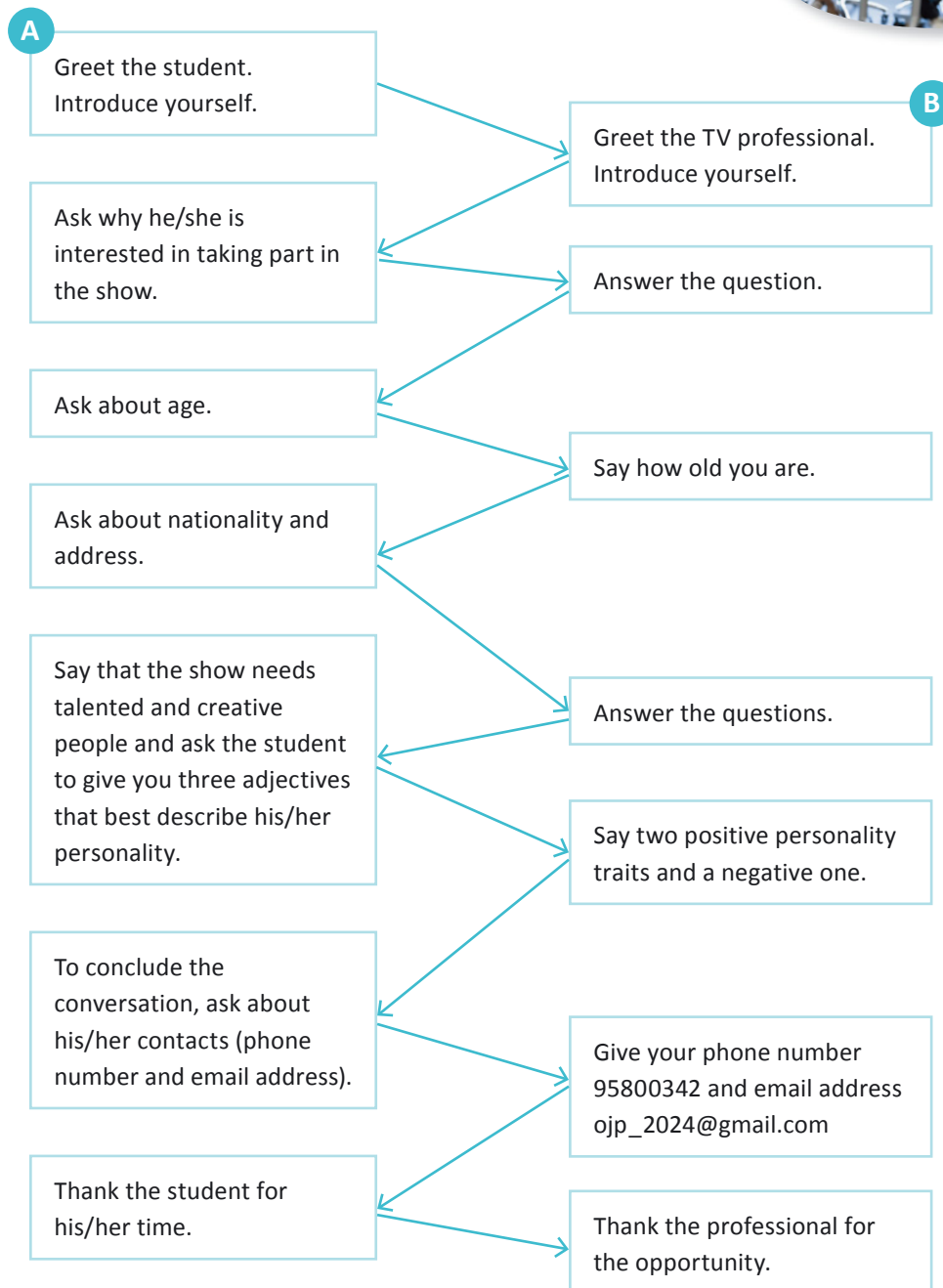
1.1 Speaking

Name _____ No. _____ Class _____ Date _____

ROLE-PLAY

- 1. A TV show is selecting young people for its next season. Today is the casting at your school.**

- 1.1** Role-play a conversation between a TV professional (A) and a student who wants to get on the show (B). Follow the guidelines below.



1.2 Speaking

Name _____ No. _____ Class _____ Date _____

VIDEO PRESENTATION

1. Imagine you work in marketing and your director has asked you and your partner to create a video advertising one of the following job vacancies.

hairstresser model personal trainer veterinary assistant

- 1.1 Follow the steps below to create a two-minute video presentation.

STEP 1 Choose the job.

STEP 2 Think about:

- the name of the company;
- the location of the company;
- the type of job (part-time or full-time).

STEP 3 Do some research and think of:

- the average salary;
- the tasks/responsibilities;
- the skills required;
- the experience necessary.

STEP 4 Prepare and practise your presentation. Don't forget to mention how candidates can apply for the job.

STEP 5 Record your presentation in a two-minute video.



USEFUL LANGUAGE

- | | |
|---|---|
| • Our company is looking for... | • You will be responsible for... |
| • If you want to..., join us! | • A... month/year experience is required. |
| • The ideal candidate should be/have... | • It pays.../You will receive... |
| • You will work... hours a day/week. | • To apply for this job... |

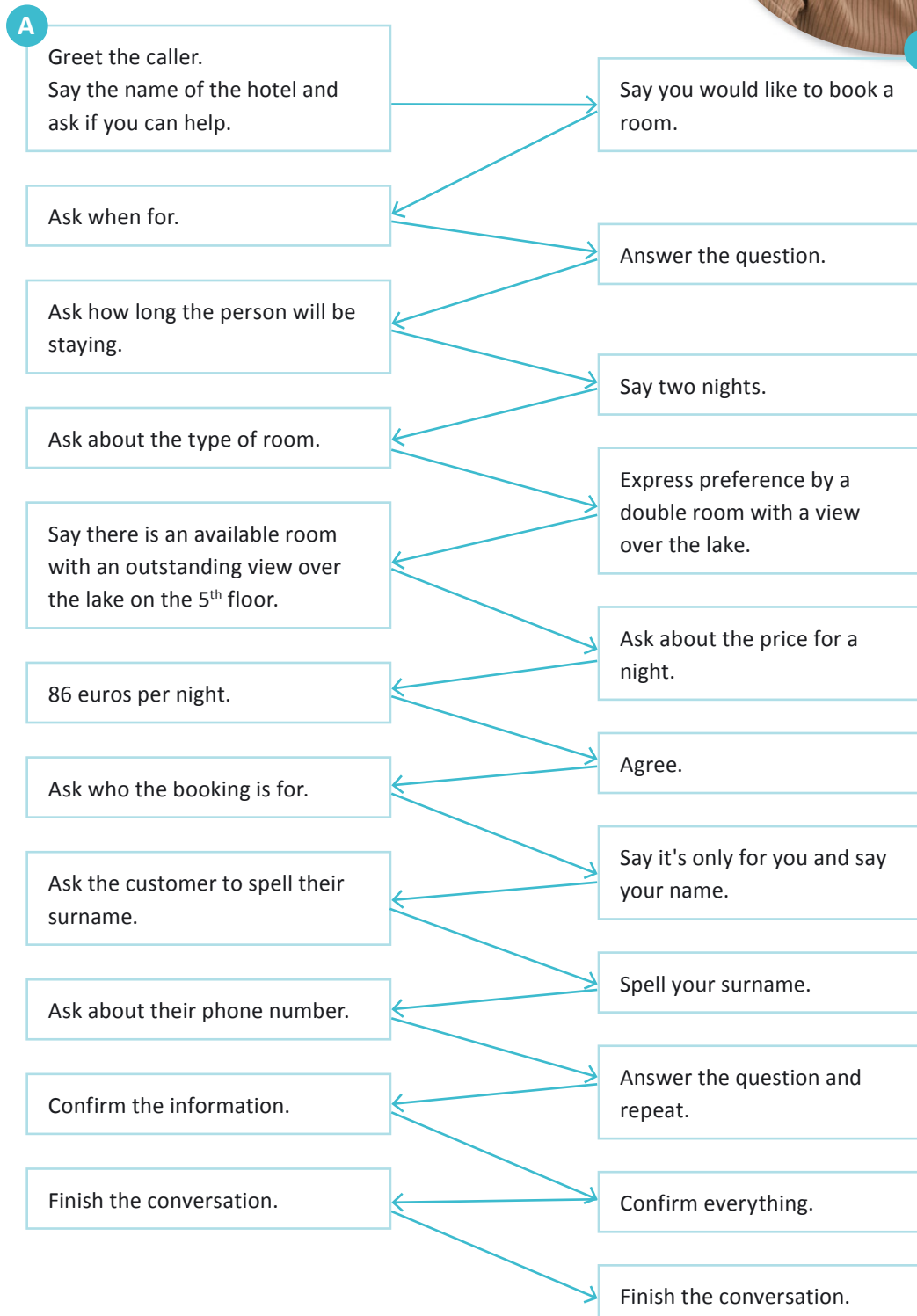
1.3 Speaking

Name _____ No. _____ Class _____ Date _____

ROLE-PLAY

1. You are travelling and you need to book a hotel room.

- 1.1 Role-play the phone conversation with the hotel receptionist (A). Follow the guidelines below.



1.1 Grammar – Personal pronouns / Possessive determiners / Verb to be

Name _____ No. _____ Class _____ Date _____

1. Read the dialogue and replace the words in bold with the correct personal pronoun or possessive determiner.

Dave: Whose Instagram are you looking at?

Anya: Mbappé's.

Dave: Let me take a look at it. **a. It's** my favourite football player.

Anya: Is **b. she?** **c. It** is very handsome and looks very young.

Dave: **d. She** is young! Mbappé was born in 1998.

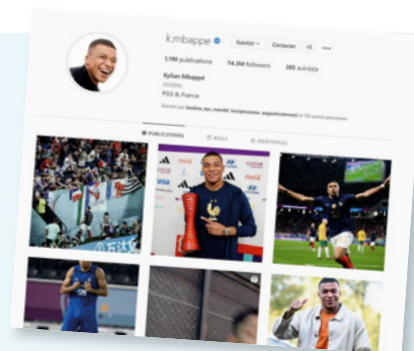
Anya: What is **e. your** nationality?

Dave: **f. It** is French, but **g. our** father is from Cameroon and **h. their** mother is of Algerian origin. **i. He** is a former handball player. **j. Its** name is Fayza Lamari and she is now a sports agent.

Anya: Who's that?

Dave: **k. Her** younger brother, Ethan. **l. We** have many pictures together. They also have another brother and **m. you** seem to be a close family. Now, you tell me. Who is **n. her** favourite player?

Anya: **o. Your** favourite player? I am not into sports!



2. Complete the dialogue with the correct form of the verb to be.

Liam: Hi! **a.** _____ you from here?

Sheena: No, I **b.** _____. I **c.** _____ from Aberdeen.

Liam: Where **d.** _____ Aberdeen?

Sheena: It **e.** _____ in Scotland.

Liam: **f.** _____ you Scottish?

Sheena: My brothers and I **g.** _____ Scottish, but my parents **h.** _____. They **i.** _____ Canadian.

Liam: Cool! My grandma **j.** _____ also Canadian. She **k.** _____ from Vancouver.

3. Order the words and write sentences using the correct form of the verb to be.

a. this / how much / be / ? _____

b. not be / I / tolerant / . _____

c. sensible / person / she / be / a / ? _____

d. 5 p.m. / it / be / . _____

e. Jim and Mark / not be / outgoing / . _____

1.1 Grammar – *There is / There are / Have got / To be*

Name _____ No. _____ Class _____ Date _____

1. Look at the table and complete the sentences with the correct form of the verb *have got*.

	long hair	brown hair	green eyes	freckles	beard
Martina	✓		✓	✓	
Adam		✓			✓
Julia		✓			
Harry		✓		✓	✓

- a. Martina _____ short hair. She _____ long hair.
 b. _____ Adam _____ a beard? Yes, he _____.
 c. _____ Martina and Harry _____ freckles? Yes, they _____.
 d. Julia _____ brown hair but she _____ green eyes.
 e. Harry _____ a beard.
 f. _____ Julia and Adam _____ long hair? No, they _____.
 g. _____ Martina _____ brown hair? No, she _____.



2. Circle the correct option.

- a. **There's / There are** three rooms upstairs.
 b. **Is there / Are there** any windows in the attic?
 c. **There isn't a / There aren't any** swimming pool in the neighbours' property.
 d. **There is / There are** one closet next to the main bedroom.
 e. **Is there / Are there** an armchair in the living room?

3. Complete the email with the correct form of the verbs *to be*, *have got* and *there is/are*.

New message

To

Subject

Hi Daphne,

We **a.** _____ finally here, in our new flat. It **b.** _____ great! I **c.** _____ my own bedroom now! It **d.** _____ quite large and it **e.** _____ a big window. **f.** _____ two more bedrooms. My parents **g.** _____ the biggest one. **h.** _____ a closet and a bathroom in their room – lucky things! The other room belongs to my sister.

Besides the bedrooms and the bathrooms, **i.** _____ also a living room, a pantry and a kitchen. There isn't a garden, but **j.** _____ a balcony where **k.** _____ two chairs and a table.

I **l.** _____ really happy to be here!

XOXO

SEND

1.2 Grammar – Present simple

Name _____ No. _____ Class _____ Date _____

1. Circle the correct option.

- a. Her father and brother **go / goes** to the gym twice a week.
- b. Sarah's dentist rarely **work / works** before 10 a.m.
- c. A scientist is someone who **do / does** a lot of research.
- d. Paul and Jerry **tidy / tidies** their desks every day.
- e. My friend, who is a journalist, **travel / travels** a lot.



2. Use the negative form of the verbs in brackets to complete the sentences.

- a. My co-workers _____ (**know**) my phone number.
- b. The CEO _____ (**come**) to our office very often.
- c. One of my sisters is a journalist, but I _____ (**read**) newspapers.
- d. Alice's husband is a chef, so she _____ (**eat**) in restaurants.

3. Complete the questions. Use the verbs from the box.



enjoy start go do (2x) work (2x)

- a. "What _____?" "I work in a factory."
- b. "What time _____ work?" "At 8: 30."
- c. "_____ shifts?" "No, I don't."
- d. "How _____ to the factory?" "By bus or car."
- e. "And your sister? What _____?" "She's a nurse."
- f. "_____ in a hospital?" "Yes, she does."
- g. "_____ her job?" "Yes, she loves it."



4. Find a mistake in each of the sentences below, underline and correct it.

- a. A shop assistant don't work in a school. _____
- b. Does teachers have a good salary? _____
- c. Wildlife photographers takes pictures of animals. _____
- d. Anne's brother and sister goes to the same doctor. _____
- e. She never study at night. _____

1.2 Grammar – Present continuous

Name _____ No. _____ Class _____ Date _____

1. What are they doing? Complete the sentences using the present continuous of the verbs in brackets.

- a. Taylor _____ (sing) to her fans.
- b. Katie and Ryan _____ (run) the marathon.
- c. Billie _____ (lie) on the couch.
- d. Zack _____ (drive) to the studio.
- e. Justin and his son _____ (cook) dinner.



2. Look at the picture and write what they are or aren't doing now. Use the verbs in the box.

listen study call write smile eat read sit shine cry



Jim Laura Melanie Ivy Steve

- a. The sun _____ and they _____ on the stairs.
- b. Melanie and Laura _____. They _____.
- c. Jim _____ his girlfriend.
- d. Laura _____ an email, she _____ a sandwich.
- e. Ivy _____ a book, she _____ to music.
- f. Steve _____ History.

3. Ask questions for the following answers.

- a. " _____ ?" "No, the computer isn't working."
- b. "What _____ ?" "I'm watching *Stranger Things*."
- c. " _____ ?" "Yes, he is waiting for the bus."
- d. "Why _____ ?" "She's crying because she is nervous."
- e. " _____ ?" "No, It isn't raining at the moment."
- f. "What _____ ?" "I think they are drinking tea."

1.3 Grammar – Comparative

Name _____ No. _____ Class _____ Date _____

1. Circle the correct option.

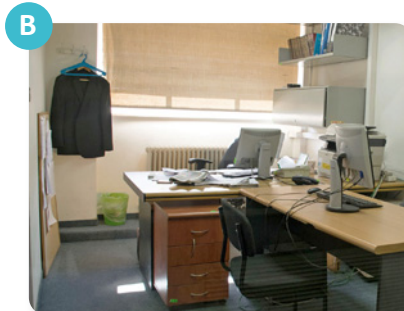
- a. My English skills are **more good / better** than yours.
- b. Jane works **more hard / harder** than her colleagues.
- c. Her salary is as **high / higher** as mine.
- d. This office is **more big / bigger** than the one downstairs.
- e. That nurse looks **more happy / happier** than the others.
- f. Getting a job is not as **easier / easy** as you think.
- g. Being an astronaut is **more dangerous / dangerous** than being a vet.
- h. A police officer doesn't need to be as **more persistent / persistent** as a salesperson.



2. Complete the sentences with the right comparative form of the adjectives in brackets.

- a. Do you know that Brian is _____ (**young**) Jen? They're both 20.
- b. Nowadays job candidates are _____ (**old**) than before.
- c. Working indoors is _____ (**comfortable**) than working outdoors.
- d. An office job is not _____ (**boring**) some people say.
- e. Your teacher gives _____ (**low**) grades than other teachers.
- f. People say that the night shift is _____ (**difficult**) than the morning shift.
- g. This workshop is _____ (**large**) than the one in my neighbourhood.
- h. To keep the job, you need to get to the shop _____ (**early**) than 9 a.m.

3. Look at the pictures and compare the two offices. Write sentences using the adjectives in the box in the comparative form.



big
modern
comfortable
small
relaxing

- a. Office A is _____ than Office B.
- b. Office B is _____ than Office A.
- c. Office B is not as _____.
- d. _____.
- e. _____.

1.3 Grammar – Superlative / Comparative vs Superlative

Name _____ No. _____ Class _____ Date _____

1. Choose the correct option to complete the sentences.

- 1.1 St. Peter's Cathedral is _____ building in town.
a. older than b. the oldest c. the most old
- 1.2 Excuse me, where is _____ post office?
a. near b. the nearest c. the most near
- 1.3 Is this _____ hotel in the surroundings?
a. better b. the best c. more good
- 1.4 My village is _____.
a. more pretty b. the most pretty c. the prettiest
- 1.5 We are in _____ spot in the city.
a. popular b. more popular c. the most popular
- 1.6 Today is _____ day of the whole summer.
a. the hot b. the hottest c. the most hot



2. Complete the sentences using the superlative of the adjectives in the box.

big interesting cheap expensive bad

- a. This museum is so cool! It's _____ museum I've ever been to.
- b. Travelling by train is not expensive. It's _____ way of travelling between two cities.
- c. Your car is huge! It's _____ in the car park.
- d. We're in a terrible situation. It's _____ situation in all my school life.
- e. Having dinner here costs a lot. I'm eating _____ meal of my holidays.

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

Lisbon is a. _____ (large) city in Portugal and one of b. _____ (old) in the world. It's c. _____ (important) tourist centre in the country. In Lisbon you can find old buildings but there are also buildings that are d. _____ (tall) and e. _____ (modern) than the ones you can find in other cities.

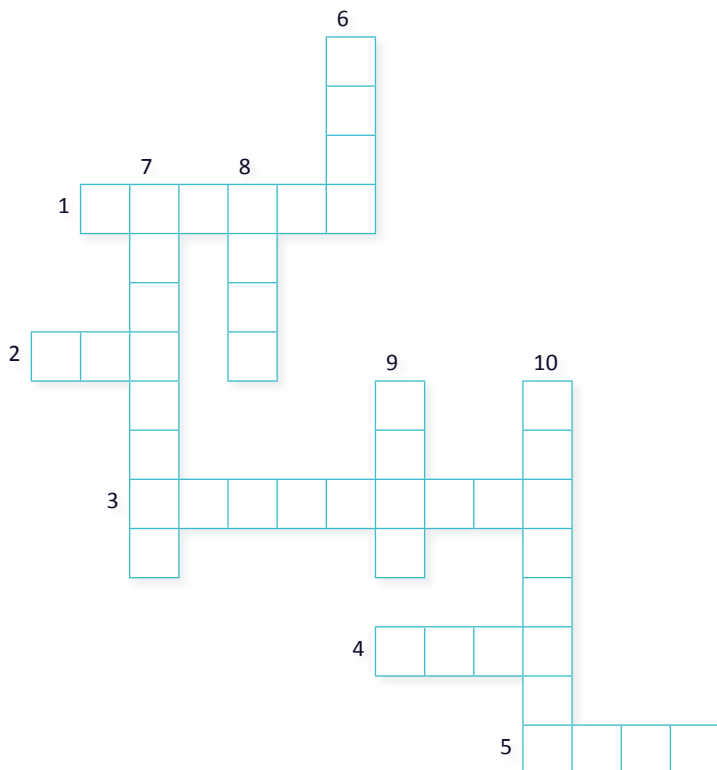
Visit Lisbon, f. _____ (cool) city in Europe, and try g. _____ (good) food you'll ever taste. It's h. _____ (cheap) and i. _____ (healthy) than in other European cities too.



1.1 Vocabulary – Describing people

Name _____ No. _____ Class _____ Date _____

1. Read the clues and complete the crossword puzzle.



ACROSS

1. Used to describe babies who are fat in an attractive way.
2. The opposite of young.
3. Hair above the lips.
4. Neither short nor medium-height.
5. Another word for thin.

DOWN

6. Not straight nor curly.
7. Good-looking (man).
8. With little or no hair on your head.
9. A mark left on the skin by a cut, a burn,...
10. Small brownish spots on the skin.

2. Choose four adjectives from the box to match each description.

helpful hard-working talkative selfish optimistic pessimistic
reliable lazy friendly outgoing honest cheerful

a. Jane works a lot but she always has a smile on her face. She has a positive attitude towards the future and she can put everyone in a good mood.

_____ ; _____
_____ ; _____

b. Maya only thinks about herself. She talks all the time and she always focuses on the negative. At home she doesn't do anything, except watch TV.

_____ ; _____
_____ ; _____

c. Tim likes helping everyone, meeting new people, and going to parties. He always tells the truth and you can count on him.

_____ ; _____
_____ ; _____

3. Use words from exercises 1 and 2 to complete the text about Jason Momoa.

Jason was born in 1979, so he is not **a.** _____. He is considered a **b.** _____ middle-aged man. He is 1.93 m, which means he is quite **c.** _____. His hair is long, **d.** _____, and brown. He's got a beard and a **e.** _____ and also a **f.** _____ on his face, above the left eye.

He is very **g.** _____ as he's always in good spirits. Jason loves being with other people, so he's also friendly and **h.** _____.



1.1 Vocabulary – Houses and furniture

Name _____ No. _____ Class _____ Date _____

1. Match each type of house with its definition.

- a. detached house ☐
- b. block of flats ☐
- c. semi-detached house ☐
- d. condominium ☐
- e. bungalow ☐
- f. terraced house ☐



- 1. A residential complex in which there are separate units and people have access to shared facilities (pool, parking garage...).
- 2. A large building that has several apartments.
- 3. A house that shares a wall with the next house.
- 4. A small house or cottage that is either single-storey or has a second storey built into a sloping roof.
- 5. A house in a row of identical houses.
- 6. A house that is not joined to another house.

2. How much do you know about parts of the house and furniture? Circle the best option.

2.1 Where can you find a cooker, a microwave, and a dishwasher?

- a. in the kitchen b. in the bathroom c. in the pantry

2.2 What is the name of the room in the highest part of the house, below the roof?

- a. basement b. attic c. garage

2.3 What can you find under the house?

- a. a basement b. an attic c. a pantry

2.4 Any room with a toilet, a bath and a wash basin is called _____.

- a. bedroom b. bathroom c. kitchen

2.5 The glass surface where you can see your reflection is the _____.

- a. sink b. wash basin c. mirror

2.6 Have you got a _____ or a wardrobe to hang your clothes?

- a. closet b. drawer c. dresser

2.7 In living rooms, you usually find a TV, a rug, a sofa and a _____.

- a. coffee machine b. dining table c. coffee table

2.8 If you want to bake a cake, you need a/an _____.

- a. oven b. cooker c. freezer



1.2 Vocabulary – Professional areas and workplaces

Name _____ No. _____ Class _____ Date _____

1. Jobs: Spot the odd one out.

- a. actor / journalist / musician / footballer
- b. software engineer / web designer / airline pilot / IT technician
- c. dentist / beauty therapist / doctor / nurse
- d. ship's captain / bus driver / hotel manager / logistics manager
- e. personal trainer / chef / journalist / travel agent

2. Match the professional areas below with the jobs in exercise 1. Write only the letters (a-e).

Health and Medicine	☐
Performing Arts and Media	☐
Information Technology and Computing	☐
Leisure and Tourism	☐
Transport	☐



3. Complete the sentences with words from the box.

worker salary influencer shifts flexible mechanic home
public schedule shop assistant hairstylist office

- a. Anna is a social media _____. She has her own _____ and she can work from _____.
- b. If you don't want to contact with the _____, why are you applying for the _____ vacancy at the shopping centre?
- c. My neighbour is a factory _____. Sometimes I don't see him for weeks because he works _____.
- d. Is there a skilled _____ in the neighbourhood? I need to get my hair cut.
- e. Many kids dream about being football players because of the high _____.
- f. My car doesn't work! Do you know a good _____?
- g. Jason doesn't have a _____ schedule. He works in an _____ from 9 to 5.

1.2 Vocabulary – Daily routines / Interests and free time activities

Name _____ No. _____ Class _____ Date _____

1. Complete an influencer's daily plan with words from the box. One word is not used.

take bus	go (2x) meet	run listen	café emails	call send	wake surf	have (2x) plan	get breakfast	write
-------------	-----------------	---------------	----------------	--------------	--------------	-------------------	------------------	-------

Monday - Friday

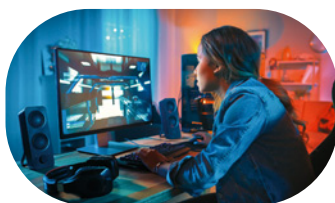
5:30 a.m. • a. _____ up • b. _____ a shower • have c. _____ • d. _____ ready for the day	8:00 a.m. • h. _____ pictures • i. _____ to some podcasts	12:00 p.m. • l. _____ some friends • m. _____ lunch	4:00 p.m. • Find a p. _____ • q. _____ the net and • r. _____ some emails
6:00 a.m. • e. _____ the day's blog post • check f. _____ • g. _____ content	10:00 a.m. • j. _____ to showroom meetings by k. _____	2:00 p.m. • n. _____ for a walk or • o. _____ in the park	

<https://blog.planoly.com> (adapted; accessed in December 2022)

2. Circle the right option.

- | | |
|--|---|
| a. Ty does / goes swimming twice a day. | d. Terry, stop doing / playing the guitar! |
| b. I never do / play crossword puzzles. | e. My cousin loves doing / playing judo. |
| c. Let's do / go shopping! | f. I can't do / play table tennis. |

3. Label the following pictures with the appropriate free time activities.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

1.3 Asking for/giving directions

Name _____ No. _____ Class _____ Date _____

1. Circle the correct option.

- a. Go **along** / **turn** Park Avenue.
- b. **Go** / **Take** as far as the roundabout.
- c. Turn **along** / **right**.
- d. It's **opposite** / **between** the restaurant.
- e. Go straight **past** / **ahead** until you get to the school.
- f. **Take** / **Turn** the first on the right.
- g. Is it **right** / **far** from here?



2. Complete the dialogues with the words from the boxes.

how next to go left
along take train station

Excuse me, **a.** _____ do
I get to the **b.** _____?



Go **c.** _____ Parker Street.
d. _____ the first turning
on the **e.** _____ and
f. _____ straight on.
The train station is on your left,
g. _____ the supermarket.

far turn corner where
second past up

Good morning, do you know
h. _____ the hospital is?



Of course. Go **i.** _____
Main Street as **j.** _____
as the traffic lights. Then
k. _____ right and go
l. _____ the shopping
centre. Take the **m.** _____
turning on the left and you'll
see the hospital on the
n. _____.

1.3 Vocabulary – Tourism and Hospitality / Business and Administration / Logistics, Transport and Distribution

Name _____ No. _____ Class _____ Date _____

1. Match the words with the definitions.

a. hostel	•	•	1. a hotel employee who helps guests book tours and make other reservations
b. cruise	•	•	2. a hotel room combined with breakfast and another meal
c. resort	•	•	3. a series of performances of music, plays, etc, usually organised in the same place once a year
d. campsite	•	•	4. a place with shared rooms where people can stay cheaply for short periods of time
e. concierge	•	•	5. suitcases or other bags that you take your belongings in when travelling
f. porter	•	•	6. an employee who carries luggage
g. theme park	•	•	7. a place suitable for or used to camp
h. festival	•	•	8. a trip on a ship taken for pleasure or as a holiday
i. luggage	•	•	9. an area for public entertainment with different activities based on a particular idea
j. half board	•	•	10. a place where people go for a holiday that provides relaxing, recreational facilities

2. Complete the sentences with words from the box.

folders wastepaper bin stapler printer filing cabinet

- If you want to join paper sheets together, use a _____.
- _____ are used to store loose sheets of paper.
- To keep items organised and safe, buy a _____.
- All these letters are useless. It's time to dump them in the _____.
- The inkjet _____ is the most popular choice for home offices.

3. Circle the right option.

WAREHOUSE NOTICE

	CAUTION: a. LORRIES / FORKLIFTS OPERATING		USE BARCODE d. SCANNERS / RACKS
	CAUTION: HEAVY GOODS b. SHIPS / LORRIES OPERATING		e. PICKING / SHIPPING ZONE
	DO NOT CLIMB: c. FREIGHT / PALLET RACKING		f. PICKING / SHIPPING AREA

II. Inclusion worksheets

1.1 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following blog post.

[HOME](#) [ABOUT](#) [OUR STORIES](#) [ARCHIVE](#) [CONTACT](#)

What do you know about your favourite star?

Hi everyone! I'm a super fan of Ryan Rodney Reynolds and I found out that some people call him *Deadpool*. He is a Canadian actor, humourist, filmmaker, and screenwriter. He was born on 23rd October 1976 in Vancouver, Canada.

His friends say he is flexible, curious, and optimistic. I think his hazel eyes and gorgeous beard make him charming and really handsome.

I know that in some parts of the year he lives with his wife and children in an amazing apartment at 443 Greenwich Building, Manhattan. There they have access to some shared facilities like a children's playroom, an indoor pool, a fitness centre, and a roof terrace. Harry Styles is one of his neighbours, can you imagine that?!

 [Post a Comment](#)

2. Complete Ryan's profile with the highlighted information in the post.

First name:	Job:
Surname: Reynolds	Address: 443 Greenwich Bd, Manhattan
Nickname:	Appearance:
Date of birth:	Personality:
Birthplace: Vancouver	Marital status: Married
Nationality:	



3. Decide if the sentences are True or False.

- a. Ryan believes good things will happen.
- b. His house is a detached house.
- c. The house has got a private swimming pool.
- d. He lives next to another famous person.

T	F
T	F
T	F
T	F

1.2 Reading

Name _____ No. _____ Class _____ Date _____

1. Read these two texts where Mark and Alice talk about their jobs and daily routines.



I'm Mark and I'm a waiter at a fancy restaurant. I work the night shift, so I wake up at 10 a.m. and go for a walk every morning.

I walk to the restaurant at 5 p.m. and about an hour later the first customers arrive. I have to greet them and hand out the menus. Then I take their orders to the kitchen. I then serve the drinks and when the food is ready I take it to the customers and check that everything is OK. To be successful as a waiter, you should be patient, have excellent interpersonal skills, and you must be able to work on your feet for long hours.

My name's Alice and I have the best full-time job in the world. I work as a chocolate taster for a well-known brand.

Every day I wake up at 6.30 a.m., have a light breakfast and head to work by train. I get to my workplace at 8.00 a.m. and there I taste different chocolate products until 4:00 p.m.

To become a chocolate taster, you need to have healthy teeth/gums and no allergies or intolerance. You should be computer literate, detail oriented and open-minded.



2. Match the words from both texts with their definitions.

- | | | |
|-------------------------|-----|---|
| a. shift (text 1) | • • | 1. location where people perform their jobs |
| b. customers (text 1) | • • | 2. people who buy goods or services |
| c. skills (text 1) | • • | 3. tolerant, receptive |
| d. full-time (text 2) | • • | 4. a scheduled period of work |
| e. workplace (text 2) | • • | 5. abilities |
| f. open-minded (text 3) | • • | 6. working for the maximum number of hours per week |

3. Circle the right option.

- a. Mark goes to work **at six / on foot**.
- b. He starts work **at four / at six**.
- c. One of his responsibilities is to **be good with computers / welcome guests**.
- d. Alice wakes up **early in the morning / very late**.
- e. She finishes work **at four / at five**.
- f. She needs to **be patient / be good with computers**.

1.3 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the leaflet about Kensington Palace.

Kensington Palace

The home of the Prince and Princess of Wales is located in Kensington Gardens.

Since 1689, Kensington Palace has been home to some of the most famous royals including George II, Queen Mary and Queen Victoria. With the re-opening of the Palace to the public for the Diamond Jubilee of Queen Elizabeth II in 2012, visitors are now able to wander through state apartments and learn more about the life of Queen Victoria.



Hungry for more? There is also a cafe and restaurant, as well as a shop filled with exclusive gifts and souvenirs inspired by the palace.

Kensington Gardens, London W8 4PX

 High Street Kensington  Kensington Palace

 **1 March – 31 October**

Monday – Sunday: 10:00 a.m. – 6:00 p.m. Last admission: 5:00 p.m.

1 November – 28 February

Monday – Sunday: 10:00 a.m. – 4:00 p.m. Last admission: 3:00 p.m.

The Orangery is currently closed for conservations and restoration works.

 +44 (0)20 3166 6000  www.hrp.org.uk/kensington-palace

<https://www.sightseeingpass.com> (adapted; accessed in December 2022)

2. Say whether the following sentences are True (T) or False (F).

- a. Kensington Palace is the official house of the Prince and Princess of Wales.
- b. It has been open to the public since 1689.
- c. The palace is located in London.

T	F
T	F
T	F

3. Choose the right option to answer the questions.

3.1 Which member of the monarchy can you find out more about if you visit the palace?

- a. Queen Elizabeth
- b. Queen Mary
- c. Queen Victoria

3.2 What are the opening hours in August?

- a. from 10 a.m. to 4 p.m.
- b. from 10 a.m. to 5 p.m.
- c. from 10 a.m. to 6 p.m.

3.3 Is it possible to visit the Orangery at the moment?

- a. Yes
- b. No
- c. Yes, on Sundays

1.1 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and circle the words you hear.



My home has beautiful **a. hair** / eyes
 The cutest **b. nose** / chin, the prettiest **c. mouth** / smile
 My home likes starry nights
 Is **d. sport** / short in height and sometimes bites
 My home has got a couple **e. bingos** / windows to my soul
 My home somehow makes me feel so whole
 My home feels like gold
 My home won't ever be a **f. place** / space
 My home has the most beautiful **g. lace** / face
 My home, you're my home



<https://azlyrics.com> (abridged; accessed in December 2022)

2. Listen to a psychologist talking about how our personality is related to the colour of our front door and match the colours with the correct adjectives.



- a.** white ☐
- b.** red ☐
- c.** blue ☐
- d.** brown ☐
- e.** black ☐



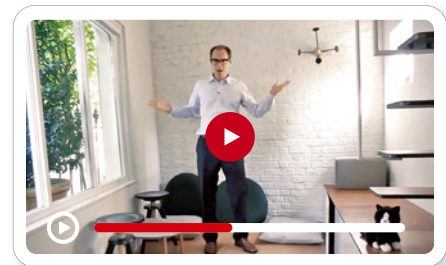
- 1.** calm
- 2.** sophisticated
- 3.** reliable
- 4.** vibrant
- 5.** organised

3. Watch a tour inside London's smallest house and decide if the sentences are True (T) or False (F).

Video at aula digital

- a.** The house costs £250,000.
- b.** There isn't a garden.
- c.** There's an oven and a dining table in the kitchen.
- d.** The living room has got a double bed.
- e.** The spare bedroom is under the sitting room floor.

T	F
T	F
T	F
T	F
T	F



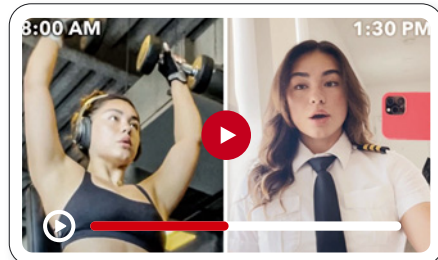
1.2 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the first part of a video about a pilot's morning routine and circle the correct option.

Video at  aula digital

- a. Sara Maika is a **regional** / **national** airline pilot.
- b. She usually flies **three** / **five** flights in a day.
- c. Her day can start as early as **five** / **six** a.m.
- d. Today she is in **Las Vegas** / **Los Angeles**.



2. Watch the second part of the video and order her morning routines from 1 to 7 according to what you hear. Numbers 1 and 7 are already done for you.

Video at  aula digital

- ☐ a. go to the gym
- ☐ b. make lunch
- ☒ 1 c. have breakfast: a banana or oatmeal
- ☒ 7 d. get ready for work
- ☐ e. jump rope
- ☐ f. have a shower
- ☐ g. drink a protein shake

3. Listen to three job ads and tick (✓) the right column.

 track 3

Which job ad suits you if you...	Receptionist	Waiter/Waitress	Model
a. are 17 years old?			
b. speak Spanish?			
c. have experience in the area?			
d. only want to work in the morning?			
e. want a flexible schedule?			
f. are organised?			

1.3 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to a conversation between someone on the street and a tourist and choose the correct option.



track 4

1.1 Where does the tourist want to go?

- a. She wants to go to the church.
- b. She wants to go to the art gallery.
- c. She wants to go to the park.

1.2 Is she far from her destination?

- a. Yes, it's 5 kilometres.
- b. No, it's about five minutes on foot.
- c. No, it's about ten minutes on foot.



1.3 The tourist decides to... to get there.

- a. take a taxi
- b. call an Uber
- c. walk

1.4 The art gallery is

- a. at the end of Main Street.
- b. at the end of Main Avenue.
- c. on the corner of Main Street and Main Avenue.

1.5 Where is the museum?

- a. Between the cinema and the church.
- b. Opposite the art gallery.
- c. Opposite the church.

2. Listen to the telephone conversation and circle the correct option.

- a. The dinner reservation is for Friday **afternoon / evening**.
- b. There will be **two / four** people having dinner.
- c. The customer asks for a table far from the **kitchen / door**.
- d. There's a table available at **6:30 / 7:00** p.m.
- e. The reservation is under the name of **Mrs Williams / Mr Williams**.



track 5



1.1 Writing

Name _____ No. _____ Class _____ Date _____

1. Imagine you are an estate agent and you want to put a house up for sale. Complete the online form with the expressions in the box.

there are (2x) detached house my name is garage bedrooms kitchen quiet
study reliable have got white living room there isn't
dining room there is confident lovely optimistic



HOUSE FOR SALE

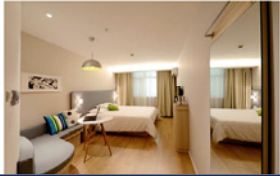
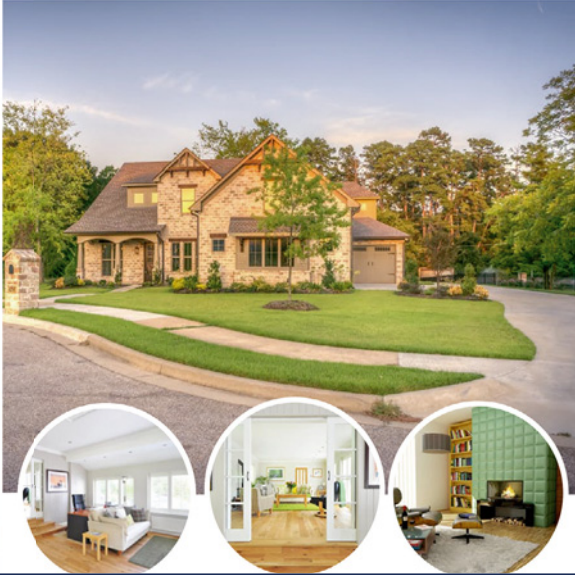
PROPERTY FEATURES

- 3,955 sqft.
- Year build 2015
- 3 bedrooms
- 2 bathrooms
- 1 kitchen
- 1 study
- 1 living room
- 1 dining room
- back garden
- wide space garage
- central cooling
- central heating



Offered At

£ 325,000





ABOUT THE PROPERTY

It is a **a.** _____ (adjective) **b.** _____ (type of house) located in a **c.** _____ (adjective) street near the town centre and public facilities.

d. _____ 7 rooms including 3 **e.** _____, a **f.** _____, a **g.** _____, a **h.** _____ and a **i.** _____. All the bedrooms **j.** _____ wardrobes and the house is equipped with central cooling and heating. Most of the inside walls are **k.** _____ (colour) and **l.** _____ lots of windows.

m. _____ also a very big **n.** _____ and a back garden.

o. _____ a swimming pool but there's enough space to build one.

CONTACT

Adam Jones

Phone: 220-456-4457

Email: adam_jones@sales.com

ESTATE AGENT

p. _____

Adam Jones and I am the estate agent you can trust. I am **q.** _____, **r.** _____ and **s.** _____ (personality).

Call, text or email me for further information.



1.2 Writing

Name _____ No. _____ Class _____ Date _____

1. Imagine you are studying to be a journalist. Your task is to write an article about Miguel Oliveira using the information below.

Name	Miguel Oliveira
Nickname	<i>Falcon</i>
Nationality	Portuguese
Date of birth	4 th January 1995
Personality	Modest, brave, optimistic
Hobbies	Reading, photography, travelling



Miguel Oliveira is a Portuguese motorcycle **a.** _____. His **b.** _____ is *Falcon*. Miguel **c.** _____ years old and he is brave, **d.** _____ and **e.** _____ man. His favourite **f.** _____ are reading and travelling and he also **g.** _____ photography.

Job	Motorcycle racer
Job duties	Participate in races, follow safety guidelines, act as a spokesperson for sponsors' brands
Routine	8:30 a.m. – wake up; have breakfast 9 a.m. – do a cardio session at home 12 noon – have a shower 1 p.m. – head to the physiotherapist 3:30 p.m. – go to the gym 8 p.m. – make dinner 10 p.m. – relax



As a motorcycle racer he **h.** _____ in races, **i.** _____ safety guidelines and acts as a spokesperson for his sponsors' brands.

When he is not racing, he usually **j.** _____ at 8:30 and **k.** _____. At 9:00 he **l.** _____ at home, and at 12 noon he **m.** _____. Then it's time to head to the **n.** _____.

In the afternoon he **o.** _____ gym and works out again. He often **p.** _____ at 8.00 p.m. After tidying the kitchen, he **q.** _____ with his family.

1.3 Writing

Name _____ No. _____ Class _____ Date _____

1. Write the beginnings of the sentences in the correct place.

- We have the pleasure to
- If you have any questions or doubts,
- Dear
- The order should reach you
- Kind
- Thank you for



 **New message** — ↗ ✕

To

Subject

_____ Customer,

_____ your order of September 16th from
our online store.

_____ inform you that the ordered item
– red trainers, size 7 – has been shipped.

_____ within 10 business days.

_____ do not hesitate to contact our
customer support.

_____ regards,

SEND        



← Greeting

← Reason for writing

← Description of the items

← ETA (Estimated Time of Arrival)

← Conclusion

← Complimentary close

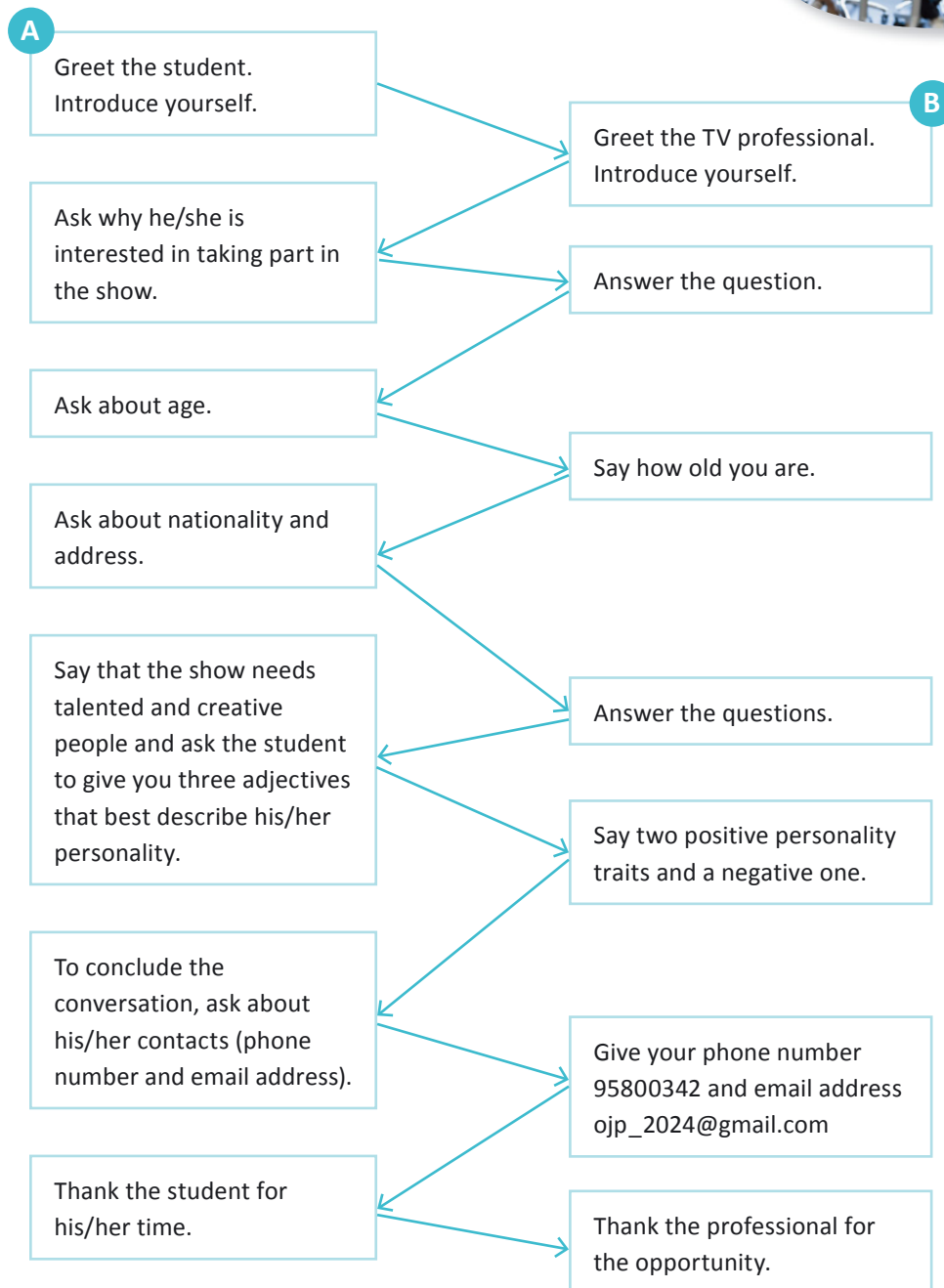
1.1 Speaking

Name _____ No. _____ Class _____ Date _____

ROLE-PLAY

- 1. A TV show is selecting young people for its next season. Today is the casting at your school.**

- 1.1** Role-play a conversation between a TV professional (A) and a student who wants to get on the show (B). Follow the guidelines below.



1.2 Speaking

Name _____ No. _____ Class _____ Date _____

VIDEO PRESENTATION

1. Imagine you work in marketing and your director has asked you and your partner to create a video advertising one of the following job vacancies.

hairstresser model personal trainer veterinary assistant

- 1.1 Follow the steps below to create a two-minute video presentation.

STEP 1 Choose the job.

STEP 2 Think about:

- the name of the company;
- the location of the company;
- the type of job (part-time or full-time).

STEP 3 Do some research and think of:

- the average salary;
- the tasks/responsibilities;
- the skills required;
- the experience necessary.

STEP 4 Prepare and practise your presentation. Don't forget to mention how candidates can apply for the job.

STEP 5 Record your presentation in a two-minute video.



USEFUL LANGUAGE

- | | |
|---|---|
| • Our company is looking for... | • You will be responsible for... |
| • If you want to..., join us! | • A... month/year experience is required. |
| • The ideal candidate should be/have... | • It pays.../You will receive... |
| • You will work... hours a day/week. | • To apply for this job... |

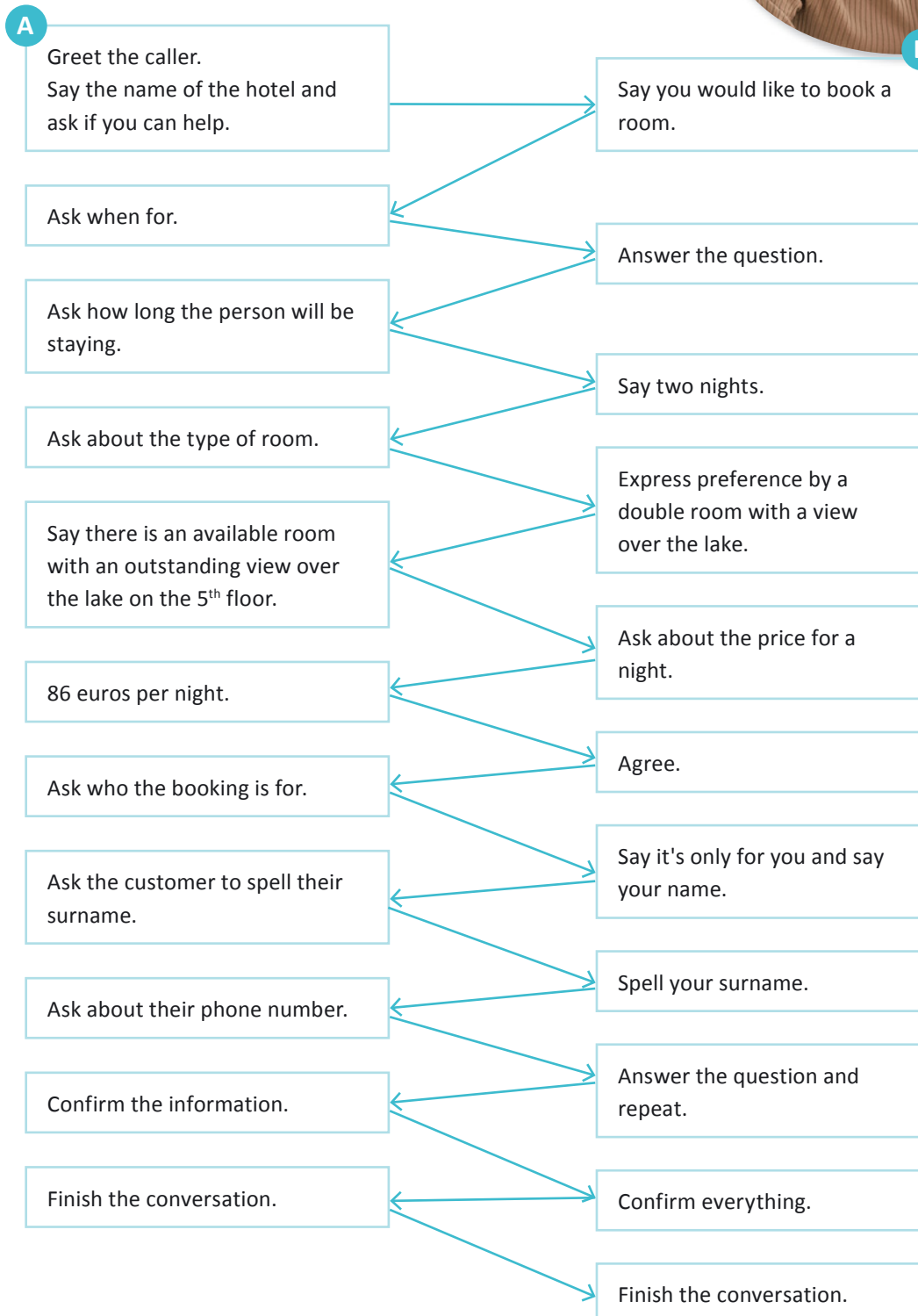
1.3 Speaking

Name _____ No. _____ Class _____ Date _____

ROLE-PLAY

1. You are travelling and you need to book a hotel room.

- 1.1 Role-play the phone conversation with the hotel receptionist (A). Follow the guidelines below.



1.1 Grammar – Personal pronouns / Possessive determiners / Verb to be

Name _____ No. _____ Class _____ Date _____

1. Read the dialogue and choose the correct personal pronoun or possessive determiner.

Dave: Whose Instagram are you looking at?

Anya: Mbappé's.

Dave: Let me take a look at it. **a. It / He** 's my favourite football player.

Anya: Is **b. she / he?** **c. He / It** is very handsome and looks very young.

Dave: **d. She / He** is young! Mbappé was born in 1998.

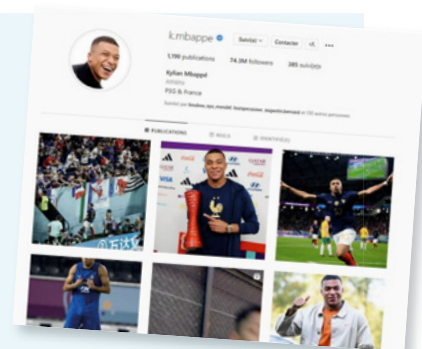
Anya: What is **e. your / his** nationality?

Dave: **f. It / He** is French, but **g. his / our** father is from Cameroon and **h. their / his** mother is of Algerian origin. **i. He / She** is a former handball player. **j. Her / Its** name is Fayza Lamari and she is now a sports agent.

Anya: Who's that?

Dave: **k. Her / His** younger brother, Ethan. **l. They / We** have many pictures together. They also have another brother and **m. you / they** seem to be a close family. Now, you tell me. Who is **n. your / her** favourite player?

Anya: **o. Your / My** favourite player? I am not into sports!



2. Complete the dialogue with the correct form of the verb to be (am/am not, is/is not, are/are not).

Liam: Hi! **a.** _____ you from here?

Sheena: No, I **b.** _____. I **c.** _____ from Aberdeen.

Liam: Where **d.** _____ Aberdeen?

Sheena: It **e.** _____ in Scotland.

Liam: **f.** _____ you Scottish?

Sheena: My brothers and I **g.** _____ Scottish, but my parents **h.** _____. They **i.** _____ Canadian.

Liam: Cool! My grandma **j.** _____ also Canadian. She **k.** _____ from Vancouver.

3. Write sentences using the correct form of the verb to be.

a. how much / **be** / this / ? _____

b. I / **not be** / tolerant / . _____

c. she / **be** / a / sensible / person / ? _____

d. It / **be** / 5 p.m. / . _____

e. Jim and Mark / **not be** / outgoing / . _____

1.1 Grammar – *There is / There are / Have got / To be*

Name _____ No. _____ Class _____ Date _____

1. Look at the table and choose the right option to complete the sentences.

	long hair	brown hair	green eyes	freckles	beard
Martina	✓		✓	✓	
Adam		✓			✓
Julia		✓			
Harry		✓		✓	✓



- 1.1 Martina _____ short hair. She _____ long hair.
 a. has got; hasn't got b. haven't got; have got c. hasn't got; has got
- 1.2 _____ Adam _____ a beard? Yes, he _____.
 a. Has... got; has b. Have... got; have c. Have... got; has
- 1.3 _____ Martina and Harry _____ freckles? Yes, they _____.
 a. Has... got; have b. Have... got; have c. Have... got; has
- 1.4 Julia _____ brown hair but she _____ green eyes.
 a. have got; has got b. hasn't got; has got c. has got; hasn't got
- 1.5 _____ Martina _____ brown hair? No, she _____.
 a. Has... got; has b. Has... got; hasn't c. Have... got; have

2. Circle the correct option.

- a. **There's** / **There are** three rooms upstairs.
- b. **Is there a** / **Are there any** windows in the attic?
- c. **There isn't a** / **There aren't any** swimming pool in the neighbours' property.
- d. **Is there** / **Are there** an armchair in the living room?

3. Choose the right options.

New message
 — ↗ ✕

To

Subject

Hi Daphne,

We **a. have got / are** finally here, in our new flat. It **b. is / are** great! I **c. am / have got** my own bedroom now! It **d. has got / is** quite large and it **e. has got / is** a big window. **f. There is / There are** two more bedrooms. My parents **g. there are / have got** the biggest one. **h. There is / There are** a closet and a bathroom in their room – lucky things! The other room belongs to my sister.

Besides the bedrooms and the bathrooms, **i. there is / has got** also a living room and a kitchen.

I **j. have got / am** really happy to be here!

XOXO

1.2 Grammar – Present simple

Name _____ No. _____ Class _____ Date _____

1. Circle the correct option.

- a. Her father and brother **go / goes** to the gym twice a week.
- b. Sarah's dentist rarely **work / works** before 10 a.m.
- c. A scientist is someone who **do / does** a lot of research.
- d. Paul and Jerry **tidy / tidies** their desks every day.
- e. My friend, who is a journalist, **travel / travels** a lot.



2. Complete with *don't* or *doesn't*.

- a. My co-workers _____ know my phone number.
- b. The CEO _____ come to our office very often.
- c. One of my sisters is a journalist, but I _____ read newspapers.
- d. Alice's husband is a chef, so she _____ eat in restaurants.

3. Write the questions using the prompts. Follow the example.



- a. What / you / do / ?

"What do you do?"

- b. What time / you / start / work / ?

- c. you / workshifts / ?

- d. How / you / go / to the factory / ?

- e. And your sister? What / she / do / ?

- f. she / work / in a hospital / ?

- g. she / enjoy / her job / ?

"I work in a factory."

"At 8: 30."

"No, I don't."

"By bus or car."

"She's a nurse."

"Yes, she does."

"Yes, she loves it."



1.2 Grammar – Present continuous

Name _____ No. _____ Class _____ Date _____

1. What are they doing? Circle the right option.

- a. Taylor **is sing** / **is singing** to her fans.
- b. Katie and Ryan **is running** / **are running** the marathon.
- c. Billie **lie** / **is lying** on the couch.
- d. Zack **is driving** / **are drive** to the studio.
- e. Justin and his son **is cooking** / **are cooking** dinner.



2. Look at the picture and fill in the blanks with the present continuous of the verbs in brackets.



- a. The sun _____ (**shine**) and they _____ (**sit**) on the stairs.
- b. Melanie and Laura _____ (**smile**). They _____ (**not cry**).
- c. Jim _____ (**call**) his girlfriend.
- d. Laura _____ (**write**) an email, she _____ (**not eat**) a sandwich.
- e. Ivy _____ (**not read**) a book, she _____ (**listen**) to music.
- f. Steve _____ (**study**) History.

3. Choose the right question.

3.1

- a. Is the computer work?
- b. Is the computer working?

3.2

- a. What are you doing?
- b. What you doing?

3.3

- a. Is he waiting for the bus?
- b. He waiting for the bus?

3.4

- a. Why she is crying?
- b. Why is she crying?



1.3 Grammar – Comparative

Name _____ No. _____ Class _____ Date _____

1. Circle the correct option.

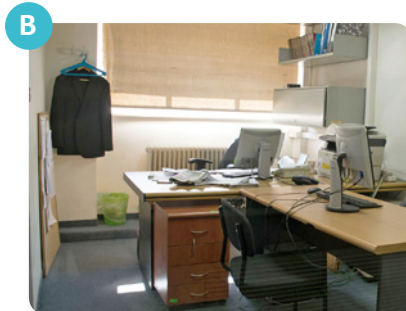
- a. My English skills are **more good** / **better** than yours.
- b. Jane works **more hard** / **harder** than her colleagues.
- c. Her salary is as **high** / **higher** as mine.
- d. This office is **more big** / **bigger** than the one downstairs.
- e. That nurse looks **more happy** / **happier** than the others.
- f. Getting a job is not as **easier** / **easy** as you think.
- g. Being an astronaut is **more dangerous** / **dangerous** than being a vet.
- h. A police officer doesn't need to be as **more persistent** / **persistent** as a salesperson.



2. Choose the right option.

- 2.1 Do you know that Brian is _____ Jen? They're both 20.
- a. younger
 - b. as young as
 - c. as younger as
- 2.2 Nowadays job candidates are _____ than before.
- a. as old
 - b. older
 - c. more old
- 2.3 Working indoors is _____ than working outdoors.
- a. comfortable
 - b. as comfortable
 - c. more comfortable
- 2.4 An office job is not _____ some people say.
- a. as boring as
 - b. more boring
 - c. boring
- 2.5 Your teacher gives _____ grades than other teachers.
- a. more low
 - b. lower
 - c. as low as

3. Look at the pictures and compare the two offices. Complete the sentences using the adjectives in brackets in the comparative form.



- a. Office A is _____ (**modern**) than Office B.
- b. Office B is _____ (**small**) than Office A.
- c. Office B is not as _____ (**comfortable**) as Office A.

1.3 Grammar – Superlative / Comparative vs Superlative

Name _____ No. _____ Class _____ Date _____

1. Choose the correct option to complete the sentences.

- 1.1 St. Peter's Cathedral is the _____ building in town.
a. older b. oldest c. most old
- 1.2 Excuse me, where is the _____ post office?
a. near b. nearest c. most near
- 1.3 Is this the _____ hotel in the surroundings?
a. better b. best c. more good
- 1.4 My village is the _____.
a. more pretty b. most pretty c. prettiest
- 1.5 We are in the _____ spot in the city.
a. popular b. more popular c. most popular
- 1.6 Today is the _____ day of the whole summer.
a. hot b. hottest c. most hot



2. Complete the sentences using the superlative of the adjectives in brackets.

- a. This museum is so cool! It's _____ (interesting) museum I've ever been to.
- b. Travelling by train is not expensive. It's _____ (cheap) way of travelling between two cities.
- c. Your car is huge! It's _____ (big) in the car park.
- d. We're in a terrible situation. It's _____ (bad) situation in all my school life.

3. Circle the right option.

Lisbon is **a. larger than / the largest** city in Portugal and one of **b. older than / the oldest** in the world. It's **c. more important than / the most important** tourist centre in the country. In Lisbon you can find old buildings but there are also buildings that are **d. taller / the tallest** and **e. more modern / the most modern** than the ones you can find in other cities.

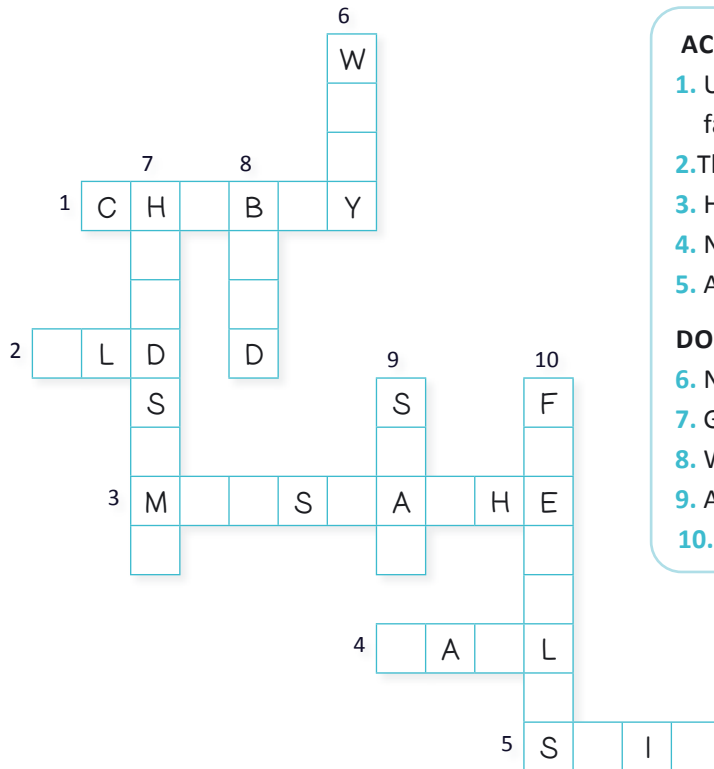
Visit Lisbon, **f. cooler than / the coolest** city in Europe, and try **g. better than / the best** food you'll ever taste. It's **h. cheaper / the cheapest** and **i. healthier / the healthiest** than in other European cities too.



1.1 Vocabulary – Describing people

Name _____ No. _____ Class _____ Date _____

1. Read the clues and complete the crossword puzzle.



ACROSS

1. Used to describe babies who are fat in an attractive way
2. The opposite of young
3. Hair above the lips
4. Neither short nor medium-height
5. Another word for thin

DOWN

6. Not straight nor curly
7. Good-looking (man)
8. With little or no hair on your head
9. A mark left on the skin by a cut, a burn,...
10. Small brownish spots on the skin

2. Choose three adjectives from the box to match each description.

hard-working talkative selfish optimistic pessimistic friendly

a. Jane works a lot but she always has a smile on her face. She also has a positive attitude towards the future.

_____ ; _____ ;

b. Maya only thinks about herself. She talks all the time and she always focuses on the negative.

_____ ; _____ ;

3. Complete the text about Jason Momoa with the words from the box.

tall wavy moustache cheerful old outgoing scar handsome

Jason was born in 1979, so he is not **a.** _____. He is considered a **b.** _____ middle-aged man. He is 1.93 m, which means he is quite **c.** _____. His hair is long, **d.** _____, and brown. He's got a beard and a **e.** _____ and also a **f.** _____ on his face, above the left eye.

He is very **g.** _____ as he's always in good spirits. Jason loves being with other people, so he's also friendly and **h.** _____.



1.1 Vocabulary – Houses and furniture

Name _____ No. _____ Class _____ Date _____

1. Match the type of house with the pictures.



- a. ☐ detached house
- b. ☐ block of flats
- c. ☐ semi-detached house
- d. ☐ bungalow
- e. ☐ terraced house

2. How much do you know about parts of the house and furniture? Circle the best option.

2.1 Where can you find a cooker, a microwave, and a dishwasher?

- a. in the kitchen b. in the bathroom

2.2 What is the name of the room in the highest part of the house, below the roof?

- a. basement b. attic

2.3 What can you find under the house?

- a. a basement b. an attic

2.4 Any room with a toilet, a bath and a wash basin is called _____.

- a. bedroom b. bathroom

2.5 The glass surface where you can see your reflection is the _____.

- a. sink b. mirror

2.6 Have you got a _____ or a wardrobe to hang your clothes?

- a. closet b. drawer

2.7 In living rooms, you usually find a TV, a rug, a sofa and a _____.

- a. dining table b. coffee table

2.8 If you want to bake a cake, you need a/an _____.

- a. oven b. cooker



1.2 Vocabulary – Professional areas and workplaces

Name _____ No. _____ Class _____ Date _____

1. Jobs: Spot the odd one out.

- a. actor / journalist / footballer
- b. software engineer / airline pilot / IT technician
- c. dentist / beauty therapist / doctor
- d. ship's captain / bus driver / hotel manager
- e. personal trainer / journalist / travel agent

2. Match the professional areas below with the jobs in exercise 1. Write only the letters (a-e).

Health and Medicine	☐
Performing Arts and Media	☐
Information Technology and Computing	☐
Leisure and Tourism	☐
Transport	☐



3. Choose the right option.

- a. Anna is a social media **teacher / influencer**. She has her own **schedule / worker**.
- b. If you don't want to contact with the **public / workers**, why are you applying for the **influencer / shop assistant** vacancy at the shopping centre?
- c. My neighbour is a factory **worker / mechanic**. Sometimes I don't see him for weeks because he works shifts.
- d. Is there a skilled **designer / hairstylist** in the neighbourhood? I need to get my hair cut.
- e. Many kids dream about being football players because of the high **routine / salary**.
- f. My car doesn't work! Do you know a good **mechanic / racer**?
- g. Jason doesn't have a **strict / flexible** schedule. He works in an office from 9 to 5.

1.2 Vocabulary – Daily routines / Interests and free time activities

Name _____ No. _____ Class _____ Date _____

1. Complete an influencer's daily plan with words from the box.

take go run wake have write meet listen emails surf breakfast

Monday - Friday

5:30 a.m.

- a. _____ up
- have a shower
- have b. _____ get ready for the day

8:00 a.m.

- e. _____ pictures
- f. _____ to some podcasts

12:00 p.m.

- h. _____ some friends
- i. _____ lunch

4:00 p.m.

- Find a café
- k. _____ the net and send some emails

6:00 a.m.

- c. _____ the day's blog post
- check d. _____
- plan content

10:00 a.m.

- g. _____ to showroom meetings by bus



2:00 p.m.

- go for a walk or
- j. _____ in the park



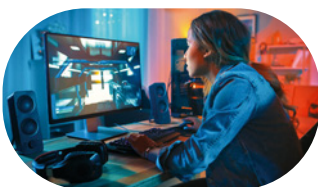
<https://blog.planoly.com> (adapted; accessed in December 2022)

2. Circle the right option.

- a. Ty **does** / goes swimming twice a day.
- b. I never **do** / play crossword puzzles.
- c. Let's **do** / go shopping!
- d. Terry, stop **doing** / playing the guitar!
- e. My cousin loves **doing** / playing judo.
- f. I can't **do** / play table tennis.

3. Label the following free time activities. Choose from the box.

playing sports drawing skateboarding cooking
playing computer/video games working out



a. _____



b. _____



c. _____



d. _____



e. _____



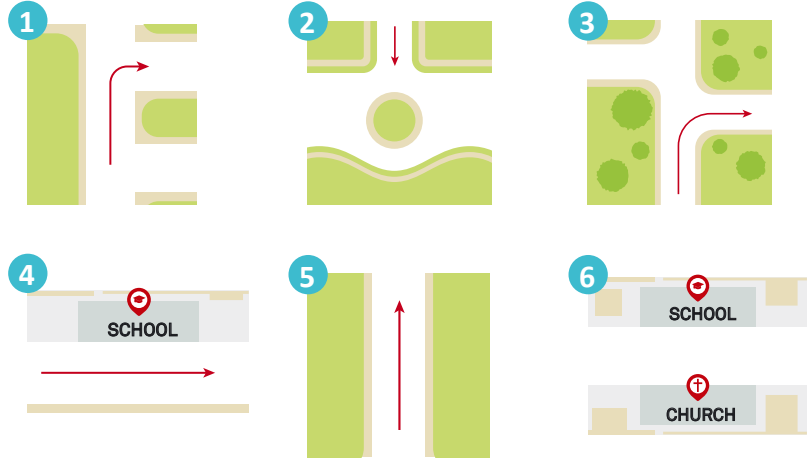
f. _____

1.3 Vocabulary – Asking for/giving directions

Name _____ No. _____ Class _____ Date _____

1. Match the directions with the pictures.

- a. ☐ Go along the street.
- b. ☐ Go as far as the roundabout.
- c. ☐ Turn right.
- d. ☐ It's opposite the school.
- e. ☐ Go past the school.
- f. ☐ Take the second on the right.



2. Circle the right option.

Excuse me, **a. how / where** do I get to the **b. along / train station**?



Go **c. take / along** Parker Street. **d. Take / Turn** the first turning on the **e. up / left** and **f. turn / go** straight on. The train station is on your left, **g. between / next to** the supermarket.

Good morning, do you know **h. how / where** the hospital is?



Of course. Go **i. up / far** Main Street as **j. far / along** as the traffic lights. Then **k. past / turn** right and go **l. past / on** the shopping centre. Take the **m. school / second** turning on the left and you'll see the hospital on the **n. corner / down**.

1.3 Vocabulary – Tourism and Hospitality / Business and Administration / Logistics, Transport and Distribution

Name _____ No. _____ Class _____ Date _____

1. Label the pictures with the words in the box.

hostel cruise festival resort luggage campsite concierge theme park



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____

2. Complete the sentences with words from the box.

- a. If you want to join paper sheets together, use a _____.
- b. _____ are used to store loose sheets of paper.
- c. To keep items organised and safe, buy a _____.
- d. All these letters are useless. It's time to dump them in the _____.
- e. The inkjet _____ is the most popular choice for home offices.



folders
wastepaper bin
stapler
printer
filing cabinet

3. Circle the right option.

WAREHOUSE NOTICE



CAUTION:
a. LORRIES / FORKLIFTS
OPERATING



CAUTION:
HEAVY GOODS b. SHIPS /
LORRIES OPERATING



DO NOT CLIMB:
c. FREIGHT / PALLET
RACKING



USE BARCODE
d. SCANNERS / RACKS



e. PICKING / SHIPPING
ZONE



f. PICKING / SHIPPING AREA

Module 1 – Answer key

1. Standard worksheets

READING

1.1 READING

2.

First name: Ryan; **Surname:** Reynolds; **Nickname:** Deadpool; **Date of birth:** 23rd October 1976; **Birthplace:** Vancouver; **Nationality:** Canadian; **Job:** actor, humourist, filmmaker, screenwriter; **Address:** 443 Greenwich Building, Manhattan; **Appearance:** hazel eyes, beard, charming, handsome; **Personality:** flexible, curious, optimistic; **Marital status:** married

3.

a. True; b. False – “He lives with his wife and children in an amazing apartment”; c. False – “There they have access to some shared facilities like a children’s playroom, an indoor pool”; d. True

1.2 READING

2.

a. shift; b. customers; c. skills; d. full-time; e. workplace; f. open-minded

3.

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

1.3 READING

2.

a. True; b. False; c. True; d. False

3.

3.1 Queen Victoria; **3.2** From 10 a.m. to 6 p.m.; **3.3** No (, it isn’t);

3.4 By phone or through the website.

LISTENING

1.1 LISTENING

1.

a. eyes; b. nose; c. smile; d. short; e. windows; f. place; g. face

2.

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

3.

a. False; b. False; c. True; d. False; e. True

1.2 LISTENING

1.1 a; **1.2** b; **1.3** a; **1.4** c

2.

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

3.

Receptionist: e, h; **Waiter/waitress:** b, d, f; **Model:** a, c, g.

1.3 LISTENING

1.

1.1 b; **1.2** b; **1.3** c; **1.4** a; **1.5** a

2.

a. evening; b. two; c. door; d. 6:30 (p.m.); e. Mr Williams

WRITING

1.1 WRITING

It is a **lovely detached** house located in a **quiet** street near the town centre and all the public facilities.

There are 7 rooms including 3 **bedrooms**, a **kitchen**, a **study**, a **living room** and a **dining room**. All the bedrooms **have got** wardrobes and the house is equipped with central cooling and heating. Most of the inside walls are **white** and **there are** lots of windows.

There is also a very big **garage** and a back garden. **There isn’t** a swimming pool but there’s enough space to build one.

My name is Adam Jones and I am the estate agent you can trust. I am **reliable**, **confident**, and **optimistic**.

Call, text or email me for further information.

1.2 WRITING

1. Possible answers:

Miguel Oliveira is a Portuguese **motorcycle racer**. His **nickname** is *Falcon*. Miguel is... years old and he is brave, modest and **optimistic**. His **favourite hobbies** are reading and travelling and he also **likes** photography.

As a motorcycle racer he **participates in races**, **follows safety guidelines** and acts as a spokesperson for his sponsors’ brands.

When he is not racing, he usually **wakes up** at 8:30 and **has breakfast**. At 9:00 he **does a cardio session** and at **12 noon** he **has a shower**. Then it’s time to **head to the physiotherapist**.

In the afternoon he **goes to the gym** and works out again. He often **makes dinner** at 8:00 p.m. After tidying the kitchen, he **relaxes** with his family.

1.3 WRITING

1.

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

2.

Dear Customer,

Thank you for your order of September 16th from our online store.

We have the pleasure to inform you that the ordered item – red trainers, size 7 – has been shipped.

The order should reach you within 10 business days.

If you have any questions or doubts, do not hesitate to contact our customer support.

Kind regards

GRAMMAR

1.1 PERSONAL PRONOUNS / POSSESSIVE DETERMINERS / VERB TO BE

1.

a. He; b. he; c. He; d. He; e. his; f. He; g. his; h. his; i. She; j. Her; k. His; l. They; m. they; n. your; o. My

2.

a. Are; b. am not/'m not; c. am/'m; d. is; e. is/'s; f. Are; g. are; h. are not/aren't; i. are; j. is/'s; k. is/'s

3.

a. How much is this? b. I am not/'m not tolerant. c. Is she a sensible person? d. It is/It's five p.m. e. Jim and Mark are not/aren't outgoing.

1.1 THERE IS/ARE / HAVE GOT / TO BE

1.

a. hasn't got; has got; b. Has... got; has; c. Have... got; have d. has got; hasn't got; e. has got; f. Have... got; haven't; g. Has... got; hasn't

2.

a. There are; b. Are there; c. There isn't a; d. There is; e. Is there

3.

a. are; b. is; c. have got; d. is; e. has got; f. There are; g. have got; h. There is; i. there is; j. there is; k. there are; l. am/'m

1.2 PRESENT SIMPLE

1.
a. go; b. works; c. does; d. tidy; e. travels
2.
a. don't know; b. doesn't come; c. don't read; d. doesn't eat
3.
a. do you do; b. do you start; c. Do you work; d. do you go; e. does she do; f. Does she work; g. Does she enjoy
4.
a. don't work – doesn't work; b. Does – do; c. takes – take; d. goes – go; e. study – studies

1.2 PRESENT CONTINUOUS

1.
a. is singing; b. are running; c. is lying; d. is driving; e. are cooking
2.
a. is shining; are sitting b. are smiling; aren't crying c. is calling d. is writing; isn't eating e. isn't reading; is listening f. is studying
3.
a. Is the computer working; b. are you doing/watching; c. Is he waiting for the bus; d. is she crying; e. Is it raining; f. are they drinking

1.3 COMPARATIVE

1.
a. better; b. harder; c. high; d. bigger; e. happier; f. easy; g. more dangerous; h. persistent
2.
a. as young as; b. older; c. more comfortable; d. as boring as; e. lower; f. more difficult; g. larger; h. earlier
3.
a. bigger / more modern/comfortable/relaxing; b. smaller; c. big/modern/comfortable/relaxing as office A; d. ...; e. ...

1.3 SUPERLATIVE / COMPARATIVE VS. SUPERLATIVE

1.
1.1 b; 1.2 b; 1.3 b; 1.4 c; 1.5 c; 1.6 b
2.
a. the most interesting; b. the cheapest; c. the biggest; d. the worst; e. the most expensive
3.
a. the largest; b. the oldest; c. the most important; d. taller; e. more modern; f. the coolest; g. the best; h. cheaper; i. healthier

VOCABULARY

1.1 DESCRIBING PEOPLE

1.
Across
1. chubby; 2. old; 3. moustache; 4. tall; 5. slim
Down
6. wavy; 7. handsome; 8. bald; 9. scar; 10. freckles
2.
a. hard-working, friendly, optimistic, cheerful; b. selfish, talkative, pessimistic, lazy; c. helpful, outgoing, honest, reliable
3.
a. old; b. handsome; c. tall; d. wavy; e. moustache; f. scar; g. cheerful; h. outgoing

1.1 HOUSES AND FURNITURE

1.
a. 6; b. 2; c. 3; d. 1; e. 4; f. 5
2.1 a; 2.2 b; 2.3 a; 2.4 b; 2.5 c; 2.6 a; 2.7 c; 2.8 a

1.2 PROFESSIONAL AREAS AND WORKPLACES

1.
a. footballer; b. airline pilot; c. beauty therapist; d. hotel manager; e. journalist
2.
Health and medicine: c; **Performing arts and media:** a; **Information technology and computing:** b; **Leisure and tourism:** e; **Transport:** d
3.
a. influencer; schedule; home; b. public; shop assistant; c. worker; shifts; d. hairstylist e. salary; f. mechanic; g. flexible; office

1.2 DAILY ROUTINES / INTERESTS AND FREE TIME ACTIVITIES

1.
a. wake; b. have; c. breakfast; d. get; e. write; f. emails; g. plan; h. take; i. listen; j. go; k. bus; l. meet; m. have; n. go; o. run; p. café; q. surf; r. send
2.
a. goes; b. do; c. go; d. playing; e. doing; f. play
3.
a. playing video or computer games; b. doing exercise or working out; c. cooking; d. drawing; e. playing sports; f. skateboarding

1.3 ASKING FOR/GIVING DIRECTIONS

1.
a. along; b. Go; c. right; d. opposite; e. ahead; f. Take; g. far
2.
a. how; b. train station; c. along; d. Take; e. left; f. go; g. next to h. where; i. up; j. far; k. turn; l. past; m. second; n. corner

1.3 TOURISM AND HOSPITALITY / BUSINESS AND ADMINISTRATION / LOGISTICS, TRANSPORT AND DISTRIBUTION

1.
a. 4; b. 8; c. 10; d. 7; e. 1; f. 6; g. 9; h. 3; i. 5; j. 2
2.
a. stapler; b. Folders; c. filing cabinet; d. wastepaper bin; e. printer
3.
a. forklifts; b. lorries; c. pallet; d. scanners; e. picking; f. shipping

2. Inclusion worksheets

READING

1.1 READING

2.
First name: Ryan; **Nickname:** Deadpool; **Date of birth:** 23rd October 1976; **Nationality:** Canadian; **Job:** actor, humourist, filmmaker, screenwriter; **Appearance:** hazel eyes, beard, charming, handsome; **Personality:** flexible, curious, optimistic
3.
a. True; b. False; c. False; d. True

1.2 READING

2.
a. 4; b. 2; c. 5; d. 6; e. 1; f. 3.
3.
a. on foot; b. at six; c. welcome guests; d. early in the morning; e. at four; f. be good with computers.

1.3 READING

2.
a. True; b. False; c. True
3.1 c; 3.2 c; 3.3 b

LISTENING

1.1 LISTENING

1. a. eyes; b. nose; c. smile; d. short; e. windows; f. place; g. face
2. a. 5; b. 4; c. 1; d. 3; e. 2
3. a. False; b. False; c. True; d. False; e. True

1.2 LISTENING

1. a. regional; b. three; c. five; d. Los Angeles
2. a. 2; b. 5; c. 1; d. 7; e. 3; f. 4; g. 6
3. Receptionist: d, f; Waiter/waitress: b, c; Model: a, e.

1.3 LISTENING

- 1.1 b; 1.2 b; 1.3 c; 1.4 a; 1.5 b
2. a. evening; b. two; c. door; d. 6.30; e. Mr Williams

WRITING

1.1 WRITING

1. Suggestions:
a. lovely; b. detached house; c. quiet; d. There are; e. bedrooms;
f. kitchen; g. study; h. living room; i. dining room; j. have got;
k. white; l. there are; m. There is; n. garage; o. There isn't; p. My
name is; q. reliable; r. confident; s. optimistic

1.2 WRITING

1. a. racer; b. nickname; c. is...; d. modest; e. optimistic;
f. hobbies; g. likes; h. participates; i. follows; j. wakes up;
k. has breakfast; l. does a cardio session; m. has a shower;
n. physiotherapist; o. goes to the; p. makes dinner; q. relaxes

1.3 WRITING

1. Dear Customer,
Thank you for your order of September 16th from our online store.
We have the pleasure to inform you that the ordered item – red
trainers, size 7 – has been shipped.
The order should reach you within 10 business days.
If you have any questions or doubts, do not hesitate to contact
our customer support.
Kind regards

GRAMMAR

1.1 PERSONAL PRONOUNS / POSSESSIVE DETERMINERS / VERB TO BE

1. a. He; b. he; c. He; d. He; e. his; f. He; g. his; h. his; i. She; j. Her;
k. His; l. They; m. they; n. your; o. My
2. a. Are; b. am not/'m not; c. am/'m; d. is; e. is/'s; f. Are; g. are;
h. are not/aren't; i. are; j. is/'s; k. is/'s
3. a. How much is this? b. I am not/'m not tolerant. c. Is she a
sensible person? d. It is/It's five p.m. e. Jim and Mark are not/
aren't outgoing.

1.1 THERE IS/ARE / HAVE GOT / TO BE

1. 1.1 c; 1.2 a; 1.3 b; 1.4 c; 1.5 b
2. a. There are; b. Are there any; c. There isn't a; d. Is there
3. a. are; b. is; c. have got; d. is; e. has got; f. There are; g. have got;
h. There is; i. there is; j. am

1.2 PRESENT SIMPLE

1. a. go; b. works; c. does; d. tidy; e. travels
2. a. don't; b. doesn't; c. don't; d. doesn't
3. b. "What time do you start work?" c. "Do you work shifts?" d. "How
do you go to the factory?" e. "And your sister? What does she do?"
f. "Does she work in a hospital?" g. "Does she enjoy her job?"

1.2 PRESENT CONTINUOUS

1. a. is singing; b. are running; c. is lying; d. is driving; e. are cooking
2. a. is shining; are sitting b. are smiling; aren't crying c. is calling
d. is writing; isn't eating e. isn't reading; is listening f. is studying
3. 3.1 b; 3.2 a; 3.3 a; 3.4 b

1.3 COMPARATIVE

1. a. better; b. harder; c. high; d. bigger; e. happier; f. easy; g. more
dangerous; h. persistent
2. 2.1 b; 2.2 b; 2.3 c; 2.4 a; 2.5 b
3. a. more modern; b. smaller; c. comfortable

1.3 SUPERLATIVE / COMPARATIVE VS SUPERLATIVE

- 1.1 b; 1.2 b; 1.3 b; 1.4 c; 1.5 c; 1.6 b
2. a. the most interesting; b. the cheapest; c. the biggest; d. the
worst
3. a. the largest; b. the oldest; c. the most important; d. taller;
e. more modern; f. the coolest; g. the best; h. cheaper; i. healthier

VOCABULARY

1.1 DESCRIBING PEOPLE

1. Across
1. chubby; 2. old; 3. moustache; 4. tall; 5. slim
Down
6. wavy; 7. handsome; 8. bald; 9. scar; 10. freckles
2. a. hard-working, friendly, optimistic; b. selfish, talkative,
pessimistic
3. a. old; b. handsome; c. tall; d. wavy; e. moustache; f. scar;
g. cheerful; h. outgoing

1.1 HOUSES AND FURNITURE

1. a. 3; b. 5; c. 1; d. 2; e. 4
2. 2.1 a; 2.2 b; 2.3 a; 2.4 b; 2.5 b; 2.6 a; 2.7 b; 2.8 a

1.2 PROFESSIONAL AREAS AND WORKPLACES

1.
a. footballer; **b.** airline pilot; **c.** beauty therapist; **d.** hotel manager; **e.** journalist
2.
Health and medicine: c; **Performing arts and media:** a; **Information technology and computing:** b; **Leisure and tourism:** e; **Transport:** d
3.
a. influencer; schedule; **b.** public; shop assistant; **c.** worker; **d.** hairstylist; **e.** salary; **f.** mechanic; **g.** flexible

1.2 DAILY ROUTINES / INTERESTS AND FREE TIME ACTIVITIES

1.
a. wake; **b.** breakfast; **c.** write; **d.** emails; **e.** take; **f.** listen; **g.** go; **h.** meet; **i.** have; **j.** run; **k.** surf
2.
a. goes; **b.** do; **c.** go; **d.** playing; **e.** doing; **f.** play
3.
a. playing computer/video games; **b.** working out; **c.** cooking; **d.** drawing; **e.** playing sports; **f.** skateboarding

1.3 ASKING FOR/GIVING DIRECTIONS

1.
a. 5; **b.** 2; **c.** 3; **d.** 6; **e.** 4; **f.** 1
2.
a. how; **b.** train station; **c.** along; **d.** Take; **e.** left; **f.** go; **g.** next to; **h.** where; **i.** up; **j.** far; **k.** turn; **l.** past; **m.** second; **n.** corner

1.3 TOURISM AND HOSPITALITY / BUSINESS AND ADMINISTRATION / LOGISTICS, TRANSPORT AND DISTRIBUTION

1.
a. cruise; **b.** resort; **c.** concierge; **d.** luggage; **e.** theme park; **f.** campsite; **g.** hostel; **h.** festival
2.
a. stapler; **b.** Folders; **c.** filing cabinet; **d.** wastepaper bin; **e.** printer
3.
a. forklifts; **b.** lorries; **c.** pallet; **d.** scanners; **e.** picking; **f.** shipping

Worksheets Module 2

Master
INGLÊS
ENSINO PROFISSIONAL
MÓDULOS 1, 2 e 3
PRO

MODULE 2

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I. Standard worksheets

2.1 Reading

Name _____ No. _____ Class _____ Date _____

1. Read an excerpt from an article published in an online newspaper.

Our most successful holiday

Earlier this year, we went on a trip to Lisbon, Portugal's City of Light.

On arrival, my daughter and her friend went on a three-hour e-bike tour with an English-speaking guide. They zipped past the major landmarks and climbed the seven hills of Lisbon. They then took the iconic trams, buses and their favourite e-scooters in and out of the different *bairros* or neighbourhoods for five days on their own, and never got lost.

They found Instagrammable shops, cafes in tiny sunlit squares for coffee and *pastéis de nata*, and their own favourite spot for brunch; on Friday night, they wandered through the weekly street party in the labyrinthine district of *Bairro Alto*.

<https://www.theguardian.com> (adapted; accessed in December 2022)

2. Label the pictures with words/expressions from the text.



a. _____



b. _____



c. _____



d. _____

3. Order the events from 1 to 4 according to their appearance in the text.

- a. They discovered spots suited to post on social media. ☐
- b. They explored several places using different means of transport. ☐
- c. They went to a social event at night. ☐
- d. They quickly went past the most important sites and monuments. ☐

4. Answer the questions in note form.

- 4.1 Who did they go with on the e-bike tour? _____
- 4.2 How many days did they have to visit the city? _____
- 4.3 Where were the Instagrammable cafes located? _____
- 4.4 What is the name of the area well-known for its nightlife? _____

2.2 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the text carefully.

Studying abroad

Not sure where to start? Consider the important questions below to help you.

1. _____?

It's important to focus on choosing the right subject and course for you – don't focus on just getting overseas experience.

5 2. _____?

Carefully consider the costs associated with living and studying. You'll need to think about course fees too.

3. _____?

10 Students on exchange programmes may have access to grants. Tuition fees vary widely, so check this out early on. In countries outside the EU, students will usually have to pay higher fees than home students. These fees may also need to be paid upfront. Scholarships are available to support overseas study, but they're very competitive.

4. _____?

15 Many students find part-time work during their studies, but some aren't eligible to work overseas. Make sure you check to see if there are any restrictions on the type of work and hours you can do.

<https://www.ucas.com> (adapted; accessed in December 2022)

2. Match the questions with the blank spaces in the text.

a. Can I work part-time?

c. How much does it cost?

b. Is it right for me?

d. Will I get a scholarship or funding?

3. Decide whether the following statements are True (T) or False (F) and correct the false ones with sentences from the text.

a. You need to choose the course that best suits you.

T F

b. Studying abroad has costs related to living and studying.

T F

c. It's easy to get a scholarship.

T F

d. Everyone can work overseas.

T F

2.3 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following texts.



English is my third language. My first language is Maya and I learned to speak Spanish when I was about 12 years old. Learning English has improved my life in many ways. It has changed my personal life because I have more self-esteem which makes me feel more secure. I am now an assistant bartender and I'm learning to understand the customers. I see that the people who can speak English are quickly hired to work in the restaurants and bars where they can make more money. Every day I try to learn a little more by studying, listening to songs, and reading advertisements. Every day brings me closer to my goal of speaking better English.

Dariel – 26 years old, Assistant Bartender, English Level: Basic 2

I was 20 years old when I started learning English. I'm a musician in a hotel and guests often talk to me after the show and ask me questions about the shows or my music. They also ask for information about where to go in town. I like that I can greet them in English, answer some questions, and have conversations with them. I'm also planning on taking an online Masters' Guitar Class in English, and without speaking English, that would be impossible. I really love what I do, and English is helping me reach my professional goals.

Jose – 43 years old, Musician, English Level: Advanced



[https:// bridge.edu](https://bridge.edu) (adapted; accessed in December 2022)

2. Find synonyms in the texts for the words below.

- | | |
|------------------------------------|------------------------------|
| a. evolved/upgraded (text 1) _____ | d. customers (text 2) _____ |
| b. confident (text 1) _____ | e. objectives (text 2) _____ |
| c. employed (text 1) _____ | |

3. Are the following statements True (T) or False (F)? Correct the false ones with sentences from the text.

- | | | | |
|--|---|---|-------|
| a. Dariel's mother tongue is Spanish. | T | F | _____ |
| b. Speaking English can get you lower paid jobs in the tourism industry. | T | F | _____ |
| c. Dariel learns English through songs, ads and studying. | T | F | _____ |
| d. Jose started learning English when he was a young adult. | T | F | _____ |
| e. English is important for Jose's personal life. | T | F | _____ |

2.1 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to a suggested itinerary for a mini city-break Interrail holiday and order the countries from 1 to 5 according to what you hear.



- ☐ a. Germany
- ☐ b. Hungary
- ☐ c. The Netherlands
- ☐ d. Austria
- ☐ e. Belgium



2. Listen to the itinerary again and tick (✓) the correct option.

In which city can you...	Berlin	Budapest	Rotterdam	Cologne	Antwerp	Vienna
a. try international cuisine?						
b. take a tour of two incredible palaces?						
c. eat chocolates, waffles and fries at a good price?						
d. stay in a vibrant and cultural capital city?						
e. visit the tallest cathedral in Europe?						
f. go to an amusement park?						
g. relax at a spa?						
h. be impressed by the views from the cathedral?						

3. Listen to five tips for new travellers and match the sentence halves.



a. If you want to find out about the latest attractions and restaurants,	•	1. you should get travel insurance.
b. Whether you're experienced or new at travelling	•	2. make sure you leave some flexibility.
c. To look up directions and make reservations	•	3. connect with locals and other travellers.
d. When planning your trip	•	4. challenge yourself.
e. To grow and be more self-confident	•	5. always carry a phone with internet connection.



2.2 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the video about a summer programme and decide who says what.
Put a tick (✓) in the right column.

Video at  aula digital

	Abdullah	Melia	Shara	Elena
a. The course and the friends I made were the best.				
b. A few days were enough to make new best friends.				
c. In the programme, our academic and social lives were equally important.				
d. I had the opportunity to learn new things.				
e. There were excursions every Saturday and Sunday.				
f. I tried new activities related to the arts.				
g. The experience transformed me into a more interesting and open-minded person.				

2. Watch the video about volunteering abroad and complete the table with the missing information.

Video at  aula digital

Volunteering abroad for high school students	
Target audience	Teenagers between a. _____ and b. _____ years old.
Where	In an exotic c. _____ in Africa, d. _____, or e. _____ America.
Benefits	• learn a new f. _____; • g. _____ your horizons; • h. _____ others; • learn a new i. _____; • immerse yourself in a different j. _____; • have some k. _____ along the way.
You will	• work in a l. _____ all the time; • live with a friendly m. _____; • enjoy n. _____ events with new friends; • visit local o. _____ sites.



2.3 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to someone talking about the importance of English in today's world and order the reasons from 1 to 7 according to what you hear.



- ☐ a. All the world interacts in English all over the internet.
- ☐ b. It's easier to travel if you can interact with people in English.
- ☐ c. Speaking English gives people the opportunity to get good jobs.
- ☐ d. English is the official language in over 50 countries around the world.
- ☐ e. It's a medium of communication all over the world.
- ☐ f. It's essential for entertaining and socialising.
- ☐ g. Companies want their employees to be fluent in English.



2. Listen to someone talking about the benefits of learning a new language and match the sentence halves.



- | | | |
|--------------------------------------|---|--|
| a. It opens your eyes to | • | • 1. words they don't know. |
| b. It helps people learn about | • | • 2. higher salaries. |
| c. People feel comfortable with | • | • 3. other ways of thinking. |
| d. Unfamiliar situations become | • | • 4. be less anxious in social situations. |
| e. Higher tolerance allows people to | • | • 5. exciting. |
| f. It could lead to | • | • 6. other cultures. |

3. Watch the video about the Portuguese language and say if the following facts are True (T) or False (F).

Video at aula digital

The Portuguese language in numbers

- a. Portuguese is among the five most spoken languages in the world.
- b. Only 5% of its speakers live in Portugal.
- c. There are about two thousand million Portuguese speakers in the world.
- d. Portugal has almost ten million Portuguese speakers.
- e. Europe is home to almost two million people who speak Portuguese.
- f. In Brazil there are two hundred and nineteen million Portuguese speakers.

T	F
T	F
T	F
T	F
T	F
T	F



2.1 Writing – Descriptive text

Name _____ No. _____ Class _____ Date _____

1. Chrissy Teigen is talking about her favourite travel spot in a podcast.

1.1 Match the information in the boxes with the topics on the right.

a. It looks like a painting, and it was where she and John Legend got married. ☐

b. Lake Como ☐

c. Northern Italy ☐

d. Really tasty/great seafood ☐

e. Friendly ☐

g. Often sunny ☐

f. Dramatic views, quiet and relaxing ☐

h. Do water sports, visit farms and buy farm produce (olive oil, cheese), explore the nature parks, visit old chapels. ☐

1. Place

2. Location

3. Description

4. Weather

5. People

6. Food

7. What to see and do

8. Meaningful place – Why?



1.2 It's your turn to take part in the same podcast. Below you'll find the transcript of your podcast. Write the missing information.

My favourite _____ in the whole world is a small town near _____. It's located in _____.

It's a _____ place with _____.

The weather is _____ and the people _____.

I love the _____. It's so tasty!

There I can _____.

I usually go to _____.

In _____ I feel at home. It's a very special place because _____.



Place and location

General description of the place; weather; people; food

Description of the activities

Conclusion

2.2 Writing – Formal email

Name _____ No. _____ Class _____ Date _____

1. You are going on an exchange programme this summer. Today you are going to write an email to your future host family introducing yourself.

New message

To _____ Cc Bcc

Subject _____

_____,

My name is _____ and I am writing to introduce myself. I am _____ old, I live in _____, _____ and I have got _____.

I am _____.

Currently I study _____ in _____. My favourite free time activities are _____.

I also enjoy/am interested in _____.

Last summer/year I worked/volunteered in _____ for _____.

This is my first time travelling abroad, and I am really _____ **(feeling)** to be staying with you, my host family, and to get to know the city.

In the future, I want to _____.

I am going to _____ and the experience in this exchange will help me because _____.

I am looking forward to meeting you in _____ **(month)**.

Kind regards

_____ **(your name)**

← Identify the **subject** you are writing about.

← **Greeting:** open with *Dear Host Family*

Body

- Give information about yourself, your family and your background and personality.
- Say where/what you are studying.
- Say what your free time activities are. Include any part-time jobs or experience as a volunteer.
- Refer to your future plans. Study further? Look for a job? Be an entrepreneur? Work abroad? Travel?
- Refer to the benefits of studying abroad.



2.3 Writing – Biography

Name _____ No. _____ Class _____ Date _____

1. Imagine you are a 45-year-old famous person and you have been asked to write an entry about yourself for Encyclopaedia.com.

- 1.1 Complete your fact file.

Name	
Job	
Place and date of birth	
Interesting facts about childhood and young adult life	
Influences	
Relevant life facts that led to the career	
Important career events, awards, achievements, successes	



- 1.2 Write your biography using the facts you wrote above. Use the 3rd person singular.

_____ (name)
_____ is a famous _____.
_____ was born in _____ on _____.
At an early age, _____
was strongly influenced by _____
because _____.
In 20 _____
_____ and _____.
_____.
_____ is considered _____
and everybody will remember _____.
_____.

Introduction

State:

- the name, place and date of birth;
- what the person is famous for.

Body

Mention:

- early life facts;
- important career events

Conclusion

Sum up the most important things.

2.1 Speaking

Name _____ No. _____ Class _____ Date _____

ROLE-PLAY

1. It's the *Interrail Open Day* at your school. Several young people from the whole country are there to share their experiences with the students.

- 1.1 In pairs, role-play the following situation.



STUDENT A

- You are keen on going on an Interrail trip this summer.
- You are going to speak to one of the people who came to your school and ask them some questions about their experience.

STUDENT B

- You went on an Interrail trip last summer.
- Today you are going to be asked some questions about your experience.

- What itinerary they chose
- What kind of pass they bought
- How much it cost
- When they went
- Who they went with
- Where and how long they stayed in each place
- Where they stayed
- What they saw/visited/explored
- If they tried any traditional food
- What they liked most
- What they disliked most
- If they have any tips

Itinerary:

Lisbon – Seville – Barcelona – Lyon – Zurich

Pass: Interrail Global Pass Youth
(7 days within 1 month) – July

Cost: €251 + accommodation and food

: With 2 friends

: 1 day in each city; hostels and trains

Must see/do: City centres; one museum in each city, cathedrals; stroll around the parks...

: Traditional food – Seville: tapas; Barcelona: patatas bravas; Lyon: Coq au vin; Zurich: cheese fondue

: Freedom and flexibility

: Limited number of seats on trains for Interrail Pass holders

Tips: Download the Interrail App and keep the mobile pass on your phone; don't plan everything; go with the flow

2.2 Speaking

Name _____ No. _____ Class _____ Date _____

PRESENTATION VIDEO

1. You belong to an international institution that receives many foreign students every year. This year you received their introductions as well as their questions/doubts about the programme through videos.

1.1 You are going to record a video answering the **most frequently asked questions**.

STEP 1 Introduce yourself:

- name;
- job;
- institution you work for;
- reason for the video.



STEP 2 Refer to the **8 most asked questions** below and answer them.

1. What are the entry requirements?
2. What documentation will I need?
3. Will I need to attend an admission interview?
4. Will I need to speak a second language?
5. How much will the programme cost? And what is included?
6. Where will I live?
7. Who will my host family be?
8. What are the main activities/highlights of the programme?

STEP 3 Say that you will see them soon and say goodbye.



2.3 Speaking

Name _____ No. _____ Class _____ Date _____

10-MINUTE ORAL PRESENTATION

1. In groups you are going to make an oral presentation about an *English-speaking country*.

1.1 Follow the guidelines.

STEP 1 Form the groups and choose the country.

STEP 2 Do some research about the topics below (don't forget to divide them among the members of the group).

- geography
- flag
- population
- capital city
- largest cities
- currency
- climate
- holidays/celebrations
- typical food
- famous people
- places to visit
- curiosities/tips

STEP 3 Organise your ideas and work on the digital presentation (Canva, Prezi, PowerPoint, Genially...).

STEP 4 Practise the presentation.

STEP 5 Present your work to the class.



USEFUL LANGUAGE

- Hello everyone!
- Today we are going to talk about...
- To start with, we'll...
- Let's look at the...
- As you can see, ...
- Let's move on to the next point...
- In conclusion, ... / To sum up, ...
- Are there any questions?



2.1 Grammar – Past simple verb *to be* / regular verbs

Name _____ No. _____ Class _____ Date _____

1. Where were they yesterday afternoon? Look at the pictures and complete the sentences with the correct form of the verb *to be*.



- a. Antonia _____ at home.
- b. Liam and Gary _____ at the British Museum.
- c. The salesmen _____ in a meeting at the office.
- d. The tour guide _____ in Paris.
- e. I _____.

2. Ask the questions. Put the words in the right order and add *was* or *were*.

- a. " _____ ?" (late / you / yesterday / why)
"Because the traffic was terrible!"
- b. " _____ ?" (Chris / where / last week)
"He was on holiday."
- c. " _____ ?" (hot / the weather)
"Yes, it was."
- d. " _____ ?" (his children / where)
"They were at home."



3. Write the past simple of these verbs.

- | | | |
|---------------|-----------------|----------------|
| a. plan _____ | d. hope _____ | g. sail _____ |
| b. tidy _____ | e. play _____ | h. relax _____ |
| c. post _____ | f. travel _____ | i. worry _____ |

4. Choose the verbs from the box to complete the sentences in the past simple.

- a. The receptionist _____ her desk this morning.
- b. They _____ for her for two hours because there was an accident.
- c. Ellie and her brother _____ their holiday a lot.
- d. What an awesome festival! Everybody _____ all night long.
- e. The driver was so tired that he _____ every hour.

dance
stop
wait
enjoy
tidy

2.1 Grammar – Past simple

Name _____ No. _____ Class _____ Date _____

1. Tom went to a conference in Brussels last week. Complete the text with the past simple of the verbs in brackets.



Last week Tom **a.** _____ (**go**) from London to Brussels by train. He **b.** _____ (**take**) the Eurostar train and in less than two hours he **c.** _____ (**arrive**) in Brussels. When he **d.** _____ (**get**) there, he **e.** _____ (**rent**) a car and **f.** _____ (**drive**) to the conference. There he **g.** _____ (**meet**) other company employees and **h.** _____ (**have**) lunch with a travel agent he **i.** _____ (**know**) from the time he **j.** _____ (**live**) in London.

At the end of the day Tom **k.** _____ (**return**) to England by train and **l.** _____ (**fall**) asleep during the journey. He **m.** _____ (**be**) quite tired.

2. People write a lot of fake information on Instagram. Rewrite the following sentences in the negative in order to make true sentences.



- a.** We enjoyed the party a lot.
- b.** I played tennis with Nadal yesterday.
- c.** My crush and I went on a cruise to Greece.
- d.** My bestie brought me this dress.
- e.** We ate lobster!

- a.** _____
- b.** _____
- c.** _____
- d.** _____
- e.** _____

3. Ask Caroline about her last holidays in Tenerife, Spain.

- a.** "Who _____ with?" "I travelled with my friends."
- b.** "How _____?" "We went by plane."
- c.** "Where _____?" "We stayed at a fantastic hostel."
- d.** "_____?" "No, it wasn't expensive."
- e.** "_____ the traditional food there?" "Yes, we liked it very much."
- f.** "What _____?" "We ate *Arroz a la Cubana and Golfo.*"



2.2 Grammar – Future

Name _____ No. _____ Class _____ Date _____

1. What will these people say?

a. My roommate is tired.

I _____ (help) her with the housework.

b. John is in his last year of high school.

John, _____ you _____ (go) to university?

c. Flying to NYC is quite expensive.

She _____ (probably / not have) money to go there next month.

d. They aren't adventurous people.

I don't think they _____ (apply) for an exchange programme.

e. It's so cold in here.

I _____ (close) the window for you.

2. What is going to happen? Look at the pictures and use the verbs in the box in the correct form to complete the sentences.



a. It _____ during the field trip.

b. Kevin says that he _____ for a college scholarship.

c. I _____ a small village in the countryside next Wednesday.

d. Kelly and her friends _____ a dress for tomorrow's party.

buy
visit
rain
apply

3. Write questions using the prompts and *be going to* + infinitive.

a. _____ ? (Where / you / travel to / next week)

b. _____ ? (you / stay / in / a hostel)

c. _____ ? (she / explore / the city / with you)

d. _____ ? (When / your friends / meet / her)

4. Circle the right option.

a. Will you go / Are you going on an exchange programme next year?

b. I hope you'll be / 're going to be happy on campus.

c. Don't worry! It won't happen / is not going to happen again, I promise.

d. A glass of orange juice for me and she'll have / is going to have a cup of tea.

e. I crashed the family car. My parents won't be / aren't going to be very happy!

2.2 Grammar – Prepositions of time

Name _____ No. _____ Class _____ Date _____

1. Write the correct preposition of time in each space (a, b and c) and complete the tables with expressions from the box.

the evening night my birthday Easter spring Christmas Eve

a. _____

- 10 minutes
- January
- d. _____
- the 21st century
- e. _____

b. _____

- Sunday
- f. _____
- 12th October 2022
- g. _____

c. _____

- h. _____
- noon
- i. _____
- the weekend

2. Cross out the expression that cannot complete each sentence.

- a. I want to go on a volunteering programme **in** July / the summer / next month / 2028.
- b. Our tutor is meeting us **at** lunchtime / one hour / the weekend / night.
- c. The interview is going to be **on** 5th April / Monday / the afternoon / my birthday.
- d. Flights to Athens are always **at** Wednesdays / night / midday / 10:00 a.m.
- e. My father had an exchange experience **in** the 20th century / April / 1998 / 9th May.
- f. I'm going home **on** Christmas Day / Christmas / 25th December / Saturday.

3. Complete the text with *in*, *on* or *at*.

a. _____ the summer, my friends and I are going to attend a course in Manchester. We usually go b. _____ July, but this year we are going c. _____ August, d. _____ 3rd August. We will arrive there e. _____ the morning and we will meet the other students f. _____ lunchtime.

I'm not sure yet, but we will probably have English classes g. _____ the mornings, h. _____ noon we will have lunch on campus and i. _____ the afternoons we will go on some excursions. j. _____ night we will do some interesting activities like traditional games and talent shows. k. _____ the weekends we will have some time for ourselves, especially l. _____ Saturdays when we will go shopping in the city.



2.3 Grammar – Conjunctions

Name _____ No. _____ Class _____ Date _____

1. Choose the correct option to complete the sentences.

- 1.1 Jane can't speak French, _____ she can speak English.
a. and b. because c. but
- 1.2 English is very important to me _____ I work for an international company.
a. but b. because c. so
- 1.3 Is it better to go to a language school _____ spend some time in an English-speaking country to improve my English skills?
a. or b. and c. so
- 1.4 Marta doesn't speak English, _____ every time she travels, she asks her brother to interact with people.
a. because b. so c. or
- 1.5 At the end of the holiday, he was really happy _____ he improved his English _____ his Spanish.
a. and... because b. so... and c. because... and

2. Fill in each gap with the correct conjunction: *and*, *but*, *or*, *so*, *because*.

- a. Is your first language English _____ Spanish?
- b. English is the official language in my country, _____ not everyone is a native English speaker.
- c. I learned French when I went to Canada, _____ I can say that French is my second language.
- d. In Finland some people speak Finnish _____ Swedish.
- e. My parents are fluent in English _____ they lived in Canberra for some time.



3. The conjunction in each sentence is wrong. Replace it with a suitable one.

- a. My English teacher speaks Portuguese, English, **or** German. _____
- b. When I go abroad, I always speak in English **so** it's the global language. _____
- c. The museum was closed yesterday, **but** they couldn't visit it. _____
- d. Do you prefer going to London by train **and** by bus? _____
- e. My friend wants to work abroad **because** she isn't fluent in any foreign language. _____

2.3 Grammar – Adjectives followed by prepositions

Name _____ No. _____ Class _____ Date _____

1. Fill in the gaps with *at*, *about*, *of* or *in*.

- a. Many people are **afraid** _____ going abroad alone.
- b. Listen to them. They are so **good** _____ languages.
- c. She didn't have enough time to study, so she's **worried** _____ the exam.
- d. Are you **interested** _____ learning another foreign language?
- e. My younger sister was awarded a scholarship. I'm so **proud** _____ her.
- f. It's time to meet the exchange students and our students are really **excited** _____ that.



2. Complete the sentences with an adjective from the box.

jealous amazing dressed involved tired serious skilled

- a. Let's go! I'm _____ **of** waiting for them.
- b. Wow! You are _____ **at** playing the guitar.
- c. No one knew that Eve was _____ **in** planning the trip to Lisbon.
- d. She's _____ **in** so many areas that a lot of people are _____ **of** her.
- e. Were they _____ **about** that?
- f. Everyone looked at her in the party. She was _____ **in** a stunning red dress.

3. Match the sentence halves by joining them with a preposition.

- a. Dana is quite **happy**
- b. How can you be so **brilliant**
- c. Is he **experienced**
- d. Natalie is **fond**

about
in
of
at

- 1. tracking?
- 2. Harry Styles and his music.
- 3. her grades in English.
- 4. sports?

- a. _____
- b. _____
- c. _____
- d. _____

2.1 Vocabulary – Places you can travel to / Adjectives

Name _____ No. _____ Class _____ Date _____

1. Read the sentences and match them with where the people are likely to be.

1. at the seaside

2. in the city

3. in the countryside

- a. It's hot! I'm having an ice cream and there are people jumping off the cliff. ☐
- b. Look at that farm! From here I can see scarecrows, cattle, a barn, and a pond. ☐
- c. You can ask the lifeguard. He's just next to that big rock in front of the dunes. ☐
- d. Go as far as the traffic lights and you'll see the area with parking meters. ☐
- e. Wow, this valley has a lovely stream! ☐
- f. I love sightseeing, even where there are huge skyscrapers. ☐



2. What is the missing adjective?

- a. This is a **c** _____ city. People from many different countries live here.
- b. What a beautiful, charming place to visit! It's the most **p** _____ village here.
- c. Everything here is quite expensive. I must say this is a very **p** _____ city.
- d. There's nothing going on here. We're wasting our time in this **i** _____ place.
- e. This is definitely the most **v** _____ town in the country. There's a lot of entertainment and social activities everywhere.

3. Complete the text with the words in the box.

Palace picturesque mountains trip beaches cliffs traditional guide

A day **a.** _____ brings you to the magical fantasy world of Pena Park, home to the colourful Pena **b.** _____. Your expert **c.** _____ will reveal the history behind the remarkable romanticist-style structure, and you'll enjoy a **d.** _____ lunch in the **e.** _____ village too. Afterward, embark on a scenic drive through the Sintra **f.** _____, heading toward the "end of the world," the nickname for Cabo da Roca's magnificent **g.** _____, located at the westernmost point of continental Europe.

Travel further south along the coast, discovering one of the most stunning **h.** _____ in the region, and finish off by taking a stroll around the bay, visiting the pretty fishing town of Cascais.



<https://unforgettabletravel.com> (adapted; accessed in December 2022)

2.1 Vocabulary – Types of holidays

Name _____ No. _____ Class _____ Date _____

1. Match the types of holidays with the pictures.

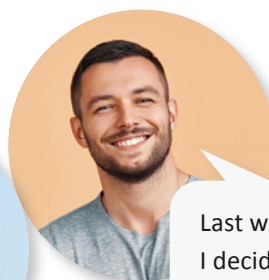
- a. backpacking holiday ☐
- b. city break ☐
- c. camping holiday ☐
- d. beach holiday ☐
- e. adventure holiday ☐
- f. cruise ☐
- g. skiing holiday ☐



2. What type of holidays did these people have? Use the words from exercise 1.

Last weekend I flew to Rome with my BFF. We went sightseeing and had a tour of the Colosseum with a fantastic guide. We also had time for shopping!

a. _____



Last week was my week off and I decided to challenge myself. I went paragliding, bungee jumping and rock climbing.

b. _____

My summer was great! I spent a whole month relaxing, unwinding and visiting lots of places. I had access to world-class entertainment, spas, gourmet food, sun and sea (without sand) in just one place.

c. _____



3. Choose the words from the box to complete the sentences.

ski boots tent sunscreen waterproof jacket repellent swimsuit

Which items should you pack if you...

- a. go on a beach holiday? beach towel, _____, _____.
- b. go on a camping holiday? flashlight, _____, _____.
- c. go on a skiing holiday? goggles, _____, _____.

2.2 Vocabulary – Going abroad

Name _____ No. _____ Class _____ Date _____

1. Why do young people go abroad? Solve the crossword puzzle and find the main reasons.

ACROSS

1. An event where individuals or teams from different countries compete for a prize.

2. The contribution of time, effort and talent to a cause or mission without financial gain.

DOWN

3. An international travel programme where students are hosted by a partner institution.

4. A course during the summer months.

5. A course in which you learn a foreign language.

6. A supervised programme with activities for children and teens during the summer holidays.

7. A school outing

2. Thinking about going on an exchange programme? There are some words you should know. Write the missing vowels.

- | | | |
|------------------------|--------------------------|--------------------|
| a. F _ _ | d. _ NS _ R _ NC _ | g. H _ _ S _ NG |
| b. C _ MP _ S | e. R _ Q _ _ R _ M _ NTS | h. _ LL _ W _ NC _ |
| c. H _ ST _ F _ M _ LY | f. SCH _ L _ RSH _ P | i. B _ DG _ T |

3. Complete the sentences with words/expressions from exercise 2.

- a. Did you know Kate had great grades and was awarded a _____?
- b. Some members of my _____ took me everywhere. I learned a lot from them.
- c. Jim broke his leg, but he didn't have to pay anything. The _____ covered all the expenses.
- d. I met some foreign students that are living on the university _____.
- e. My parents don't give me an _____ every month, so I have to save as much money as I can.

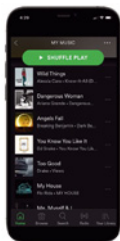
2.3 Vocabulary – English words everybody uses

Name _____ No. _____ Class _____ Date _____

1. Label the pictures with words from the word cloud.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

Wi-Fi
bowling
podcast
tablet like
playlist

2. Match the numbers with the letters.

Which words do you associate with...

- a. social media? _____
- b. technology? _____
- c. food? _____
- d. activities? _____

- 1. tablet
- 2. shopping
- 3. workshop
- 4. cupcake
- 5. live
- 6. webcam
- 7. stories

3. Complete the travel tips you can find on an influencer's blog with words from exercises 1 and 2.

- a. Search for the best bakery in town and try a _____.
- b. Find a nice _____ alley where you can play several games and listen to music.
- c. Post Instagram _____ using landmarks as background.
- d. Prepare a _____ with your favourite songs and download some _____ to listen to while you're on the plane.
- e. Attend a language and culture _____ before you go to a foreign country.
- f. Always check for free _____ to save your mobile data.
- g. Go _____ at local markets.

2.3 Vocabulary – Useful phrases

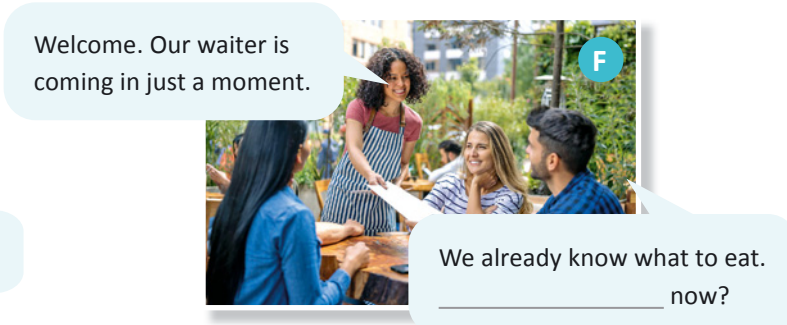
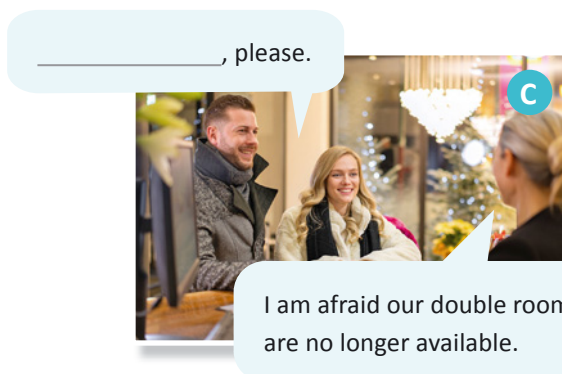
Name _____ No. _____ Class _____ Date _____

1. Fill in the gaps with the words/expressions in the box.

platform gate single order room service return bill menu

- a. How much is a _____ ticket to Victoria Station?
- b. We'd like two _____ rooms, please.
- c. I'm not sure what to eat. Can I see the _____?
- d. The boarding pass says my departure _____ is number 27.
- e. Oh, no! This is not the right _____. This is number 2 and the train leaves from number 4.
- f. Can we _____ some food after 2 p.m.?
- g. It's late! Let's ask for the _____ and pay.
- h. My hotel doesn't have _____. I have to go to the bar and ask for a sandwich.

2. Complete the dialogues.



II. Inclusion worksheets

2.1 Reading

Name _____ No. _____ Class _____ Date _____

1. Read an excerpt from an article published in an online newspaper.

Our most successful holiday

Earlier this year, we went on a trip to Lisbon, Portugal's City of Light.

On arrival, my daughter and her friend went on a three-hour e-bike tour with an English-speaking guide. They zipped past the major landmarks and climbed the seven hills of Lisbon. They then took the iconic trams, buses and their favourite e-scooters in and out of the different *bairros* or neighbourhoods for five days on their own, and never got lost.

They found Instagrammable shops, cafes in tiny sunlit squares for coffee and *pastéis de nata*, and their own favourite spot for brunch; on Friday night, they wandered through the weekly street party in the labyrinthine district of *Bairro Alto*.

<https://www.theguardian.com> (adapted; accessed in December 2022)

2. Label the pictures with words/expressions from the text.



a. e-



b. l



c. t



d. b

3. Order the events from 1 to 4 according to their appearance in the text.

- a. They discovered places suited to post on social media. ☐
- b. They explored several places using different means of transport. ☐
- c. They went to a party at night. ☐
- d. They quickly went past the most important sites and monuments. ☐

4. Choose the right answer.

- 4.1 Who did they go with on the e-bike tour? **Their mother / A guide / A teacher**
- 4.2 How many days did they have to visit the city? **4 days / 5 days / 6 days**
- 4.3 Where were the Instagrammable cafes located? **In tiny squares / In the centre**
- 4.4 What is the name of the area well-known for its nightlife? **Seven Hills / Bairro Alto**

2.2 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the text carefully.

Studying Abroad

Not sure where to start? Consider the important questions below to help you.

1. _____?

It's important to focus on choosing **the right subject and course** for you – don't focus on just getting overseas experience.

5 2. _____?

Carefully consider the **costs** associated with living and studying. You'll need to think about **course fees** too.

3. _____?

10 Students on exchange programmes may have access to **grants**. Tuition fees vary widely, so check this out early on. In countries outside the EU, students will usually have to pay higher fees than home students. These fees may also need to be paid upfront. Scholarships are available to support overseas study, but they're very competitive.

4. _____?

15 Many students find **part-time work** during their studies, but some aren't eligible to work overseas. Make sure you check to see if there are any restrictions on the type of work and hours you can do.

<https://wwwucas.com> (adapted; accessed in December 2022)

2. Match the questions with the blank spaces in the text.

a. Can I work part-time?

c. How much does it cost?

b. Is it right for me?

d. Will I get a scholarship or funding?

3. Decide whether the following statements are **True (T)** or **False (F)**.

a. You need to choose the course that best suits you. (Answer no. 1)

T F

b. Studying abroad has costs related to living and studying. (Answer no. 2)

T F

c. It's easy to get a scholarship. (Answer no. 3)

T F

d. Everyone can work overseas. (Answer no. 4)

T F

2.3 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following texts.



English is my third language. My first language is Maya and I learned to speak Spanish when I was about 12 years old. Learning English has improved my life in many ways. It has changed my personal life because I have more self-esteem which makes me feel more secure. I am now an assistant bartender and I'm learning to understand the customers. I see that the people who can speak English are quickly hired to work in the restaurants and bars where they can make more money. Every day I try to learn a little more by studying, listening to songs, and reading advertisements. Every day brings me closer to my goal of speaking better English.

Dariel – 26 years old, Assistant Bartender, English Level: Basic 2

I was 20 years old when I started learning English. I'm a musician in a hotel and guests often talk to me after the show and ask me questions about the shows or my music. They also ask for information about where to go in town. I like that I can greet them in English, answer some questions, and have conversations with them. I'm also planning on taking an online Masters' Guitar Class in English, and without speaking English, that would be impossible. I really love what I do, and English is helping me reach my professional goals.

Jose – 43 years old, Musician, English Level: Advanced



[https:// bridge.edu](https://bridge.edu) (adapted; accessed in December 2022)

2. Match the words on the left with their synonyms on the right.

- | | | | |
|----------------------|---|---|---------------|
| a. improved (text 1) | • | • | 1. employed |
| b. secure (text 1) | • | • | 2. confident |
| c. hired (text 1) | • | • | 3. objectives |
| d. guests (text 2) | • | • | 4. evolved |
| e. goals (text 2) | • | • | 5. customers |

3. Are the following statements True (T) or False (F)?

- | | | |
|--|---|---|
| a. Dariel's mother tongue is Spanish. | T | F |
| b. Speaking English can get you lower paid jobs in the tourism industry. | T | F |
| c. Dariel learns English through songs, ads and studying. | T | F |
| d. Jose started learning English when he was a young adult. | T | F |
| e. English is important for Jose's personal life. | T | F |

2.1 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to a suggested itinerary for a mini city-break Interrail holiday and order the countries from 1 to 5 according to what you hear.



- ☐ 3 a. Germany
☐ b. Hungary
☐ 1 c. The Netherlands
☐ d. Austria
☐ e. Belgium



2. Listen to the itinerary again and tick (✓) the correct option.

In which city can you...	Berlin	Budapest	Rotterdam	Cologne	Antwerp	Vienna
a. try international cuisine?						
b. take a tour of two incredible palaces?						
c. eat chocolates, waffles and fries at a good price?						
d. stay in a vibrant and cultural capital city?						
e. visit the tallest cathedral in Europe?						
f. relax at a spa?						

3. Listen to some tips for new travellers and match the sentence halves.



- a. If you want to find out about the latest attractions and restaurants,
 b. To look up directions and make reservations
 c. To grow and be more self-confident

- 1. challenge yourself.
 • 2. always carry a phone with internet connection.
 • 3. connect with locals and other travellers.



2.2 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the video about a summer programme and decide who says what.
Put a tick (✓) in the right column.

Video at  aula digital

	Abdullah	Melia	Shara	Elena
a. The course and the friends I made were the best.				
b. In the programme, our academic and social lives were equally important.				
c. There were excursions every Saturday and Sunday.				
d. The experience transformed me into a more interesting and open-minded person.				

2. Watch the video about volunteering abroad and complete the table with the words in the box.

Video at  aula digital

Latin culture fun expand host family help
destination group tourist 15

Volunteering abroad for high school students	
Target audience	Teenagers between a. _____ and 18 years old.
Where	In an exotic b. _____ in Africa, Asia or c. _____ America.
Benefits	• learn a new language; • d. _____ your horizons; • e. _____ others; • learn a new skill; • immerse yourself in a different f. _____; • have some g. _____ along the way.
You will	• work in a h. _____ all the time; • live with a friendly i. _____; • enjoy cultural events with new friends; • visit local j. _____ sites.



2.3 Listening

Name _____ No. _____ Class _____ Date _____

1. Listen to someone talking about the importance of English in today's world and order the reasons from 1 to 5 according to what you hear.



- ☐ a. It's easier to travel if you can interact with people in English.
- ☐ b. English is the official language in over 50 countries around the world.
- ☒ 1 c. It's a medium of communication all over the world.
- ☐ d. It's essential for entertaining and socialising.
- ☐ e. Companies want their employees to be fluent in English.



2. Listen to someone talking about the benefits of learning a new language and match the sentence halves.



- | | | |
|---------------------------------|---|------------------------------|
| a. It opens your eyes to | • | • 1. higher salaries. |
| b. It helps people learn about | • | • 2. other ways of thinking. |
| c. Unfamiliar situations become | • | • 3. exciting. |
| d. It could lead to | • | • 4. other cultures. |

3. Watch the video about the Portuguese language and circle the right information.

The Portuguese language in numbers

Video at aula digital

- a. Portuguese is among the **five / ten** most spoken languages in the world.
- b. Only **5% / 10%** of its speakers live in Portugal.
- c. There are about **two thousand million / two hundred and fifty-two million** Portuguese speakers in the world.
- d. Portugal has about **ten / eleven** million Portuguese speakers.
- e. Europe is home to almost **one / two** million people who speak Portuguese.
- f. In Brazil there are **two hundred and nineteen / two hundred and nine** million Portuguese speakers.



2.1 Writing – Descriptive text

Name _____ No. _____ Class _____ Date _____

1. Chrissy Teigen is talking about her favourite travel spot in a podcast.

1.1 Match the information in the boxes with the topics on the right.

a. It looks like a painting, and it was where she and John Legend got married. 8

b. Lake Como

c. Northern Italy 2

d. Really tasty/great seafood

e. Friendly 5

g. Often sunny

f. Dramatic views, quiet and relaxing

h. Do water sports, visit farms and buy farm produce (olive oil, cheese), explore the nature parks, visit old chapels.

1. Place
2. Location
3. Description
4. Weather
5. People
6. Food
7. What to see and do
8. Meaningful place – Why?



1.2 It's your turn to take part in the same podcast. Below you'll find the transcript of your podcast. Write the missing information.



My favourite _____ in the whole world is a small town near _____ . It's located in _____ .

←..... Place and location

It's a lovely place with _____ views.

The weather is _____ and the people are _____ .

←..... General description of the place; weather; people; food

I love the _____ , it's so tasty!

There I can visit the _____ and _____ .

←..... Description of the activities

In _____ I feel at home. It's a very special place because _____ .

←..... Conclusion

2.3 Writing – Biography

Name _____ No. _____ Class _____ Date _____

- Imagine you are a 45-year-old famous person and you have been asked to write an entry about yourself for Encyclopaedia.com.

1.1 Complete your fact file.

Name	
Job	
Place and date of birth	_____ – ____ / ____ / ____
Interesting facts about childhood and young adult life	Degree in _____ at the University of _____; created a video game.
Influences	Parents and _____
Relevant life facts that led to the career	Developed an AI educational programme.
Important career events, awards, achievements, successes	Won an Innovator Award in 2022.



1.2 Write your biography using the facts you wrote above. Use the 3rd person singular.

_____ (name)
 _____ is a famous _____.
He / She was born in _____ on _____.
 At an early age, **he / she** _____.
He / she was strongly influenced by _____
 and _____ because _____.
 In 2022, **he / she** _____.

He / She is considered the best _____
 and everybody will remember _____
 because _____.

Introduction

State:

- the name, place and date of birth;
- what the person is famous for.

Body

Mention:

- early life facts;
- important career events

Conclusion

Sum up the most important things.

2.1 Speaking

Name _____ No. _____ Class _____ Date _____

ROLE-PLAY

1. It's the *Interrail Open Day* at your school. Several young people from the whole country are there to share their experiences with the students.

- 1.1 In pairs, role-play the following situation.



STUDENT A

- You are keen on going on an Interrail trip this summer.
- You are going to speak to one of the people who came to your school and ask them some questions about their experience.

STUDENT B

- You went on an Interrail trip last summer.
- Today you are going to be asked some questions about your experience.

- What itinerary they chose
- What kind of pass they bought
- How much it cost
- When they went
- Who they went with
- Where and how long they stayed in each place
- Where they stayed
- What they saw/visited/explored
- If they tried any traditional food
- What they liked most
- What they disliked most
- If they have any tips

Itinerary:

Lisbon – Seville – Barcelona – Lyon – Zurich

Pass: Interrail Global Pass Youth
(7 days within 1 month) – July

Cost: €251 + accommodation and food



: With 2 friends



: 1 day in each city; hostels and trains

Must see/do: City centres; one museum in each city, cathedrals; stroll around the parks...



: Traditional food – Seville: tapas; Barcelona: patatas bravas; Lyon: Coq au vin; Zurich: cheese fondue



: Freedom and flexibility



: Limited number of seats on trains for Interrail Pass holders

Tips: Download the Interrail App and keep the mobile pass on your phone; don't plan everything; go with the flow

2.2 Speaking

Name _____ No. _____ Class _____ Date _____

PRESENTATION VIDEO

1. You belong to an international institution that receives many foreign students every year. This year you received their introductions as well as their questions/doubts about the programme through videos.

1.1 You are going to record a video answering the **most frequently asked questions**.

STEP 1 Introduce yourself:

- name;
- job;
- institution you work for;
- reason for the video.



STEP 2 Refer to the **8 most asked questions** below and answer them.

1. What are the entry requirements?
2. What documentation will I need?
3. Will I need to attend an admission interview?
4. Will I need to speak a second language?
5. How much will the programme cost? And what is included?
6. Where will I live?
7. Who will my host family be?
8. What are the main activities/highlights of the programme?

STEP 3 Say that you will see them soon and say goodbye.



2.3 Speaking

Name _____ No. _____ Class _____ Date _____

10-MINUTE ORAL PRESENTATION

1. In groups you are going to make an oral presentation about an *English-speaking country*.

1.1 Follow the guidelines.

STEP 1 Form the groups and choose the country.

STEP 2 Do some research about the topics below (don't forget to divide them among the members of the group).

- geography
- flag
- population
- capital city
- largest cities
- currency
- climate
- holidays/celebrations
- typical food
- famous people
- places to visit
- curiosities/tips

STEP 3 Organise your ideas and work on the digital presentation (Canva, Prezi, PowerPoint, Genially...).

STEP 4 Practise the presentation.

STEP 5 Present your work to the class.



USEFUL LANGUAGE

- Hello everyone!
- Today we are going to talk about...
- To start with, we'll...
- Let's look at the...
- As you can see, ...
- Let's move on to the next point...
- In conclusion, ... / To sum up, ...
- Are there any questions?



2.1 Grammar – Past simple verb *to be* / regular verbs

Name _____ No. _____ Class _____ Date _____

1. Where were they yesterday afternoon? Look at the pictures and complete the sentences with the correct form of the verb *to be* (*was, wasn't, were, weren't*).



- a. Antonia _____ at home.
- b. Liam and Gary _____ at the British Museum.
- c. The salesmen _____ in a meeting at the office.
- d. The tour guide _____ in Paris.
- e. I _____.

2. Choose the right question.

- | | |
|--|--|
| <p>2.1 a. Why was you late yesterday?
 b. Why were you late yesterday?
 c. Why you were late yesterday?</p> <p>2.2 a. Where Chris were last week?
 b. Where was Chris last week?
 c. Where Chris be last week?</p> | <p>2.3 a. Did the weather be hot?
 b. Were the weather hot?
 c. Was the weather hot?</p> |
|--|--|



3. Write the past simple of the verbs in the correct column.

post travel sail plan tidy play relax worry

+ -ed	vowel + -y + -ed	double consonant + -ed	consonant + -y → -ied
.	.	.	.
.		.	.
.			

4. Complete the sentences with the verbs in brackets in the past simple.

- a. They _____ (**wait**) for her for two hours because there was an accident.
- b. Ellie and her brother _____ (**enjoy**) their holiday a lot.
- c. What an awesome festival! Everybody _____ (**dance**) all night long.
- d. The driver was so tired that he _____ (**stop**) every hour.

2.1 Grammar – Past simple

Name _____ No. _____ Class _____ Date _____

1. Tom went to a conference in Brussels last week. Circle the right option.



Last week Tom **a. went / gone** from London to Brussels by train. He **b. take / took** the Eurostar train and in less than two hours he **c. arrives / arrived** in Brussels. When he **d. gets / got** there, he **e. rents / rented** a car and **f. drove / driven** to the conference. There he **g. meets / met** other company employees and **h. has / had** lunch with a travel agent he **i. knew / known** from the time he **j. lives / lived** in London.

At the end of the day Tom **k. returns / returned** to England by train and **l. fell / fallen** asleep during the journey. He **m. was / were** quite tired.

2. People write a lot of fake information on Instagram. Rewrite the following sentences in the negative in order to make true sentences.



a. We enjoyed the party a lot.

b. I played tennis with Nadal yesterday.

c. My crush and I went on a cruise to Greece.

a. We didn't _____ the party a lot.

b. I _____ play tennis with Nadal yesterday.

c. My crush and I _____ on a cruise to Greece.

3. Choose the right option from each pair of sentences.

3.1 a. Who did you travelled with?

b. Who did you travel with?

3.2 a. How did you go?

b. How did you went?

3.3 a. Was it expensive?

b. Did it be expensive?

3.4 a. Did you liked the traditional food there?

b. Did you like the traditional food there?



2.2 Grammar – Future

Name _____ No. _____ Class _____ Date _____

1. What will these people say?

a. My roommate is tired.

I _____ (help) her with the housework.

b. John is in his last year of high school.

John, _____ you _____ (go) to university?

c. Flying to NYC is quite expensive.

She _____ (probably / not have) money to go there next month.

d. They aren't adventurous people.

I don't think they _____ (apply) for an exchange programme.

e. It's so cold in here.

I _____ (close) the window for you.

2. What is going to happen? Look at the pictures and choose the correct option.



- a. It **going to rain** / **is going to rain** during the field trip.
- b. Kevin says that he **isn't going to apply** / **not going to apply** for a college scholarship.
- c. I **am not go to visit** / **am not going to visit** a small village in the countryside next Wednesday.
- d. Kelly and her friends **are going to buy** / **go to buying** a dress for tomorrow's party.

3. Complete the questions with the missing words.

- a. Where are _____ to travel to next week?
- b. _____ to stay in a hostel?
- c. Is she going to _____ the city with you?
- d. When are your _____ to meet her?

are you going
friends going
explore
you going

4. Circle the right option.

- a. **Will you go** / **Are you going** on an exchange programme next year?
- b. I hope you'll **be** / **'re going to be** happy on campus.
- c. Don't worry! It **won't happen** / **is not going to happen** again, I promise.
- d. A glass of orange juice for me and she'll **have** / **is going to have** a cup of tea.
- e. I crashed the family car. My parents **won't be** / **aren't going to be** very happy!

2.2 Grammar – Prepositions of time

Name _____ No. _____ Class _____ Date _____

1. Write *at*, *in* or *on* in each space (a, b and c) and complete the tables with expressions from the box.

the evening night my birthday Easter spring Christmas Eve

a. _____

- 10 minutes
- January
- d. _____
- the 21st century
- e. _____

b. _____

- Sunday
- f. _____
- 12th October 2022
- g. _____

c. _____

- h. _____
- noon
- i. _____
- the weekend

2. Cross out the expression that cannot complete each sentence.

- a. I want to go on a volunteering programme **in** July / next month / 2028.
- b. Our tutor is meeting us **at** lunchtime / one hour / night.
- c. The interview is going to be **on** 5th April / Monday / the afternoon.
- d. Flights to Athens are always **at** Wednesdays / midday / 10:00 a.m.
- e. My father had an exchange experience **in** the 20th century / 1998 / 9th May.
- f. I'm going home **on** Christmas / 25th December / Saturday.

3. Circle the right option.

a. **In** / **At** the summer, my friends and I are going to attend a course in Manchester. We usually go **b. on** / **in** July, but this year we are going **c. on** / **in** August, **d. on** / **in** 3rd August. We will arrive there **e. at** / **in** the morning and we will meet the other students **f. at** / **on** lunchtime.

I'm not sure yet, but we will probably have English classes **g. in** / **on** the mornings, **h. in** / **at** noon we will have lunch on campus and **i. in** / **on** the afternoons we will go on some excursions.

j. At / **On** night we will do some interesting activities like traditional games and talent shows.



2.3 Grammar – Conjunctions

Name _____ No. _____ Class _____ Date _____

1. Circle the correct option.

- a. Jane can't speak French, **but** / **because** she can speak English.
- b. English is very important to me **so** / **because** I work for an international company.
- c. Is it better to go to a language school **and** / **or** to spend some time in an English-speaking country to improve my English skills?
- d. Marta doesn't speak English, **so** / **because** every time she travels, she asks her brother to interact with people.
- e. At the end of the holiday, he was really happy **and** / **because** he improved his English **and** / **or** his Spanish.

2. Choose the right option.

2.1 Is your first language English _____ Spanish?

- a. and b. or c. so

2.2 English is the official language in my country, _____ not everyone is a native English speaker.

- a. but b. because c. and

2.3 I learned French when I went to Canada, _____ I can say that French is my second language.

- a. or b. so c. because

2.4 In Finland, some people speak Finnish _____ Swedish.

- a. so b. but c. and

2.5 My parents are fluent in English _____ they lived in Canberra for some time.

- a. because b. so c. but



3. Complete with the correct conjunction: *and, but, or, so, because*.

- a. My English teacher speaks Portuguese, English, _____ German.
- b. When I go abroad, I always speak in English _____ it's the global language.
- c. The museum was closed yesterday, _____ they couldn't visit it.
- d. Do you prefer going to London by train _____ by bus?
- e. My friend wants to work abroad _____ she is not fluent in any foreign language.

2.3 Grammar – Adjectives followed by prepositions

Name _____ No. _____ Class _____ Date _____

1. Circle the correct option.

- Many people are afraid **of** / **about** going abroad alone.
- Listen to them. They are so good **about** / **at** languages.
- She didn't have enough time to study, so she's worried **in** / **about** the exam.
- Are you interested **in** / **at** learning another foreign language?
- My younger sister was awarded a scholarship. I'm so proud **at** / **of** her.
- It's time to meet the exchange students and our students are really excited **in** / **about** that.



2. Choose the right option.

- Let's go! I'm _____ **of** waiting for them.
a. skilled b. tired c. dressed
- Wow! You are _____ **at** playing the guitar.
a. amazing b. jealous c. tired
- No one knew that Eve was _____ **in** planning the trip to Lisbon.
a. dressed b. serious c. involved
- She's _____ **in** so many areas that a lot of people are _____ **of** her.
a. amazing... jealous b. skilled.... jealous c. amazing... serious
- Everyone looked at her in the party. She was _____ **in** a stunning red dress.
a. dressed b. involved c. jealous

3. Match the sentence halves by joining them with a preposition.

a. Dana is quite **happy**

b. How can you be so **brilliant**

c. Is he **experienced**

d. Natalie is **fond**

about

in

of

at

1. tracking?

2. Harry Styles and his music.

3. her grades in English.

4. sports?

- Dana is quite **happy** _____.
- How can you be so **brilliant** _____?
- Is he **experienced** _____?
- Natalie is **fond** _____.

2.1 Vocabulary – Places you can travel to / Adjectives

Name _____ No. _____ Class _____ Date _____

1. Read the sentences and match them to where the people are likely to be.

1. at the seaside

2. in the city

3. in the countryside

- a. It's hot! I'm having an ice cream and there are people jumping off the cliff. ☐
- b. Look at that farm! From here I can see scarecrows, cattle, a barn, and a pond. ☐
- c. You can ask the lifeguard. He's just next to that big rock in front of the dunes. ☐
- d. Go as far as the traffic lights and you'll see the area with parking meters. ☐



2. What is the missing adjective? Choose the right option.

- a. This is a **cosmopolitan** / **rustic** city. People from many different countries live here.
- b. What a beautiful, charming place to visit! It's the most **modern** / **picturesque** village here.
- c. Everything in here is quite expensive. I must say this is a very **pricey** / **vibrant** city.
- d. There's nothing going on here. We are wasting our time in this **contemporary** / **lifeless** place.
- e. This is definitely the most **vibrant** / **crowded** town in the country. There's a lot of entertainment and social activities everywhere.

3. Complete the text with the words in the box.

Palace picturesque mountains trip cliffs traditional

A day **a.** _____ brings you to the magical fantasy world of Pena Park, home to the colourful Pena **b.** _____. You'll enjoy a **c.** _____ lunch in the **d.** _____ village too. Afterward, embark on a scenic drive through the Sintra **e.** _____, heading toward the "end of the world," the nickname for Cabo da Roca's magnificent **f.** _____, located at the westernmost point of continental Europe.

<https://unforgettabletravel.com> (adapted; accessed in December 2022)



2.1 Vocabulary – Types of holidays

Name _____ No. _____ Class _____ Date _____

1. Match the types of holidays with the pictures.

a. backpacking holiday

b. city break

c. camping holiday

d. beach holiday

e. adventure holiday

f. cruise

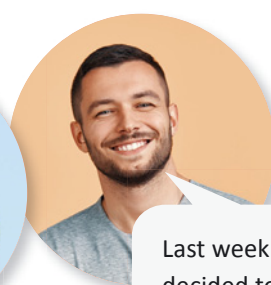
g. skiing holiday



2. What type of holidays did these people have? Choose the right option.

Last weekend I flew to Rome with my BFF. We went sightseeing and had a tour of the Colosseum with a fantastic guide. We also had time for shopping!

a. adventure holiday / city break



Last week was my week off and I decided to challenge myself. I went paragliding, bungee jumping and rock climbing.

b. adventure holiday / skiing holiday

My summer was great! I spent a whole month relaxing, unwinding and visiting lots of places. I had access to world-class entertainment, spas, gourmet food, sun and sea (without sand) in just one place.

c. backpacking holiday / cruise



3. Choose the words from the box to complete the sentences.

ski boots

tent

sunscreen

waterproof jacket

repellent

swimsuit

Which items should you pack if you...

a. go on a **beach holiday**? beach towel, _____, _____.

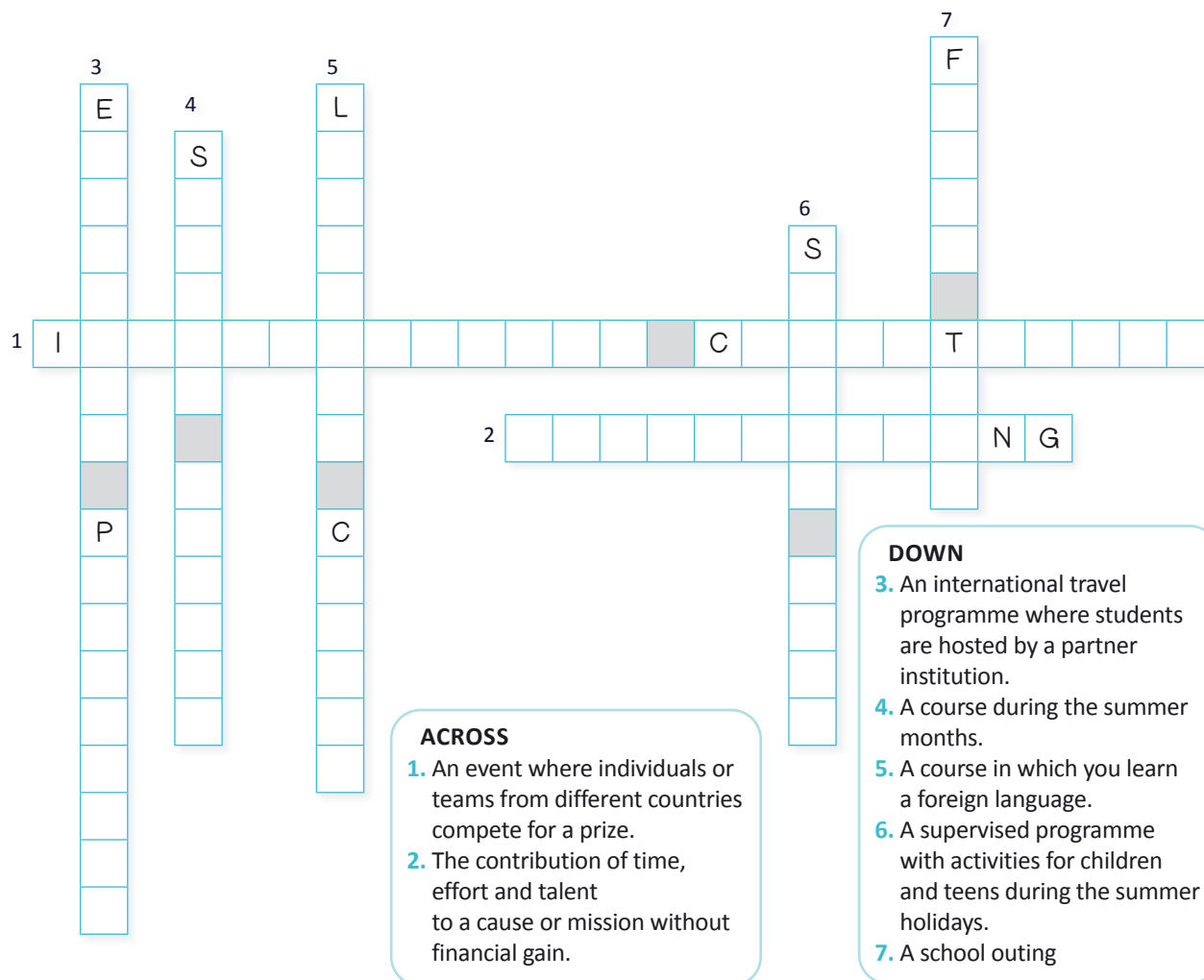
b. go on a **camping holiday**? flashlight, _____, _____.

c. go on a **skiing holiday**? goggles, _____, _____.

2.2 Vocabulary – Going abroad

Name _____ No. _____ Class _____ Date _____

1. Why do young people go abroad? Solve the crossword puzzle and find the main reasons.



2. Thinking about going on an exchange programme? There are some words you should know. Write the missing vowels.

- a. F _ _
b. C _ MP _ S
c. H ST F M LY
- d. _ NS _ R _ NC _
e. R _ Q _ _ R _ M _ NTS
f. SCH L RSH P
- g. H _ _ S _ NG
h. _ LL _ W _ NC _
i. B DG T

3. Circle the right word/expression to complete each sentence.

- Did you know Kate had great grades and was awarded a **fee / scholarship**?
- Some members of my **host family / housing** took me everywhere. I learned a lot from them.
- Jim broke his leg, but he didn't have to pay anything. The **requirements / insurance** covered all the expenses.
- I met some foreign students that are living on the university **campus / budget**.
- My parents don't give me an **insurance / allowance** every month, so I have to save as much money as I can.

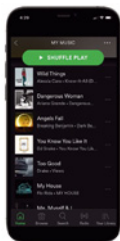
2.3 Vocabulary – English words everybody uses

Name _____ No. _____ Class _____ Date _____

1. Label the pictures with words from the word cloud.



a. _____



b. _____



c. _____

Wi-Fi
bowling
podcast
tablet like
playlist



d. _____



e. _____



f. _____

2. Cross the odd one out.

- a. live / stories / workshop
- b. T-shirt / tablet / webcam
- c. playlist / podcast / cupcake
- d. Wi-Fi / like / shopping

3. Complete the **travel tips** you can find on an influencer's blog. Choose the right option.

- a. Search for the best bakery in town and try a **tablet** / **cupcake**.
- b. Find a nice **webcam** / **bowling** alley where you can play several games and listen to music.
- c. Post Instagram **playlists** / **stories** using landmarks as background.
- d. Prepare a **live** / **playlist** with your favourite songs and download some **podcasts** / **stories** to listen to while you're on the plane.
- e. Attend a language and culture **workshop** / **live** before you go to a foreign country.
- f. Always check for free **shopping** / **Wi-Fi** to save your mobile data.
- g. Go **shopping** / **bowling** at local markets.

2.3 Vocabulary – Useful phrases

Name _____ No. _____ Class _____ Date _____

1. Circle the right option.

- a. How much is a **bill** / **return** ticket to Victoria Station?
- b. We'd like two **single** / **return** rooms, please.
- c. I'm not sure what to eat. Can I see the **bill** / **menu**?
- d. The boarding pass says my departure **platform** / **gate** is number 27.
- e. Oh, no! This is not the right **order** / **platform**. This is number 2 and the train leaves from number 4.
- f. Can we **order** / **bill** some food after 2 p.m.?
- g. It's late! Let's ask for the **gate** / **bill** and pay.
- h. My hotel doesn't have a **menu** / **room service**. I have to go to the bar and ask for a sandwich.

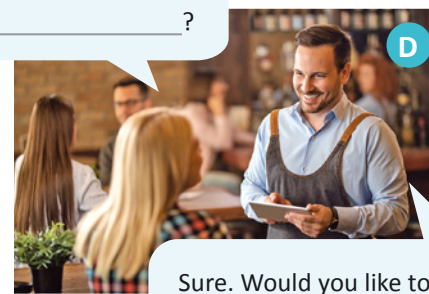
2. Complete the dialogues with the expressions in the box.

We'd like a double room
What time is

Can we order
the flight

much is it
platform is it

I have the bill



Module 2 – Answer key

2. Standard worksheets

READING

2.1 READING

2.
a. e-bike tour; b. landmarks; c. trams; d. brunch
3.
a. 3; b. 2; c. 4; d. 1
4.1 An English-speaking guide; 4.2 five days; 4.3 in tiny sunlit squares; 4.4 Bairro Alto

2.2 READING

2.
1. b. Is it right for me? 2. c. How much does it cost? 3. d. Will I get a scholarship or funding? 4. a. Can I work part-time?
3.
a. True; b. True; c. False – “Scholarships are available to support overseas study, but they’re very competitive.”; d. False – “Some students aren’t eligible to work overseas.”

2.3 READING

2.
a. improved; b. secure; c. hired; d. guests; e. goals
3.
a. False – “My first language is Maya”; b. False – “people who can speak English are quickly hired to work in the restaurants and bars where they can make more money.”; c. True; d. True; e. False – “English is helping me to reach my professional goals.”

LISTENING

2.1 LISTENING

1.
a. 3; b. 5; c. 1; d. 4; e. 2
2.
a. Rotterdam; b. Vienna; c. Antwerp; d. Berlin; e. Cologne; f. Vienna; g. Budapest; h. Vienna
3.
a. 3; b. 1; c. 5; d. 2; e. 4

2.2 LISTENING

1.
Abdullah: b, g; Melia: a, d; Shara: c, f; Elena: e
2.
a. 15; b. 18; c. destination; d. Asia; e. Latin; f. language; g. expand; h. help; i. skill; j. culture; k. fun; l. group; m. host family; n. cultural; o. tourist

2.3 LISTENING

1.
a. 3; b. 7; c. 5; d. 4; e. 1; f. 6; g. 2
2.
a. 3; b. 6; c. 1; d. 5; e. 4; f. 2
3.
a. False; b. True; c. False; d. True; e. True; f. False

WRITING

2.1 WRITING

- 1.1
a. 8; b. 1; c. 2; d. 6; e. 5; f. 3; g. 4; h. 7
1.2 Personal answer

GRAMMAR

2.1 PAST SIMPLE VERB TO BE / REGULAR VERBS

1.
a. wasn’t; b. were; c. weren’t; d. was; e. was...
2.
a. Why were you late yesterday? b. Where was Chris last week? c. Was the weather hot? d. Where were his children?
3.
a. planned; b. tidied; c. posted; d. hoped; e. played; f. travelled; g. sailed; h. relaxed; i. worried
4.
a. tidied; b. waited; c. enjoyed; d. danced; e. stopped

2.1 PAST SIMPLE

1.
a. went; b. took; c. arrived; d. got; e. rented; f. drove; g. met; h. had; i. knew; j. lived; k. returned; l. fell; m. was
2.
a. We didn’t enjoy the party a lot. b. I didn’t play tennis with Nadal yesterday. c. My crush and I didn’t go on a cruise to Greece. d. My bestie didn’t bring me this dress. e. We didn’t eat lobster!
3.
a. did you travel; b. did you go; c. did you stay; d. Was it expensive; e. Did you like; f. did you eat

2.2 FUTURE

- 1.2
a. ‘I’ll help; b. will... go; c. probably won’t have; d. will apply; e. ‘I’ll close
2.
a. is going to rain; b. isn’t going to apply; c. am not going to visit; d. are going to buy
3.
a. Where are you going to travel to next week? b. Are you going to stay in a hostel? c. Is she going to explore the city with you? d. When are your friends going to meet her?
4.
a. Are you going; b. ‘I’ll be; c. won’t happen; d. ‘I’ll have; e. aren’t going to be

2.2 PREPOSITIONS OF TIME

1.
a. in; b. on; c. at; d. the evening; e. spring; f. my birthday; g. Christmas Eve; h. night; i. Easter
2.
a. next month; b. one hour; c. the afternoon; d. Wednesdays; e. 9th May; f. Christmas
3.
a. In; b. in; c. in; d. on; e. in; f. at; g. in; h. at; i. in; j. At; k. At; l. on

2.3 CONJUNCTIONS

- 1.1. c; 1.2. b; 1.3. a; 1.4. b; 1.5. c
2.
a. or; b. but; c. so; d. and; e. because
3.
a. and; b. because; c. so; d. or; e. but

2.3 ADJECTIVES FOLLOWED BY PREPOSITIONS

1.
a. of; b. at; c. about; d. in; e. of; f. about
2.
a. tired; b. amazing; c. involved; d. skilled... jealous; e. serious; f. dressed
3.
a. about – 3; b. at – 4; c. in – 1; d. of – 2

VOCABULARY

2.1. PLACES YOU CAN TRAVEL TO / ADJECTIVES

1.
a. 1; b. 3; c. 1; d. 2; e. 3; f. 2
2.
a. cosmopolitan; b. picturesque; c. pricey; d. lifeless; e. vibrant
3.
a. trip; b. Palace; c. guide; d. traditional; e. picturesque;
f. mountains; g. cliffs; h. beaches

2.1. TYPES OF HOLIDAYS

1.
a. 4; b. 3; c. 1; d. 5; e. 6; f. 7; g. 2
2.
a. city break; b. adventure holiday; c. cruise
3.
a. sunscreen; swimsuit; b. tent; repellent; c. ski boots; waterproof jacket

2.2. GOING ABROAD

1.
Across: 1. international competition; 2. volunteering
Down: 3. exchange programme; 4. summer course; 5. language course; 6. summer camp; 7. field trip
2.
a. fee; b. campus; c. host family; d. insurance; e. requirements;
f. scholarship; g. housing; h. allowance; i. budget
3.
a. scholarship; b. host family; c. insurance; d. campus; e. allowance

2.3 ENGLISH WORDS EVERYBODY USES

1.
a. Wi-Fi; b. playlist; c. tablet; d. like; e. podcast; f. bowling
2.
a. 5, 7; b. 1, 6; c. 4; d. 2, 3
3.
a. cupcake; b. bowling; c. stories; d. playlist; podcasts; e. workshop;
f. Wi-Fi; g. shopping

2.3 USEFUL PHRASES

1.
a. return; b. single; c. menu; d. gate; e. platform; f. order; g. bill;
h. room service
2.
A. much is it; B. platform is it; C. We'd like a double room;
D. I have the bill; E. What time is the flight; F. Can we order

2. Inclusion worksheets

READING

2.1 READING

2.
a. e-bike tour; b. landmarks; c. trams; d. brunch
3.
a. 3; b. 2; c. 4; d. 1
- 4.1 A guide; 4.2 5 days; 4.3 In tiny squares; 4.4 Bairro Alto

2.2 READING

2.
1. b. Is it right for me? 2. c. How much does it cost? 3. d. Will I get a scholarship or funding? 4. a. Can I work part-time?
3.
a. True; b. True; c. False; d. False

2.3 READING

2.
a. 4; b. 2; c. 1; d. 5; e. 3
3.
a. False; b. False; c. True; d. True; e. False

LISTENING

2.1 LISTENING

1.
b. 5; d. 4; e. 2
2.
a. Rotterdam; b. Vienna; c. Antwerp; d. Berlin; e. Cologne;
f. Budapest
3. a. 3; b. 2; c. 1.

2.2 LISTENING

1.
Abdullah: d; Melia: a; Shara: b; Elena: c
2.
a. 15; b. destination; c. Latin; d. expand; e. help; f. culture; g. fun;
h. group; i. host family; j. tourist

2.3 LISTENING

1.
a. 5; b. 3; d. 4; e. 2
2.
a. 2; b. 4; c. 3; d. 1
3.
a. ten; b. 5%; c. two hundred and fifty-two million; d. ten; e. two;
f. two hundred and nine

WRITING

2.1 WRITING

- 1.1
b. 1; d. 6; f. 3; g. 4; h. 7
- 1.2 Personal answer

GRAMMAR

2.1 PAST SIMPLE VERB TO BE / REGULAR VERBS

1.
a. wasn't; b. were; c. weren't; d. was; e. was...
- 2.1 b; 2.2 b; 2.3 c
3.
+ **-ed**: posted, sailed, relaxed; **vowel + -y + -ed**: played; **double consonant + -ed**: travelled, planned; **consonant + -y → -ied**: tidied, worried
4.
a. waited; b. enjoyed; c. danced; d. stopped

2.1. PAST SIMPLE

1.
a. went; b. took; c. arrived; d. got; e. rented; f. drove; g. met;
h. had; i. knew; j. lived; k. returned; l. fell; m. was
2.
a. enjoy; b. didn't; c. didn't go
- 3.1. b; 3.2. a; 3.3. a; 3.4. b

2.2. FUTURE

1.
a. will help/'ll help; b. will... go; c. probably won't have; d. will apply/'ll apply; e. will close/'ll close
2.
a. is going to rain; b. isn't going to apply; c. am not going to visit; d. are going to buy
3.
a. you going; b. Are you going; c. explore; d. friends going
4.
a. Are you going; b. 'll be; c. won't happen; d. 'll have; e. aren't going to be

2.2. PREPOSITIONS OF TIME

1.
a. in; b. on; c. at; d. the evening; e. spring; f. my birthday; g. Christmas Eve; h. night; i. Easter
2.
a. next month; b. one hour; c. the afternoon; d. Wednesdays; e. 9th May; f. Christmas
3.
a. In; b. in; c. in; d. on; e. in; f. at; g. in; h. at; i. in; j. At

2.3. CONJUNCTIONS

1.
a. but; b. because; c. or; d. so; e. because... and
- 2.1. b; 2.2. a; 2.3. b; 2.4. c; 2.5. a
3.
a. and; b. because; c. so; d. or; e. but

2.3. ADJECTIVES FOLLOWED BY PREPOSITIONS

1.
a. of; b. at; c. about; d. in; e. of; f. about
- 2.1 b; 2.2 a; 2.3 c; 2.4 b; 2.5 a
3.
a. about her grades in English; b. at sports; c. in tracking; d. of Harry Styles and his music

VOCABULARY

2.1 PLACES YOU CAN TRAVEL TO / ADJECTIVES

1.
a. 1; b. 3; c. 1; d. 2
2.
a. cosmopolitan; b. picturesque; c. pricey; d. lifeless; e. vibrant
3.
a. trip; b. Palace; c. traditional; d. picturesque; e. mountains; f. cliffs

2.1. TYPES OF HOLIDAYS

1.
a. 4; b. 3; c. 1; d. 5; e. 6; f. 7; g. 2
2.
a. city break; b. adventure holiday; c. cruise
3.
a. sunscreen; swimsuit; b. tent; repellent; c. ski boots; waterproof jacket

2.2. GOING ABROAD

1.
Across: 1. international competition; 2. volunteering
Down: 3. exchange programme; 4. summer course; 5. language course; 6. summer camp; 7. field trip
2.
a. fee; b. campus; c. host family; d. insurance; e. requirements; f. scholarship; g. housing; h. allowance; i. budget
3.
a. scholarship; b. host family; c. insurance; d. campus; e. allowance

2.3. ENGLISH WORDS EVERYBODY USES

1.
a. Wi-Fi; b. playlist; c. tablet; d. like; e. podcast; f. bowling
2.
a. workshop; b. T-shirt; c. cupcake; d. shopping
3.
a. cupcake; b. bowling; c. stories; d. playlist; podcasts; e. workshop; f. Wi-Fi; g. shopping

2.3. USEFUL PHRASES

1.
a. return; b. single; c. menu; d. gate; e. platform; f. order; g. bill; h. room service
2.
A. much is it; B. platform is it; C. We'd like a double room; D. I have the bill; E. What time is the flight; F. Can we order

Worksheets Module 3

Worksheets
Module 3

Master
INGLÊS
ENSINO PROFISSIONAL
MÓDULOS 1, 2 e 3
PRO

MODULE 3

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I. Standard worksheets

3.1 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following news article.

FUTURISTIC JOBS

Jobs will be very different in the next few decades. Most of the jobs of today will not just disappear. Instead, many of them will likely evolve to match an automated or digital world.

Drone Manager

Drones are set to become a common and effective means of delivering goods and packages to people all around the world. Aside from delivery, commercial drones will be used for research, pilot training, filming, building inspections, and a wide range of other activities. Drone managers will be trained to organise, maintain and direct fleets of drones using AI-driven logistics systems.

3D Printing Food Specialist

You have to find ways not only to create edible filaments, but you need to do it in an economical way. In this futuristic job, you will be part 3D printing engineering expert, part top chef, and part chemist, coming up with recipes and new 3D printing techniques that match customer tastes or biological needs.

Space Tourism Guide

Space tourism, as the name would suggest, is space travel for recreational, leisure or business purposes. In this futuristic job, you would educate space tourists on gravity, the moon, the history of space, Mars and the planets beyond, all while on a spacecraft in orbit around our planet or in a space station.

<https://interestingengineering.com> (adapted; accessed in December 2022)

2. Find synonyms in the first paragraph for the words below.

- a. develop _____ b. mechanised _____ c. computerised _____

3. Which job would you choose if you...

- a. like teaching in unusual environments? _____
b. were thinking about working in the transport and distribution industry? _____
c. had skills in different areas, all of which you wanted to use in one job? _____

4. Complete the sentences according to the text.

- a. _____ will adapt to fit a modern technological environment.
b. People will receive parcels via _____.
c. The organisation and maintenance of a fleet of drones will be responsibility of _____.
d. A trip to space will have _____ objectives.

3.2 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following text.

When we think about space exploration, we imagine glorious spectacles of blue-marbled Earth or orange-glowing galaxies, but rarely consider how it impacts our lives here on Earth. Let's look at four space exploration benefits for our home planet.



5 1. The International Space Station has hosted astronauts and spacecraft from eighteen countries during its time in orbit. Space exploration may be the key to international cooperation, forging
10 greater trust and stronger diplomatic relationships among countries.

15 2. As the youngest person ever joined a SpaceX mission, kids worldwide suddenly saw an impossible dream become a reality. For the first time in human history, children can see the possibility of experiencing space, encouraging science education and careers that will build a global capacity
20 for astonishing innovation.

25 3. Space is a harsh environment. Robots and AI are our mechanisms of exploration, and the best minds are at work developing the technologies that allow us to roam the surface of Mars and beyond. Those same technologies are also used on our planet to support mobility for disabled people or to help in search and rescue efforts.

30 4. Aboard the International Space Station, astronauts have been able to experiment with medical innovations that have transformed healthcare on Earth.

<https://dylantaylor.org> (adapted; accessed in December 2022)

2. Match the titles below to the different numbers in the text.

a. Medical Innovation ☐

c. Artificial Intelligence and Advanced Robotics ☐

b. World Peace ☐

d. Inspiring Future Generations ☐

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

- a. People often forget how space exploration affects their lives. _____
- b. Space travel encourages intercultural teams. _____
- c. Young people see space science as a possible career. _____
- d. The technology that allows space exploration also helps people on Earth. _____
- e. Astronauts' experiments enabled changes in medical treatments. _____

3.3 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following text.

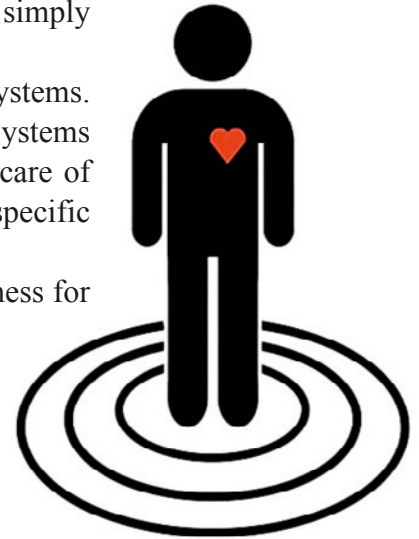
This instruction manual contains all the required information to take care of a typical human. A human is a very resilient machine. A machine is simply a mind and a body.

Although every human body is different, they all share the same systems.

- 5 Each system functions within a set of rules. Learning what these systems are and how **they** function is an important aspect for the long-term care of any human. System foundations/purposes will all be the same but specific optimizations for each system will vary.

- 10 The human body can self-heal, within limitations. The main weakness for any human is long-term survival. Long-term effects of any system abuse, even minor, will likely kill your human. Long-term effects are the largest weakness for all humans.

- 15 A typical human being is a very strong and resilient creature, yet at times, they can be very fragile. If you think **your** human has been injured beyond **its** ability to self-repair, contact your nearest office of Human Inc. If you get help for your human before **it** ceases operating, we might be able to help you. After a human stops operating there is nothing **we** at Human Inc. can do for you or your human.



Michael Wright, *The Human Body Instruction Manual: A Guide for Taking Care of a Typical Human*, Victoria: FriesenPress, 2019 (abridged and adapted)

2. Say who or what the words from the text refer to by matching them with the numbers of the words/expressions on the right. There is an extra option.

- a. ☐ they (line 6)
- b. ☐ your (line 14)
- c. ☐ its (line 15)
- d. ☐ it (line 16)
- e. ☐ we (line 18)

- 1. owner's
- 2. Human Inc.
- 3. systems
- 4. human bodies
- 5. human
- 6. human's

3. Complete the sentences according to the text.

- a. The author describes the human body as a _____.
- b. Human bodies share the same systems, but they are _____.
- c. A human will probably die of _____.
- d. Humans can not only be strong and resilient, but also _____.
- e. You need to ask for help if your human cannot _____.

3.1 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the video *Should we be worried about technology?* and complete the diagrams. Use one word per space.

Video at  **auta**
digital

What the 21st century
was supposed to look like

- a. _____ cars.
- b. Weekends in _____.
- c. _____ to carry out domestic chores.



What we have today

- d. _____ that reach the other side of the world in hours.
- e. People can _____ at the click of a button.
- f. People have a _____-hate relationship with _____.
- g. Technology and _____ media give the world cute _____ videos but also disseminate extremism and _____ news.

2. Watch the video again and decide whether the following sentences are True (T) or False (F).

- a. People only notice technology when it stops working.
- b. After the pandemic, people started to use less technology.
- c. In 2020, Americans consumed digital media for more than seven hours each day.
- d. The internet was the salvation of many businesses during lockdown.
- e. Social media facilitated rapid vaccine development.
- f. The pessimism around technology has increasingly turned into optimism.

T F

T F

T F

T F

T F

T F



3.2 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the video about smart cities and choose the correct option to complete each sentence.

Video at  **aula**
digital

1.1 Tomorrow the city app will be in your smartphone and you will be able to

- a. call the mayor directly.
- b. check the traffic and air pollution.
- c. ask for cleaning.

1.2 Booking a smart vehicle will be

- a. as easy as ordering food.
- b. as easy as shopping online.
- c. easier than making a phone call.

1.3 While travelling across town, you can

- a. answer emails.
- b. actively participate in city issues.
- c. contact your city administrator.

1.4 In the morning there will be

- a. traffic jams.
- b. no time to exercise.
- c. no rush hour.

1.5 While you are working, your smart city administration can

- a. empty the rubbish bins.
- b. control vehicles.
- c. optimise the city with smart processes.

1.6 The air will be clean and cities will

- a. be safer.
- b. have more green spaces.
- c. not be managed locally.

2. Watch the video about Astro, the home robot, and tick six things it can do.

Video at  **aula**
digital

- ☐ a. Watch your pet.
- ☐ b. Feed the pets.
- ☐ c. Recognise people and animals.
- ☐ d. Patrol your home and office.
- ☐ e. Clean your office and home.
- ☐ f. Send notifications and live video feed.
- ☐ g. Learn languages.
- ☐ h. Be cute.
- ☐ i. Keep your house and office secure.



3.3 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch an unboxing and setup video tutorial and choose the most suitable option to complete each sentence.

Video at  aula digital

1.1 This speaker is

- a. portable, user-friendly and wireless.
- b. portable, wireless and voice controlled.
- c. portable, wireless and powerful.

1.2 When you open the box, confirm that, besides the speaker, it includes

- a. the quick start guide and the USB-C charging cable.
- b. the USB-C charging cable, the power supply and an extra cable.
- c. the quick start guide, the USB-C charging cable and the power supply.



1.3 To set up the speaker, the first thing to do is

- a. to plug it into a power outlet.
- b. to connect the USB-C cable to the power supply.
- c. to connect the USB-C cable into the power port.

1.5 It can provide

- a. over 12 hours of audio playback.
- b. up to 12 hours of audio playback.
- c. about 10 hours of audio playback.

1.4 The speaker is fully charged when

- a. the power light glows solid white.
- b. the power light pulses white.
- c. the power light becomes green.

1.6 If you want to connect the speaker to Wi-Fi,

- a. just select a name and add a compatible voice assistant.
- b. just visit the website for instructions.
- c. just follow the onscreen instructions.

2. Listen to a phone call between a help desk assistant and a customer and fill in the table with the missing information.

 track 10

Device	a. _____	Possible cause	e. _____
Problem	It keeps b. _____; the c. _____ freezes; the d. _____ doesn't move	Possible solution	Do a full f. _____ with g. _____

3.1 Writing – Opinion text

Name _____ No. _____ Class _____ Date _____

1. You are going to write an opinion text about the following subject:

IS TECHNOLOGY DESTROYING HUMANITY?



© Cai Meng

Technology has changed our world and has made lives easier, more comfortable and healthier. But some claim that it has also ruined an important part of our lives. Is technology destroying humanity?

I _____, _____;

therefore _____.

For example, _____.

I also think technology _____

because _____.

That's why _____.

In the case of _____.

I strongly believe that technology _____

as _____.

Introduction

Start with a short sentence or a question that identifies the topic.

Body

- Write your opinion (*I completely agree / I strongly disagree; In my opinion, / From my point of view...*).
- Using different paragraphs, write two or three reasons to support your opinion.
- Use conjunctions (*and, but, or, so, because*).
- Use different linking words of cause and result (*as a result, due to, since, as...*).

Conclusion

Summarise and restate your opinion using different words (*To conclude / In conclusion / To sum up...*).

3.2 Writing – Argumentative text

Name _____ No. _____ Class _____ Date _____

1. You are going to write an argumentative text on the topic:

THE PROS AND CONS OF LIVING IN A SMART CITY

1.1 Brainstorm two arguments for each side and complete the table.

PROS	CONS
•	•
•	•



1.2 Write the text. You'll find some useful language on page 145 of your textbook.

Smart cities are the future. Many people will live in one someday, so why is it a controversial issue?

Some people believe _____
 _____.

As an example, think of _____.

Another point is _____.

For instance, _____.

However, _____.

In addition, _____.

To sum up, _____.

Introduction

Write a statement or a question to introduce the topic and highlight its importance.

Body

- Present two arguments expressing the opinion opposed to yours and give examples to support them.

- Present two arguments to support your opinion on the issue and give examples.

Conclusion

Summarise your ideas and restate your opinion.

3.3 Writing – Travel journal

Name _____ No. _____ Class _____ Date _____

A few months ago, you went on a trip to Silicon Valley, home to some of the world's largest technology corporations and thousands of technology-related start-up companies.

1. You are going to write a travel journal about the trip, in pairs or small groups.

1.1 Brainstorm some ideas to complete the table below.

When you went	
Who you went with	
How you went	
Description of the place(s) you visited	
Companies you visited	
A funny episode	
Description of your thoughts and feelings	



1.2 Write your travel journal. Add some pictures to it.

You'll find some useful language on page 157 of your textbook.

Introduction

Say where and when you went, who you went with, and how you went.

Development

- Describe the places and the companies you visited.
- Write about a funny episode while you were visiting one of the places.
- Describe how you felt.
- Use the past simple/past continuous.
- Use linking words.
- Use plenty of adjectives to describe the places you visited and your thoughts and feelings.

Conclusion

Say your opinion about the trip.



3.1 Speaking

Name _____ No. _____ Class _____ Date _____

ORAL PRESENTATION

1. You are going to create and present an innovative tech device.

1.1 Choose an area from the ones below and be creative.



COMMUNICATION



ENTERTAINMENT



HOME



HEALTH

1.2 Think about:

- its name;
- its purpose (what you use it for);
- its general description (automatic, user-friendly, compact, ...);
- its main features (size, flexibility, performance, speed,...);
- the price;
- where and when people could use it;
- how often people could use it;
- why you decided to create it;
- its impact on people's lives.

1.3 Be prepared to show your device in the presentation.

You could use:

- a picture from a magazine or from the internet (with some changes);
- a drawing of your own;
- a model of the device.

1.4 Present your device to the class in about three minutes.

2. As a class, vote for the best device.



3.2 Speaking

Name _____ No. _____ Class _____ Date _____

OPEN SESSION

1. The mayor of your city has promoted an open session to discuss the importance of contributing part of municipal taxes for space exploration. Some scientists will also be present.



- 1.1 Form groups. Each group will be assigned a role below.

Group 1

You are the **scientists**. You are going to answer the questions.

Group 2

You are a group of **citizens**. You would like to ask about:

- how space exploration can improve your daily lives / the advantages it will bring (job opportunities, ...);
- the costs (time and money).

Group 3

You are a group of **people working in the medical field**. You have doubts about:

- the benefits of space exploration for health;
- the people/countries that will benefit from it.

Group 4

You are a group of **environmentalists**. You have questions about:

- space junk/air, particle pollution;
- radiation problems.

- 1.2 Prepare the session:

- Except for Group 1, all the groups brainstorm two arguments and the following two questions for the scientists.
- During preparation, Group 1 should try to predict the questions they'll be asked and find solutions.
- Give the questions to Group 1 to prepare the answers.

The useful language on page 139 of your textbook may help you.

- 1.3 Carry out the open session:

- A spokesperson from each group presents the group's arguments and questions.
- A spokesperson from Group 1 answers the questions.

3.3 Speaking

Name _____ No. _____ Class _____ Date _____

DESCRIBING PICTURES – PAIR WORK DISCUSSION

1. In pairs, you are going to discuss some photos related to technology.

1.1 Choose a photo from those shown below.



1.2 Take turns to answer the following questions.

- What can you see in the photo?
- What do you think is happening?
- How do you think the people in the photo feel?
- In your opinion, what role does technology play in these people's lives?
- What advantages or disadvantages can technology bring to the people in the photo?
- Do you think they can benefit from their English skills in this situation?
Why?/Why not?

The useful language on page 153 of your textbook may help you.

3.1 Grammar – *If*-clauses (type 1)

Name _____ No. _____ Class _____ Date _____

1. Choose the correct option to complete these type 1 *if*-clauses.

- 1.1 If you buy a 3D printer, what _____ you _____?
a. do... print b. does... print c. will... print
- 1.2 Jane won't look very up-to-date if she _____ using that program.
a. keep b. keeps c. will keep
- 1.3 If more people _____ access to the newest medical technologies, our life expectancy will increase.
a. have b. has c. will have
- 1.4 If I scratch my VR/AR headset, my parents _____ me a new one.
a. don't buy b. doesn't buy c. won't buy
- 1.5 An alarm will go off if the employees _____ this button.
a. don't press b. doesn't press c. won't press



2. Below you'll find some safety information for a high-speed smart toaster. Complete the sentences with the correct form of the verbs in brackets.



- a. If you _____ (use) it inappropriately, you _____ (invalidate) the warranty.
- b. The toaster _____ (not work) if the crumb tray _____ (not be) in its proper location.
- c. If you _____ (place) food thicker than one inch in the toasting slots, it _____ (jam).
- d. If anyone _____ (attempt) to toast food with ingredients that melt, the toaster _____ (stop) working.
- e. The touchscreen _____ (not respond) if the toaster _____ (not heat).

3. Use your own ideas to complete the sentences.

- a. If my smartphone breaks, _____.
- b. I will get a job in IT if _____.
- c. If you have time, _____.

3.1 Grammar – Linking words of cause and result

Name _____ No. _____ Class _____ Date _____

1. Read the following statements and decide which linking word cannot complete the sentence. Cross it out.

a. For teens, a mobile phone is a powerful tool to maintain relationships **since / because / because of** they use it to keep in touch with friends.

b. Social media is important to young people **due to / as / because** it allows them to explore how they express themselves.

c. Screens mean invisibility **because of / as / because** you can hide behind them.

d. **As / Because of / Due to** interactive learning technology, teens' engagement with lessons has improved a lot.



2. The linking words used in two of the sentences below have been swapped. Identify and correct them.

- a. Therefore technology overuse, teenagers' mental well-being can be negatively affected. _____
- b. There's a great deal of content shared over the internet every day; as a consequence of finding reliable information can be difficult. _____
- c. Many parents only see the disadvantages of technology. As a result, their children are not allowed to use some gadgets. _____

3. Choose the right option to complete the story.

Yesterday I missed the bus to school **a.** ____ I fell asleep. **b.** ____, I missed the first class in the morning and **c.** ____, I had to write an email to my teacher apologising for not presenting my assignment about the advantages of technology. **d.** ____ my phone was dead, a friend of mine lent me hers and I sent the email. When I got home, I had a message from the teacher saying: "Lots of students make up excuses and **e.** ____ I don't usually accept late assignments. But, **f.** ____ it is the first time it has happened and **g.** ____ the responsibility you always show, you can present your assignment in tomorrow's class. **h.** ____, make sure you wake up early."

a.	1. therefore	2. so	3. because
b.	1. As a result	2. Due to	3. As a result of
c.	1. because of	2. since	3. consequently
d.	1. As a result	2. As	3. Therefore

e.	1. that's why	2. since	3. due to
f.	1. because of	2. since	3. therefore
g.	1. due to	2. as	3. that's why
h.	1. because	2. so	3. since

3.2 Grammar – *If*-clauses (type 2)

Name _____ No. _____ Class _____ Date _____

1. Complete the lyrics of the song with the correct form of the verbs in brackets and make type 2 *if*-clauses.

Locked Away (Adam Levine ft. R. City)

If I **a.** _____ (get) locked away
And we **b.** _____ (lose) it all today
Tell me honestly, **c.** _____ (you / still / love)
me the same?
If I **d.** _____ (show) you my flaws
If I **e.** _____ (not can) strong
Tell me honestly, **f.** _____ (you / still / love) me the
same?
Baby, don't lie to me
If I **g.** _____ anything (not have)
I wanna know, **h.** _____ (you / stick) around?



<https://genius.com>

2. Choose the phrases from the boxes to complete the type 2 *if*-clauses. Put the verb in the correct form.

they / not have / to worry about security

the city / install / a CCTV system

they / have / more money

they / need / to pay an extra fee

I / be / you

- a. My parents would install solar panels if _____.
b. If my neighbours didn't reduce their waste, _____.
c. I wouldn't buy that petrol car if _____.
d. Would you feel safer if _____?
e. People would be nicer if _____.

3. Complete the sentences to make type 1 or 2 *if*-clauses.

- a. If you press this button, you _____ (see) how fast it works.
b. The house would be more efficient if it _____ (have) more smart appliances.
c. Would you buy an electric car if the price _____ (decrease)?
d. The project won't be approved if it _____ (not follow) the safety guidelines.
e. If there was a good multimodal transport system, people _____ (stop) using their cars.

3.2 Grammar – Linking words of contrast

Name _____ No. _____ Class _____ Date _____

1. The following sentences were taken from some students' texts about the advantages and disadvantages of space exploration. Choose the correct option to complete them.

- 1.1 _____ space travel offers job opportunities, it is still quite costly.
 a. However b. In spite of c. Although
- 1.2 _____ being the dream of many, space travel can be dangerous.
 a. Even though b. Despite c. Even so
- 1.3 Space exploration can provide Earth with additional resources; _____, it implies significant air pollution.
 a. in spite of b. however c. though
- 1.4 _____ it can help us detect serious threats to the planet, it can also bring problems such as radiation and space junk.
 a. Nevertheless b. Even though c. Despite
- 1.5 Space exploration can teach us about space; _____, extraterrestrial life can become a danger.
 a. although b. nevertheless c. in spite of
- 1.6 _____ the benefits of space exploration, many missions may not deliver any results.
 a. In spite of b. Although c. However



2. Match the sentence halves and use the correct linking word to join them.

a. The idea of space travel dates back to the 17th century; b. Space tourism is no longer a dream c. Some say governments should stop financing space exploration	• • •	although however, in spite of • • •	1. it is still only for a few. 2. its advantages. 3. it was only possible in the 20th century.
--	---	---	---

3. Put the words in the right order to write sentences. Use the necessary punctuation.

- a. being / fascinated by outer space / science fiction films / in spite of / I hate

_____.

- b. however / was / the astronauts / a success / about it / the mission / didn't hold a press conference

_____.

3.3 Grammar – Modal verbs

Name _____ No. _____ Class _____ Date _____

1. Replace the underlined expressions with the most suitable modal verb from the word cloud.

- a. Unfortunately, I wasn't able to reach level 20. _____
- b. Jen is advised to unplug her computer when not in use. _____
- c. All employees are required to know how this software works. _____
- d. You are forbidden to go to the server's room. _____
- e. Chris is advised not to leave the company today without finishing the report. _____
- f. I really tried, but I'm not able to repair this laptop. _____
- g. Do you know that the manager is allowed to have a day off every month? _____

can
shouldn't
mustn't
can't
should
couldn't
must

2. Choose the correct option to complete the sentences.

- 2.1 _____ you speak English when you were 10?
a. Must b. Could c. Can
- 2.2 I'm sorry, but you _____ enter when there's a meeting. It's a company rule.
a. mustn't b. can't c. couldn't
- 2.3 To repair the product, you _____ only open the parts marked with X.
a. could b. can c. shouldn't
- 2.4 There's no way you can solve this by yourself. You _____ call an IT technician.
a. should b. mustn't c. can
- 2.5 I _____ handle this anymore. The computer is too slow!
a. shouldn't b. couldn't c. can't

3. Explain the meaning of the signs using can, must or mustn't.



You _____







3.3 Grammar – Past continuous

Name _____ No. _____ Class _____ Date _____

1. What were these people doing yesterday at about 10 a.m? Look at the pictures and use the verbs in the box to complete the sentences.

try repair work listen drink have mop help



- a. The IT technician _____ a computer. He _____ a cup of coffee.
 b. James _____ to solve a problem on the company website and Anne _____ him.
 c. The CEO and the CFO _____ a meeting. They _____ alone.
 d. Ethan _____ to music while he _____ the floor.

2. Choose the correct option.

- a. I **was installing** / **installed** a program when the computer **was crashing** / **crashed**.
 b. **Were you sleeping** / **Did you sleep** while I **was talking** / **talked** to you?
 c. Martha and Simon **were finishing** / **finished** the project when the web developer **was calling** / **called**.
 d. I can't believe my assistant **was playing** / **played** online games while everyone **was looking** / **looked** for him!

3. Complete the story with the past simple or the past continuous form of the verbs in brackets.

Yesterday I a. _____ (leave) for work at 8 a.m. While I
 b. _____ (walk) down the street, a car c. _____ (appear)
 out of nowhere and d. _____ (crash) into the computer store. A
 lot of people e. _____ (run) to the place. When I
 f. _____ (get) there, a man g. _____ (try) to open the
 car's door and another one h. _____ (check) if the shop assistant
 i. _____ (be) OK. Suddenly, a noise j. _____ (come)
 out of the car and the door k. _____ (open). Everyone
 l. _____ (stare) at the car but no one m. _____ (say) a
 word. What was in the car?

3.1 Vocabulary – Tech verbs

Name _____ No. _____ Class _____ Date _____

1. Match the situations with the appropriate icons.

a. If you want to reuse a picture, all you need to do is copy the picture and paste it.

☐

b. Don't forget to attach your CV to the email.

☐

c. The file is too big! I can't upload it.

☐

d. It's easier to find the website again if you bookmark it.

☐

e. Did you share the schedule file with us yesterday?

☐

f. They are using *Teams* just to chat.

☐

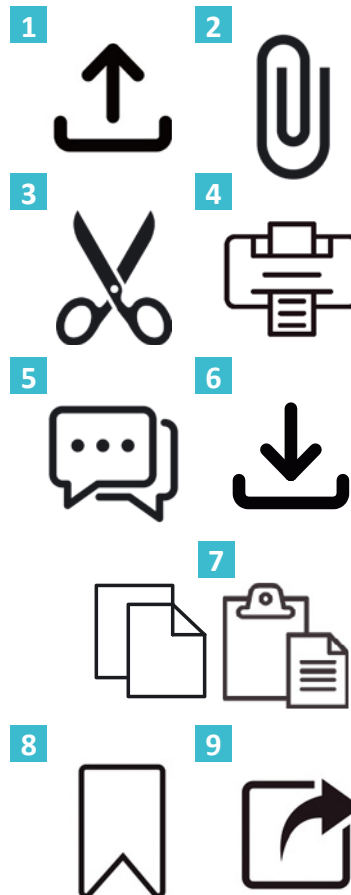
g. I managed to download the ebook we talked about.

☐

h. My printer is running out of ink and I have loads of documents to print.

☐

i. That image doesn't go on that page. Cut it.

☐


2. Use the technology-related verbs from exercise 1 to complete the instructions.

- a. To _____ a file, press Ctrl + P.
- b. To _____ something to another place, just click on the icon with the picture of two files.
- c. To _____ a file, look for the clip icon.
- d. To _____ something and remove it from the document, find the scissors icon.
- e. To _____ a file to your drive, make sure you have enough storage first.



3.1 Vocabulary – Technology compound adjectives

Name _____ No. _____ Class _____ Date _____

1. Match both columns to form compound adjectives.

a. cutting-	•	•	1. speed	_____
b. real-	•	•	2. edge	_____
c. data-	•	•	3. based	_____
d. self-	•	•	4. term	_____
e. high-	•	•	5. driving	_____
f. user-	•	•	6. time	_____
g. long-	•	•	7. driven	_____
h. web-	•	•	8. friendly	_____

2. Complete the compound adjective and cross out the word that is not a suitable collocation.

- _____ -driving car / computer / plane
- real-_____ book / system / service
- user-_____ interface / menu / strategy
- _____ -term internet / solution / effect
- _____ -driven decision / car / strategy
- high-_____ train / ebook / modem
- _____ -edge science / pictures / technology
- web-_____ smartphone / app / software



3. Complete the news headlines with a suitable compound adjective.

a. *Avatar* sequel's _____ tech crashes movie projectors in Japan.

b. _____ car developer resigns after controversial decision.

c. The latest _____ smartphone for the elderly is a success due to its easy interface.

3.2 Vocabulary – Smart city

Name _____ No. _____ Class _____ Date _____

1. What makes a city smart? Label the pictures with the words in the box.

The illustration depicts a vibrant smart city with a central river, modern skyscrapers, and green spaces. Various smart infrastructure elements are highlighted with icons and labels:

- Smart parking**: Represented by a blue car icon with a 'P' sign.
- IoT Power station**: Represented by a blue power plug icon.
- Telehealth**: Represented by a blue heart with a pulse line.
- CCTV**: Represented by a blue camera icon.
- Open data**: Represented by a blue document with a checkmark.
- Domotics**: Represented by a blue house with a Wi-Fi symbol.
- Green buildings**: Represented by a green leaf icon.
- Multimodal transport**: Represented by a blue train icon.
- Education**: Represented by a blue graduation cap icon.
- Air Pollution**: Represented by a blue cloud with a 'P' sign.
- Electromagnetic Emissions**: Represented by a blue signal tower icon.
- Smart Environment**: Represented by a green leaf icon.
- Intelligent Shopping**: Represented by a red shopping cart icon.
- Public Safety**: Represented by a red shield with a white cross.
- Gas & Water Leak Detection**: Represented by a red flame and water drop icon.
- Smart Energy**: Represented by a green wind turbine icon.
- Water Quality**: Represented by a blue water tap icon.
- Electric Vehicle Charging**: Represented by a red car with a plug icon.
- Waste Management**: Represented by a blue trash can icon.

The word bank at the top contains the following words:

- Smart parking
- IoT Power station
- Telehealth
- CCTV
- Open data
- Domotics
- Green buildings
- Multimodal transport

2. Complete the answers to the question below with expressions from exercise 1 and the words in the box.

sensors urban

Would you like to live in a smart city?

a. I'd love to. I'd never have to worry about finding a place for my car with a _____ system.

c. I'm in. I'd like to move to an _____ area with _____ that are designed to be sustainable. My home would be full of _____. Everything would be controlled automatically.

b. I don't think so. Video surveillance or _____ and the use of different methods and _____ to collect specific information that is considered _____ would mess with my privacy.

d. I wouldn't mind if I could have access to _____ and have my symptoms monitored in real time. Besides, I wouldn't need to buy a car because a _____ system would be a reality.

3.2 Vocabulary – Space

Name _____ No. _____ Class _____ Date _____

1. Unscramble the words on the right and match them with the pictures.



- a. EASTELITL _____ ☐
- b. SSAPCHEPI _____ ☐
- c. TCMOE _____ ☐
- d. AGLYXA _____ ☐
- e. ONMO _____ ☐
- f. IELCPES _____ ☐
- g. ELETSPICE _____ ☐
- h. AGIRVYT _____ ☐
- i. TIASERDO _____ ☐
- j. CTERAR _____ ☐

2. Complete the *Space Facts* with words from exercise 1.

SPACE FACTS

- a. Sputnik was the first artificial Earth _____.
- b. The astronomer Edmond Halley is well known today for having a famous _____ named after him.
- c. NASA's James Webb _____ confirmed the existence of an Earth-size exoplanet on 16th January 2023.
- d. The _____ is Earth's only permanent satellite.
- e. The longest duration for a total solar _____ possible is 7.5 minutes.
- f. The oldest terrestrial impact _____ known so far is in South Africa.
- g. Our Milky Way _____ has an elegant spiral shape with long arms filled with stars.



3.3 Vocabulary – English tech words

Name _____ No. _____ Class _____ Date _____

1. Label the pictures.



a. h _____



b. b _____



c. m _____



d. c _____



e. d _____ and d _____



f. D _____

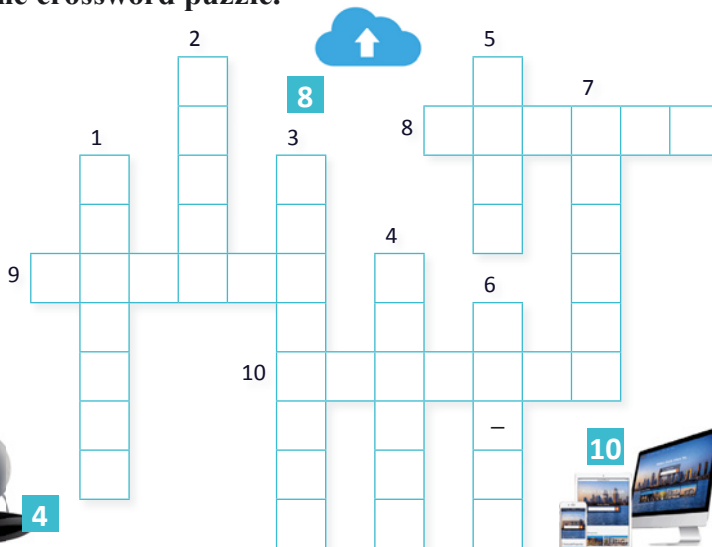


g. c _____



h. e _____

2. Look at the pictures and read the clues to solve the crossword puzzle.



DOWN

1. Small files with information about how you use the internet
2. Something that is put into a system or machine so that it can operate
3. A part of a computer system which blocks unauthorised access
5. Irrelevant and unsolicited messages
6. Wireless networking technology
7. A term referring to locations on or use of the internet

ACROSS

9. A device which connects computers to the internet

3. Use the words from exercises 1 and 2 to complete the phone conversation.

Zoe: Hi Mac. You'll never guess what's happened.

Mac: Hey Zoe. What's up?

Zoe: Last night a **a.** _____ penetrated our **b.** _____, stole all our customers' data and destroyed our **c.** _____ network. We only have internet connection through cable. Our IT technicians are already trying to solve the problem. Meanwhile, the company's **d.** _____ is down and all the emails we receive are just **e.** _____.

Mac: That's not good news! But tell me, are you still working **f.** _____?

Zoe: Not really, I can't download or **g.** _____ any information. I've tried to surf the internet through different **h.** _____ but none of them work. We cannot have Zoom meetings because we are not allowed to use the **j.** _____!

3.3 Vocabulary – Text abbreviations and acronyms

Name _____ No. _____ Class _____ Date _____

1. The following abbreviations and acronyms were found in some business documents. What do they stand for?

a. FYI

b. ADL

c. FAB

d. OFC

e. PLS

f. THX

g. IMO

h. ASAP

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____



2. Rewrite a WhatsApp message you've exchanged with your mum, using as many chat abbreviations as possible.

9:11 AM 100%

Hey Sweetie! Are you OK?

Hi mum! Alive and kicking 😊 What's up?

You left your homework at home.

😞 Oh my God, the teacher is gonna kill me.

Just kidding! I can do it again.

You never change!!!!

Got to go. See you soon.

By the way, have fun at your best friend forever's party.

Thanks. Talk to you later.

I love you ❤️

Hugs and kisses

Type a message

9:11 AM 100%

Hey Sweetie! _____ OK?

Hi mum! _____ 😊 _____ ?

_____ at home.

😞 _____

U never change!!!!

_____ ❤️

Type a message

II. Inclusion worksheets

3.1 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following news article.

FUTURISTIC JOBS

Jobs will be very different in the next few decades. Most of the jobs of today will not just disappear. Instead, many of them will likely evolve to match an automated or digital world.

Drone Manager

Drones are set to become a common and effective means of delivering goods and packages to people all around the world. Aside from delivery, commercial drones will be used for research, pilot training, filming, building inspections, and a wide range of other activities. Drone managers will be trained to organise, maintain and direct fleets of drones using AI-driven logistics systems.

3D Printing Food Specialist

You have to find ways not only to create edible filaments, but you need to do it in an economical way. In this futuristic job, you will be part 3D printing engineering expert, part top chef, and part chemist, coming up with recipes and new 3D printing techniques that match customer tastes or biological needs.

Space Tourism Guide

Space tourism, as the name would suggest, is space travel for recreational, leisure or business purposes. In this futuristic job, you would educate space tourists on gravity, the moon, the history of space, Mars and the planets beyond, all while on a spacecraft, in orbit around our planet or in a space station.

<https://interestingengineering.com> (adapted; accessed in December 2022)

2. Match the words from the text with their synonyms in the box. There is an extra word.

a. evolve _____

b. automated _____

c. digital _____

1. mechanised

2. develop

3. work

4. computerised

3. Which job would you choose if you...

a. like teaching in unusual environments? _____

b. were thinking about working in the transport and distribution industry? _____

c. had skills in different areas, all of which you wanted to use in one job? _____

4. Complete the sentences according to the text. Use only one word.

a. Most of today's _____ will adapt to fit in a modern technological world.

b. People will receive their packages via _____.

c. A drone _____ will organise and maintain fleets of drones.

3.2 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following text.

When we think about space exploration, we imagine glorious spectacles of blue-marbled Earth or orange-glowing galaxies, but rarely consider how it impacts our lives here on Earth. Let's look at four space exploration benefits for our home planet.



5 **1.** The International Space Station has hosted astronauts and spacecraft from eighteen countries during its time in orbit. Space exploration may be the key to international cooperation, forging
10 greater trust and stronger diplomatic relationships among countries.

15 **2.** As the youngest person ever joined a SpaceX mission, kids worldwide suddenly saw an impossible dream become a reality. For the first time in human history, children can see the possibility of experiencing space, encouraging science education and careers that will build a global capacity
20 for astonishing innovation.

25 **3.** Space is a harsh environment. Robots and AI are our mechanisms of exploration, and the best minds are at work developing the technologies that allow us to roam the surface of Mars and beyond. Those same technologies are also used on our planet to support mobility for disabled people or to help in search and rescue efforts.

30 **4.** Aboard the International Space Station, astronauts have been able to experiment with medical innovations that have transformed healthcare on Earth.

<https://dylantaylor.org> (adapted; accessed in December 2022)

2. Match the titles below to the different numbers in the text.

a. Medical Innovation ☐

c. Artificial Intelligence and Advanced Robotics ☐

b. World Peace ☐

d. Inspiring Future Generations ☐

3. In which parts of the text can you find the following information?

- a. Young people see space science as a possible career. **Part** _____
- b. Astronauts' experiments enabled changes in medical treatments. **Part** _____
- c. The technology that allows space exploration also helps people on Earth. **Part** _____
- d. Space travel encourages intercultural teams. **Part** _____

3.3 Reading

Name _____ No. _____ Class _____ Date _____

1. Read the following text.

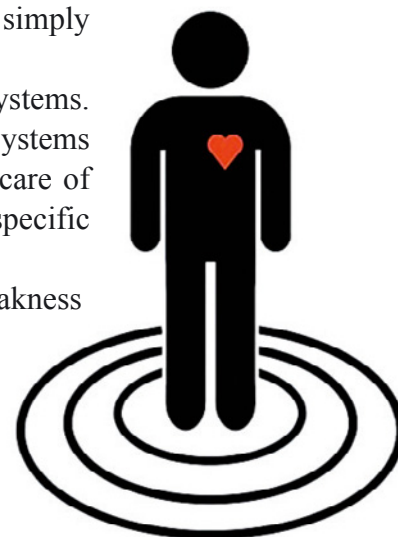
This instruction manual contains all the required information to take care of a typical human. A human is a very resilient machine. A machine is simply a mind and a body.

Although every human body is different, they all share the same systems.

- 5 Each system functions within a set of rules. Learning what these systems are and how **they** function is an important aspect for the long-term care of any human. System foundations/purposes will all be the same but specific optimizations for each system will vary.

- 10 The human body can self-heal, within limitations. The main weakness for any human is long-term survival. Long-term effects of any system abuse, even minor abuse, will likely kill your human. Long-term effects are the largest weakness for all humans.

- 15 A typical human being is a very strong and resilient creature, yet at times, they can be very fragile. If you think **your** human has been injured beyond **its** ability to self-repair, contact your nearest office of Human Inc. If you get help for your human before **it** ceases operating, we might be able to help you. After a human stops operating there is nothing **we** at Human Inc. can do for you or your human.



Michael Wright, *The Human Body Instruction Manual: A Guide for Taking Care of a Typical Human*, Victoria: FriesenPress, 2019 (abridged and adapted)

2. Say who or what the words from the text refer to by matching them with the numbers of the words/expressions on the right.

- a. ☐ they (line 6)
- b. ☐ your (line 14)
- c. ☐ its (line 15)
- d. ☐ it (line 16)
- e. ☐ we (line 18)

- 1. owner's
- 2. Human Inc.
- 3. systems
- 4. human
- 5. human's

3. Complete the sentences according to the text. Use the expressions in the box.

long-term effects self-heal all different resilient machine fragile

- a. The author describes the human body as a _____.
- b. Human bodies share the same systems, but they are _____.
- c. A human will probably die of _____.
- d. Humans can not only be strong and resilient, but also _____.
- e. You need to ask for help if your human cannot _____.

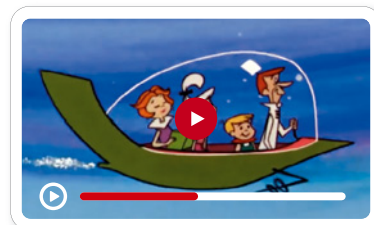
3.1 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the video *Should we be worried about technology?* and complete the diagrams with words from the box. Use one word per space.

Video at  aula digital

fake robots communicate flying love social
technology space aeroplanes cat



What the 21st century
was supposed to look like

- a. _____ cars.
b. Weekends in _____.
c. _____ to carry out domestic chores.

What we have today

- d. _____ that reach the other side of the world
in hours.
e. People can _____ at the click of a button.
f. People have a _____-hate relationship with
_____.
g. Technology and _____ media give the world
cute _____ videos but also disseminate
extremism and _____ news.

2. Watch the video again and decide whether the following sentences are True (T) or False (F).

- a. After the pandemic, people started to use less technology.
b. In 2020, Americans consumed digital media for more than seven hours each day.
c. The internet was the salvation of many businesses during lockdown.
d. The pessimism around technology has increasingly turned into optimism.

T F

T F

T F

T F



3.2 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch the video about smart cities and choose the correct option to complete each sentence.

Video at  aula digital

- | | |
|---|--|
| 1.1 Tomorrow the city app will be in your smartphone and you will be able to
a. call the mayor directly.
b. check the traffic and air pollution. | 1.4 In the morning there will be
a. traffic jams.
b. no rush hour. |
| 1.2 Booking a smart vehicle will be
a. as easy as ordering food.
b. as easy as shopping online. | 1.5 While you are working, your smart city administration can
a. empty the rubbish bins.
b. optimise the city with smart processes. |
| 1.3 While travelling across town, you can
a. answer emails.
b. actively participate in city issues. | 1.6 The air will be clean and cities will
a. be safer.
b. have more green spaces. |

2. Watch the video about Astro, the home robot, and tick four things it can do.

Video at  aula digital

- ☐ **a.** Watch your pet.
- ☐ **b.** Feed the pets.
- ☐ **c.** Recognise people and animals.
- ☐ **d.** Clean your office and home.
- ☐ **e.** Send notifications and live video feed.
- ☐ **f.** Keep your house and office secure.



3.3 Listening

Name _____ No. _____ Class _____ Date _____

1. Watch an unboxing and setup video tutorial and choose the most suitable option to complete the sentences.

Video at  aula digital

1.1 This speaker is

- a. portable, user-friendly and wireless.
- b. portable, wireless and voice controlled.

1.2 When you open the box, confirm that, besides the speaker, it includes

- a. the quick start guide and the USB-C charging cable.
- b. the quick start guide, the USB-C charging cable and the power supply.



1.3 To set up the speaker, the first thing to do is

- a. to plug it into a power outlet.
- b. to connect the USB-C cable into the power port.

1.5 It can provide

- a. up to 12 hours of audio playback.
- b. about 10 hours of audio playback.

1.4 The speaker is fully charged when

- a. the power light glows solid white.
- b. the power light becomes green.

1.6 If you want to connect the speaker to Wi-Fi,

- a. just select a name and add a compatible voice assistant.
- b. just follow the onscreen instructions.

2. Listen to a phone call between a help desk assistant and a customer and fill in the table with the words from the box.

 track 10

screen antivirus software crashing scan computer cursor virus

Device	a. _____	Possible cause	e. _____
Problem	It keeps b. _____; the c. _____ freezes; the d. _____ doesn't move	Possible solution	Do a full f. _____ with g. _____

3.1 Writing – Opinion text

Name _____ No. _____ Class _____ Date _____

1. You are going to write an opinion text about the following subject:

IS TECHNOLOGY DESTROYING HUMANITY?

1.1 Choose your arguments from the list below:

- ☺ Technology is essential in our daily life.
- ☺ It makes communication easier and faster.
- ☺ It allows for better working conditions.
- ☺ It improves health and safety conditions.
- ☺ People need it for leisure and entertainment.
- ☹ It increases social isolation.
- ☹ People become lazier and sedentary.
- ☹ It causes pollution.
- ☹ Higher risk of mental health issues.
- ☹ Risk of privacy invasion.



1.2 Write your text.

Technology has changed our world and has made lives easier, more comfortable and healthier. But some claim that it has also ruined an important part of our lives. Is technology destroying humanity?

I _____. In my opinion, technology _____

therefore _____.

For example, _____.

I also think technology _____

because _____.

That's why _____.

In the case of _____

I strongly believe that technology _____

as _____.

Introduction

Start with a short sentence or a question that identifies the topic.

Body

- Write your opinion (*I completely agree / I strongly disagree; In my opinion, / From my point of view...*).
- Using different paragraphs, write two or three reasons to support your opinion.
- Use conjunctions (*and, but, or, so, because*).
- Use different linking words of cause and result (*as a result, due to, since, as...*).

Conclusion

Summarise and restate your opinion using different words (*To conclude / In conclusion / To sum up...*).

3.2 Writing – Argumentative text

Name _____ No. _____ Class _____ Date _____

1. You are going to write an argumentative text on the topic:

THE PROS AND CONS OF LIVING IN A SMART CITY

1.1 Below you'll find some arguments that may help you.

- Efficient public transport
- Better healthcare
- Safer communities
- Reduced levels of air pollution

- Lack of privacy
- Technology and Internet dependence
- Increase of electronic waste
- Houses become more expensive



1.2 Write the text. You'll find some useful language on page 145 of your textbook.

Smart cities are the future. Many people will live in one someday, so why is it a controversial issue?

Some people believe that in smart cities _____

_____.

As an example, think of _____
_____.

Another point is _____

_____.

For instance, _____
_____.

However, _____

_____.

In addition, _____

_____.

To sum up, smart cities can be the future _____

_____.

Introduction

Write a statement or a question to introduce the topic and highlight its importance.

Body

- Present two arguments expressing the opinion opposed to yours and give examples to support them.

- Present two arguments to support your opinion on the issue and give examples.

Conclusion

Summarise your ideas and restate your opinion.

3.3 Writing – Travel journal

Name _____ No. _____ Class _____ Date _____

A few months ago, you went on a trip to Silicon Valley, home to some of the world's largest technology corporations and thousands of technology-related start-up companies.

1. You are going to write a travel journal about the trip, in pairs or small groups.

1.1 Brainstorm some ideas to complete the table below.

When you went	
Who you went with	
How you went	
Description of the place(s) you visited	
Companies you visited	
A funny episode	
Description of your thoughts and feelings	



1.2 Write your travel journal. Add some pictures to it.

You'll find some useful language on page 157 of your textbook.

Introduction

Say where and when you went, who you went with, and how you went.

Last summer, I went to... Last month, I travelled to...

Body

- Describe the places and the companies you visited.
- Write about a funny episode while you were visiting one of the places.
- Describe how you felt.
- Use the past tenses and plenty of adjectives.

On the first day, we visited... While we were there...
It was an amazing place... Everything seemed...
We could see... I felt like...

Conclusion

Say your opinion about the trip.

- *I think / I believe / In my opinion, this was the... of my life!*
- *I will remember... the most.*
- *I recommend... / I don't recommend...*



3.1 Speaking

Name _____ No. _____ Class _____ Date _____

ORAL PRESENTATION

1. You are going to create and present an innovative tech device.

1.1 Choose an area from the ones below and be creative.



COMMUNICATION



ENTERTAINMENT



HOME



HEALTH

1.2 Think about:

- its name;
- its purpose (what you use it for);
- its general description (automatic, user-friendly, compact,...);
- its main features (size, flexibility, performance, speed,...);
- the price;
- where and when people could use it;
- how often people could use it;
- why you decided to create it;
- its impact on people's lives.

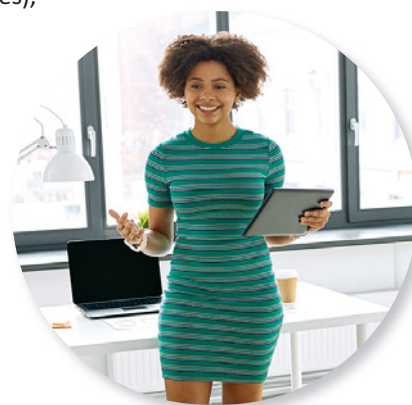
1.3 Be prepared to show your device in the presentation.

You could use:

- a picture from a magazine or from the internet (with some changes);
- a drawing of your own;
- a model of the device.

1.4 Present your device to the class in about three minutes.

2. As a class, vote for the best device.



3.2 Speaking

Name _____ No. _____ Class _____ Date _____

OPEN SESSION

1. The mayor of your city has promoted an open session to discuss the importance of contributing part of municipal taxes for space exploration. Some scientists will also be present.



- 1.1 Form groups. Each group will be assigned a role below.

Group 1

You are the **scientists**. You are going to answer the questions.

Group 2

You are a group of **citizens**. You would like to ask about:

- how space exploration can improve your daily lives / the advantages it will bring (job opportunities...);
- the costs (time and money).

Group 3

You are a group of **people working in the medical field**. You have doubts about:

- the benefits of space exploration for health;
- the people/countries that will benefit from it.

Group 4

You are a group of **environmentalists**. You have questions about:

- space junk/air, particle pollution;
- radiation problems.

- 1.2 Prepare the session:

- Except for Group 1, all the groups brainstorm two arguments and the following two questions for the scientists.
- During preparation, Group 1 should try to predict the questions they'll be asked and find solutions.
- Give the questions to Group 1 to prepare the answers.

The useful language on page 139 of your textbook may help you.

- 1.3 Carry out the open session:

- A spokesperson from each group presents the group's arguments and questions.
- A spokesperson from Group 1 answers the questions.

3.3 Speaking

Name _____ No. _____ Class _____ Date _____

DESCRIBING PICTURES – PAIR WORK DISCUSSION

1. In pairs, you are going to discuss some photos related to technology.

1.1 Choose a photo from those shown below.



1.2 Take turns to answer the following questions.

- What can you see in the photo?
- What do you think is happening?
- How do you think the people in the photo feel?
- In your opinion, what role does technology play in these people's lives?
- What advantages or disadvantages can technology bring to the people in the photo?
- Do you think they can benefit from their English skills in this situation?
Why?/Why not?

The useful language on page 153 of your textbook may help you.

3.1 Grammar – *If*-clauses (type 1)

Name _____ No. _____ Class _____ Date _____

1. Choose the correct option to complete these type 1 *if*-clauses.

- 1.1 If you buy a 3D printer, what _____ you _____?
a. do... print b. will... print
- 1.2 Jane won't look very up-to-date if she _____ using that program.
a. keeps b. will keep
- 1.3 If more people _____ access to the newest medical technologies, our life expectancy will increase.
a. have b. will have
- 1.4 If I scratch my VR/AR headset, my parents _____ me a new one.
a. don't buy b. won't buy
- 1.5 An alarm will go off if the employees _____ this button.
a. don't press b. won't press



2. Below you'll find some safety information for a high-speed smart toaster. Circle the correct option to complete the sentences.



- a. If you **use / will use** it inappropriately, you will invalidate the warranty.
- b. The toaster won't work if the crumb tray **isn't / won't be** in its proper location.
- c. If you place food thicker than one inch in the toasting slots, it **jam / will jam**.
- d. If anyone **attempts / will attempt** to toast food with ingredients that melt, the toaster will stop working.
- e. The touchscreen **doesn't respond / won't respond** if the toaster doesn't heat up.

3.1 Grammar – Linking words of cause and result

Name _____ No. _____ Class _____ Date _____

1. Read the following statements and circle the right option.

- a. For teens, a mobile phone is a powerful tool to maintain relationships **because / because of** they use it to keep in touch with friends.
- b. Social media is important to young people **due to / since** it allows them to explore how they express themselves.
- c. Screens mean invisibility **because of / as** you can hide behind them.
- d. **As / Due to** interactive learning technology, teens' engagement with lessons has improved a lot.



2. Fill in the gaps with the linking words in the box.

therefore as a consequence of because of

- a. _____ technology overuse, teenagers can have their mental well-being affected.
- b. There's a great deal of content shared over the internet every day; _____, finding reliable information can be difficult.
- c. Many parents only see the disadvantages of technology _____ what they see at home.

3. Choose the right option to complete the story.

Yesterday I missed the bus to school **a.** ____ I fell asleep. **b.** ____, I missed the first class in the morning and **c.** ____, I had to write an email to my teacher apologising for not presenting my assignment about the advantages of technology. **d.** ____ my phone was dead, a friend of mine lent me hers and I sent the email.

a.	1. therefore	2. so	3. because
b.	1. As a result	2. Due to	3. As a result of
c.	1. because of	2. since	3. consequently
d.	1. As a result	2. As	3. Therefore

3.2 Grammar – *If*-clauses (type 2)

Name _____ No. _____ Class _____ Date _____

1. Choose the correct option to complete the lyrics of the song and make type 2 *if*-clauses.

Locked Away (Adam Levine ft. R. City)

If I **a. got** / **would get** locked away
And we **b. lost** / **would lose** it all today
Tell me honestly, **c. did you still love** / **would you still love** me
the same?
If I **d. showed** / **would show** you my flaws
If I **e. couldn't** / **can't** be strong
Tell me honestly, **f. did you still love** / **would you still love** me
the same?
Baby, don't lie to me
If I **g. didn't have** / **wouldn't have** anything
I wanna know, **h. did you stick** / **would you stick** around?



<https://genius.com>

2. Complete the type 2 *if*-clauses with the correct form of the verbs in brackets.

- a. My parents **would install** solar panels **if** they _____ (**have**) more money.
- b. **If** my neighbours **didn't reduce** their waste, they _____ (**need**) to pay an extra fee.
- c. I **wouldn't buy** that fuel car **if** I _____ (**be**) you.
- d. **Would** you **feel** safer **if** the city _____ (**install**) a CCTV system?
- e. People **would be** nicer **if** they _____ (**not have**) to worry about security.

3. Circle the right option to complete type 1 or 2 *if*-clauses.

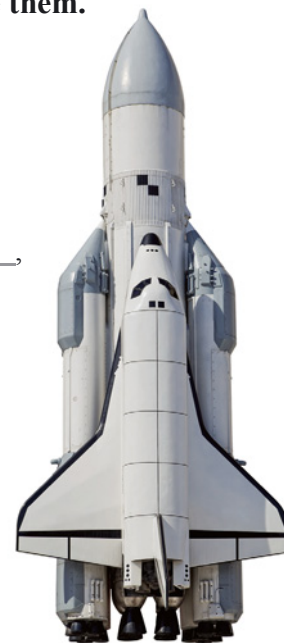
- a. If you press this button, you **will see** / **would see** how fast it can be.
- b. The house would be more efficient if it **has** / **had** more smart appliances.
- c. Would you buy an electric car if the price **decreases** / **decreased**?
- d. The project won't be approved if it **doesn't follow** / **didn't follow** the safety guidelines.
- e. If there was a good multimodal transport system, people **will stop** / **would stop** using their cars.

3.2 Grammar – Linking words of contrast

Name _____ No. _____ Class _____ Date _____

1. The following sentences were taken from some students' texts about the advantages and disadvantages of space exploration. Choose the correct option to complete them.

- 1.1 _____ space travel offers job opportunities, it is still quite costly.
a. In spite of b. Although
- 1.2 _____ being the dream of many, space travel can be dangerous.
a. Despite b. Even so
- 1.3 Space exploration can provide Earth with additional resources; _____, it implies significant air pollution.
a. in spite of b. however
- 1.4 _____ it can help us detect serious threats to the planet, it can also bring problems such as radiation and space junk.
a. Nevertheless b. Even though
- 1.5 Space exploration can teach us about space; _____, extraterrestrial life can become a danger.
a. nevertheless b. in spite of
- 1.6 _____ the benefits of space exploration, many missions may not deliver any results.
a. In spite of b. Although



2. Complete the sentences with the linking words in the box.

although however in spite of

- a. The idea of space travel dates back to the 17th century; _____, it was only possible in the 20th century.
- b. Space tourism is no longer a dream _____ it is still only for a few.
- c. Some say governments should stop financing space exploration _____ its advantages.



3.3 Grammar – Modal verbs

Name _____ No. _____ Class _____ Date _____

1. Circle the modal verb that can replace the underlined expressions.

- a. Unfortunately, I wasn't able to reach level 20. **can't / couldn't**
- b. Jen is advised to unplug her computer when not in use. **can / should**
- c. All employees are required to know how this software works. **must / should**
- d. You are forbidden to go to the server's room. **mustn't / shouldn't**
- e. Chris is advised not to leave the company today without finishing the report. **can't / shouldn't**
- f. I really tried, but I'm not able to repair this laptop. **can't / mustn't**
- g. Do you know that the manager is allowed to have a day off every month? **should / can**



2. Choose the correct option to complete the sentences.

- 2.1 _____ you speak English when you were 10?
a. Must b. Could
- 2.2 I'm sorry, but you _____ enter when there's a meeting. It's a company rule.
a. mustn't b. can't
- 2.3 To repair the product, you _____ only open the parts marked with X.
a. can b. shouldn't
- 2.4 There's no way you can solve this by yourself. You _____ call an IT technician.
a. should b. can
- 2.5 I _____ handle this anymore. The computer is too slow!
a. couldn't b. can't

3. Explain the meaning of the signs using can, must or mustn't and the expressions in the box.

eat and drink

play videogames

upload files

switch the power off



You _____







3.3 Grammar – Past continuous

Name _____ No. _____ Class _____ Date _____

1. What were these people doing yesterday at about 10 a.m? Fill in the gaps with the past continuous form of the verbs in brackets.



- a. The IT technician _____ (**repair**) a computer. He _____ (**not drink**) a cup of coffee.
 b. James _____ (**try**) to solve a problem on the company website and Anne _____ (**help**) him.
 c. The CEO and the CFO _____ (**have**) a meeting. They _____ (**not work**) alone.
 d. Ethan _____ (**listen**) to music while he _____ (**mop**) the floor.

2. Circle the correct option.

- a. I was installing a program when the computer **was crashing / crashed**.
 b. **Were you sleeping / Did you sleep** while I was talking to you?
 c. Martha and Simon were finishing the project when the web developer **was calling / called**.

3. Choose the right option to complete the story.

Yesterday I **a.** _____ for work at 8 a.m. While I **b.** _____ down the street, a car appeared out of nowhere and **c.** _____ into the computer store. A lot of people **d.** _____ to the place. When I **e.** _____ there, a man was trying to open the car's door and another one **f.** _____ if the shop assistant was OK. Suddenly, a noise **g.** _____ out of the car and the door **h.** _____. Everyone **i.** _____ at the car but no one **j.** _____ a word. What was in the car?

a.	1. left	2. was leaving
b.	1. walked	2. was walking
c.	1. crashed	2. was crashing
d.	1. ran	2. was running
e.	1. got	2. was getting

f.	1. checked	2. was checking
g.	1. came	2. was coming
h.	1. opened	2. was opening
i.	1. stared	2. was staring
j.	1. said	2. was saying

3.1 Vocabulary – Tech verbs

Name _____ No. _____ Class _____ Date _____

1. Match the situations with the appropriate icons.

a. If you want to reuse a picture, all you need to do is **copy** the picture and **paste** it.

☐

b. Don't forget to **attach** your CV to the email.

☐

c. The file is too big! I can't **upload** it.

☐

d. It's easier to find the website again if you **bookmark** it.

☐

e. Did you **share** the schedule file with us yesterday?

☐

f. They are using *Teams* just to **chat**.

☐

g. I managed to **download** the ebook we talked about.

☐

h. My printer is running out of ink and I have loads of documents to **print**.

☐

i. That image doesn't go on that page. **Cut** it.

☐

1



2



3



4



5



6



7



8



9



2. Use the technology-related verbs from exercise 1 to complete the instructions.

- To p _____ a file, press Ctrl + P.
- To c _____ something to another place, just click on the icon with the picture of two files.
- To a _____ a file, look for the clip icon.
- To c _____ something and remove it from the document, find the scissors icon.
- To d _____ a file to your drive, make sure you have enough storage first.



3.1 Vocabulary – Technology compound adjectives

Name _____ No. _____ Class _____ Date _____

1. Match the words in both columns to form compound adjectives. Three are already done for you.

a. cutting-	•	•	1. speed	_____
b. real-	•	•	2. edge	_____
c. data-	•	•	3. based	data-driven
d. self-	•	•	4. term	_____
e. high-	•	•	5. driving	high-speed
f. user-	•	•	6. time	_____
g. long-	•	•	7. driven	_____
h. web-	•	•	8. friendly	web-based

2. Complete the compound adjective and circle the suitable word.

- _____ -driving car / computer
- real-_____ book / system
- user-_____ interface / strategy
- _____ -term internet / solution
- _____ -driven decision / car
- high-_____ printer / ebook
- _____ -edge science / pictures
- web-_____ smartphone / app



3. Complete the news headlines with a suitable compound adjective.

a. *Avatar* sequel's _____ tech crashes movie projectors in Japan.

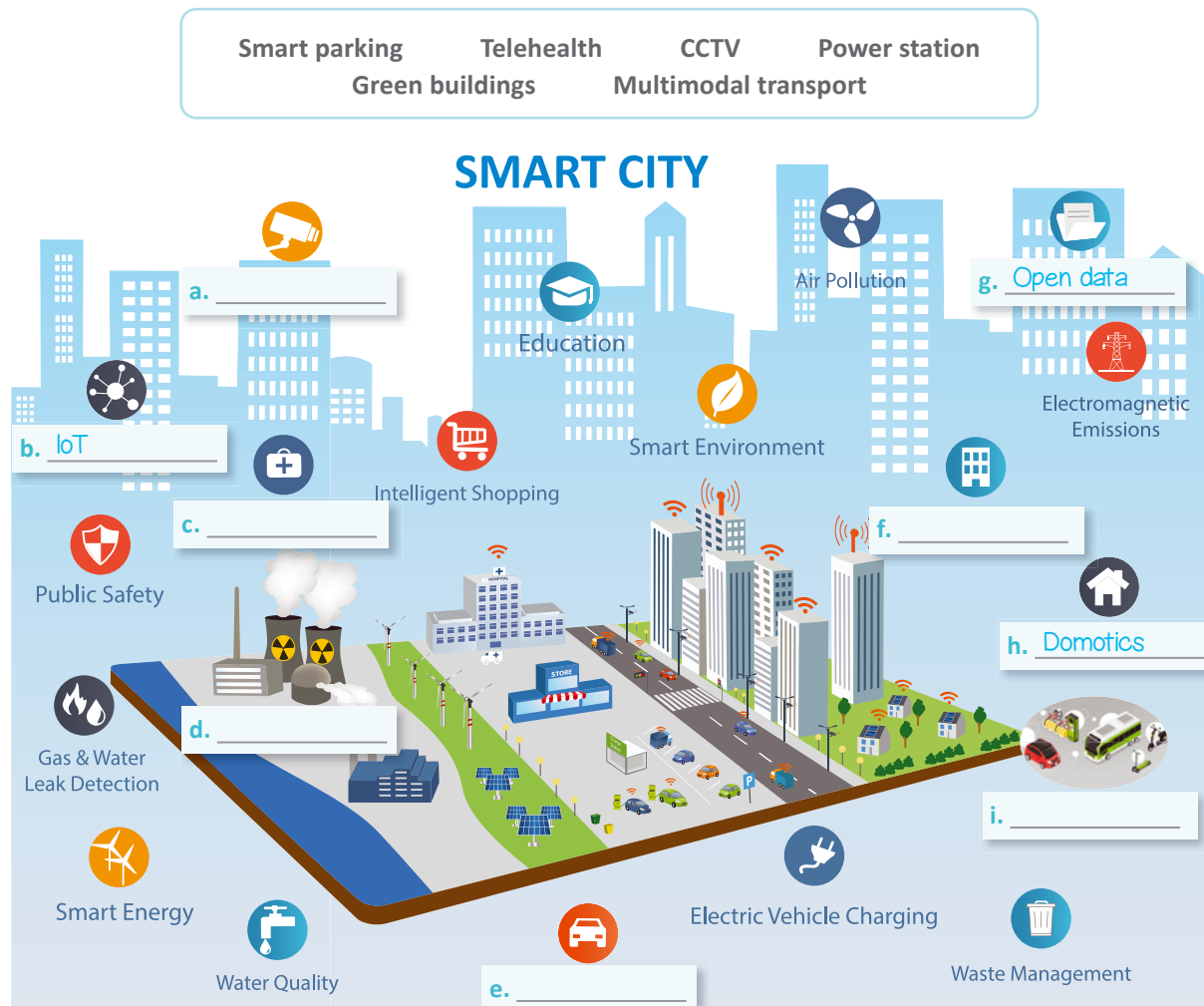
b. _____ car developer resigns after controversial decision.

c. The latest _____ smartphone for the elderly is a success due to its easy interface.

3.2 Vocabulary – Smart city

Name _____ No. _____ Class _____ Date _____

1. What makes a city smart? Label the pictures with the words in the box.



2. Choose the correct option to complete the answers to the question below.

Would you like to live in a smart city?

a. I'd love to. I'd never have to worry about finding a place for my car with **open data** / **a smart parking system**.

b. I don't think so. Video surveillance or **urban** / **CCTV** and the use of different methods and **sensors** / **domotics** to collect specific information that is considered **telehealth** / **open data** would mess with my privacy.

c. I'm in. I'd like to move to an **open data** / **urban** area with **green buildings** / **smart parking** that are designed to be sustainable. My home would be full of **domotics** / **green buildings**. Everything would be controlled automatically.

d. I wouldn't mind if I could have access to **sensors** / **telehealth** and have my symptoms monitored in real time. Besides, I wouldn't need to buy a car because a **CCTV** / **multimodal transport** system would be a reality.

3.2 Vocabulary – Space

Name _____ No. _____ Class _____ Date _____

1. Unscramble the words on the right and match them with the pictures.



- | | |
|--------------|---------|
| a. EASTELITL | S _____ |
| b. SSAPCHEPI | S _____ |
| c. TCMOE | C _____ |
| d. AGLYXA | G _____ |
| e. ONMO | M _____ |
| f. IELCPES | E _____ |
| g. ELETSPICE | T _____ |
| h. AGIRVYT | G _____ |
| i. TIASERDO | A _____ |
| j. CTERAR | C _____ |

2. Circle the correct option to complete the *Space Facts*.

SPACE FACTS

- a. Sputnik was the first artificial Earth **comet** / **satellite**.
- b. The astronomer Edmond Halley is well known today for having a famous **eclipse** / **comet** named after him.
- c. NASA's James Webb **galaxy** / **telescope** confirmed the existence of an Earth-size exoplanet on 16th January 2023.
- d. The **Moon** / **galaxy** is Earth's only permanent satellite.
- e. The longest duration for a total solar **asteroid** / **eclipse** possible is 7.5 minutes.
- f. The oldest terrestrial impact **crater** / **gravity** known so far is in South Africa.
- g. Our Milky Way **spaceship** / **galaxy** has an elegant spiral shape with long arms filled with stars.



3.3 Vocabulary – English tech words

Name _____ No. _____ Class _____ Date _____

1. Label the pictures.



a. h _ _ k _ _



b. b _ _ w _ _ r s



c. m _ t _ e _ _ _ r _



d. c _ _ _ b u _ _ _ _ _ n g



e. dr _ _ and d _ _ p



f. D _ _

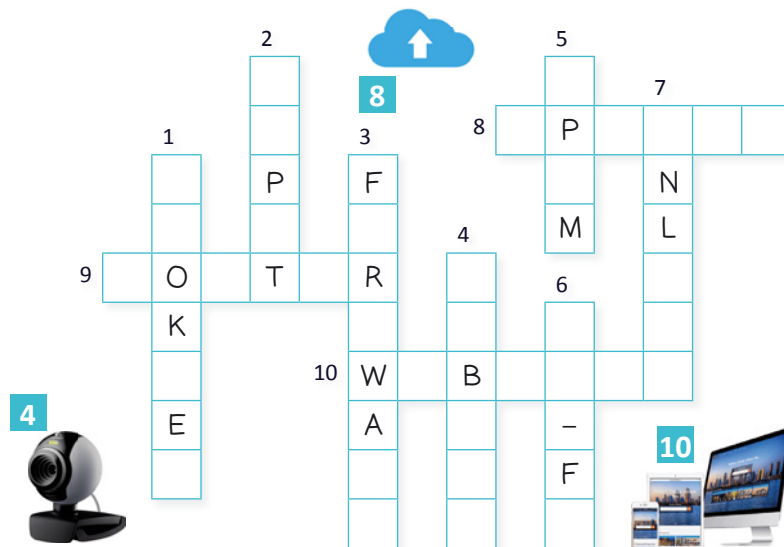


g. c _ _ c k



h. e _ _ _ l

2. Look at the pictures and read the clues to solve the crossword puzzle.



DOWN

1. Small files with information about how you use the internet
2. Something that is put into a system or machine so that it can operate
3. A part of a computer system which blocks unauthorised access
5. Irrelevant and unsolicited messages
6. Wireless networking technology
7. A term referring to locations on or use of the internet

ACROSS

9. A device which connects computers to the internet

3. Circle the right option to complete the phone conversation.

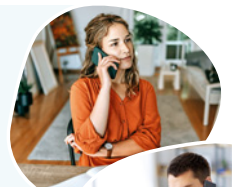
Zoe: Hi Mac. You'll never guess what's happened.

Mac: Hey Zoe. What's up?

Zoe: Last night a **a. cookie / hacker** penetrated our **b. firewall / website**, stole all our customers' data and destroyed our **c. spam / Wi-Fi** network. We only have internet connection through cable. Our IT technicians are already trying to solve the problem. Meanwhile, the company's **d. website / router** is down and all the emails we receive are just **e. spam / online**.

Mac: That's not good news! But tell me, are you still working **f. online / Wi-Fi**?

Zoe: Not really, I can't download or **g. input / upload** any information. I've tried to surf the internet through different **h. browsers / cookies** but none of them work.



3.3 Vocabulary – Text abbreviations and acronyms

Name _____ No. _____ Class _____ Date _____

1. What do the following abbreviations and acronyms stand for? Match the letters with the numbers.

a. FYI

b. ADL

c. FAB

d. OFC

e. PLS

f. THX

g. IMO

h. ASAP

1. _____ All day long

5. _____ For your information

2. _____ In my opinion

6. _____ Please

3. _____ Thanks

7. _____ Of course

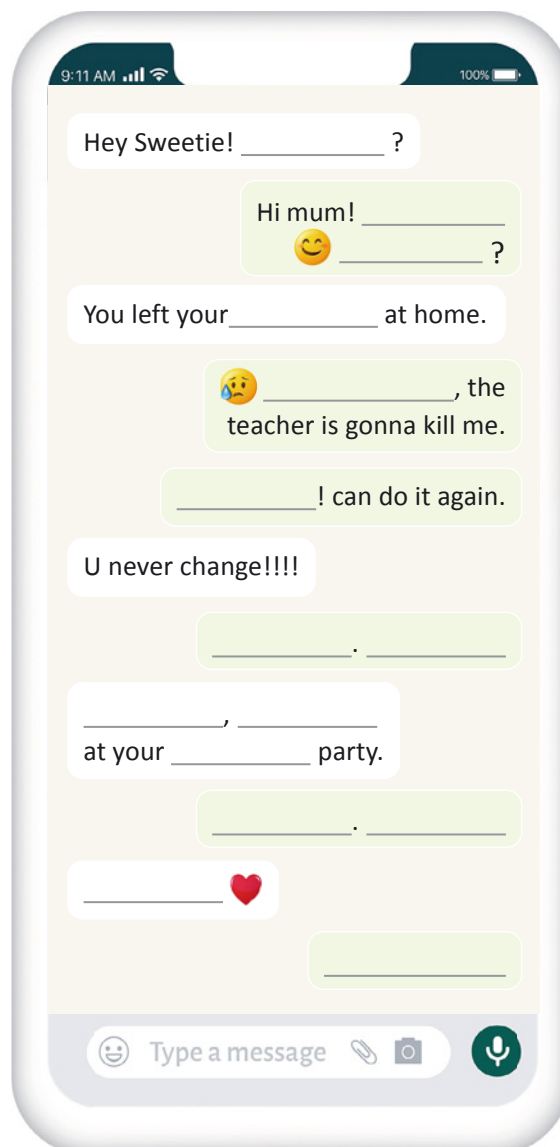
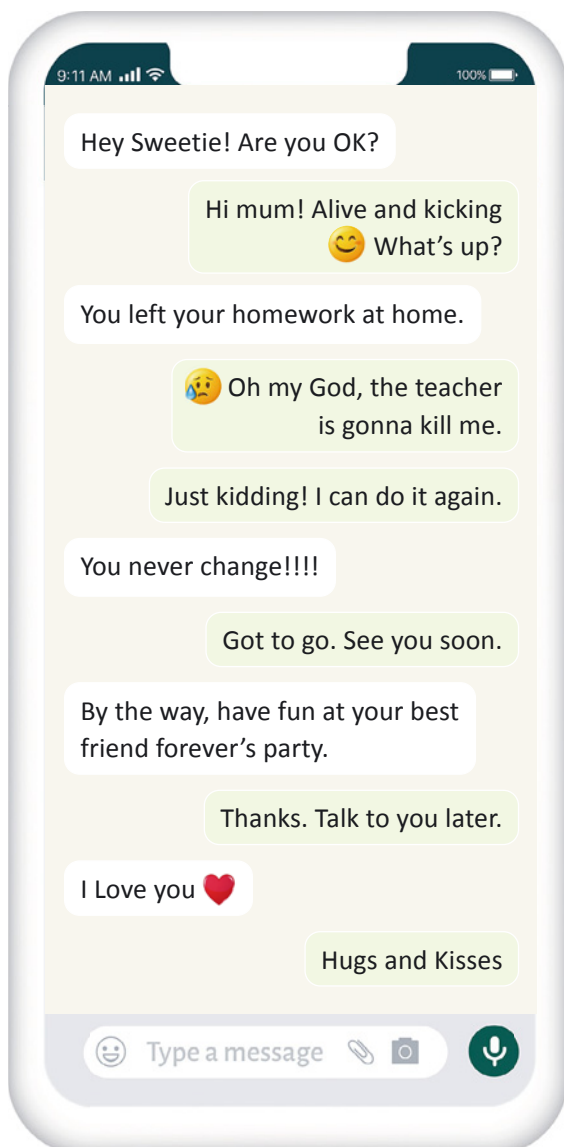
4. _____ Fabulous

8. _____ As soon as possible



2. Rewrite the WhatsApp message below. Use the following chat abbreviations.

OMG AAK RUOK HW XO XO SUP THX ILY
JK CUS TTYL BFF GTGO HF BTW



Module 3 – Answer key

1. Standard worksheets

READING

3.1 READING

2.
a. evolve; b. automated; c. digital
3.
a. Space tourism guide; b. Drone manager; c. 3D printing food specialist
4.
a. Most of the jobs of today; b. drones; c. a drone manager/drone managers; d. recreational, leisure or business

3.2 READING

2.
a. 4; b. 1; c. 3; d. 2
3.
a. "When we think about space exploration (...) on Earth." (lines 1-3)
b. "Space exploration may be the key to international cooperation ... countries" (lines 8-11)
c. "children can see the possibility of experiencing space... innovation." (lines 16-20)
d. "the technologies that allow us to roam the surface of Mars and beyond... and rescue efforts." (lines 24-30)
e. "astronauts have been able to experiment... healthcare on Earth." (lines 32-35)

3.3 READING

2.
a. 3; b. 1; c. 6; d. 5; e. 2
3.
a. (very) resilient machine; b. all different; c. long-term effects; d. (very) fragile; e. self-heal/self-repair

LISTENING

3.1 LISTENING

1.
a. Flying; b. space; c. Robots; d. Aeroplanes; e. communicate; f. love; technology; g. social; cat; fake
2.
a. True; b. False; c. True; d. True; e. False; f. False

3.2 LISTENING

- 1.1. b; 1.2. a; 1.3. b; 1.4. c; 1.5. c; 1.6. a
2. a, c, d, f, h, i

3.3 LISTENING

- 1.1. b; 1.2. c; 1.3. c; 1.4. a; 1.5. b; 1.6. c
2.
a. computer; b. crashing; c. screen; d. cursor; e. virus; f. scan; g. antivirus software

GRAMMAR

3.1 /F-CLAUSES (TYPE 1)

1.
1.1 c; 1.2 b; 1.3 a; 1.4 c; 1.5 a
2.
a. use; will invalidate; b. won't work; isn't; c. place; will jam;

- d. attempts; will stop; e. won't respond; doesn't heat
3. Personal answers.

3.1 LINKING WORDS OF CAUSE AND RESULT

1.
a. because of; b. due to; c. because of; d. As
2.
a. Therefore – As a consequence of; b. as a consequence of – therefore.
3.
a. 3; b. 1; c. 3; d. 2; e. 1; f. 2; g. 1; h. 2

3.2 /F-CLAUSES (TYPE 2)

1.
a. got; b. lost; c. would you still love; d. showed; e. couldn't; f. would you still love; g. didn't have; h. would you stick
2.
a. they had more money; b. they would need to pay an extra fee; c. I were you; d. the city installed a CCTV system; e. they didn't have to worry about security
3.
a. will see; b. had; c. decreased; d. doesn't follow; e. would stop

3.2 LINKING WORDS OF CONTRAST

- 1.1 c; 1.2 b; 1.3 b; 1.4 b; 1.5 b; 1.6 a
2.
a. however – 3; b. although – 1; c. in spite of – 2
3.
a. In spite of being fascinated by outer space, I hate science fiction films.
b. The mission was a success; however, the astronauts didn't hold a press conference about it.

3.3 MODAL VERBS

1.
a. couldn't; b. should; c. must; d. mustn't; e. shouldn't; f. can't; g. can
- 2.1 b; 2.2 a; 2.3 b; 2.4 a; 2.5 c
3. Possible answers:
a. You mustn't upload files. b. You must switch the power off. / You must switch off the lights. c. You mustn't eat or drink. d. You can play videogames.

3.3. PAST CONTINUOUS

1.
a. was repairing; wasn't drinking; b. was trying; was helping; c. were having; weren't working; d. was listening; was mopping
2.
a. was installing; crashed; b. Were you sleeping; was talking; c. were finishing; called; d. was playing; was looking
3.
a. left; b. was walking; c. appeared; d. crashed; e. ran; f. got; g. was trying; h. was checking; i. was; j. came; k. opened; l. was staring/stared; m. said

VOCABULARY

3.1 TECH VERBS

1.
a. 7; b. 2; c. 1; d. 8; e. 9; f. 5; g. 6; h. 4; i. 3
2.
a. print; b. copy; c. attach; d. cut; e. download/upload

3.1 TECHNOLOGY COMPOUND ADJECTIVES

1.
a. 2. cutting-edge; b. 6. real-time; c. 7. data-driven;
d. 5. self-driving; e. 1. high-speed; f. 8. user-friendly; g. 4. long-term; h. 3. web-based
2.
a. self; computer; b. time; book; c. friendly; strategy; d. long; internet; e. data; car; f. speed; ebook; g. cutting; pictures; h. based; smartphone
3.
a. cutting-edge; b. Self-driving; c. user-friendly

3.2 SMART CITY

1.
a. CCTV; b. IoT; c. Telehealth; d. Power station; e. Smart parking; f. Green buildings; g. Open data; h. Domotics; i. Multimodal transport
2.
a. smart parking; b. CCTV; sensors; open data; c. urban; green buildings; domotics; d. telehealth; multimodal transport

3.2 SPACE

1.
a. satellite – 2; b. spaceship – 4; c. comet – 10; d. galaxy – 1; e. Moon – 9; f. eclipse – 5; g. telescope – 8; h. gravity – 3; i. asteroid – 7; j. crater – 6
2.
a. satellite; b. comet; c. telescope; d. Moon; e. eclipse; f. crater; g. galaxy

3.3 ENGLISH TECH WORDS

1.
a. hacker; b. browsers; c. mother board; d. cyberbullying; e. drag and drop; f. DVD; g. click; h. email
2.
Down
1. cookies; 2. input; 3. firewall; 4. webcam; 5. spam; 6. Wi-Fi; 7. online;
Across
8. upload; 9. router 10. website
3.
a. hacker; b. firewall; c. Wi-Fi; d. website; e. spam; f. online; g. upload; h. browsers; i. webcam

3.3 TEXT ABBREVIATIONS AND ACRONYMS

1.
a. For Your Information; b. All Day Long; c. Fabulous; d. Of Course; e. Please; f. Thanks; g. In My Opinion; h. As Soon As Possible
2. RUOK; AAK.SUP; You left your HW; OMG. The teacher is gonna kill me; JK! I can do it again; GTGO. CUS; BTW, HF at your BFF party; THX. TTYL; ILY; XO XO

2. Inclusion worksheets

READING

3.1 READING

2.
a. 2; b. 1; c. 4
3.
a. Space tourism guide; b. Drone manager; c. 3D printing food specialist
4.
a. jobs; b. drones; c. manager

3.2 READING

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

3.3 READING

2.
a. 3; b. 1; c. 5; d. 4; e. 2
3.
a. resilient machine; b. all different; c. long-term effects; d. fragile; e. self-heal

LISTENING

3.1 LISTENING

1. a. flying; b. space; c. Robots; d. Aeroplanes; e. communicate; f. love; technology; g. social; cat; fake
2. a. False; b. True; c. True; d. False

3.2 LISTENING

1.
1.1. b; 1.2. a; 1.3. b; 1.4. b; 1.5. b; 1.6. a
2. a; c; e; f

3.3 LISTENING

1.
1.1. b; 1.2. b; 1.3. b; 1.4. a; 1.5. a; 1.6. b
2. a. computer; b. crashing; c. screen; d. cursor; e. virus; f. scan; g. antivirus software

GRAMMAR

3.1 /F-CLAUSES (TYPE 1)

- 1.1 b; 1.2 a; 1.3 a; 1.4 b; 1.5 a
2.
a. use; b. isn't; c. will jam; d. attempts; e. won't respond

3.1 LINKING WORDS OF CAUSE AND RESULT

1.
a. because; b. since; c. as; d. Due to
2.
a. As a consequence of; b. therefore; c. because of
3.
a. 3; b. 1; c. 3; d. 2

3.2 /F-CLAUSES (TYPE 2)

1.
a. got; b. lost; c. would you still love; d. showed; e. couldn't; f. would you still love; g. didn't have; h. would you stick
2.
a. had; b. would need; c. were; d. installed; e. didn't have
3.
a. will see; b. had; c. decreased; d. doesn't follow; e. would stop

3.2 LINKING WORDS OF CONTRAST

- 1.1 b; 1.2 a; 1.3 b; 1.4 b; 1.5 a; 1.6 a
2.
a. however; b. although; c. in spite of

3.3. MODAL VERBS

1.
a. couldn't; b. should; c. must; d. mustn't; e. shouldn't; f. can't; g. can
- 2.1 b; 2.2 a; 2.3 a; 2.4 a; 2.5 b

3.
 a. You mustn't upload files. **b.** You must switch the power off.
 c. You mustn't eat or drink. **d.** You can play videogames.

3.3 PAST CONTINUOUS

1.
 a. wasn't drinking; **b.** was trying; was helping; **c.** were having; weren't working; **d.** was listening; was mopping
 2.
 a. crashed; **b.** Were you sleeping; **c.** called
 3.
 a. 1 **b.** 2 **c.** 1; **d.** 1 **e.** 1 **f.** 2 **g.** 1 **h.** 1 **i.** 1/2 **j.** 1

VOCABULARY

3.1 TECH VERBS

1.
 a. 7; **b.** 2; **c.** 1; **d.** 8; **e.** 9; **f.** 5; **g.** 6; **h.** 4; **i.** 3
 2.
 a. print; **b.** copy; **c.** attach; **d.** cut; **e.** download

3.1 TECHNOLOGY COMPOUND ADJECTIVES

1.
 a. 2. cutting-edge; **b.** 6. real-time; **d.** 5. self-driving;
 f. 8. user-friendly; **g.** 4. long-term
 2.
 a. self; car; **b.** time; system; **c.** friendly; interface; **d.** long; solution; **e.** data; decision; **f.** speed; printer; **g.** cutting; science;
 h. based; app
 3.
 a. cutting-edge; **b.** Self-driving; **c.** user-friendly

3.2 SMART CITY

1. **a.** CCTV; **c.** Telehealth; **d.** Power station; **e.** Smart parking;
f. Green buildings; **i.** Multimodal transport
 2. **a.** a smart parking system; **b.** CCTV; sensors; open data; **c.** urban; green buildings; domotics; **d.** telehealth; multimodal

transport

3.2 SPACE

1.
 a. satellite – 2; **b.** spaceship – 4; **c.** comet – 10; **d.** galaxy – 1; **e.** moon – 9; **f.** eclipse – 5; **g.** telescope – 8; **h.** gravity – 3;
 i. asteroid – 7; **j.** crater – 6
 2.
 a. satellite; **b.** comet; **c.** telescope; **d.** Moon; **e.** eclipse; **f.** crater;
g. galaxy

3.3 ENGLISH TECH WORDS

1.
 a. hacker; **b.** browsers; **c.** mother board; **d.** cyberbullying; **e.** drag and drop; **f.** DVD; **g.** click; **h.** email
 2.
Down
 1. cookies; 2. input; 3. firewall; 4. webcam; 5. spam; 6. Wi-Fi;
 7. online;
Across
 8. upload; 9. router 10. website
 3.
 a. hacker; **b.** firewall; **c.** Wi-Fi; **d.** website; **e.** spam; **f.** online;
g. upload; **h.** browsers

3.3. TEXT ABBREVIATIONS AND ACRONYMS

1.
 1. b; 2. g; 3. f; 4. c; 5. a; 6. e; 7. d; 8. h
 2. RUOK; AAK.SUP; HW; OMG. JK!; GTGO; CUS; BTW, HF, BFF; THX.
 TTYL; ILY; XOXO

Tests

Tests

Master
INGLÊS
ENSINO PROFISSIONAL
MÓDULOS 1, 2 e 3
PRO

TESTS

MODULE 1

- Test A – Standard 182
- Test B – Standard 186
- Test C – Inclusion 190

MODULE 2

- Test A – Standard 194
- Test B – Standard 198
- Test C – Inclusion 202

MODULE 3

- Test A – Standard 206
- Test B – Standard 210
- Test C – Inclusion 214

Answer key 218

MODULE 1 – Test A

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to a real estate ad and say if the statements are **True (T)** or **False (F)**.  track 11

- a. The ad is about a flat.
- b. The house is not in the centre of the village.
- c. There are cafés and restaurants nearby.
- d. It is a new house.
- e. There are no appliances in the kitchen.
- f. There are three bedrooms.
- g. The bathrooms have a bathtub but no shower.
- h. There is an extra room in the house.
- i. There is central heating.
- j. There is an outdoor space at the back.

T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F



(10 x 7p = 70p)

2. Listen to three job ads. Put a tick in the right column.  track 12

Which job ad suits you if you...	Receptionist	Call centre operator	Host
a. want a part-time job?			
b. want to work full-time?			
c. have got good communication skills?			
d. are still under 18?			
e. are willing to work at night?			
f. like helping people around?			
g. speak good English?			
h. can speak two languages?			
i. want to experience working at the weekend?			
j. already have some work experience?			

(10 x 7 = 70p)

3. Listen to the information about Buckingham Palace and choose the correct option.

- 3.1 Buckingham Palace is the _____ London residence of the British monarchy.
- a. summer b. official c. permanent
- 3.2 The Palace has _____ staff bedrooms.
- a. 19 b. 188 c. 52
- 3.3 It has also got 78 _____.
- a. bathrooms b. offices c. staff rooms
- 3.4 The palace is open for visits in the summer for _____.
- a. two weeks b. two months c. ten weeks
- 3.5 You can't visit the palace in _____.
- a. January b. November c. August

 track 13



(5 x 12p = 60p)

READING

1. Read the following texts about Christian and Sophie's routines.

I'm Christian and I work at a well-known tech store. We sell mobile phones, computers and accessories, appliances and many other things. We also have an assistance section for repairs or complaints. I work the afternoon shift, so I can wake up at around 9 a.m. and work out at the gym three days a week. I have a quick lunch, take the bus to the store and start work at 1 p.m. I have to serve customers, give information about the products, and help them with any doubts they have. Of course, I have to be patient, friendly and helpful. I finish work at 8 p.m. and then have some free time to go out with my friends or go to the cinema.



My name's Sophie and I have the best job in the world. I'm a baker. It's a hard job but I love it! I have to work at night when everybody's sleeping, so I take the last train to the city and start work at 1 a.m.!! First, we take care of the bread and then we move on to the cakes. This is my favourite part! I love to decorate the cakes. I get back home at around 6 a.m., have a light breakfast and go to bed at 7 a.m. I get up at 2 p.m., have lunch and have the whole afternoon for myself: I go running or swimming, or go shopping, or just watch a film or read a book. To become a baker, you need to be strong and hard-working, but also creative and an excellent team worker.

2. Find synonyms for the following words in Christian's text.

a. famous _____
b. support _____
c. exercise _____

d. fast _____
e. questions _____

(5 x 8p = 40p)

3. Match the following sentences with Christian or Sophie, according to the text.

Christian

Sophie

- a. works out in the morning.
- b. can have dinner with friends.
- c. sleeps in the morning.
- d. works in the afternoon.
- e. goes to work by train.
- f. has the afternoon free.
- g. doesn't work at night.
- h. works well in a team.

(8 x 5p = 40p)

USE OF LANGUAGE

1. What professional should you go to in the following situations?

- a. You really need a haircut. _____
- b. Your computer isn't working. _____
- c. Your company needs a new website. _____
- d. You need to book your next holiday. _____
- e. You're going to open a gourmet restaurant. _____

(5 x 4p = 20p)

2. Choose the right option to complete the sentences.

- 2.1 An actor _____ a very busy life.
 a. has got b. is c. have got
- 2.2 My sister is working on _____ writing skills.
 a. his b. her c. your
- 2.3 _____ like our house very much. It's brand new.
 a. He b. It c. We
- 2.4 Is that your car? _____ colour is awesome!
 a. His b. Her c. Its
- 2.5 They are very popular due to _____ new hit.
 a. them b. their c. they

(5 x 4p = 20p)

3. Choose the correct options.

- a. We really **don't like / doesn't like** extreme sports.
- b. Camilla **study / studies** very hard. She wants to go to university.
- c. **Do / Does** your friends usually help you with your homework?
- d. My brother and I always **watch / watches** TV with our family at night.

(4 x 5p = 20p)

4. Look at the pictures and write what they are and aren't doing.



a. ride a bike / play tennis

✓ He _____
 ✗ _____



b. eat ice cream / have coffee

✓ They _____
 ✗ _____



c. run / swim

✓ She _____
 ✗ _____

(3 x 10p = 30p)

5. Complete the sentences using comparatives and superlatives.

	Date of birth	Height	Weight	Professional	Instagram
	1985	1.87 m	85 kg	Since 2001	Over 500M followers
	1987	1.70 m	67 kg	Since 2003	Around 430M followers
	1998	1.78 m	73 kg	Since 2015	Around 100M followers

- a. Cristiano is _____ (old) Messi and Mbappé is _____ of the players (young).
- b. Messi is _____ (short) Mbappé and Cristiano is _____ (tall) of all.
- c. Cristiano is also _____ (heavy) while Messi is _____ (light).
- d. Ronaldo is _____ (experienced) player. He has played professionally since 2001.
- e. Messi is _____ (popular) Mbappé on Instagram, but Cristiano is by far _____ (popular) player in the world.

(5 x 6p = 30p)

WRITING

Imagine you are studying to be a journalist. Your task is to write an article about Kylian Mbappé using the information below. Write between 60-80 words.

Name: Kylian Mbappé

Nickname: Donatello

Nationality: French

Date of birth: 20/12/1998

Personality: Cheerful, kind, ambitious

Hobbies: Playing tennis, listening to music, playing video games

Job: Football player

Job duties: Train twice a day, have a healthy lifestyle, keep fit, participate in sponsors' campaigns

Routine

7:30 a.m. – wake up; have breakfast

9 a.m. – first training session

12 noon – have a shower; have lunch

1 p.m. – relax; play video games; go for a walk

5 p.m. – second training session

8 p.m. – have dinner

10 p.m. – listen to music; go to bed

(200p)

MODULE 1 – Test B

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to a real estate ad and say if the statements are True (T) or False (F). track 11

- a. The ad is about a terraced house.
- b. The house is in the centre of the village.
- c. There are cafés but no restaurants nearby.
- d. It is a renovated house.
- e. There are no appliances in the kitchen.
- f. There are two bedrooms.
- g. The bathrooms have a bathtub and a shower.
- h. There is no extra room in the house.
- i. There is air conditioning.
- j. There is an outdoor space at the front.

T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F



(10 x 7p = 70p)

2. Listen to three job ads. Put a tick in the right column. track 12

Which job ad suits you if you...	Receptionist	Call centre operator	Host
a. want a full-time job?			
b. want to work part-time?			
c. have got good communication skills?			
d. are 17 years old?			
e. are willing to work at night?			
f. are kind and sociable?			
g. speak good English?			
h. can speak two languages?			
i. want some previous training?			
j. are a patient person?			

(10 x 7p = 70p)

3. Listen to the information about Buckingham Palace and choose the correct option. track 13

- 3.1 Buckingham Palace is the _____ London residence of the British monarchy.
 - a. permanent
 - b. winter
 - c. official
- 3.2 The Palace has got _____ state rooms.
 - a. 19
 - b. 188
 - c. 52
- 3.3 It has also got 92 _____.
 - a. bathrooms
 - b. offices
 - c. bedrooms
- 3.4 The palace is not open for visits _____.
 - a. all year
 - b. in summer
 - c. in January
- 3.5 The front of the palace is _____ long.
 - a. 24 metres
 - b. 120 metres
 - c. 108 metres



(5 x 12p = 60p)

READING

1. Read the following texts about Christian and Sophie's routines.

I'm Christian and I work at a well-known tech store. We sell mobile phones, computers and accessories, appliances and many other things. We also have an assistance section for repairs or complaints. I work the afternoon shift, so I
 5 can wake up at around 9 a.m. and work out at the gym three days a week. I have a quick lunch, take the bus to the store and start work at 1 p.m. I have to serve customers, give information about the products, and help them with any doubts they have. Of course, I have to be patient, friendly
 10 and helpful. I finish work at 8 p.m. and then have some free time to go out with my friends or go to the cinema.



My name's Sophie and I have the best job in the world. I'm a baker. It's a hard job but I love it! I have to work at night when everybody's sleeping, so I take the last train to the city and start work at 1 a.m.!! First, we take care
 5 of the bread and then we move on to the cakes. This is my favourite part! I love to decorate the cakes. I get back home at around 6 a.m., have a light breakfast and go to bed at 7 a.m. I get up at 2 p.m., have lunch and have the whole afternoon for myself: I go running or swimming,
 10 or go shopping, or just watch a film or read a book. To become a baker, you need to be strong and hard-working, but also creative and an excellent team worker.

2. Find synonyms for the following words in Sophie's text.

a. difficult _____

d. return _____

b. catch _____

e. very good _____

c. continue _____

(5 x 8p = 40p)

3. Match the following sentences with Christian or Sophie, according to the text.

Christian

Sophie

- a. works well in a team.
- b. can have dinner with friends.
- c. sleeps in the morning.
- d. works at night.
- e. goes to work by bus.
- f. has the afternoon free.
- g. needs creativity in the job.
- h. works out in the morning.

(8 x 5p = 40p)

USE OF LANGUAGE

1. What professional should you go to in the following situations?

- a. You really need to lose weight and exercise more. _____
- b. You need to straighten your teeth. _____
- c. Your car needs repairing. _____
- d. You feel weak and ill. _____
- e. Your computer isn't working. _____

(5 x 4p = 20p)

2. Choose the right option to complete the sentences.

- 2.1 Journalists _____ a very busy life.
a. has got b. is c. have got
- 2.2 We are working on _____ writing skills.
a. our b. they c. its
- 2.3 _____ like their house very much. It's brand new.
a. It b. They c. He
- 2.4 Is that your car? _____ colour is awesome!
a. His b. Its c. Her
- 2.5 She is very popular due to _____ new hit.
a. her b. his c. she

(5 x 4p = 20p)

3. Choose the correct options.

- a. My friend really **don't like / doesn't like** extreme sports.
- b. Owen **practise / practises** every day. He wants to be a footballer.
- c. **Do / Does** you and your brother usually go to school together?
- d. I always **watch / watches** TV with my family at night.

(4 x 5p = 20p)

4. Look at the picture and write what they are and aren't doing.



a. play basketball / run

✓ They _____
✗ _____



b. listen to music / sleep

✓ She _____
✗ _____



c. study / watch videos

✓ He _____
✗ _____

(3 x 10p = 30p)

5. Complete the sentences using comparatives and superlatives.

	Date of birth	Height	Weight	Professional	Instagram
	1985	1.87 m	85 kg	Since 2001	Over 500M followers
	1987	1.70 m	67 kg	Since 2003	Around 430M followers
	1998	1.78 m	73 kg	Since 2015	Around 100M followers

- a. Mbappé is _____ (young) Messi and Ronaldo is _____ (old) of the players.
- b. Cristiano is _____ (tall) Mbappé and Messi is _____ (short) of all.
- c. Messi is also _____ (light) while Ronaldo is _____ (heavy).
- d. Messi is _____ (experienced) Mbappé. He has played professionally since 2003, but Cristiano is _____ (experienced) of all.
- e. Cristiano is by far _____ (popular) player on Instagram with over 500 million followers.

(5 x 6p = 30p)

WRITING

Imagine you are studying to be a journalist. Your task is to write an article about Kylian Mbappé using the information below. Write between 60-80 words.

Name: Kylian Mbappé

Nickname: Donatello

Nationality French

Date of birth: 20/12/1998

Personality: Cheerful, kind, ambitious

Hobbies: Playing tennis, listening to music, playing video games

Job: Football player

Job duties: Train twice a day, have a healthy lifestyle, keep fit, participate in sponsors' campaigns

Routine

7:30 a.m. – wake up; have breakfast

9 a.m. – first training session

12 noon – have a shower; have lunch

1 p.m. – relax; play video games; go for a walk

5 p.m. – second training session

8 p.m. – have dinner

10 p.m. – listen to music; go to bed

(200p)

MODULE 1 – Test C

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to a real estate ad and say if the statements are True (T) or False (F). track 11

- a. The ad is about a detached house.
- b. The house is near the centre of the village.
- c. It has got a lot of natural light.
- d. There are no modern appliances in the kitchen.
- e. There are three bedrooms.
- f. There is a toilet.
- g. There is no air conditioning.

T	F
T	F
T	F
T	F
T	F
T	F
T	F



(10 x 7p = 70p)

2. Listen to three job ads. Put a tick in the right column. track 12

Which job ad suits you if you...	Receptionist	Call centre operator	Host
a. are helpful and friendly?			
b. are sociable and reliable?			
c. want to work full-time?			
d. are over 18 years old?			
e. are between 16 and 19 years old?			
f. speak English and Spanish?			
g. have good communication skills?			

(10 x 7p = 70p)

3. Listen to the information about Buckingham Palace and choose the correct option. track 13

- 3.1 Buckingham Palace is the _____ London residence of the British monarchy.
 - a. summer
 - b. official
- 3.2 The Palace has got _____ staff bedrooms.
 - a. 188
 - b. 52
- 3.3 It has also got 78 _____.
 - a. offices
 - b. bathrooms
- 3.4 The palace is open for visits in _____.
 - a. July
 - b. February
- 3.5 The front of the palace is _____ long.
 - a. 24 metres
 - b. 108 metres



(5 x 12p = 60p)

READING

1. Read the following texts about Christian and Sophie's routines.

I'm Christian and I work at a well-known tech store. We sell mobile phones, computers and accessories, appliances and many other things. We also have an assistance section for repairs or complaints. I work the afternoon shift, so I can wake up at around 9 a.m. and work out at the gym three days a week. I have a quick lunch, take the bus to the store and start work at 1 p.m. I have to serve customers, give information about the products, and help them with any doubts they have. Of course, I have to be patient, friendly and helpful. I finish work at 8 p.m. and then have some free time to go out with my friends or go to the cinema.



My name's Sophie and I have the best job in the world. I'm a baker. It's a hard job but I love it! I have to work at night when everybody's sleeping, so I take the last train to the city and start work at 1 a.m.!! First, we take care of the bread and then we move on to the cakes. This is my favourite part! I love to decorate the cakes. I get back home at around 6 a.m., have a light breakfast and go to bed at 7 a.m. I get up at 2 p.m., have lunch and have the whole afternoon for myself: I go running or swimming, or go shopping, or just watch a film or read a book. To become a baker, you need to be strong and hard-working, but also creative and an excellent team worker.

2. Match the synonyms for the following words in Christian's text.

- a. famous _____
- b. support _____
- c. exercise _____
- d. fast _____
- e. questions _____

- 1. quick
- 2. well-known
- 3. doubts
- 4. assistance
- 5. work out

(5 x 8p = 40p)

3. Match the following sentences with Christian or Sophie, according to the text.

Christian

Sophie

- a. works out in the morning.
- b. goes to the cinema with friends.
- c. sleeps in the morning.
- d. works in the afternoon.
- e. goes to work by train.
- f. has the afternoon free.
- g. doesn't work at night.
- h. works well in a team.

(8 x 5p = 40p)

USE OF LANGUAGE

1. What professional should you go to in the following situations? Choose from the box.

- a. You really need a haircut. _____
- b. Your car isn't working. _____
- c. Your company needs a new website. _____
- d. You feel ill and need medicine. _____
- e. e. You are going to open a gourmet restaurant. _____

- 1. mechanic
- 2. web designer
- 3. chef
- 4. hairstylist
- 5. doctor

(5 x 4p = 20p)

2. Choose the right option to complete the sentences.

- 2.1 An actor _____ a very busy life.
a. has got b. have got
- 2.2 My sister is working on _____ writing skills.
a. his b. her
- 2.3 _____ like my house very much. It's brand new.
a. I b. It
- 2.4 Is that your car? _____ colour is awesome!
a. His b. Its
- 2.5 They are very popular due to _____ new hit.
a. them b. their

(5 x 4p = 20p)

3. Choose the correct options.

- a. We really **don't like / doesn't like** extreme sports.
- b. She **study / studies** very hard. She wants to go to university.
- c. **Do / Does** they usually help you with your homework?
- d. We always **watch / watches** TV with our family at night.

(4 x 5p = 20p)

4. Look at the pictures and write what they are and aren't doing.



a. ride a bike / play tennis

- ☒ He is _____
- ☐ He isn't _____



b. eat ice cream / have coffee

- ☒ They are _____
- ☐ They aren't _____



c. run / swim

- ☒ She is _____
- ☐ She isn't _____

(3 x 10p = 30p)

5. Complete the sentences using comparatives and superlatives.

	Date of birth	Height	Weight	Professional	Instagram
	1985	1.87 m	85 kg	Since 2001	Over 500M followers
	1987	1.70 m	67 kg	Since 2003	Around 430M followers
	1998	1.78 m	73 kg	Since 2015	Around 100M followers

- a. Cristiano is _____ Messi. (old – comparative)
- b. Mbappé is _____ of the players. (young – superlative)
- c. Cristiano is _____ of all. (tall – superlative)
- d. Ronaldo is _____ player. (experienced – superlative)
- e. Messi is _____ Mbappé on Instagram. (popular – comparative)
- f. Cristiano is by far _____ player in the world. (popular – superlative) (6 x 5p = 30p)

WRITING

Imagine you are studying to be a journalist. Your task is to write an article about Kylian Mbappé using the information below. Write between 60-80 words.

Name: Kylian Mbappé

Nickname: Donatello

Nationality French

Date of birth: 20/12/1998

Personality: Cheerful, kind, ambitious

Hobbies: Playing tennis, listening to music, playing video games

Job: Football player

Job duties: Train twice a day, have a healthy lifestyle, keep fit, participate in sponsors' campaigns

Routine

7:30 a.m. – wake up; have breakfast

9 a.m. – first training session

12 noon – have a shower; have lunch

1 p.m. – relax; play video games; go for a walk

5 p.m. – second training session

8 p.m. – have dinner

10 p.m. – listen to music; go to bed

(200p)

MODULE 2 – Test A

Name _____ No. _____ Class _____ Date _____

LISTENING

- 1. You are going to listen to three teenagers talking about study abroad exchange programmes. Match the names on the left with the ideas they express on the right.**



- a. Vasco •
- b. Javi •
- c. Sonya •

- 1. My French wasn't very good.
- 2. I want to study abroad in the future.
- 3. My favourite part was travelling to neighbouring countries.
- 4. I ate traditional food and visited places tourists like to go to.
- 5. Learning to adapt to different situations has benefits.
- 6. The best way to learn a new language is to live in that country.
- 7. I sometimes felt alone in my host country.
- 8. You discover your strengths and weaknesses when you study abroad.

(8 x 10p = 80p)

- 2. Listen to Elaine, a sixteen-year-old student from the Philippines, talking about her experience as an exchange student in Wisconsin, USA. Choose the correct option.**

- 2.1** Elaine applied for an exchange programme for

- a. a whole year.
- b. six months.
- c. the summer.

- 2.2** She found out she had a host family when

- a. they booked the flight.
- b. she went to a meeting.
- c. she received an email.

- 2.3** Elaine called the host family's parents

- a. by their first names.
- b. Mr Ben and Mrs Katie.
- c. Mom and Dad.

- 2.4** At first, it was difficult for Elaine to adapt to the new school because

- a. she preferred her private school.
- b. it was very big and she didn't know anyone.
- c. she didn't know how to speak English fluently.

- 2.5** She had the opportunity to

- a. visit her favourite city, Chicago.
- b. go on field trips.
- c. have different language classes.

- 2.6** Elaine says that studying abroad has helped her become more

- a. independent, confident and open-minded.
- b. adventurous, tolerant and respectful of her own culture.
- c. outgoing, talkative and friendly.



(6 x 20p = 120p)

READING

1. Read this text about Ilse, an exchange student in Lyon, France.

An experience of a lifetime

Hello, my name is Ilse Mehus. I'm seventeen years old and I spent a whole school year as an exchange student in Lyon, France. I chose Lyon because it has a rich cultural history and it is centrally located in Europe, allowing for
5 easy travel by train to other countries such as Germany, Switzerland, and Italy.

My time in Lyon gave me the opportunity to live on my own, use and test my knowledge of French and explore my interests. But the main advantage for me was that I got to
10 meet foreign exchange students who loved travelling as much as I do.

We saw the city on foot, by boat, open bus and by bike. We walked through the picturesque streets, relaxed in "Parc Tête d'Or", cycled along the banks of the river Rhone and visited the museum "La Confluence". We preferred eating in the lively markets where we enjoyed some of France's famous cuisine, usually at 1 p.m. or around 7:30 p.m.

15 Studying abroad was a very rewarding experience. To be honest, it took months to adjust completely, but I now feel more independent and confident. Take a chance. It's worth it!



<https://www.unt.edu> (adapted; accessed in December 2022)

2. Find synonyms for these adjectives in paragraphs three and four.

a. charming _____

c. worthwhile _____

b. dynamic _____

d. autonomous _____

(4 x 6p = 24p)

3. Find information about Ilse and her experience in Lyon and write it in note form.

a. Ilse's age. _____

b. Duration of the exchange programme. _____

c. Places you can easily go to by train from Lyon. _____

d. Means of transport used to visit Lyon. _____

e. Chosen places to have lunch or dinner. _____

f. Personal outcomes of studying abroad. _____

(6 x 4p = 24p)

4. Answer these questions about the text.

4.1 Why did Ilse decide to study in Lyon?

4.2 Of all the benefits of being an exchange student, which did Ilse value the most?

4.3 What outdoor activities did Ilse and her friends do?

4.4 What advice does Ilse give the reader at the end of the text?

(4 x 8p = 32p)

USE OF LANGUAGE

1. Complete the text with the words from the box.

interested personal manage global useful skills
opportunities international lifestyles essential

Benefits of high school study abroad programmes

When you study abroad during your high school years, the **a.** _____ and academic aspects of the experience are **b.** _____. Students have the chance to develop their language **c.** _____ in a totally immersive environment. They learn how to **d.** _____ their time better and learn about different customs and **e.** _____. You also have travel **f.** _____ in your free time. Besides, you make friends from around the world and gain a **g.** _____ perspective of life.

You can also study abroad even if you aren't **h.** _____ in taking a university degree. This can be very **i.** _____ for students who want to start work or who want to study at a professional school because many opportunities are available at **j.** _____ companies.

<https://ibstours.com> (adapted; accessed in December 2022)

(10 x 2p = 20p)

2. Fill in the gaps with the past simple of the verbs in brackets.

Last Summer, I **a.** _____ (leave) my family in Germany and **b.** _____ (go) to Brazil. When I **c.** _____ (arrive) at the airport, I **d.** _____ (see) my host family who **e.** _____ (have) a handmade sign with my name on it. They **f.** _____ (give) me a big hug. I **g.** _____ (not know) how to react at first, but I **h.** _____ (be) happy. **i.** _____ (I / think) this trip would be life-changing? Not at the time...

(9 x 2p = 18p)

3. Complete the sentences with the correct future form – *will* or *be going to*.

- a.** He promises he _____ (not be) an irresponsible exchange student.
- b.** I've got plans for today. I _____ (visit) a museum.
- c.** We already have the cinema tickets. We _____ (watch) a film this afternoon.
- d.** He _____ (not travel) this weekend. He has decided to stay at home.
- e.** Maybe we _____ (go) abroad in the future.

(5 x 4p = 20p)



4. Complete the sentences with at, in or on. When not needed, write X.

- a. We travelled to Spain _____ last summer.
b. _____ the weekend, I have a lot of free time, especially _____ Sunday.
c. Our exchange programme starts _____ next year _____ August.
d. Our birthdays are both _____ 29th May.

(6 x 3p = 18p)

5. Match the sentences and join them using a conjunction.

- a. Do you prefer indoor •
b. I don't speak English fluently •
c. I like to visit the landmarks •
d. She never travels by plane •
e. I feel homesick, •

- 1. because •
• 2. so •
• 3. but •
• 4. or •
• 5. and •

- f. I often call my family.
• g. she's afraid of flying.
• h. I manage to communicate.
• i. eat traditional food.
• j. outdoor activities?

(5 x 4p = 20p)

6. Complete the sentences with at, in, of or about.

- a. He is worried _____ feeling lonely because he isn't good _____ socialising.
b. I'm interested _____ travelling to some European cities.
c. Michael is terrible _____ languages! He is afraid _____ not being able to communicate properly.
d. They're excited _____ going on a student exchange programme.

(6 x 4p = 24p)

WRITING

Imagine you have been on an exchange programme to a city abroad.

Write a short descriptive text describing the places you visited, the things you saw and the people you met. Give a general impression of the place using adjectives. Write between 60-80 words.

(200p)

MODULE 2 – Test B

Name _____ No. _____ Class _____ Date _____

LISTENING

- 1. You are going to listen to three teenagers talking about study abroad exchange programmes. Match the names on the left with the ideas they express on the right.**



- a. Vasco •
- b. Javi •
- c. Sonya •

- 1. I want to study abroad in the future.
- 2. I ate traditional food and visited places tourists like to go to.
- 3. I sometimes felt alone in my host country.
- 4. My French wasn't very good.
- 5. The best way to learn a new language is to live in that country.
- 6. My favourite part was travelling to neighbouring countries.
- 7. You discover your strengths and weaknesses when you study abroad.
- 8. Learning to adapt to different situations has benefits.

(8 x 10p = 80p)

- 2. Listen to Elaine, a sixteen-year-old student from the Philippines, talking about her experience as an exchange student in Wisconsin, USA. Choose the correct option.**

- 2.1** Elaine applied for an exchange programme for

- a. the summer.
- b. a whole year.
- c. six months.

- 2.2** She found out she had a host family when

- a. she received an email.
- b. they booked the flight.
- c. she went to a meeting.

- 2.3** Elaine called the host family's parents

- a. Mom and Dad.
- b. by their first names.
- c. Mr Ben and Mrs Katie.

- 2.4** At first, it was difficult for Elaine to adapt to the new school because

- a. she didn't know how to speak English fluently.
- b. she preferred her private school.
- c. it was very big and she didn't know anyone.

- 2.5** She had the opportunity to

- a. have different language classes.
- b. visit her favourite city, Chicago.
- c. go on field trips.

- 2.6** Elaine says that studying abroad has helped her become more

- a. outgoing, talkative and friendly.
- b. independent, confident and open-minded.
- c. adventurous, tolerant and respectful of her own culture.



(6 x 20p = 120p)

READING

1. Read this text about Ilse, an exchange student in Lyon, France.

An experience of a lifetime

Hello, my name is Ilse Mehus. I'm seventeen years old and I spent a whole school year as an exchange student in Lyon, France. I chose Lyon because it has a rich cultural history and it is centrally located in Europe, allowing for
5 easy travel by train to other countries such as Germany, Switzerland, and Italy.

My time in Lyon gave me the opportunity to live on my own, use and test my knowledge of French and explore my interests. But the main advantage for me was that I got to
10 meet foreign exchange students who loved travelling as much as I do.

We saw the city on foot, by boat, open bus and by bike. We walked through the picturesque streets, relaxed in "Parc Tête d'Or", cycled along the banks of the river Rhone and visited the museum "La Confluence". We preferred eating in the lively markets where we enjoyed some of France's famous cuisine, usually at 1 p.m. or around 7:30 p.m.

15 Studying abroad was a very rewarding experience. To be honest, it took months to adjust completely, but I now feel more independent and confident. Take a chance. It's worth it!



<https://www.unt.edu> (adapted; accessed in December 2022)

2. Find synonyms for these adjectives in paragraphs three and four.

a. charming _____

c. worthwhile _____

b. dynamic _____

d. autonomous _____

(4 x 6p = 24p)

3. Find information about Ilse and her experience in Lyon and write it in note form.

a. Ilse's age. _____

b. Duration of the exchange programme. _____

c. Places you can easily go to by train from Lyon. _____

d. Means of transport used to visit Lyon. _____

e. Chosen places to have lunch or dinner. _____

f. Personal outcomes of studying abroad. _____

(6 x 4p = 24p)

4. Answer these questions about the text.

4.1 Why did Ilse decide to study in Lyon?

4.2 Of all the benefits of being an exchange student, which did Ilse value the most?

4.3 What outdoor activities did Ilse and her friends do?

4.4 What advice does Ilse give the reader at the end of the text?

(4 x 8p = 32p)

USE OF LANGUAGE

1. Complete the text with the words from the box.

interested personal manage global useful skills
opportunities international lifestyles essential

Benefits of high school study abroad programmes

When you study abroad during your high school years, the **a.** _____ and academic aspects of the experience are **b.** _____. Students learn how to **c.** _____ their time better and learn about different customs and **d.** _____. You also have travel **e.** _____ in your free time. Besides, you make friends from around the world and gain a **f.** _____ perspective of life. They have the chance to develop their language **g.** _____ in a totally immersive environment.

You can also study abroad even if you aren't **h.** _____ in taking a university degree. This can be very **i.** _____ for students who want to start work or who want to study at a professional school because many opportunities are available at **j.** _____ companies.

<https://ibstours.com> (adapted; accessed in December 2022)

(10 x 2p = 20p)

2. Fill in the gaps with the past simple of the verbs in brackets.

Last Summer, I **a.** _____ (go) to Brazil and **b.** _____ (leave) my family in Germany. I **c.** _____ (see) my host family who **d.** _____ (have) a handmade sign with my name on it when I **e.** _____ (arrive) at the airport. They **f.** _____ (give) me a big hug. I **g.** _____ (not know) how to react at first, but I **h.** _____ (be) happy. **i.** _____ (I / think) this trip would be life-changing? Not at the time...

(9 x 2p = 18p)

3. Complete the sentences with the correct future form – *will* or *be going to*.

- a.** We already have the cinema tickets. We _____ (watch) a film this afternoon.
- b.** Maybe we _____ (go) abroad in the future.
- c.** He _____ (not travel) this weekend. He has decided to stay at home.
- d.** I've got plans for today. I _____ (visit) a museum.
- e.** He promises he _____ (not be) an irresponsible exchange student.

(5 x 4p = 20p)



4. Complete the sentences with at, in or on. When not needed, write X.

- a. Our birthdays are both _____ 29th May.
b. Our exchange programme starts _____ next year _____ August.
c. We travelled to Spain _____ last summer.
d. _____ the weekend, I have a lot of free time, especially _____ Sunday. (6 x 3p = 18p)

5. Match the sentences and join them using a conjunction.

- | | | | | |
|-----------------------------------|---|------------|---|-----------------------------|
| a. I feel homesick, | • | 1. because | • | f. outdoor activities? |
| b. She never travels by plane | • | 2. so | • | g. I manage to communicate. |
| c. I like to visit the landmarks | • | 3. but | • | h. eat traditional food. |
| d. Do you prefer indoor | • | 4. or | • | i. I often call my family. |
| e. I don't speak English fluently | • | 5. and | • | j. she's afraid of flying. |

(5 x 4p = 20p)

6. Complete the sentences with at, in, of or about.

- a. Michael is terrible _____ languages! He is afraid _____ not being able to communicate properly.
b. He is worried _____ feeling lonely because he isn't good _____ socialising.
c. They're excited _____ going on a student exchange programme.
d. I'm interested _____ travelling to some European cities.

(6 x 4p = 24p)

WRITING

Imagine you have been on an exchange programme to a city abroad.

Write a short descriptive text describing the places you visited, the things you saw and the people you met. Give a general impression of the place using adjectives. Write between 60-80 words.

(200p)

MODULE 2 – Test C

Name _____ No. _____ Class _____ Date _____

LISTENING

- 1. You are going to listen to three teenagers talking about study abroad exchange programmes. Match the names on the left with the ideas they express on the right.**



- a. Vasco •
- b. Javi •
- c. Sonya •

- 1. My French wasn't very good.
- 2. I want to study abroad in the future.
- 3. My favourite part was travelling to neighbouring countries.
- 4. I ate traditional food and visited places tourists like to go to.
- 5. Learning to adapt to different situations has benefits.
- 6. The best way to learn a new language is to live in that country.
- 7. I sometimes felt alone in my host country.
- 8. You discover your strengths and weaknesses when you study abroad.

(8 x 10p = 80p)

- 2. Listen to Elaine, a sixteen-year-old student from the Philippines, talking about her experience as an exchange student in Wisconsin, USA. Choose the correct option.**



- 2.1** Elaine applied for an exchange programme for
a. a whole year.
b. six months.
- 2.2** She found out she had a host family when
a. they booked the flight.
b. she received an email.
- 2.3** Elaine called the host family's parents
a. by their first names.
b. Mom and Dad.
- 2.4** At first, it was difficult for Elaine to adapt to the new school because
a. it was very big and she didn't know anyone.
b. she didn't know how to speak English fluently.
- 2.5** She had the opportunity to
a. go on field trips.
b. have different language classes.
- 2.6** Elaine says that studying abroad has helped her become more
a. outgoing, talkative and friendly.
b. independent, confident and open-minded.



(6 x 20p = 120p)

READING

1. Read this text about Ilse, an exchange student in Lyon, France.

An experience of a lifetime

Hello, my name is Ilse Mehus. I'm seventeen years old and I spent a whole school year as an exchange student in Lyon, France. I chose Lyon because it has a rich cultural history and it is centrally located in Europe, allowing for
5 easy travel by train to other countries such as Germany, Switzerland, and Italy.

My time in Lyon gave me the opportunity to live on my own, use and test my knowledge of French and explore my interests. But the main advantage for me was that I got to

10 meet foreign exchange students who loved travelling as much as I do.

We saw the city on foot, by boat, open bus and by bike. We walked through the picturesque streets, relaxed in "Parc Tête d'Or", cycled along the banks of the river Rhone and visited the museum "La Confluence". We preferred eating in the lively markets where we enjoyed some of France's famous cuisine, usually at 1 p.m. or around 7:30 p.m.

15 Studying abroad was a very rewarding experience. To be honest, it took months to adjust completely, but I now feel more independent and confident. Take a chance. It's worth it!



<https://www.unt.edu> (adapted; accessed in December 2022)

2. Match the words on the left with their synonyms on the right.

- a. picturesque •
- b. independent •
- c. rewarding •
- d. lively •

- 1. worthwhile
- 2. dynamic
- 3. autonomous
- 4. charming

(4 x 6p = 24p)

3. Find information about Ilse and her experience in Lyon and write in note form.

- a. Ilse's age. _____
- b. Duration of the exchange programme. _____
- c. Means of transport used to visit Lyon. _____
- d. Chosen places to have lunch or dinner. _____

(4 x 6p = 24p)

4. Choose the correct option.

4.1 It's easy for Ilse to visit Germany, Switzerland, and Italy because Lyon

- a. is a central location.
- b. has trains nearby.
- c. offers many travel options.

4.2 The most important opportunity for Ilse as an exchange student was to

- a. live on her own.
- b. practise her French.
- c. meet students who loved travelling.

4.3 An indoor activity Ilse did was

- a. cycling.
- b. going for walks.
- c. visiting a museum.

4.4 Ilse _____ her experience.

- a. didn't enjoy
- b. enjoyed
- c. doesn't know how she feels about

(4 x 8p = 32p)

USE OF LANGUAGE

1. Complete the text with the words from the box.

personal global skills opportunities lifestyles

Benefits of high school study abroad programmes

When you study abroad during your high school years, the **a.** _____ and academic aspects of the experience are essential. Students have the chance to develop their language **b.** _____ in a totally immersive environment. They learn how to manage their time better and learn about different customs and **c.** _____. You also have travel **d.** _____ in your free time. Besides, you make friends from around the world and gain a **e.** _____ perspective of life.

<https://ibstours.com> (adapted; accessed in December 2022)

(5 x 4p = 20p)

2. Fill in the gaps with the past simple of the verbs in brackets.

Last Summer, I **a.** _____ (leave) my family in Germany and **b.** _____ (go) to Brazil. When I **c.** _____ (arrive) at the airport, I **d.** _____ (see) my host family who **e.** _____ (have) a handmade sign with my name on it. I **f.** _____ (be) happy.

(6 x 3p = 18p)

3. Choose the correct option.

- a.** He promises he **won't be / isn't going to be** an irresponsible exchange student.
- b.** I've got plans for today. I **will visit / am going to visit** a museum.
- c.** He **isn't going to travel / won't travel** this weekend. He has decided to stay at home.
- d.** Maybe we **are going to go / will go** abroad in the future.

(4 x 5p = 20p)

4. Complete the sentences with at, in or on. When not needed, write X.

- a.** We travelled to Spain _____ last summer.
- b.** _____ the weekend, I have a lot of free time, especially _____ Sunday.
- c.** Our exchange programme starts _____ next year _____ August.
- d.** Our birthdays are both _____ 29th May.

(6 x 3p = 18p)



5. Match the sentences and join them using a conjunction.

- a. Do you prefer indoor •
- b. I don't speak English fluently •
- c. I like to visit the landmarks •
- d. She never travels by plane •
- e. I feel homesick, •

- 1. because •
- 2. so •
- 3. but •
- 4. or •
- 5. and •

- f. I often call my family.
- g. she's afraid of flying.
- h. I manage to communicate.
- i. eat traditional food.
- j. outdoor activities?

(5 x 4p = 20p)

6. Complete the sentences with at, in, of or about.

- a. He is worried _____ feeling lonely because he isn't good _____ socialising.
- b. I'm interested _____ travelling to some European cities.
- c. Michael is terrible _____ languages! He is afraid _____ not being able to communicate properly.
- d. They're excited _____ going on a student exchange programme.

(6 x 4p = 24p)

WRITING

Imagine you have been on an exchange programme to a city abroad.

Write a short descriptive text describing the places you visited, the things you saw and the people you met. Give a general impression of the place using adjectives. Write between 60-80 words.

When I was studying abroad as an exchange student I went to _____ ,
_____ and _____ .
I visited _____ and _____ .
My favourite place was _____ because _____ .
There I met _____ .
It was a great visit because _____ .

(200p)

MODULE 3 – Test A

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to the description of five popular IoT devices and match them with their function(s).



- a. Google Home Voice Controller •
- b. Amazon Echo Plus Voice Controller •
- c. August Doorbell Cam •
- d. August Smart Lock •
- e. Foobot •

- 1. You can manage the doors to your house from anywhere.
- 2. You can answer phone calls and ask for weather forecasts.
- 3. You can check the air quality inside your house.
- 4. You can check who is on your doorstep and answer the door remotely.
- 5. You can use your voice to set your alarm, lights or house temperature.

(5 x 12p = 60p)

2. Listen about IoT health devices and match the sentence halves.



- a. IoT technology applied to medical care will •
- b. With IoT devices, medical services will •
- c. These devices will be able to •
- d. Emergency situations like heart failure can •
- e. Information on blood pressure or oxygen can •
- f. Whenever they want, doctors can •

- 1. access patients' healthcare data.
- 2. be collected and stored.
- 3. be more accessible to everyone.
- 4. be reported immediately to a doctor.
- 5. monitor patients in real time.
- 6. provide high-quality medical services.

(6 x 10p = 60p)

3. Listen to the owner of a dog robot pet and say if the statements are True (T) or False (F).



- a. Aibo didn't look like a real dog.
- b. He enjoyed playing with a ball.
- c. Aibo had microphones installed to get to know the space he was in.
- d. Aibo could obey voice commands.
- e. He could identify more than a thousand words.
- f. After a week, she stopped turning him off when she wasn't at home.
- g. Aibo greeted her when she arrived and followed her everywhere.
- h. After a while, Aibo made her feel lonely.

T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F

(8 x 10p = 80p)



READING

1. Read the text about the advantages of technology.

Advantages of technology

- **Saves time:** Today everything is automated, and this technology helps to save a lot of time. Example: If you do not have the time to buy clothes, just shop online and have **them** delivered to your doorsteps.
- **It helps improve services:** If you buy a television and **it** breaks down after a few days, you don't need to worry, as the TV is still under guarantee. You can simply call the company or **its** customer care services and get your TV fixed. So, with a simple phone call or email, things have become so easy.
- **It reduces online crime/cybercrime:** Today, technology is so advanced that there are apps made to find fraud within seconds. Cyber-attacks have reduced, as there are advanced algorithms made to detect any kind of cybercrime.
- **It has increased safety:** Technology has increased people's safety. With the help of technology, using CCTV, everything is captured on cameras, and finding a thief has become easy. Even our mobile phones, laptops and other devices have lock systems that keep our data and other valuables safe. You can use fingerprint, eye, or face recognition to open **them** and keep your things safe.

<https://www.aplustopper.com> (adapted; accessed in December 2022)

2. Say who or what the following words refer to.

- | | |
|------------------------|-------------------------|
| a. them (line 3) _____ | c. its (line 6) _____ |
| b. it (line 4) _____ | d. them (line 15) _____ |

(4 x 10p = 40p)

3. Complete the sentences using words from the text.

- a. Instead of buying clothes in a shop, you can _____.
- b. When an appliance stops working, you can call the company's _____.
- c. Instead of a phone call, you can also _____.
- d. With technology, it only takes a few seconds to _____ and detect _____.
- e. Our own safety has increased because images can be captured using _____.
- f. To keep our personal data safe, our devices now have different _____.
- g. To open your devices, you can decide between using _____, _____ or even _____.

(7 x 6p = 42p)

USE OF LANGUAGE

1. Choose the correct word from the box that matches each definition.

gravity cutting-edge galaxy AI attachment smart parking

- a. Field of computer science that simulates human intelligence in machines. _____
- b. A file, such as a document or picture, joined to an email. _____
- c. It describes something highly advanced and/or innovative. _____
- d. A system that helps drivers find vacant spaces using communications networks. _____
- e. A collection of billions of stars. _____
- f. An invisible force that pulls objects toward each other. _____

(6 x 4p = 24p)

2. Choose the right option to complete the sentences.

- 2.1 Rita doesn't need to travel to work _____ she works remotely.
a. because b. therefore c. so
- 2.2 _____ space exploration brings important benefits, I still think it's not worth the money.
a. However, b. Despite c. Although
- 2.3 He was not selected for NASA's astronaut training programme _____ his hard physical and mental training.
a. in spite of b. although c. because of
- 2.4 To be an astronaut you _____ pass a series of tests, both physical and intellectual.
a. can b. must c. should
- 2.5 Whenever you log in to an online service, you _____ choose a strong password.
a. can b. should c. must
- 2.6 My two-year-old sister _____ already use her index finger to scroll the screen! Can you believe it?
a. must b. should c. can

(6 x 5p = 30p)

3. Choose the correct verb tense to write correct type 1 and 2 if-clauses.

- a. If my parents offered me a robot dog, I **will like / would like** it a lot!
- b. If I **come / came** to your house today, which game will we play?
- c. If Clara **didn't use / doesn't use** a digital planner, she would forget most of her appointments.
- d. If the festival organisers use drones during the concert, we **will get / would get** a nice overview of the crowd.
- e. If health services already **had / have** high-tech medical devices, there **will be / would be** faster and more effective treatments.
- f. I **will buy / would buy** a foldable smartphone if they **weren't / aren't** so expensive.

(8 x 4p = 32p)

4. Write sentences with the past simple and the past continuous.



a. do his homework / the computer crash

While he _____



b. play with Aibo / the battery go dead

They _____
when _____



c. text her friends / her mother call her for dinner

She _____
when _____



d. sleep / get a text message

While she _____

(4 x 8p = 32p)

WRITING

Robot dogs, automatic supermarket cashiers, robot waiters, virtual assistants. Do you think robots are a good replacement for pets or people? Write an opinion text answering the questions. Write between 80-100 words.

Don't forget to:

- Introduce the topic with a short sentence or a question.
- Write your opinion, saying if you agree or disagree.
- Write two or three different reasons to support your opinion in different paragraphs.
- Use examples to make your opinion clear.
- Use different linking words of cause and result.
- Write a conclusion to summarise and restate your opinion.

(200p)

MODULE 3 – Test B

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to the description of five popular IoT devices and match them with their function(s).



- a. Google Home Voice Controller •
- b. Amazon Echo Plus Voice Controller •
- c. August Doorbell Cam •
- d. August Smart Lock •
- e. Foobot •

- 1. You can answer phone calls and ask for weather forecasts.
- 2. You can check the air quality inside your house.
- 3. You can check who is on your doorstep and answer the door remotely.
- 4. You can manage the doors to your house from anywhere.
- 5. You can use your voice to set your alarm, lights or house temperature.

(5 x 12p = 60p)

2. Listen about IoT health devices and match the sentence halves.



- a. IoT technology applied to medical care will •
- b. With IoT devices, medical services will •
- c. These devices will be able to •
- d. Emergency situations like heart failure can •
- e. Information on blood pressure or oxygen can •
- f. Whenever they want, doctors can •

- 1. provide high-quality medical services.
- 2. be collected and stored.
- 3. access patients' healthcare data.
- 4. monitor patients in real time.
- 5. be more accessible to everyone.
- 6. be reported immediately to a doctor.

(6 x 10p = 60p)

3. Listen to the owner of a dog robot pet and say if the statements are True (T) or False (F).



- a. Aibo looks like a real dog.
- b. He enjoyed playing with a ball.
- c. Aibo had cameras installed to get to know the space he was in.
- d. Aibo couldn't obey voice commands.
- e. He could identify more than a hundred words.
- f. After a week, she stopped turning him off when she wasn't at home.
- g. Aibo greeted her when she arrived and followed her everywhere.
- h. After a while, Aibo made her feel lonely.

T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F

(8 x 10p = 80p)



READING

1. Read the text about the advantages of technology.

Advantages of technology

- **Saves time:** Today everything is automated, and this technology helps to save a lot of time. Example: If you do not have the time to buy clothes, just shop online and have **them** delivered to your doorsteps.
- 5 • **It helps improve services:** If you buy a television, and **it** breaks down after a few days, you don't need to worry, as the TV is still under guarantee. You can simply call the company or **its** customer care services and get your TV fixed. So, with a simple phone call or email, things have become so easy.
- 10 • **It reduces online crime/cybercrime:** Today, technology is so advanced that there are apps made to find fraud within seconds. Cyber-attacks have reduced, as there are advanced algorithms made to detect any kind of cybercrime.
- 15 • **It has increased safety:** Technology has increased people's safety. With the help of technology, using CCTV, everything is captured on cameras, and finding a thief has become easy. Even our mobile phones, laptops and other devices have lock systems that keep our data and other valuables safe. You can use fingerprint, eye, or face recognition to open **them** and keep your things safe.

<https://www.aplustopper.com> (adapted; accessed in December 2022)

2. Say who or what the following words refer to.

- | | |
|------------------------|-------------------------|
| a. them (line 3) _____ | c. its (line 6) _____ |
| b. it (line 4) _____ | d. them (line 15) _____ |

(4 x 10p = 40p)

3. Complete the sentences using words from the text.

- a. You can shop online and ask orders to be delivered _____.
- b. When an appliance stops working, you can call the company's _____.
- c. You can get your TV fixed easily, if it is _____.
- d. With technology, it only takes a few seconds to _____ and detect _____.
- e. Our own safety has increased because images can be captured using _____.
- f. To keep our personal data safe, our devices now have different _____.
- g. To open your devices, you can decide between using _____, _____ or even _____.

(7 x 6p = 42p)

USE OF LANGUAGE

1. Choose the correct word from the box that matches each definition.

satellite high-speed galaxy 3D printer upload domotics

- a. A process that creates a physical object from a digital design using a computer.
- b. It describes something that moves or operates very quickly.
- c. A collection of billions of stars.
- d. Another name for home automation.
- e. An object that goes around a planet.
- f. To copy programs or information to a larger computer system or to the internet.

(6 x 4p = 24p)

2. Choose the right option to complete the sentences.

- 2.1 Rita works remotely, _____ she doesn't need to travel to work.
a. because b. since c. therefore
- 2.2 I know space exploration brings important benefits; _____ I still think it's not worth the money.
a. However, b. Despite c. Although
- 2.3 _____ he met all the requirements, he was selected for NASA's training programme .
a. In spite of b. Because of c. As
- 2.4 To be an astronaut you _____ pass a series of tests, both physical and intellectual.
a. must b. can c. should
- 2.5 Whenever you log in to an online service, you _____ choose a strong password.
a. must b. can c. should
- 2.6 My two-year-old sister _____ already use her index finger to scroll the screen! Can you believe it?
a. should b. can c. must

(6 x 5p = 30p)

3. Choose the correct verb tense to write correct type 1 and 2 *if*-clauses.

- a. If I **come / came** to your house today, which game will we play?
- b. If Clara **didn't use / doesn't use** her digital planner every day, she will forget most of her appointments.
- c. If health services already **have / had** high-tech medical devices, there **will be / would be** faster and more effective treatments.
- d. If the festival organisers use drones during the concert, we **will get / would get** a nice overview of the crowd.
- e. If they were a bit cheaper, I **will buy / would buy** a foldable smartphone.
- f. If my parents **offer / offered** me a robot dog, I **will like / would like** it a lot, but it is too expensive!

(8 x 4p = 32p)

4. Write sentences with the past simple and the past continuous.



a. do his homework / the computer crash

While he _____



b. play with Aibo / the battery go dead

They _____
when _____



c. watch YouTube videos / her mother call her for dinner

She _____
when _____



d. sleep / get a text message

While she _____

(4 x 8p = 32p)

WRITING

Robot dogs, automatic supermarket cashiers, robot waiters, virtual assistants. Do you think robots are a good replacement for pets or people? Write an opinion text answering the questions. Write between 80-100 words.

Don't forget to:

- Introduce the topic with a short sentence or a question.
- Write your opinion, saying if you agree or disagree.
- Write two or three different reasons to support your opinion in different paragraphs.
- Use examples to make your opinion clear.
- Use different linking words of cause and result.
- Write a conclusion to summarise and restate your opinion.

(200p)

MODULE 3 – Test C

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to the description of five popular IoT devices and match them with their function(s).



track 16

- a. Google Home Voice Controller •
- b. Amazon Echo Plus Voice Controller •
- c. August Doorbell Cam •
- d. August Smart Lock •
- e. Foobot •

- 1. You can answer your home door from any remote location.
- 2. You can answer phone calls and ask for weather forecasts.
- 3. It can measure indoor pollution.
- 4. It provides extra security to your home.
- 5. It provides voice-enabled services like alarm, lights and thermostats.

(5 x 12p = 60p)

2. Listen about IoT health devices and match the sentence halves.



track 17

- a. IoT applied to medical care will provide •
- b. IoT devices can help monitor •
- c. With these devices medical services can be •
- d. They can report emergencies like an asthma attack or •
- e. IoT devices can collect •
- f. Healthcare data include blood pressure, sugar levels •

- 1. oxygen and weight.
- 2. healthcare data.
- 3. more accessible to everyone.
- 4. heart failure.
- 5. vital data.
- 6. high-quality medical services.

(6 x 10p = 60p)

3. Listen to the owner of a dog robot pet and say if the statements are True (T) or False (F).



track 18

- a. Aibo didn't look like a real dog.
- b. He didn't enjoy playing with a ball.
- c. Aibo had cameras and microphones.
- d. Aibo could obey voice commands.
- e. He could identify more than a thousand words.
- f. During the first week, she didn't turn him off.
- g. Aibo was at the door to greet her when she arrived.
- h. After a while, Aibo made her feel lonely.

T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F



(8 x 10p = 80p)

READING

1. Read the text about the advantages of technology.

Advantages of technology

- **Saves time:** Today everything is automated, and this technology helps to save a lot of time. Example: If you do not have the time to buy clothes, just shop online and have **them** delivered to your doorsteps.
- **It helps improve services:** If you buy a television and **it** breaks down after a few days, you don't need to worry, as the TV is still under guarantee. You can simply call the company or **its** customer care services and get your TV fixed. So, with a simple phone call or email, things have become so easy.
- **It reduces online crime/cybercrime:** Today, technology is so advanced that there are apps made to find fraud within seconds. Cyber-attacks have reduced, as there are advanced algorithms made to detect any kind of cybercrime.
- **It has increased safety:** Technology has increased people's safety. With the help of technology, using CCTV, everything is captured on cameras, and finding a thief has become easy. Even our mobile phones, laptops and other devices have lock systems that keep our data and other valuables safe. You can use fingerprint, eye, or face recognition to open **them** and keep your things safe.

<https://www.aplustopper.com> (adapted; accessed in December 2022)

2. Say who or what the following words refer to.

- | | |
|-------------------|----------------|
| a. them (line 3) | 1. the company |
| b. it (line 4) | 2. television |
| c. its (line 6) | 3. clothes |
| d. them (line 15) | 4. devices |

(4 x 10p = 40p)

3. Complete the sentences with one word from the text.

- a. Instead of buying clothes in a shop, you can shop _____.
- b. If your television stops working, you can call the company's customer care _____.
- c. Instead of a phone call, you can also send an _____.
- d. With technology, it only takes a few seconds to detect any _____.
- e. Our own safety has increased because of images captured on _____.
- f. To keep our personal data safe, your devices now have lock _____.
- g. To open your devices, you can decide between using eye or face recognition and _____.

(7 x 6p = 42p)

USE OF LANGUAGE

1. Choose the correct option that matches each definition.

- a. Field of computer science that simulates human intelligence in machines. **AI / 3D Printer**
- b. A file, such as a document or picture, joined to an email. **attachment / upload**
- c. It describes something highly advanced and/or innovative. **high-speed / cutting-edge**
- d. A system that helps drivers find vacant spaces. **smart parking / domotics**
- e. A collection of billions of stars. **planet / galaxy**
- f. An invisible force that pulls objects toward each other. **meteor / gravity**

(6 x 4p = 24p)

2. Choose the right option to complete the sentences.

- 2.1** Rita doesn't need to travel to work _____ she works remotely.
a. because b. therefore
- 2.2** _____ space exploration has benefits, I still think it's too expensive.
a. However, b. Although
- 2.3** He was not selected to be an astronaut _____ his hard physical and mental training.
a. in spite of b. although
- 2.4** To be an astronaut you _____ be in perfect health.
a. can b. must
- 2.5** Whenever you log in to an online service, you _____ choose a strong password.
a. can b. should
- 2.6** My two-year-old sister _____ already scroll through the screen! Can you believe it?
a. can b. should

$$(6 \times 4p = 24p)$$

3. Choose the correct verb tense to write correct type 1 and 2 *if*-clauses.

- a. If my parents offered me a robot dog, I **will like / would like** it a lot!
- b. I **will buy / would buy** a foldable smartphone if they weren't so expensive.
- c. If Clara **didn't use / doesn't use** a digital planner, she would forget most of her appointments.
- d. If the festival organisers use drones during the concert, we **will get / would get** a nice overview of the crowd.
- e. If health services already **had / have** high-tech medical devices, there would be faster and more effective treatments.
- f. If I come to your house today, which game **will / would** we play?

(6 x 5p = 30p)

4. Complete the sentences with the past continuous of the verbs in brackets.



a. While he _____ (do) his homework, the computer crashed.



b. They _____ (play) with AIBO when the battery went dead.



c. She _____ (text) her friends when her mother called her for dinner.



d. While she _____ (sleep), she got a text message.

(4 x 10p = 40p)

WRITING

Robot dogs, automatic supermarket cashiers, robot waiters, virtual assistants. Do you think robots are a good replacement for pets or people? Write an opinion text answering the questions. Write between 80-100 words.

Don't forget to:

- Introduce the topic with a short sentence or a question.
- Write your opinion, saying if you agree or disagree.
- Write two or three different reasons to support your opinion in different paragraphs.
- Use examples to make your opinion clear.
- Use different linking words of cause and result.
- Write a conclusion to summarise and restate your opinion.

(200p)

Answer Key

MODULE 1

TEST A

LISTENING

1.
a. False; b. True; c. True; d. False; e. False; f. False; g. False;
h. True; i. False; j. True
2.
Receptionist: b, c, e, f, g, h; **Call centre operator:** a, c, j;
Host: d, f, g, i
3.1 b; 3.2 b; 3.3 a; 3.4 c; 3.5 c

READING

2.
a. well-known b. assistance c. work out d. quick e. doubts
3.
Christian: a, b, d, g; **Sophie:** c, e, f, h

USE OF LANGUAGE

1.
a. hairstylist; b. IT technician; c. web designer; d. travel agent;
e. chef
- 2.1 a; 2.2 b; 2.3 c; 2.4 c; 2.5 b
3.
a. don't like; b. studies; c. Do; d. watch
4.
a. He is riding a bike. He isn't playing tennis.; b. They are eating ice cream. They aren't having coffee.; c. She is swimming. She isn't running.
5.
a. older than; the youngest; b. shorter than; the tallest; c. the heaviest; the lightest; d. the most experienced; e. more popular than; the most popular

Mark scheme						
Listening	1. 10 x 7p	2. 10 x 7p	3. 5 x 12p			= 200p
Reading	2. 5 x 8p	3. 8 x 5p				= 80p
Language	1. 5 x 4p	2. 5 x 4p	3. 4 x 5p	4. 3 x 10p	5. 5 x 6p	= 120p
Writing						= 200p

TEST B

LISTENING

1.
a. False; b. False; c. False; d. True; e. False; f. True; g. True;
h. False; i. True; j. False
2.
Receptionist: a, e, f, g, h; **Call centre operator:** b, c, j; **Host:** d, g, i
3.1 c; 3.2 a; 3.3 b; 3.4 a; 3.5 c

READING

2.
a. hard; b. take; c. move on; d. get back; e. excellent
3.
Christian: b, e, h; **Sophie:** a, c, d, f, g

USE OF LANGUAGE

1.
a. personal trainer; b. dentist; c. mechanic; d. doctor; e. IT technician

2.
2.1 c; 2.2 a; 2.3 b; 2.4 b; 2.5 a
3.
a. doesn't like; b. practises; c. Do; d. watch
4.
a. They are playing basketball. They aren't running. b. She is listening to music. She isn't sleeping. c. He is studying. He isn't watching videos.
5.
a. younger than; the oldest; b. taller than; the shortest; c. the lightest; the heaviest; d. more experienced than; the most experienced; e. the most popular

Mark scheme						
Listening	1. 10 x 7p	2. 10 x 7p	3. 5 x 12p			= 200p
Reading	2. 5 x 8p	3. 8 x 5p				= 80p
Language	1. 5 x 4p	2. 5 x 4p	3. 4 x 5p	4. 3 x 10p	5. 5 x 6p	= 120p
Writing						= 200p

TEST C

LISTENING

1.
a. True; b. True; c. True; d. False; e. False; f. True; g. False
2.
Receptionist: b, c, f; **Call centre operator:** d, g; **Host:** a, e
3.
3.1 b; 3.2 a; 3.3 b; 3.4 a; 3.5 b

READING

2.
a. 2; b. 4; c. 5; d. 1; e. 3
3.
Christian: a, b, d, g; **Sophie:** c, e, f, h

USE OF LANGUAGE

1.
a. 4; b. 1; c. 2; d. 5; e. 3
2.
2.1 a; 2.2 b; 2.3 a; 2.4 b; 2.5 b
3.
a. don't like; b. studies; c. Do; d. watch
4.
a. He is riding a bike. He isn't playing tennis. b. They are eating ice cream. They aren't having coffee. c. She is swimming. She isn't running.
5.
a. older than; b. the youngest; c. the tallest; d. the most experienced; e. more popular than; f. the most popular

Mark scheme						
Listening	1. 7 x 10p	2. 7 x 10p	3. 5 x 12p			= 200p
Reading	2. 5 x 8p	3. 8 x 5p				= 80p
Language	1. 5 x 4p	2. 5 x 4p	3. 4 x 5p	4. 3 x 10p	5. 5 x 6p	= 120p
Writing						= 200p

MODULE 2

TEST A

LISTENING

1.

Vasco: 4, 6, 8; Javi: 1, 3, 7; Sonya: 2, 5

2.1 a; 2.2 c; 2.3 c; 2.4 b; 2.5 b; 2.6 a

READING

2.

a. picturesque; b. lively; c. rewarding; d. independent

3.

a. seventeen; b. one year; c. Germany, Switzerland and Italy; d. on foot, by boat, open bus or by bike; e. lively markets; f. more independent and confident

4.1 Ilse decided to study in Lyon because it has a rich cultural history and it is centrally located in Europe.

4.2 For Ilse, the main benefit was that she met foreign exchange students who also loved travelling.

4.3 They walked through the picturesque streets, relaxed in "Parc Tête d'Or" and cycled along the banks of the river Rhone.

4.4 She advises the reader to take a chance as an exchange student because it's worth it.

USE OF LANGUAGE

1.

a. personal; b. essential; c. skills; d. manage; e. lifestyles; f. opportunities; g. global; h. interested; i. useful; j. international

2.

a. left; b. went; c. arrived; d. saw; e. had; f. gave; g. didn't know; h. was; i. Did I think

3.

a. won't be; b. am going to visit; c. are going to watch; d. isn't going to travel; e. will/I'll go

4.

a. X; b. At; on; c. X; in; d. on

5.

a. 4 - j; b. 3 - h; c. 5 - i; d. 1 - g; e. 2 - f

6.

a. about; at; b. in; c. at; of; d. about

4.1 Ilse decided to study in Lyon because it has a rich cultural history and it is centrally located in Europe.

4.2 For Ilse, the main benefit was that she met foreign exchange students who also loved travelling.

4.3 They walked through the picturesque streets, relaxed in "Parc Tête d'Or" and cycled along the banks of the river Rhone.

4.4 She advises the reader to take a chance as an exchange student because it's worth it.

USE OF LANGUAGE

1.

a. personal; b. essential; c. manage; d. lifestyles; e. opportunities; f. global; g. skills; h. interested; i. useful; j. international

2.

a. went; b. left; c. saw; d. had; e. arrived; f. gave; g. didn't know; h. was; i. Did I think

3.

a. are going to watch; b. will go; c. isn't going to travel; d. am going to visit; e. won't be

4.

a. on; b. X; in; c. X; d. At; on

5.

a. 2 - i; b. 1 - j; c. 5 - h; d. 4 - f; e. 3 - g

6.

a. at; of; b. about; at; c. about; d. in

Mark scheme							
Listening	1. 8 x 10p	2. 6 x 20p					= 200p
Reading	2. 4 x 6p	3. 6 x 4p	4. 4 x 8p				= 80p
Language	1. 10 x 2p	2. 9 x 2p	3. 5 x 4p	4. 6 x 3p	5. 5 x 4p	6. 6 x 4p	= 120p
Writing							= 200p

TEST C

LISTENING

1.

Vasco 4, 6, 8; Javi 1, 3, 7; Sonya 2, 5

2.

2.1 a; 2.2 b; 2.3 b; 2.4 a; 2.5 a; 2.6 b

READING

2.

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

3.

a. seventeen; b. one year; c. on foot, by boat, open bus or by bike; e. lively markets

4.1 a; 4.2 c; 4.3 c; 4.4 b

USE OF LANGUAGE

1.

a. personal; b. skills; c. lifestyles; d. opportunities; e. global

2.

a. left; b. went; c. arrived; d. saw; e. had; f. was

3.

a. won't be; b. am going to visit; c. isn't going to travel; d. will go

4.

a. X; b. At; on; c. X; in; d. on

5.

a. 4 - j; b. 3 - h; c. 5 - i; d. 1 - g; e. 2 - f

6.

a. about; at; b. in; c. at; of; d. about

TEST B

LISTENING

1.

Vasco: 2, 5, 7; Javi: 3, 4, 6; Sonya: 1, 8

2.

2.1 b; 2.2 a; 2.3 a; 2.4 c; 2.5 c; 2.6 b

READING

2.

a. picturesque; b. lively; c. rewarding; d. independent

3.

a. seventeen; b. one year; c. Germany, Switzerland and Italy; d. on foot, by boat, open bus or by bike; e. lively markets; f. more independence and confidence

Mark scheme							
Listening	1. 8 x 10p	2. 6 x 20p					= 200p
Reading	2. 4 x 6p	3. 4 x 6p	4. 4 x 8p				= 80p
Language	1. 5 x 4p	2. 6 x 3p	3. 5 x 4p	4. 6 x 3p	5. 5 x 4p	6. 6 x 4p	= 120p
Writing							= 200p

MODULE 3

TEST A

LISTENING

- a. 5; b. 2; c. 4; d. 1; e. 3
- a. 6; b. 3; c. 5; d. 4; e. 2; f. 1
- a. False; b. True; c. False; d. True; e. False; f. True; g. True; h. False

READING

- a. clothes; b. television; c. the company; d. devices
- a. shop online; b. customer care service; c. send an email; d. find fraud; cybercrime; e. CCTV; f. lock systems; g. fingerprint; eye; face recognition

USE OF LANGUAGE

- a. AI; b. attachment; c. cutting-edge; d. smart parking; e. galaxy; f. gravity
- 2.1 a; 2.2 c; 2.3 a; 2.4 b; 2.5 b; 2.6 c
- a. would like; b. come; c. didn't use; d. will get e. had; would be; f. would buy; weren't
- a. was doing his homework, the computer crashed. b. were playing with Aibo... the battery went dead. c. was texting her friends... her mother called her for dinner. d. was sleeping, she got a text message.

Mark scheme							
Listening	1. 5 x 12p	2. 6 x 10p	2. 8 x 10p				= 200p
Reading	2. 4 x 10p	3. 7 x 6p					= 82p
Language	1. 6 x 4p	2. 6 x 5p	3. 8 x 4p	4. 4 x 8p			= 118p
Writing							= 200p

TEST B

LISTENING

- a. 5; b. 1; c. 3; d. 4; e. 2
- a. 1; b. 5; c. 4; d. 6; e. 2; f. 3
- a. False; b. True; c. True; d. False; e. True; f. True; g. True; h. False

READING

- a. clothes; b. television; c. company; d. devices

- a. to your doorsteps; b. customer care service; c. still under guarantee; d. find fraud; cybercrime; e. CCTV; f. lock systems; g. fingerprint, eye; face recognition

USE OF LANGUAGE

- a. 3D printer; b. high-speed; c. galaxy; d. domotics; e. satellite; f. upload
- 2.1 c; 2.2 a; 2.3 c; 2.4 a; 2.5 c; 2.6 b
- a. come; b. doesn't use; c. had; would be; d. will get; e. would buy; f. offered; would like
- a. was doing his homework, the computer crashed. b. were playing with Aibo,... the battery went dead. c. was watching YouTube videos... her mother called her for dinner. d. was sleeping, she got a text message.

Mark scheme							
Listening	1. 5 x 12p	2. 6 x 10p	2. 8 x 10p				= 200p
Reading	2. 4 x 10p	3. 7 x 6p					= 82p
Language	1. 6 x 4p	2. 6 x 5p	3. 8 x 4p	4. 4 x 8p			= 118p
Writing							= 200p

TEST C

LISTENING

- a. 5; b. 2; c. 1; d. 4; e. 3
- a. 6; b. 5; c. 3; d. 4; e. 2; f. 1
- a. False; b. False; c. True; d. True; e. False; f. False; g. True; h. False

READING

- a. 3; b. 2; c. 1; d. 4
- a. online; b. services; c. email; d. cybercrime; e. cameras; f. systems; g. fingerprint

USE OF LANGUAGE

- a. AI; b. attachment; c. cutting-edge; d. smart parking; e. galaxy; f. gravity
- 2.1 a; 2.2 b; 2.3 a; 2.4 b; 2.5 b; 2.6 a
- a. would like; b. would buy; c. didn't use; d. will get e. had; f. will
- a. was doing; b. were playing; c. was texting; d. was sleeping

Mark scheme							
Listening	1. 5 x 12p	2. 6 x 10p	2. 8 x 10p				= 200p
Reading	2. 4 x 10p	3. 7 x 6p					= 82p
Language	1. 6 x 4p	2. 6 x 4p	3. 6 x 5p	4. 4 x 10p			= 118p
Writing							= 200p

Rubrics

Master
INGLÊS
ENSINO PROFISSIONAL
MÓDULOS 1, 2 e 3
PRO

MODULE 1

Speaking	222
Writing	224
Presentation	226

MODULE 2

Speaking	228
Writing	231
Presentation	234

MODULE 3

Speaking	237
Writing	240
Presentation	243

1.1 SPEAKING ASSESSMENT RUBRIC: Role-play

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	INTERACTION 40P
L E V E L 5	Fully displays the required knowledge to ask/answer about the features of a house. 60	- Produces speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Fully respects the rules of interaction to initiate and end turns. - Is fully able to interact naturally when asking or answering questions. 40
L E V E L 4	Displays the required knowledge to ask/answer about the features of a house. 45	- Produces speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Respects the rules of interaction to initiate and end turns. - Is able to interact naturally when asking or answering questions. 30
L E V E L 3	Displays some of the required knowledge to ask/answer about the features of a house. 30	- Produces speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Does not always respect the rules of interaction to initiate and end turns. - Is not always able to interact naturally when asking or answering questions. 20
L E V E L 2	Displays the minimum required knowledge to ask/answer about the features of a house. 15	- Produces responses not extended beyond phrases with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Hardly respects the rules of interaction to initiate and end turns. - Is not able to interact naturally when asking or answering questions. 12
L E V E L 1	Displays very limited or no required knowledge to ask/answer about the features of a house. 5	- Produces no meaningful flow of speech. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Does not interact in the dialogue without a prompt. - Does not interact even when asked to. 5

1.2 SPEAKING ASSESSMENT RUBRIC: YouTube presentation

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	COMMUNICATIVE SKILLS 40P
L E V E L 5	- Shows very good knowledge of topic-related issues (jobs and routines). - Expresses very coherent ideas and all the required pieces of information. - Produces a very suitable and creative YouTube video. 60	- Produces a presentation speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Is fully able to communicate ideas clearly and naturally. - Shows a very confident posture and is fully able to catch the audience's attention. 40
L E V E L 4	- Shows good knowledge of topic-related issues (jobs and routines). - Expresses coherent ideas and most of the required pieces of information. - Produces a suitable and creative YouTube video. 45	- Produces a presentation speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Is able to communicate ideas clearly and naturally. - Shows a confident posture and is mostly able to catch the audience's attention. 30
L E V E L 3	- Shows some knowledge of topic-related issues (jobs and routines). - Expresses some coherent ideas and/or some of the required pieces of information. - Produces a fairly relevant and/or suitable YouTube video. 30	- Produces a presentation speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Is able to communicate ideas but sometimes not very clearly and/or naturally. - Shows a posture not always confident and is not always able to catch the audience's attention. 20
L E V E L 2	- Shows little knowledge of topic-related issues (jobs and routines). - Expresses few ideas and/or few of the required pieces of information. - Produces an irrelevant or unsuitable YouTube video. 15	- Produces some sentences with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Is not always able to communicate ideas clearly and/or naturally. - Shows mostly an insecure posture and can hardly catch the audience's attention. 12
L E V E L 1	- Shows limited or no knowledge of topic-related issues (jobs and routines). - Expresses no coherent ideas and/or none of the required pieces of information. - Produces no YouTube video. 5	- Produces no meaningful flow of speech or sentences. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Is not able to communicate ideas clearly and naturally. - Shows an insecure posture and is not able to catch the audience's attention. 5

1.2 WRITING ASSESSMENT RUBRIC: Job ad

	CONTENT DEVELOPMENT AND COMMUNICATION 70P	ORGANISATION (Coherence and cohesion) 60P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Shows a very good knowledge of topic-related issues. - Describes all the required pieces of information in full detail. - Fully achieves the required communicative goal/effect of the task: writing a job ad. 70	The text is very well organised: ideas are presented in the correct order and respect the required structure. 60	- Shows a very good control of grammatical forms. - Uses a wide variety of specific vocabulary in an accurate and appropriate manner. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Shows good knowledge of topic-related issues. - Describes all the required pieces of information in some detail. - Achieves the required communicative goal/effect of the task: writing a job ad. 50	The text is well organised: ideas are mostly presented in the correct order and respect the required structure. 40	- Shows a very good control of simple grammatical forms. - Uses a variety of specific vocabulary in an accurate and appropriate manner. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Shows some knowledge of topic-related issues. - Describes some of the required pieces of information not always in detail. - Achieves part of the required communicative goal/effect of the task: writing a job ad. 30	The text is organised: ideas are presented but sometimes not in the right place and not always respect the required structure. 30	- Shows control of simple grammatical forms but with occasional errors. - Uses little variety of specific vocabulary sometimes with inaccuracies. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Shows a poor knowledge of topic-related issues. - Describes few required pieces of information not in much detail. - Barely achieves the required communicative goal/effect of the task: writing a job ad. 10	The text is barely organised: ideas are presented in the wrong place and/or do not respect the required structure. 15	- Shows limited control of simple grammatical forms, often with errors. - Uses a limited variety of specific vocabulary not always accurately or appropriately. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Shows limited or no knowledge of topic-related issues. - Refers to the required pieces of information in no detail. - Does not achieve the required communicative goal/effect of the task: writing a job ad. 5	The ideas are not organised nor presented in the right place and do not respect the required structure. 5	- Shows little or no control of simple grammatical forms - Uses no specific vocabulary or uses it inaccurately or inappropriately. - Clear interference from mother tongue, which impedes comprehension. 5

1.3 WRITING ASSESSMENT RUBRIC: Leaflet

	CONTENT DEVELOPMENT AND COMMUNICATION 60P	ORGANISATION (Coherence and cohesion) 70P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Shows a very good knowledge of topic-related issues. - Describes all the required pieces of information in full detail. - Fully achieves the required communicative goal/effect of the task: creating an appealing leaflet. 60	- The leaflet is very well organised: ideas are sequenced in a logical and accurate way and it respects the required structure. - The leaflet is very creative and accurately designed 70	- Shows a very good control of grammatical forms. - Uses a wide range of vocabulary. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Shows good knowledge of topic-related issues. - Describes all the required pieces of information in some detail. - Achieves the required communicative goal/effect of the task: creating an appealing leaflet. 40	- The leaflet is well organised: ideas are mostly sequenced in logical and accurate paragraphs and it respects the required structure. - The leaflet is creative and accurately designed. 50	- Shows good control of grammatical forms. - Uses varied vocabulary. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Shows some knowledge of topic-related issues. - Describes some of the required pieces of information not always in detail. - Achieves part of the required communicative goal/effect of the task: creating an appealing leaflet. 30	- The leaflet is organised: ideas are sequenced in logical but sometimes not very accurate paragraphs and/or it does not always respect the required structure. - The leaflet shows some creativity; the design shows some accuracy. 30	- Shows control of grammatical forms but with occasional errors. - Uses high-frequency vocabulary. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Shows a poor knowledge of topic-related issues. - Describes few required pieces of information not in much detail. - Barely achieves the required communicative goal/effect of the task: creating an appealing leaflet. 15	- The leaflet is barely organised: ideas are sequenced in paragraphs, but not very logically or accurately, and/or it does not respect the required structure. - The leaflet is not very creative and its design not very accurate. 10	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Shows limited or no knowledge of topic-related issues. - Refers to the required pieces of information in no detail. - Does not achieve the required communicative goal/effect of the task: creating an appealing leaflet. 5	- The leaflet is not organised or sequenced in logical and accurate paragraphs and does not respect the required structure. - The leaflet shows no creativity nor an accurate design. 5	- Shows little or no control of simple grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue, which impedes comprehension. 5

MODULE 1 PRESENTATION ASSESSMENT RUBRIC: Sort it out

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	INTERACTION 40P
L E V E L 5	- Shows a very good knowledge of topic-related issues. - Expresses very coherent ideas and opinions. - Presents very relevant arguments to justify opinions. 60	- Produces speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Shows very good control of grammatical forms. - Uses a wide range of specific vocabulary accurately. - Little or no noticeable interference from mother tongue. 60	- Fully respects the rules of interaction to initiate and end turns. - Is fully able to interact naturally when asking or answering questions. - Easily accepts different points of view. 40
L E V E L 4	- Shows good knowledge of topic-related issues. - Expresses coherent ideas and opinions. - Presents arguments mostly relevant to justify opinions. 45	- Produces speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Shows good control of grammatical forms. - Uses varied specific vocabulary accurately. - Little noticeable interference from mother tongue. 45	- Respects the rules of interaction to initiate and end turns. - Is able to interact naturally when asking or answering questions. - Accepts different points of view. 30
L E V E L 3	- Shows some knowledge of topic-related issues. - Expresses a few coherent ideas and opinions. - Presents arguments not always relevant to justify opinions. 30	- Produces speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Shows some control of grammatical forms but with occasional errors. - Uses some specific vocabulary, but not always accurately. - Some noticeable interference from mother tongue. 30	- Does not always respect the rules of interaction to initiate and end turns. - Is not always able to interact naturally when asking or answering questions. - Accepts different points of view with some difficulty. 20
L E V E L 2	- Shows little knowledge of topic-related issues. - Expresses few ideas and opinions not always coherent. - Presents few arguments to justify opinions. 15	- Produces responses not extended beyond phrases with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary, often inaccurately. - Noticeable interference from mother tongue. 15	- Hardly respects the rules of interaction to initiate and end turns. - Is not able to interact naturally when asking or answering questions. - Does not accept different points of view. 12
L E V E L 1	- Shows limited or no knowledge of topic-related issues. - Expresses no coherent ideas and opinions. - Presents irrelevant or no arguments to justify opinions. 5	- Produces no meaningful flow of speech. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue.	- Does not interact in the debate without a prompt. - Does not interact even when asked to. - Does not give evidence enough of accepting different points of view. 5

MODULE 1 PRESENTATION ASSESSMENT RUBRIC: Cross curricular project (self-portrait)

	CONTENT DEVELOPMENT AND COMMUNICATION 60P	ORGANISATION (Coherence and cohesion) 70P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Includes all the suitable pieces of information about themselves in full detail. - Fully achieves the required communicative goal/effect of the task: producing a creative self-portrait. 60	- The self-portrait is very well organised in terms of transforming ideas into content. - The self-portrait is very creative and accurately designed. 70	- Shows very good control of grammatical forms and vocabulary. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Includes all the suitable pieces of information about themselves in some detail. - Achieves the required communicative goal/effect of the task: producing a creative self-portrait. 40	- The self-portrait is well organised in terms of transforming ideas into content. - The self-portrait is creative and accurately designed. 50	- Shows good control of grammatical forms and vocabulary. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Includes some pieces of suitable information although not always in detail. - Achieves part of the required communicative goal/effect of the task: producing a creative self-portrait. 30	- The self-portrait is organised in terms of transforming ideas into content. - The self-portrait shows some creativity; the design shows some accuracy. 30	- Shows control of grammatical forms and vocabulary but with occasional errors. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Includes few pieces of suitable information not in much detail. - Barely achieves the required communicative goal/effect of the task: producing a creative self-portrait. 15	- The self-portrait is barely organised: ideas are not meaningfully transformed into content. - The self-portrait is not very creative and its design not very accurate. 10	- Shows limited control of grammatical forms and/or vocabulary, often with errors. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Includes pieces of information although not always suitable and/or in no detail. - Does not achieve the required communicative goal/effect of the task: producing a creative self-portrait. 5	- The self-portrait is not organised: ideas are not clearly transformed into content. - The self-portrait shows no creativity nor an accurate design. 5	- Shows little or no control of simple grammatical forms and limited use of vocabulary. - Clear interference from mother tongue, which impedes comprehension. 5

2.1 SPEAKING ASSESSMENT RUBRIC: Role-play

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	INTERACTION 40P
L E V E L 5	Fully displays the required knowledge to ask/answer about the required issues of the conversation. 60	- Produces speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Fully respects the rules of interaction to initiate and end turns. - Is fully able to interact naturally when asking or answering questions. 40
L E V E L 4	Displays the required knowledge to ask/answer about the required issues of the conversation. 45	- Produces speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Respects the rules of interaction to initiate and end turns. - Is able to interact naturally when asking or answering questions. 30
L E V E L 3	Displays some of the required knowledge to ask/answer about the required issues of the conversation. 30	- Produces speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Does not always respect the rules of interaction to initiate and end turns. - Is not always able to interact naturally when asking or answering questions 20
L E V E L 2	Displays the minimum required knowledge to ask/answer about the required issues of the conversation. 15	- Produces responses not extended beyond phrases with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Hardly respects the rules of interaction to initiate and end turns. - Is not able to interact naturally when asking or answering questions. 12
L E V E L 1	Displays very limited or no required knowledge to ask/answer about the required issues of the conversation. 5	- Produces no meaningful flow of speech. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Does not interact in the dialogue without a prompt. - Does not interact even when asked to 5

2.2 SPEAKING ASSESSMENT RUBRIC: Video presentation

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	COMMUNICATIVE SKILLS 40P
L E V E L 5	- shows very good knowledge of topic-related issues (requirements for studying abroad). - expresses very coherent ideas and all the required pieces of information. - produces a very suitable and creative video. 60	- produces a presentation speech with little or no hesitation to formulate ideas. - shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Is fully able to communicate ideas clearly and naturally. - Shows a very confident posture and is fully able to catch the audience's attention. 40
L E V E L 4	- shows good knowledge of topic-related issues (requirements for studying abroad). - expresses coherent ideas and most of the required pieces of information. - produces a suitable and creative video. 45	- produces a presentation speech although with some hesitation to formulate ideas or language. - shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Is able to communicate ideas clearly and naturally. - Shows a confident posture and is mostly able to catch the audience's attention. 30
L E V E L 3	- shows some knowledge of topic-related issues (requirements for studying abroad). - expresses some coherent ideas and/or some of the required pieces of information. - produces a fairly relevant and/or suitable video. 30	- produces a presentation speech with noticeable hesitation or pauses to formulate ideas and/or language. - shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Is able to communicate ideas but sometimes not very clearly and/or naturally. - Shows a posture not always confident and is not always able to catch the audience's attention. 20
L E V E L 2	- shows little knowledge of topic-related issues (requirements for studying abroad). - expresses few ideas and/or few of the required pieces of information. - produces an irrelevant or unsuitable video. 15	- produces some sentences with noticeable hesitation to formulate ideas. - shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Is not always able to communicate ideas clearly and/or naturally. - Shows mostly an insecure posture and can hardly catch the audience's attention. 12
L E V E L 1	- shows limited or no knowledge of topic-related issues (requirements for studying abroad). - expresses no coherent ideas and/or none of the required pieces of information. - produces no video. 5	- produces no meaningful flow of speech or sentences. - shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Is not able to communicate ideas clearly and naturally. - Shows an insecure posture and is not able to catch the audience's attention. 5

2.3 SPEAKING ASSESSMENT RUBRIC: 10-minute oral presentation

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	COMMUNICATIVE SKILLS 40P
L E V E L 5	- Expresses very coherent ideas and all the required pieces of information. - Uses very organised, suitable and appealing visual aids. - Shows excellent time management skills (9 to 11-minute presentation). 60	- Produces a presentation speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Is fully able to communicate ideas clearly and naturally. - Shows a very confident posture and is fully able to catch the audience's attention. 40
L E V E L 4	- Expresses coherent ideas and most of the required pieces of information. - Uses organised, suitable and appealing visual aids. - Shows good time management skills (6 to 8-minute presentation). 45	- Produces a presentation speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Is able to communicate ideas clearly and naturally. - Shows a confident posture and is mostly able to catch the audience's attention. 30
L E V E L 3	- Expresses some coherent ideas and/or some of the required pieces of information. - Uses visual aids, not always organised, suitable or appealing. - Shows some time management skills (below 5 or over 11-minute presentation). 30	- Produces a presentation speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Is able to communicate ideas but sometimes not very clearly and/or naturally. - Shows a posture not always confident and is not always able to catch the audience's attention. 20
L E V E L 2	- Expresses few ideas and/or few of the required pieces of information. - Uses few visual aids, or not suitable nor appealing. - Shows limited time management skills (below 4 or over 12-minute presentation). 15	- Produces some sentences with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Is not always able to communicate ideas clearly and/or naturally. - Shows mostly an insecure posture and can hardly catch the audience's attention. 12
L E V E L 1	- Expresses no coherent ideas and/or none of the required pieces of information. - Uses no or very few often unsuitable or unappealing visual aids. - Shows poor time management skills (below 3 or over 15-minute presentation). 5	- Produces no meaningful flow of speech or sentences. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Is not able to communicate ideas clearly and naturally. - Shows an insecure posture and is not able to catch the audience's attention. 5

2.1 WRITING ASSESSMENT RUBRIC: Social media post

	CONTENT DEVELOPMENT AND COMMUNICATION 70P	ORGANISATION (Coherence and cohesion) 60P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Describes all the required pieces of information in full detail. - Fully achieves the required communicative goal/effect of the task: describing a favourite place. 70	The text is very well organised: ideas are presented in the correct order and it respects the required structure. 60	- Shows a very good control of grammatical forms. - Uses a wide variety of specific vocabulary in an accurate and appropriate manner. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Describes all the required pieces of information in some detail. - Achieves the required communicative goal/effect of the task: describing a favourite place. 50	The text is well organised: ideas are mostly presented in the correct order and it respects the required structure. 40	- Shows a very good control of simple grammatical forms. - Uses a variety of specific vocabulary in an accurate and appropriate manner. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Describes some of the required pieces of information not always in detail. - Achieves part of the required communicative goal/effect of the task: describing a favourite place. 30	The text is organised: ideas are presented but sometimes not in the right place and it does not always respect the required structure. 30	- Shows control of simple grammatical forms but with occasional errors. - Uses little variety of specific vocabulary sometimes with inaccuracies. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Describes few required pieces of information not in much detail. - Barely achieves the required communicative goal/effect of the task: describing a favourite place. 10	The text is barely organised: ideas are presented in the wrong place and/or it does not respect the required structure. 15	- Shows limited control of simple grammatical forms, often with errors. - Uses a limited variety of specific vocabulary not always accurately or appropriately. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Refers to the required pieces of information in no detail. - Does not achieve the required communicative goal/effect of the task: describing a favourite place. 5	The ideas are not organised nor presented in the right place and the text does not respect the required structure. 5	- Shows little or no control of simple grammatical forms. - Uses no specific vocabulary or uses it inaccurately or inappropriately. - Clear interference from mother tongue, which impedes comprehension. 5

2.2 WRITING ASSESSMENT RUBRIC: Formal email

	CONTENT DEVELOPMENT AND COMMUNICATION 70P	ORGANISATION (Coherence and cohesion) 60P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Describes all the required pieces of information in full detail. - Fully achieves the required communicative goal/effect of the task: writing a formal email. 70	The text is very well organised: ideas are presented in the correct order and it respects the required structure. 60	- Shows a very good control of grammatical forms. - Uses a wide variety of specific vocabulary in an accurate and appropriate manner. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Describes all the required pieces of information in some detail. - Achieves the required communicative goal/effect of the task: writing a formal email. 50	The text is well organised: ideas are mostly presented in the correct order and it respects the required structure. 40	- Shows a very good control of simple grammatical forms. - Uses a variety of specific vocabulary in an accurate and appropriate manner. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Describes some of the required pieces of information not always in detail. - Achieves part of the required communicative goal/effect of the task: writing a formal email. 30	The text is organised: ideas are presented but sometimes not in the right place and it does not always respect the required structure. 30	- Shows control of simple grammatical forms but with occasional errors. - Uses little variety of specific vocabulary sometimes with inaccuracies. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Describes few required pieces of information not in much detail. - Barely achieves the required communicative goal/effect of the task: writing a formal email. 10	The text is barely organised: ideas are presented in the wrong place and/or it does not respect the required structure. 15	- Shows limited control of simple grammatical forms, often with errors. - Uses a limited variety of specific vocabulary not always accurately or appropriately. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Refers to the required pieces of information in no detail. - Does not achieve the required communicative goal/effect of the task: writing a formal email. 5	The ideas are not organised nor presented in the right place and the text does not respect the required structure. 5	- Shows little or no control of simple grammatical forms. - Uses no specific vocabulary or uses it inaccurately or inappropriately. - Clear interference from mother tongue, which impedes comprehension. 5

2.3 WRITING ASSESSMENT RUBRIC: Biography

	CONTENT DEVELOPMENT AND COMMUNICATION 60P	ORGANISATION (Coherence and cohesion) 70P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Describes all the required pieces of information in full detail. - Fully achieves the required communicative goal/effect of the task: writing a biography. 60	The text is very well organised: ideas are sequenced in a logical and accurate way and it respects the required structure. 70	- Shows a very good control of grammatical forms. - Uses a wide range of vocabulary. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Describes all the required pieces of information in some detail. - Achieves the required communicative goal/effect of the task: writing a biography. 40	The text is well organised: ideas are mostly sequenced in logical and accurate paragraphs and it respects the required structure. 50	- Shows good control of grammatical forms. - Uses varied vocabulary. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Describes some of the required pieces of information not always in detail. - Achieves part of the required communicative goal/effect of the task: writing a biography 30	The text is organised: ideas are sequenced in logical but sometimes not very accurate paragraphs and/or it does not always respect the required structure. 30	- Shows control of grammatical forms but with occasional errors. - Uses high-frequency vocabulary. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Describes few required pieces of information not in much detail. - Barely achieves the required communicative goal/effect of the task: writing a biography. 15	The text is barely organised: ideas are sequenced in paragraphs, but not very logically or accurately, and/or it does not respect the required structure. 10	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Refers to the required pieces of information in no detail. - Does not achieve the required communicative goal/effect of the task: writing a biography. 5	The text is not organised or sequenced in logical and accurate paragraphs and it does not respect the required structure. 5	- Shows little or no control of simple grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue, which impedes comprehension. 5

MODULE 2 PRESENTATION ASSESSMENT RUBRIC: Sort it out

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	INTERACTION 40P
LEVEL 5	- Shows a very good knowledge of topic-related issues. - Expresses very coherent ideas and opinions. - Presents very relevant arguments to justify opinions. 60	- Produces speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Shows very good control of grammatical forms. - Uses a wide range of specific vocabulary accurately. - Little or no noticeable interference from mother tongue. 60	- Fully respects the rules of interaction to initiate and end turns. - Is fully able to interact naturally when asking or answering questions. - Easily accepts different points of view. 40
LEVEL 4	- Shows good knowledge of topic-related issues. - Expresses coherent ideas and opinions. - Presents arguments most relevant to justify opinions. 45	- Produces speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Shows good control of grammatical forms. - Uses varied specific vocabulary accurately. - Little noticeable interference from mother tongue. 45	- Respects the rules of interaction to initiate and end turns. - Is able to interact naturally when asking or answering questions. - Accepts different points of view. 30
LEVEL 3	- Shows some knowledge of topic-related issues. - Expresses a few coherent ideas and opinions. - Presents arguments not always relevant to justify opinions. 30	- Produces speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Shows some control of grammatical forms but with occasional errors. - Uses some specific vocabulary, but not always accurately. - Some noticeable interference from mother tongue. 30	- Not always respects the rules of interaction to initiate and end turns. - Is not always able to interact naturally when asking or answering questions. - Accepts different points of view with some difficulty. 20
LEVEL 2	- Shows little knowledge of topic-related issues. - Expresses few ideas and opinions not always coherent. - Presents few arguments to justify opinions. 15	- Produces responses not extended beyond phrases with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary, often inaccurately. - Noticeable interference from mother tongue. 15	- Hardly respects the rules of interaction to initiate and end turns. - Is not able to interact naturally when asking or answering questions. - Does not accept different points of view. 12
LEVEL 1	- Shows limited or no knowledge of topic-related issues. - Expresses no coherent ideas and opinions. - Presents irrelevant or no arguments to justify opinions. 5	- Produces no meaningful flow of speech. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue.	- Does not interact in the debate without a prompt. - Does not interact even when asked to. - Does not give evidence enough of accepting different points of view. 5

MODULE 2 PRESENTATION ASSESSMENT RUBRIC: Cross-curricular project (Portuguese language around the world – oral presentation)

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	COMMUNICATIVE SKILLS 40P
L E V E L 5	- Expresses very coherent ideas and all the required pieces of information. - Uses very accurate, suitable and appealing visual aids. 60	- Produces a presentation speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Is fully able to communicate ideas clearly and naturally. - Shows a very confident posture and is fully able to catch the audience's attention. 40
L E V E L 4	- Expresses coherent ideas and most of the required pieces of information. - Uses accurate, suitable and appealing visual aids. 45	- Produces a presentation speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Is able to communicate ideas clearly and naturally. - Shows a confident posture and is mostly able to catch the audience's attention. 30
L E V E L 3	- Expresses some coherent ideas and/or some of the required pieces of information. - Uses visual aids, not always accurate, suitable or appealing. 30	- Produces a presentation speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Is able to communicate ideas but sometimes not very clearly and/or naturally. - Shows a posture not always confident and is not always able to catch the audience's attention. 20
L E V E L 2	- Expresses few ideas and/or few of the required pieces of information. - Uses few visual aids, or not accurate, suitable or appealing. 15	- Produces some sentences with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Is not always able to communicate ideas clearly and/or naturally. - Shows mostly an insecure posture and can hardly catch the audience's attention. 12
L E V E L 1	- Expresses no coherent ideas and/or none of the required pieces of information. - Uses no or very few often inaccurate or unsuitable visual aids. 5	- Produces no meaningful flow of speech or sentences. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Is not able to communicate ideas clearly and naturally. - Shows an insecure posture and is not able to catch the audience's attention. 5

MODULE 2 PRESENTATION ASSESSMENT RUBRIC: Cross-curricular project (Portuguese language around the world – written presentation)

	CONTENT DEVELOPMENT 80P	USE OF LANGUAGE/ACCURACY 70P	COMMUNICATIVE SKILLS 50P
L E V E L 5	• Presents very coherent ideas and all the required pieces of information. • Uses very accurate, suitable and appealing visual aids. 80	• Grammar and vocabulary are fully correct and suitably used. • Little or no noticeable interference from mother tongue. 70	• Ideas and information are displayed very clearly and naturally. • The presentation can fully grab the audience's attention. 50
L E V E L 4	• Presents coherent ideas and most of the required pieces of information. • Uses accurate, suitable and appealing visual aids. 65	• Grammar and vocabulary are correct and suitably used. • Little noticeable interference from mother tongue. 55	• Ideas and information are displayed clearly and naturally. • The presentation can grasp the audience's attention. 35
L E V E L 3	• Presents some coherent ideas and/or some of the required pieces of information. • Uses visual aids, not always accurate, suitable or appealing. 45	• Grammar and vocabulary are not always correct nor suitably used. • Some noticeable interference from mother tongue. 35	• Not all the ideas or information are displayed clearly and/or naturally. • The presentation cannot easily grasp the audience's attention. 20
L E V E L 2	• Presents few ideas and/or few of the required pieces of information. • Uses few visual aids, or not accurate, suitable or appealing. 25	• Grammar and vocabulary are seldom used correctly or suitably. • Noticeable interference from mother tongue. 20	• Ideas and information displayed not very clearly and/or naturally. • The presentation cannot grasp the audience's attention. 10
L E V E L 1	• Presents no coherent ideas and/or none of the required pieces of information. • Uses no or very few often inaccurate or unsuitable visual aids. 5	• Shows little or no control of simple grammatical forms and vocabulary. • Clear interference from mother tongue. 5	• Ideas and information displayed very unclearly and/or unnaturally. • The presentation cannot grasp the audience's attention. 5

3.1 SPEAKING ASSESSMENT RUBRIC: Oral presentation

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	COMMUNICATIVE SKILLS 40P
L E V E L 5	- Expresses all the required pieces of information about 3 gadgets. - Shows good time management skills (3 to 4-minute presentation). 60	- Produces a presentation speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Is fully able to communicate ideas clearly and naturally. - Shows a very confident posture and is fully able to catch the audience's attention. 40
L E V E L 4	- Expresses most of the required pieces of information about 3 gadgets. - Shows good time management skills (3-4-minute presentation). 45	- Produces a presentation speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Is able to communicate ideas clearly and naturally. - Shows a confident posture and is mostly able to catch the audience's attention. 30
L E V E L 3	- Expresses some of the required pieces of information about 3 gadgets or only refers to two. - Shows some time management skills (below 3-minute or over 5-minute presentation). 30	- Produces a presentation speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Is able to communicate ideas but sometimes not very clearly and/or naturally. - Shows a posture not always confident and is not always able to catch the audience's attention. 20
L E V E L 2	- Expresses few ideas and/or few of the required pieces of information about 1 or 2 gadgets. - Shows limited time management skills (below 2-minute or over 6-minute presentation). 15	- Produces some sentences with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Is not always able to communicate ideas clearly and/or naturally. - Shows mostly an insecure posture and can hardly catch the audience's attention. 12
L E V E L 1	- Expresses none of the required pieces of information or only about 1 gadget. - Shows poor time management skills (below 1-minute presentation). 5	- Produces no meaningful flow of speech or sentences. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Is not able to communicate ideas clearly and naturally. - Shows an insecure posture and is not able to catch the audience's attention. 5

3.2 SPEAKING ASSESSMENT RUBRIC: Campaign open session

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	INTERACTION 40P
L E V E L 5	- Shows a very good knowledge of topic-related issues. - Expresses very coherent ideas and opinions. - Presents very relevant arguments to justify opinions. 60	- Produces fluent speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Fully respects the rules of interaction to initiate and end turns. - Is fully able to interact naturally when asking or answering questions. 40
L E V E L 4	- Shows good knowledge of topic-related issues. - Expresses coherent ideas and opinions. - Presents arguments mostly relevant to justify opinions. 45	- Produces fluent speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Respects the rules of interaction to initiate and end turns. - Is able to interact naturally when asking or answering questions. 30
L E V E L 3	- Shows some knowledge of topic-related issues. - Expresses a few coherent ideas and opinions. - Presents arguments not always relevant to justify opinions. 30	- Produces speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Does not always respect the rules of interaction to initiate and end turns. - Is not always able to interact naturally when asking or answering questions. 20
L E V E L 2	- Shows little knowledge of topic-related issues. - Expresses few ideas and opinions not always coherent. - Presents few arguments to justify opinions. 15	- Produces some sentences with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Hardly respects the rules of interaction to initiate and end turns. - Is not able to interact naturally when asking or answering questions. 12
L E V E L 1	- Shows limited or no knowledge of topic-related issues. - Expresses no coherent ideas and opinions. - Presents irrelevant or no arguments to justify opinions. 5	- Produces no meaningful flow of speech or sentences. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Does not interact in the dialogue without a prompt. - Does not interact even when asked to.

3.3 SPEAKING ASSESSMENT RUBRIC: Pair work discussion

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	INTERACTION 40P
L E V E L 5	- Produces a very good and clear description of the given pictures. - Expresses very coherent ideas and opinions. - Presents very relevant arguments to justify opinions. 60	- Produces speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Fully respects the rules of interaction to initiate and end turns. - Is fully able to interact naturally when asking or answering questions. - Easily accepts different points of view. 40
L E V E L 4	- Produces a good and clear description of the given pictures. - Expresses coherent ideas and opinions. - Presents arguments mostly relevant to justify opinions. 45	- Produces speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Respects the rules of interaction to initiate and end turns. - Is able to interact naturally when asking or answering questions. - Accepts different points of view. 30
L E V E L 3	- Produces fairly good description of the given pictures. - Expresses a few coherent ideas and opinions. - Presents arguments not always relevant to justify opinions. 30	- Produces speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Does not always respect the rules of interaction to initiate and end turns. - Is not always able to interact naturally when asking or answering questions. - Accepts different points of view with some difficulty. 20
L E V E L 2	- Produces a poor description of the given pictures. - Expresses few ideas and opinions not always coherent. - Presents few arguments to justify opinions. 15	- Produces responses not extended beyond phrases with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Hardly respects the rules of interaction to initiate and end turns. - Is not able to interact naturally when asking or answering questions. - Does not accept different points of view. 12
L E V E L 1	- Produces no clear description of the given pictures. - Expresses no coherent ideas and opinions. - Presents irrelevant or no arguments to justify opinions. 5	- Produces no meaningful flow of speech. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Does not interact in the dialogue without a prompt. - Does not interact even when asked to - Does not give evidence enough of accepting different points of view. 5

3.1 WRITING ASSESSMENT RUBRIC: Opinion text

	CONTENT DEVELOPMENT AND COMMUNICATION 70P	ORGANISATION (Coherence and cohesion) 60P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Shows a very good knowledge of topic-related issues. - Presents opinions and supporting arguments in full and clear detail. - Fully achieves the required communicative goal/effect of the task: expressing and supporting an opinion. 70	- The text is very well organised: ideas are presented in the correct order and it respects the required structure. - The text uses a wide variety of linking devices in an accurate and appropriate manner. 60	- Shows a very good control of grammatical forms. - Uses a wide range of vocabulary. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Shows good knowledge of topic-related issues. - Presents opinions and supporting arguments in some detail. - Achieves the required communicative goal/effect of the task: expressing and supporting an opinion. 50	- The text is well organised: ideas are mostly presented in the correct order and it respects the required structure. - The text uses a variety of linking devices in an accurate and appropriate manner. 40	- Shows good control of grammatical forms. - Uses varied vocabulary. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Shows some knowledge of topic-related issues. - Presents opinions but supporting arguments are not always clear or effective. - Achieves part of the required communicative goal/effect of the task: expressing and supporting an opinion. 30	- The text is organised: ideas are presented but sometimes not in the right place and it does not always respect the required structure. - The text uses little variety of linking devices sometimes with inaccuracies. 30	- Shows control of grammatical forms but with occasional errors. - Uses high-frequency vocabulary. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Shows a poor knowledge of topic-related issues. - May present opinions but no supporting arguments. - Barely achieves the required communicative goal/effect of the task: expressing and supporting an opinion. 10	- The text is barely organised: ideas are presented in the wrong place and/or it does not respect the required structure. - The text uses a limited variety of linking devices not always accurately or appropriately. 15	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Shows limited or no knowledge of topic-related issues. - Does not present clear opinions nor arguments. - Does not achieve the required communicative goal/effect of the task: expressing and supporting an opinion. 5	- The ideas are not organised nor presented in the right place and the text does not respect the required structure. - The text uses no linking devices or very inaccurately. 5	- Shows little or no control of simple grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue, which impedes comprehension. 5

3.2 WRITING ASSESSMENT RUBRIC: Argumentative text

	CONTENT DEVELOPMENT AND COMMUNICATION 70P	ORGANISATION (Coherence and cohesion) 60P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Shows a very good knowledge of topic-related issues. - Presents the required sides of the issue and supports own opinion effectively with clear examples. - Fully achieves the required communicative goal/effect of the task: discussing the pros and cons of space exploration. 60	- The text is very well organised: ideas are presented in the correct order and it respects the required structure. - The text uses a wide variety of linking devices in an accurate and appropriate manner. 60	- Shows a very good control of grammatical forms. - Uses a wide range of vocabulary. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Shows good knowledge of topic-related issues. - Presents the required sides of the issue and supports own opinion clearly with some examples. - Achieves the required communicative goal/effect of the task: discussing the pros and cons of space exploration. 40	- The text is well organised: ideas are mostly presented in the correct order and it respects the required structure. - The text uses a variety of linking devices in an accurate and appropriate manner. 40	- Shows good control of grammatical forms. - Uses varied vocabulary. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Shows some knowledge of topic-related issues. - Presents some required sides of the issue and supports own opinion not always clearly and with no examples. - Achieves part of the required communicative goal/effect of the task: discussing the pros and cons of space exploration. 30	- The text is organised: ideas are presented but sometimes not in the right place and it does not always respect the required structure. - The text uses little variety of linking devices sometimes with inaccuracies. 30	- Shows control of grammatical forms but with occasional errors. - Uses high-frequency vocabulary. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Shows a poor knowledge of topic-related issues. - May not present the sides of the issue as required and/or support own opinion. - Barely achieves the required communicative goal/effect of the task: discussing the pros and cons of space exploration. 15	- The text is barely organised: ideas are presented in the wrong place and/or it does not respect the required structure. - The text uses a limited variety of linking devices not always accurately or appropriately. 15	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Shows limited or no knowledge of topic-related issues. - Does not present different sides of the issue nor personal opinion. - Does not achieve the required communicative goal/effect of the task: discussing the pros and cons of space exploration. 5	- The ideas are not organised nor presented in the right place and the text does not respect the required structure. - The text uses no linking devices or very inaccurately. 5	- Shows little or no control of simple grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue, which impedes comprehension. 5

3.3 WRITING ASSESSMENT RUBRIC: Travel journal

	CONTENT DEVELOPMENT AND COMMUNICATION 60P	ORGANISATION (Coherence and cohesion) 70P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Describes all the required pieces of information in full detail. - Fully achieves the required communicative goal/effect of the task: describing a journey inside a video game. 60	The text is very well organised: ideas are sequenced in a logical and accurate way and it respects the required structure. 70	- Shows a very good control of grammatical forms. - Uses a wide range of vocabulary. - Punctuation used properly throughout and/or spelling with minor or no errors. 70
L E V E L 4	- Describes all the required pieces of information in some detail. - Achieves the required communicative goal/effect of the task: describing a journey inside a video game. 40	The text is well organised: ideas are mostly sequenced in logical and accurate paragraphs and it respects the required structure. 5	- Shows good control of grammatical forms. - Uses varied vocabulary. - Punctuation used properly throughout and/or spelling with minor errors, which do not impede comprehension. 50
L E V E L 3	- Describes some of the required pieces of information not always in detail. - Achieves part of the required communicative goal/effect of the task: describing a journey inside a video game. 30	The text is organised: ideas are sequenced in logical paragraphs but sometimes not very accurate paragraphs and/or does not always respect the required structure. 30	- Shows control of grammatical forms but with occasional errors. - Uses high-frequency vocabulary. - Punctuation used most properly throughout and/or spelling with some mistakes, which do not impede comprehension. 30
L E V E L 2	- Describes few required pieces of information not in much detail. - Barely achieves the required communicative goal/effect of the task: describing a journey inside a video game. 15	The text is barely organised: ideas are sequenced in paragraphs, but not very logically or accurately, and/or it does not respect the required structure. 10	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary. - Punctuation used sometimes inappropriately and/or spelling with mistakes, which may impede comprehension. 10
L E V E L 1	- Refers to the required pieces of information in no detail. - Does not achieve the required communicative goal/effect of the task: describing a journey inside a video game. 5	The text is not organised or sequenced in logical and accurate paragraphs and does not respect the required structure. 5	- Shows little or no control of simple grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue, which impedes comprehension. 5

MODULE 3 PRESENTATION ASSESSMENT RUBRIC: Sort it out

	CONTENT DEVELOPMENT 70P	ORGANISATION 60P	USE OF LANGUAGE/ACCURACY 70P
L E V E L 5	- Shows a very good knowledge of topic-related issues. - Expresses very coherent ideas and opinions. - Presents two relevant rights for each section. 60	- The charter is very well organised: ideas are sequenced in a logical and accurate way. - The digital display is very creative and accurately designed. 70	- Shows very good control of grammatical forms. - Uses a wide range of specific vocabulary accurately. - Little or no noticeable interference from mother tongue. 60
L E V E L 4	- Shows good knowledge of topic-related issues. - Expresses coherent ideas and opinions. - Presents two relevant rights for each section. 45	- The charter is well organised: ideas are mostly sequenced in logical and accurate paragraphs. - The digital display is creative and accurately designed. 50	- Shows good control of grammatical forms. - Uses varied specific vocabulary accurately. - Little noticeable interference from mother tongue. 45
L E V E L 3	- Shows some knowledge of topic-related issues. - Expresses a few coherent ideas and opinions. - Presents rights for each or some of the sections. 30	- The charter is organised: ideas are sequenced in logical but sometimes not very accurate paragraphs. - The digital display shows some creativity; the design shows some accuracy. 30	- Shows some control of grammatical forms but with occasional errors. - Uses some specific vocabulary, but not always accurately. - Some noticeable interference from mother tongue. 30
L E V E L 2	- Shows little knowledge of topic-related issues. - Expresses few ideas and opinions not always coherent. - Presents only one right for each section and not very relevant or only for some of the sections. 15	- The charter is barely organised: ideas are sequenced in paragraphs, but not very logically or accurately. - The digital display is not very creative and its design not very accurate. 10	- Shows limited control of grammatical forms, often with errors. - Uses limited vocabulary, often inaccurately. - noticeable interference from mother tongue. 15
L E V E L 1	- Shows limited or no knowledge of topic-related issues. - Expresses no coherent ideas and opinions. - Presents irrelevant or no rights for most sections. 5	- The charter is not organised or sequenced in logical and accurate paragraphs. - The digital display shows no creativity nor an accurate design. 5	- Shows little or no control of grammatical forms. - Uses limited vocabulary hardly organised into sentences. - Clear interference from mother tongue. 5

MODULE 3 PRESENTATION ASSESSMENT RUBRIC: Cross-curricular project (Fitness campaign challenge)

PERFORMANCE DESCRIPTORS				
	CONTENT DEVELOPMENT 60P	FLUENCY 40P	USE OF LANGUAGE/ACCURACY 60P	COMMUNICATIVE SKILLS 40P
L E V E L 5	- Expresses very coherent ideas and all the required pieces of information. - Produces a very suitable and creative video. 60	- Produces speech with little or no hesitation to formulate ideas. - Shows a very clear and correct pronunciation and very accurate word stress and intonation. 40	- Grammar and vocabulary are fully correct and suitably used. - Little or no noticeable interference from mother tongue. 60	- Is fully able to communicate ideas clearly and naturally. - Shows a very confident posture and is fully able to catch the audience's attention. 40
L E V E L 4	- Expresses coherent ideas and most of the required pieces of information. - Produces a suitable and creative video. 45	- Produces speech although with some hesitation to formulate ideas or language. - Shows a clear and correct pronunciation and accurate word stress and intonation. 30	- Grammar and vocabulary are correct and suitably used. - Little noticeable interference from mother tongue. 45	- Is able to communicate ideas clearly and naturally. - Shows a confident posture and is mostly able to catch the audience's attention. 30
L E V E L 3	- Expresses some coherent ideas and/or some of the required pieces of information. - Produces a fairly relevant and/or suitable video. 30	- Produces speech with noticeable hesitation or pauses to formulate ideas and/or language. - Shows some inaccuracies in pronunciation and/or word stress and intonation. 20	- Grammar and vocabulary are not always correct nor suitably used. - Some noticeable interference from mother tongue. 30	- Is able to communicate ideas but sometimes not very clearly and/or naturally. - Shows a posture not always confident and is not always able to catch the audience's attention. 20
L E V E L 2	- Expresses few ideas and/or few of the required pieces of information - Produces an irrelevant or unsuitable video. 15	- Produces some sentences with noticeable hesitation to formulate ideas. - Shows inaccurate pronunciation and/or word stress and intonation. 12	- Grammar and vocabulary are seldom used correctly or suitably. - Noticeable interference from mother tongue. 15	- Is not always able to communicate ideas clearly and/or naturally. - Shows mostly an insecure posture and can hardly catch the audience's attention. 12
L E V E L 1	- Expresses no coherent ideas and/or none of the required pieces of information. - Produces no video 5	- Produces no meaningful flow of speech or sentences. - Shows unintelligible pronunciation and/or inaccurate word stress and intonation. 5	- Shows little or no control of simple grammatical forms and vocabulary. - Clear interference from mother tongue. 5	- Is not able to communicate ideas clearly and naturally. - Shows an insecure posture and is not able to catch the audience's attention. 5

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Reading

Name _____ No. _____ Class _____

- Técnico/a de Gestão e Programação de Sistemas Informáticos
- Técnico/a de Gestão de Equipamentos Informáticos
- Técnico/a de Informática – Sistemas
- Técnico/a de Informática de Gestão
- Técnico/a de Informática – Instalação e Gestão de Redes
- Programador/a de Informática

HOW TO PLAN A WEBSITE IN 5 STEPS

1. Identify your website goals

Before you start creating a website, you need to know **why you are creating it**. The purpose may be to show products, share knowledge, advertise a business, entertain readers, etc.

2. Identify your target audience

Once you know what you want users to do on the site, you need to figure out **who your users are**. If you're trying to attract everybody to your website, you're probably not going to attract anybody. So, you need to know exactly who you're trying to reach. Ideally, you should think about things like age, gender, income, education, job, personality traits, values, interests, etc.

3. Secure a domain name (and hosting)

Now you can start getting ready to set up your site. Begin that process by securing **a domain name**, which is the heart of your website address, and you need a domain (and web hosting) for your website to show up online.

As you choose a domain, you have two pieces of the domain to consider – the **custom phrase** that comes before the “dot” and the **domain extension**. The most common domain extensions are .com, .net, .info, .co and .org. These were the first domain extensions that existed, which is why many sites use them.

4. Pick a website builder

At this point in planning your website, you're ready to decide on a website builder for your project to determine the type of platform that will work best for you. You have two options:

- The first is **website builders**, which typically use drag-and-drop tools. You select a theme or website layout and drag pre-set elements to where you want them on each page.
- The second option is to **custom code**. However, coding your website requires specialised knowledge as you need to use a web programming or scripting language like: ASP/ASP.NET, HTML, JavaScript, PHP, Python or XML.

5. Create and collect design elements and content

The next step in this website plan is putting together the content you will need to fill your site. Start this process by creating and collecting **design elements** like colours, fonts and typography, logos, images and photos. Then create your **copy content**. For a standard website, you should have content prepped for five key pages: **home, about, product/service, testimonial/review** and **contact pages**.

Now all that's left is putting your plan to work.

1. Find the following information in the texts.

- a. Possible purposes of a website. _____
- b. Useful information you need to define a target audience. _____
- c. The two pieces that make up a domain. _____
- d. Common domain extensions. _____
- e. Two options to create a website. _____
- f. Examples of programming or scripting language. _____
- g. Examples of design elements of a webpage. _____
- h. Five key pages for standard websites. _____

2. Answer the following questions about the text.

2.1 What is the heart of your website address?

2.2 Why are the domain extensions almost the same in all websites?

2.3 What kind of tools do website builders use?

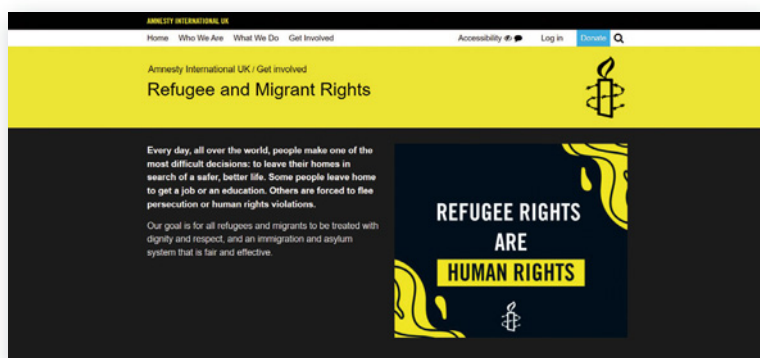
2.4 What do you need to know to custom code a website?



1. Look at the following websites and imagine you were part of the team who created them. You had to think about the preparation stages above. Choose one of the websites and explain:



- a. the purpose of the website;
- b. the target audience;
- c. the custom phrase;
- d. the design elements you chose to create impact;
- e. the key pages you decided to include.



Sports Reading

- Técnico/a de Desporto
- Técnico/a de Apoio à Gestão Desportiva

Name _____ No. _____ Class _____

1. Read about basketball and the two major leagues in North America.

BASKETBALL BASICS

Teams of five players have to score points by throwing a ball through a hoop (called basket) about 3 metres off the ground at the end of the court. Players can run with the ball, but only if they're bouncing it (dribbling). You get two points for a basket, but three points if the ball is thrown into the hoop from outside the three-point semicircle, which is a whopping 7.24 metres from the basket.

<https://www.natgeokids.com/uk> (adapted; accessed in January 2023)

EQUIPMENT

To play basketball very little equipment is needed:

- the basketball, which is made of rubber covered by synthetic leather or rubber, and weighs 600 to 650 grams;
- shoes – their shape is slightly higher at the ankle in order to protect it from the risk of an injury;
- the basket, which consists of a ring and a net;
- the backboard, which is made of thick wood or a suitable transparent material, such as acrylic or plastic glass;
- the court, a 28 by 15 metres rectangle. In a basketball court, there are several dividing lines, such as the three-point semicircle and the free-throw line.

<https://yaletools.com> (adapted; accessed in January 2023)

NBA

Founded back in 1946, today there are 30 teams in the NBA, spread across North America, including Canada. Because North America is so huge, teams are split into two conferences – the Eastern Conference and the Western Conference. At the end of the season, the eight best teams from each conference qualify for the Playoffs and the winners of each Conference play each other in the NBA finals. The first team to win four games is crowned *NBA Champions*.

<https://www.natgeokids.com/uk> (adapted; accessed in January 2023)

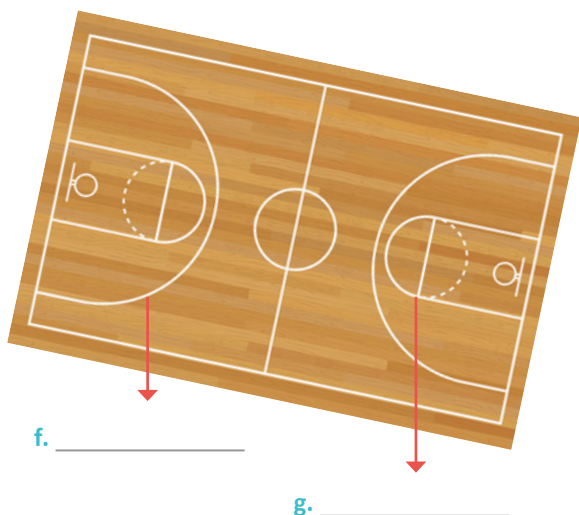
WNBA

The Women's National Basketball Association (WNBA) is a professional basketball league in the United States. It is currently composed of twelve teams. The league was founded on April 22, 1996, as the women's "counterpart" to the National Basketball Association (NBA), and league play started in 1997.

<https://sportsteamhistory.com> (adapted; accessed in January 2023)



2. Find words in the text that match the following picture.



a. _____

b. _____

c. _____

d. _____

(b + c)

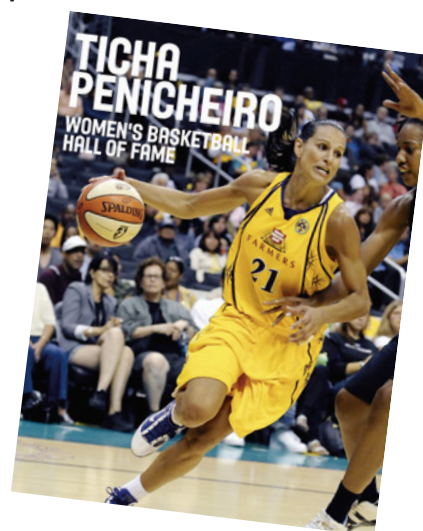
e. _____



3. Match the sentence halves.

- a. The aim of the game is
- b. There are 12 teams competing in
- c. Sixteen teams can play
- d. The NBA Playoffs is
- e. The Playoffs is played

- 1. the WNBA.
- 2. a post-season tournament.
- 3. to score points by putting the ball inside the hoop.
- 4. to determine the league champion.
- 5. the Playoffs.



4. Decide whether the statements are True (T) or False (F) and correct the false ones with a sentence from the text.

- a. If you are dribbling the ball, you can run with it.

T F

- b. You get three points when you shoot and score a field goal from anywhere inside the three-point semicircle.

T F

- c. You don't need a lot of equipment to play basketball.

T F

- d. To be NBA Champions, a team must win four games in a row during the season.

T F

- e. The WNBA was founded in 1946.

T F



1. Imagine you have been invited to be the basketball coach of a team of children that don't know anything about the sport.

1.1 Prepare some cards to help you explain the essentials of the sport to the team (use pictures).

Tourism

Reading

- Técnico/a de Turismo
- Técnico/a de Operações Turísticas
- Técnico/a de Recepção Hoteleira
- Rececionista de Hotel

Name _____ No. _____ Class _____

TYPES OF ACCOMMODATION

a. _____

These are often small, family run businesses. The level of service in these kinds of establishments can vary significantly, as can the price tag. This kind of hotel is often found in small towns or rural areas, and guests often choose them because they offer an insight into the local area. As such, a friendly, hands-on service is usually a big part of running one of these.

b. _____

These offer luxury service to their guests. In order to be rated as such, they must offer different types of services, like a concierge, valet parking, 24-hour room service, in-house fine dining, swimming pools, gym facilities, a sauna, etc.



c. _____

This is a full-service hotel facility primarily designed for relaxing. Although many travellers will also want to explore the local area, these are designed to be self-contained to the point where guests could, in theory, stay within its confines for the duration of their stay. They vary in terms of luxury and levels of service but, generally speaking, they usually have a swimming pool, several dining facilities, a bar, a gym, and recreational activities.

d. _____

This is fully furnished, self-sufficient accommodation. It can be suitable for both short and long-term stays. Again, it can vary in terms of services provided. Some may be situated within a building that allows access to facilities such as gyms and swimming pools, but others might not.

e. _____

These can vary in terms of luxury levels, but they are usually above average and veer towards the higher end of the scale. They are generally smaller, have a strong sense of character and often have unique design features.

f. _____

These are usually extremely low budget options for backpackers and travellers. Some may cater specifically to young travellers looking to socialise and have fun, whereas others might provide quieter accommodation on a budget. Some offer private rooms, but many offer shared dorm rooms as a means of providing extremely cheap accommodation. Shared kitchen facilities are also a common feature.

<https://www.siteminder.com> (adapted; accessed in January 2023)

1. Choose the type of accommodation being described in each paragraph.

All-inclusive holiday resort Boutique hotels Five-star hotels
Serviced apartment Hostels Bed & Breakfast (B & B)

2. Go through the text and choose two words or expressions which are characteristic of the accommodation.

- a. All-inclusive holiday resort _____
- b. Boutique hotels _____
- c. Five-star hotels _____
- d. Serviced apartments _____
- e. Hostels _____
- f. Bed & Breakfast _____

3. Find evidence in the text for the following sentences.

- a. B & B hosts are usually welcoming and kind.
- b. You never need to leave the resort as it provides for your every need.
- c. Not all resorts provide the same amenities.
- d. You are on your own when choosing a serviced apartment.
- e. Boutique hotels are not usually aimed at guests with a low budget.
- f. In a hostel you may have to share a room with several people.



1. Imagine you are a travel agent and were asked to give advice on accommodation to a variety of foreign guests coming to Portugal.

- 1.1 Choose the type of accommodation according to the type of guests, their reason for travelling and budget for accommodation.
- 1.2 Do some research and suggest actual accommodation in Portugal, justifying your answer (describe the amenities, location and price).

Who: A family of 5
When: 5 days in December
Goal: Visit typical villages at Christmas
Budget: €1200

Who: A retired couple
When: 2 weeks in June
Goal: Relax at the beach
Budget: €2000/€3000

Who: Three 19-year-old friends
When: 10 days in May
Goal: Visit several cities
Budget: €1000

Healthcare Services

Reading

- Técnico/a Auxiliar de Saúde
- Técnico/a de Geriatria
- Bombeiro

Name _____ No. _____ Class _____

WHEN TO USE CPR (cardiopulmonary resuscitation)

CPR works by keeping a person's blood flowing until healthcare professionals can help them.

When a person initiates CPR immediately after someone's heart stops beating, CPR can double or even triple the chances of them surviving.

A person might need CPR if they stop breathing in any of the following circumstances:

- 5 a cardiac arrest or heart attack, choking, a road traffic accident, near-drowning, suffocation, poisoning, a drug or alcohol overdose, smoke inhalation, or electrocution.

CPR STEP-BY-STEP

Step 1 Call 911.

- First, check the scene for factors that could put you in danger, such as traffic, fire or falling masonry. Next, check the person. Do they need help? Tap their shoulder and shout, "Are you OK?" If they are not responding, call 911 or ask a bystander to call 911 before performing CPR.

Step 2 Place the person on their back and open their airway.

- Place the person carefully on their back and kneel beside their chest. Tilt their head back slightly by lifting their chin. Open their mouth and check for any obstruction, such as food or vomit.
- 15 Remove any obstruction if it is loose. If it is not loose, trying to grasp it may push it farther into the airway.

Step 3 Check for breathing.

- Place your ear next the person's mouth and listen for no more than 10 seconds. If you do not hear breathing, or you only hear occasional gasps, begin CPR. If someone is unconscious, but still
- 20 breathing, do not perform CPR.

Step 4 Perform 30 chest compressions.

- Place one of your hands on top of the other and clasp them together. With the heel of the hands and straight elbows, push hard and fast in the centre of the chest, slightly below the nipples. Compress their chest at a rate of, at least, 100 times per minute. Let the chest rise fully between
- 25 compressions.

Step 5 Perform two rescue breaths.

Making sure their mouth is clear, tilt their head back slightly and lift their chin. Pinch their nose shut, place your mouth fully over theirs, and blow to make their chest rise.

Step 6 Repeat.

- 30 Repeat the cycle of 30 chest compressions and two rescue breaths until the person starts breathing or the ambulance arrives.

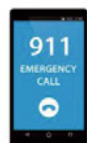
911 - Emergency number in the US
999 - Emergency number in the UK
112 - Emergency number in Portugal

<https://www.medicalnewstoday.com> (adapted; accessed in January 2023)

1. Match the following images with the steps of CPR described in the text.



a. ☐



d. ☐



b. ☐



e. ☐



c. ☐



f. ☐

2. Find words/expressions in the text that match the following definitions.

- a. This happens when the heart suddenly and unexpectedly stops pumping. _____
- b. Severe difficulty in breathing because of a constricted or obstructed throat. _____
- c. A feeling of being deprived of air or unable to breathe. _____
- d. The passage by which air reaches a person's lungs. _____

3. Answer the following questions about the text.

3.1 Why is CPR an important procedure?

3.2 What should you do before you even approach the victim?

3.3 After this, what two things should you do before starting CPR?

3.4 What position should the person be for you to perform CPR?

3.5 What should you **not** do if you detect an obstruction in the airway? Why?

3.6 When should you **not** perform CPR?

3.7 What part of your hand should you use to do chest compressions?

3.8 How should the compressions be done?

3.9 What should you alternate compressions with?

3.10 When should you stop CPR?



1. Imagine you are a healthcare assistant and you have to train your foreign helpers to carry out CPR.

- 1.1 Use the text to help you prepare a training session in English or do it in your Health or Physical Education lessons when you study this content.



Name _____ No. _____ Class _____

CHARACTERISTICS OF HAUTE CUISINE

Haute cuisine is a French term that literally translates as “high cooking”. When you picture fine dining in high-end restaurants today, chances are you’re thinking of haute cuisine.

When it comes to **ingredients** used in haute cuisine, you’ll probably only see premium meats, dairy, vegetables, and herbs used – all sourced from high-quality suppliers. And the **preparation** of those ingredients? Chefs trained in haute cuisine will employ complex culinary techniques, like advanced knife work and multi-layer assembly.

Then there’s the **taste** to consider. Haute cuisine features pleasurable and harmonious flavours, with balanced seasonings and rich sauces. There’s typically nothing wildly spicy or overly sweet involved in haute cuisine, as the focus tends to be on symmetry and equilibrium, making the meal a smooth and agreeable experience.

Finally, there’s the **presentation** factor; haute cuisine is nothing if not elegant and artistic, with meticulous arrangements and small to moderate portion sizes.

As far as food service establishments themselves, the entire Michelin Star grading system for restaurants is based on the successful execution of haute cuisine. This prestigious designation is earned when a restaurant uses the highest-quality ingredients, incorporates specialised cooking techniques, and presents food that is considered to be of superior taste.

<https://www.escoffieronline.com> (adapted; accessed in January 2023)



Distinguished with two Michelin stars and currently at #46 on "The World's 50 Best Restaurants List", *Belcanto* by José Avillez opened at the beginning of 2012. In that same year, *Belcanto* was distinguished with one Michelin star and, in 2014, with a second one.

At *Belcanto*, José Avillez offers revisited Portuguese cuisine in a sophisticated and comfortable setting that takes us on a journey in time. In a place full of details, where art and memories share the space, José Avillez offers a unique sensory and gastronomic journey. The Portuguese chef and his team consider haute cuisine a way of expression. At *Belcanto*, they share their inspirations and emotions through representations and culinary illusions. Each dish tells a story and its aim is to move those willing to try it.

<https://www.joseavillez.pt> (adapted; accessed in January 2023)



1. Find words/expressions in the text that mean the same as the following:

- a. exclusive, elegant and usually expensive _____
- b. of selected or superior quality _____
- c. salt, herbs or spices added to food to enhance the flavour _____
- d. showing great attention to detail; very careful and precise _____

2. Choose the key expressions from the text that characterise the stages of haute cuisine.

- a. Choice of ingredients

- b. Preparation and taste

- c. Presentation

3. Answer the following questions about the text.

- 3.1 What are the three main features taken into consideration for restaurants to be awarded a Michelin Star?

- 3.2 Who is José Avillez?

- 3.3 How is the food at Belcanto described?

- 3.4 What goal do the chef and his team have in mind with their cuisine?



1. You are going to interview José Avillez to write an article for your school online magazine about successful entrepreneurs.

Still in his 40s, José Avillez is a world-famous chef with two Michelin Stars. What would you like to know about his way to the top?

- 1.1 Prepare a list of questions you would like to ask him.



Information Technology

Listening/Watching

Name _____ No. _____ Class _____

- Técnico/a de Gestão e Programação de Sistemas Informáticos
- Técnico/a de Gestão de Equipamentos Informáticos
- Técnico/a de Informática – Sistemas
- Técnico/a de Informática de Gestão
- Técnico/a de Informática – Instalação e Gestão de Redes
- Programador/a de Informática

1. Listen to the dialogue at a computer store and complete the table with the specifications of each laptop.



	LENOVO Legion 5i Gen 7	DELL Latitude 7330 i5-1245U
Processor type	Intel® Core i7-12700H	Intel® Core a. _____-1245U
Memory (RAM)	16 GB b. _____	16 GB DDR4
Storage	c. _____ SSD	256 GB SSD
Display	15.6" FHD	d. _____ FHD
Display resolution	1920 x 1080	1920 x 1080
Graphics	NVIDIA GPU 6 GB GDDR6	Intel Iris Xe Graphics 16 GB
Camera	1080P FHD	e. _____ FHD
Battery	4 Cell Li-Polymer	f. _____-lon
Wi-Fi connection	Wi-Fi 6E Bluetooth 5.2	Wi-Fi 6E Bluetooth 5.2
Weight and dimensions	g. _____ kg 24 x 358,8 x 262,35 mm	h. _____ kg 18,4 x 306,5 x 199,9 mm



2. Watch the video *What is Information Technology?* and fill in the missing information as it appears in the video.

Video at aula digital

2.1 IT is the use of:

- computer a. _____
- storages
- b. _____ and tangible devices
- technologic infrastructures
- systems and processes to create, modify, c. _____, store, multiply and d. _____ all sorts of electronic e. _____

2.2 Examples of hardware and software:

- a. _____

- b. _____

2.3 Some examples of systems and applications:

- a. _____

- b. Slack, _____, HubSpot,
_____, _____

2.4 Some career paths in the IT field:

- IT Management
- Computer Systems Analyst
- a. _____
- b. _____
- c. _____
- Data Base Administration



1. How can computer programs and applications be useful in the following jobs?

- Architects and interior designers
- Rally drivers
- Farmers
- Salespeople
- Musicians

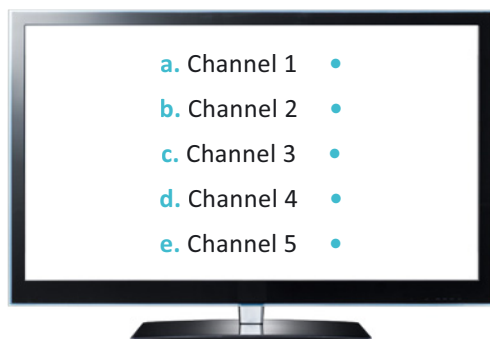
Sports

Listening/Watching

- Técnico/a de Desporto
- Técnico/a de Apoio à Gestão Desportiva

Name _____ No. _____ Class _____

1. Listen to live commentaries and match them to the sports they refer to.



- 1. football
- 2. golf
- 3. basketball
- 4. rugby
- 5. padel/paddle

2. Watch the first part of the video about the benefits of sports and tick the five health benefits mentioned.

Video at aula digital

Sports help by...

- ☐ a. strengthening our bones.
- ☐ b. reducing weight.
- ☐ c. clearing out bad cholesterol from our arteries.
- ☐ d. decreasing the risk of high blood pressure.
- ☐ e. improving our confidence.
- ☐ f. diminishing the risk of diabetes.
- ☐ g. improving our family life.
- ☐ h. increasing our focus and improving our memory.



3. Watch the second part of the video and complete the table with the missing words.

Video at aula digital

Psychological benefits

Team sports	
You learn to:	
a. _____	and _____ on others;
b. _____	help;
c. _____	help;
d. _____	towards a common goal.
Sport school participation	
Reduces the risk of suffering from e. _____ ;	
Boosts your f. _____ and g. _____.	



Tourism

Listening/Watching

- Técnico/a de Turismo
- Técnico/a de Operações Turísticas
- Técnico/a de Recepção Hoteleira
- Rececionista de Hotel

Name _____ No. _____ Class _____

1. Listen to the dialogues and decide where these people are.



Dialogue 1: _____ Dialogue 5: _____
 Dialogue 2: _____ Dialogue 6: _____
 Dialogue 3: _____ Dialogue 7: _____
 Dialogue 4: _____

car rental travel agency
 restaurant train station
 museum hotel airport

2. Listen to the people describing their tasks. Identify who is speaking (from 1 to 6) and write their jobs.



a. c _ _ _ c _ _ _ member



b. s _ _ _ _ _



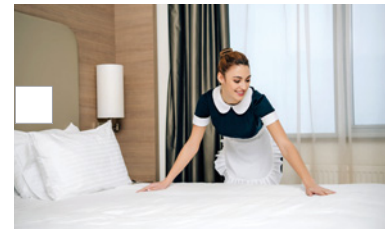
c. c _ _ _ _ _ officer



d. w _ _ _ _



e. v _ _ _ _



f. c _ _ _ _ _

3. Watch a video about the 10 Most Beautiful Cities in Portugal and say which city matches each description.

Video at aula digital

- | | |
|-------------------------------------|-------|
| a. charming coastal town | _____ |
| b. historical landmarks | _____ |
| c. historical neighbourhoods | _____ |
| d. lively cultural scene | _____ |
| e. pastel painted buildings | _____ |
| f. picturesque scenery and castles | _____ |
| g. relaxed Mediterranean atmosphere | _____ |
| h. UNESCO heritage site | _____ |



1. In small groups, predict the full list of the top 10 cities/towns. Then watch and check your answers. Did any group predict correctly?

Video at aula digital

You may come up with your own list of the 10 Most Beautiful Cities in Portugal and make a presentation describing them shortly and justifying your rating.

Healthcare Services

Listening/Watching

- Técnico/a Auxiliar de Saúde
- Técnico/a de Geriatria
- Bombeiro

Name _____ No. _____ Class _____

1. Listen to the definition of the following branches of medicine and identify them from 1 to 8.



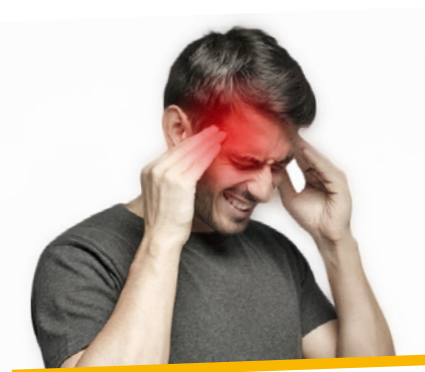
- a. Endocrinology ☐
- b. Rheumatology ☐
- c. Haematology ☐
- d. Neurology ☐

- e. Cardiology ☐
- f. Dermatology ☐
- g. Gastroenterology ☐
- h. Hepatology ☐

2. Listen to four people talking about some health conditions they suffer from and complete the table.



	a. Symptoms/Problem	b. Specialist they should look for
Speaker 1 David		
Speaker 2 Olivia		
Speaker 3 Esther		
Speaker 4 Craig		



3. Watch the video about the major organs of the human body and match each organ with its function.

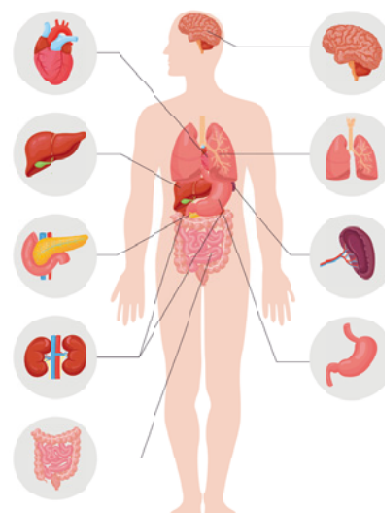
Video at aula digital

ORGANS

- a. brain •
- b. heart •
- c. kidneys •
- d. spleen •
- e. small intestine •
- f. large intestine •
- g. liver •
- h. pancreas •
- i. skin •
- j. lungs •

FUNCTIONS

- 1. Eliminates harmful bacteria and damaged cells.
- 2. Absorbs salts, minerals, and vitamins.
- 3. Pumps your blood throughout your body.
- 4. Produces antibodies and lymphocytes, which fight germs.
- 5. Regulates your blood sugar levels.
- 6. Performs 90 per cent of digestion.
- 7. Controls everything your body does, even when you're asleep.
- 8. Exchange oxygen for carbon dioxide.
- 9. Helps control your body temperature.
- 10. Filter your blood and produce urine.



Food & Beverage

Listening/Watching

- Técnico/a de Cozinha/Pastelaria
- Técnico/a de Restaurante/Bar

Name _____ No. _____ Class _____

1. Listen to the people describing their favourite type of restaurant or bar and match them with the corresponding establishments.



- | | | |
|------------------------------------|------------------------------------|------------------------------------|
| Speaker 1 ☐ | Speaker 4 ☐ | Speaker 7 ☐ |
| Speaker 2 ☐ | Speaker 5 ☐ | Speaker 8 ☐ |
| Speaker 3 ☐ | Speaker 6 ☐ | Speaker 9 ☐ |

a. bistro b. buffet c. carvery d. fast food restaurant e. foodcourt
f. gastropub g. pub h. takeaway i. trattoria

2. Listen to three famous British chefs and match them with the dish they are cooking.

2.1 Then choose four ingredients which go into each dish.



☐ a. Jamie Oliver



☐ b. Nigella Lawson



☐ c. Gordon Ramsay

carrots celery cream cheese eggs fizzy water flour
lemon zest rosemary lime mint leaves sugar olive oil



3. Watch the video of Gordon Ramsay cooking *Espresso panna cotta* with hazelnut brittle and put the steps in the correct order.

Video at aula digital

- | | |
|--|---|
| ☐ a. Fill your moulds just short of the brim and leave in the fridge. | ☐ f. Pour caster sugar into a pan and cook it until the sugar melts. |
| ☐ b. Scatter toasted hazelnuts into the caramel. | ☐ g. Add caster sugar, cream, milk, sugar and a shot of strong coffee. |
| ☐ c. Gently bring the mixture to a simmer. | ☐ h. Dip the mould into boiling water. |
| ☐ d. Dust with ground cinnamon and leave to set. | ☐ i. Dress it with a chunk of hazelnut brittle. |
| ☐ e. Immerse two leaves of gelatine in cold water. | ☐ j. Squeeze out the gelatine leaves and stir into the hot cream. |

Information Technology Vocabulary

- Técnico/a de Gestão e Programação de Sistemas Informáticos
- Técnico/a de Gestão de Equipamentos Informáticos
- Técnico/a de Informática – Sistemas
- Técnico/a de Informática de Gestão
- Técnico/a de Informática – Instalação e Gestão de Redes
- Programador/a de Informática

Name _____ No. _____ Class _____

1. Complete the text about keyboard shortcuts in *Windows* with the words from the box.

Keyboard shortcuts are keys or a combination of keys you can **a.** _____ on your keyboard to perform a variety of **b.** _____. Using keyboard shortcuts is often faster than using a **c.** _____ because you can keep both hands on the **d.** _____. Keyboard shortcuts are also universal, which means you can use many of the same shortcuts in a variety of **e.** _____.

mouse
keyboard
applications
press
tasks

2. Complete the tables below.

Which key will you press on your keyboard if you want to...

Edit text

a. select all of the text on the page?	CTRL + _____
b. cut the selected text?	CTRL + _____
c. copy the selected text?	CTRL + _____
d. paste the selected text?	CTRL + _____

e. bold the selected text?	CTRL + _____
f. italicise the selected text?	CTRL + _____
g. underline the selected text?	CTRL + _____
h. print current page?	CTRL + _____

Files

a. create a new file?	CTRL + _____
b. open an existing file?	CTRL + _____
c. save the current file?	CTRL + _____

d. force an unresponsive program to quit?	CTRL + _____
e. undo the previous action?	CTRL + _____
f. redo the action?	CTRL + _____

Internet

a. open a new browser window?	CTRL + _____
b. open a new browser tab?	CTRL + _____
c. bookmark the current page?	CTRL + _____
d. view bookmarks?	CTRL + _____

e. view recently downloaded files?	CTRL + _____
f. open browsing history?	CTRL + _____
g. download and save the current page?	CTRL + _____

3. Read the definitions to complete the word puzzle.

- A type of local area wireless network.
- It protects the system from public access.
- Used to describe network speed.
- Information set up for easy access and management.
- The data transfer capacity of a network.
- A mark-up language to describe the structure of a webpage.
- A device used to connect two different networks.

W _ _ _ _
 _ _ _ _ E _ _ _ _
 _ _ _ _ B _ _ _ _
 _ _ _ _ _ S _
 _ _ _ _ _ I _ _ _ _
 _ _ T _ _ _
 _ _ _ _ E _ _ _ _

Sports Vocabulary

- Técnico/a de Desporto
- Técnico/a de Apoio à Gestão Desportiva

Name _____ No. _____ Class _____

SUMMER OLYMPIC SPORTS

1. Unscramble the words on the right and match them with the pictures.



- ☐ a. LLABVOELLY _____
- ☐ b. TRAWE LOPO _____
- ☐ c. GNIOBX _____
- ☐ d. ETLAB NNESTI _____
- ☐ e. THAETCSIL _____
- ☐ f. CILYCNG _____
- ☐ g. INGNFEC _____
- ☐ h. MINDABNOT _____
- ☐ i. DUJO _____
- ☐ j. WINROG _____
- ☐ k. WETHGIFTINGLI _____
- ☐ l. RYARCHE _____
- ☐ m. MNASSCTIGY _____
- ☐ n. TISARTIC MINGMSIW _____

2. Complete the sentences with the sports from exercise 1.

- a. _____ is my favourite sport. My equipment includes two swords, a white jacket, underarm protector, two body and mask cords, knee high socks, glove and knickers.
- b. Floor exercise, vault and high bar are some of the events you can find in _____.
- c. _____ is a group of sporting events that involves competitive running, jumping, throwing and walking.
- d. Is _____ the sport that involves two teams of swimmers competing to get a ball into the opposing team's goal?
- e. To play _____ you need a lightweight ball, a table, a net and rackets.
- f. _____ is a truly historic sport with its roots in hunting and warfare. At the Olympics, only recurve bows are used by athletes.

3. Write the names of the sports from exercise 1 in which you need the following equipment.

a. _____	b. _____	c. _____	d. _____
• belts • mouthguard • tape • elbow pads	• bike • shoes • helmet • proper clothing	• barbell • weights • collar • platform	• oars • boat • shoes • seats

Tourism Vocabulary

- Técnico/a de Turismo
- Técnico/a de Operações Turísticas
- Técnico/a de Recepção Hoteleira
- Rececionista de Hotel

Name _____ No. _____ Class _____

HOTELS SERVICES AND AMENITIES

1. What information do these icons give us about the services and amenities of a hotel?



a. _____ b. _____ c. _____ d. _____
 e. _____ f. _____ g. _____ h. _____
 i. _____ j. _____ k. _____ l. _____
 m. _____ n. _____ o. _____ p. _____
 q. _____ r. _____ s. _____

2. Match the words on the left (a. to v.) with the words on the right (1. to 10.) to make compound nouns and write them in the correct box (airport or hotel).

- | | |
|---------------|--------------|
| a. all | i. full |
| b. bunk | j. half |
| c. cabin | k. hand |
| d. connecting | l. king-size |
| e. domestic | m. security |
| f. double | n. self |
| g. duty | o. twin |
| h. excess | |

- luggage (2x)
- bed (2x)
- board (2x)
- catering
- check
- crew
- flight (2x)
- free
- inclusive
- room (2x)

AIRPORT

HOTEL

Healthcare Services Vocabulary

- Técnico/a Auxiliar de Saúde
- Técnico/a de Geriatria
- Bombeiro

Name _____ No. _____ Class _____

1. Decide which part of the body belongs where by ticking the right box. Then identify the parts of the body in the picture on the right.

	a. head	b. torso	c. arm/hand	d. leg/foot
ankle				
calf				
chest				
chin				
ear				
elbow				
eye				
finger				
hip				
knee				
knuckle				
lips				
navel				
neck				
nose				
palm				
ribs				
scalp				
shin				
shoulder				
sole				
thumb				
thigh				
toe				
wrist				



2. Choose a word from each box to form a compound which may suitably complete the definitions below.

allergic balanced clinical
degenerative general

anaesthetic diet disease
reaction trials

- a. I have some problem with my thyroid, so my endocrinologist advised me to follow a(n) _____ in order to control my weight.
- b. He is going to undergo a major surgery that will last for a couple of hours; obviously he will need a(n) _____.
- c. Alzheimer's causes problems related to memory, thinking and behaviour and because it gradually worsens it is considered a(n) _____.
- d. After eating dessert, she started to feel her face swelling and had difficulty breathing; she realised quickly that she was having a(n) _____.
- e. They haven't approved that medicine yet. It is still undergoing _____.

Food & Beverage Vocabulary

- Técnico/a de Cozinha/Pastelaria
- Técnico/a de Restaurante/Bar

Name _____ No. _____ Class _____

1. Complete the menu by choosing from the dishes on the right. Use an online dictionary if needed.



MENU

Starters

Main courses

Side dishes

Desserts

Angels on horseback
 Apple coleslaw
 Brandy poached raspberry
 Caramel parfait
 Cauliflower mash
 Chicken curry
 Corn fritters
 Devilled kidneys
 Fig tart with cinnamon
 Sea bass fillet
 Grilled prawn risotto
 Lamb loin
 Mushy peas
 Parsnip puree
 Petit fours
 Potage of mussels and cod
 Potato gratin
 Potted shrimps
 Prawn cocktail
 Prune soufflé
 Roast duck breast
 Roasted ratatouille
 Sausage rolls
 Sea-salted caramel tart



2. Can you identify these famous cocktails? Can you name two ingredients that go in each of them?

Piña colada Bloody Mary Margarita Mojito



a. _____



b. _____



c. _____



d. _____

Information Technology Writing

Name _____ No. _____ Class _____

- Técnico/a de Gestão e Programação de Sistemas Informáticos
- Técnico/a de Gestão de Equipamentos Informáticos
- Técnico/a de Informática – Sistemas
- Técnico/a de Informática de Gestão
- Técnico/a de Informática – Instalação e Gestão de Redes
- Programador/a de Informática

EMAIL – GIVING INSTRUCTIONS

You are the IT helpdesk technician. You are going to write some emails giving your co-workers step-by-step instructions on what they need to do. The language tips below may help you.

I need to check the memory available in my computer. How do I do that?

The boss asked me to schedule a Zoom meeting. How do I do that? Need your help!

I'd like to change the wallpaper on my screen? Can you help me with that?

How can I uninstall a program that I don't need anymore? Can you give me some instructions?

How do I change the settings of my screen display to project a PowerPoint? Can you show me?

USEFUL LANGUAGE

- Click on...
- Click where it says...
- Press the... key
- Select...
- Double-click on...
- Menu
- Pop-up menu
- On the bottom right/left of the screen
- Toolbar

Sports Writing

- Técnico/a de Desporto
- Técnico/a de Apoio à Gestão Desportiva

Name _____ No. _____ Class _____

POSTER

1. You are the owner of a new gym and you are going to create a poster to advertise its opening.

1.1 Follow the instructions below.

Step 1 Work in pairs/groups and brainstorm some ideas to complete the following table.

NAME OF THE GYM	
OPENING DATE	
SPORTS OFFERED	
SERVICES OFFERED	
LOCATION	
CONTACTS	
CATCH PHRASE/SLOGAN	

Step 2 Create your poster and don't forget to:

- ✓ use the information above;
- ✓ use pictures;
- ✓ use attractive lettering, colour and layout;
- ✓ be clear;
- ✓ be creative.



GYM SERVICES

Personal training
Nutrition solutions
Modern equipment
Physiotherapy
Beauty spa

GYM SPORTS

Yoga
Power jump
Body combat
Body pump
Cycling
Step
Zumba
Salsation



Tourism Writing

- Técnico/a de Turismo
- Técnico/a de Operações Turísticas
- Técnico/a de Receção Hoteleira
- Rececionista de Hotel

Name _____ No. _____ Class _____

ONE-DAY TOUR LEAFLET



1. Imagine you are a tourist guide. The mayor of your city/town/village has asked you to organise a one-day tour for a group of tourists visiting your location.

1.1 You are going to plan the tour and produce a leaflet to hand (or send digitally) to the group of tourists coming to visit.

Step 1 Follow the tips for planning a one-day tour:

- a single day tour might last anywhere from 4 to 8 hours;
- select the landmarks, sights or locations to visit according to the duration of the tour;
- give a brief description of the places you'll visit;
- give information about entrance fees (if any);
- account for time for guests to take photos;
- clearly describe if/when any meals are included;
- say whether a lot of walking is involved.



Step 2 Fill in the information below and then use it to produce an appealing leaflet.

Starting time: _____ **Finishing time:** _____

Meeting point: _____ (you could give GPS coordinates)

Route:

1. From _____ to _____ (time) _____ (place)
2. From _____ to _____ (time) _____ (place)
3. From _____ to _____ (time) _____ (place)
4. From _____ to _____ (time) _____ (place)
5. ...

- Organise your route sensibly, checking the distance between each location.
- Briefly describe the places and mention entrance fees (if any)

Important information

- Distance to walk: _____
- Meals: _____ (included/not included; place; price)



Healthcare Services Writing

- Técnico/a Auxiliar de Saúde
- Técnico/a de Geriatria
- Bombeiro

Name _____ No. _____ Class _____

NURSING ASSISTANT DAILY REPORT

1. When working as a health assistant at a hospital or a nursing home, for example, you will have to keep track of the tasks you performed and the patient's overall situation during your shift. Writing a daily report will keep the next nursing assistant up to date.

1.1 Fill in your daily report at the end of your shift.



Patient's name: _____ Room: _____ Age: _____

Diagnosis: _____

Diet: _____

Allergies: _____

Time	Tasks completed
7.00	
8.00	
9.00	
10.00	
11.00	
12.00	
13.00	
14.00	
15.00	
16.00	

You should note down every task related to the patient's care that you have carried out during your shift.

E.g.: change the bed / bath / meds / check blood sugar / blood pressure / oxygen rate / lunch / medical visits / exams, etc.

Occurrences:

You should clearly describe any abnormal occurrence, symptoms or complaints: fever, pain, vomiting, diarrhoea, etc.

Food & Beverage Writing

- Técnico/a de Cozinha/Pastelaria
- Técnico/a de Restaurante/Bar

Name _____ No. _____ Class _____

INFORMAL EMAIL

1. Imagine you have finished your internship and are working now in a high-end restaurant or hotel far from home. After the first week of work, you have a lot to tell your family and friends at home.

- 1.1 Write an email where you talk about your routine and your first impressions of the place, the people you work with and the job itself.

New message

To

Cc Bcc

Subject

A

Send



Information Technology Speaking

- Técnico/a de Gestão e Programação de Sistemas Informáticos
- Técnico/a de Gestão de Equipamentos Informáticos
- Técnico/a de Informática – Sistemas
- Técnico/a de Informática de Gestão
- Técnico/a de Informática – Instalação e Gestão de Redes
- Programador/a de Informática

Name _____ No. _____ Class _____

ROLE-PLAY

Help! I have technical problems!

- 1. You are going to imagine a conversation between a customer and an IT technician who will try to solve a technical problem on the phone.**

- 1.1** Choose from the following technical problems, causes and suggested solutions and prepare your dialogue. You may choose different problems and/or solutions.

The language tips below may help you.



TECHNICAL PROBLEM	POSSIBLE CAUSE	POSSIBLE SOLUTION
General slowdown	• Lack of hardware resources (e.g. a specific program using too much of your RAM)	• Go to the task manager definitions (give instructions on what to do)
Computer won't turn on	• Damage to charger or battery (laptop) • Disconnected parts; debris or dust (computer)	• Remove battery • Open the case; check power supply components; remove dust
Peripherals aren't working (keyboard, mouse, etc)	• Cable connection • Cable damage	• Verify or change cables; check the settings; update or reinstall drivers

USEFUL LANGUAGE

Customer

- I'm having problems with my computer.
- Something's wrong with my computer.
- I'm trying to..., but it...
- Do you think you can fix it?
- I'm not sure I understand what you mean.
- I didn't think of that.
- I'll try it right now.
- I'll do that.

IT Technician

- What's wrong with it?
- What's the problem?
- Have you checked...?
- Try checking...
- Try it and see if it works.
- Why don't you try it and see what happens?
- That can easily be fixed.
- That should just about fix the problem!



Sports Speaking

- Técnico/a de Desporto
- Técnico/a de Apoio à Gestão Desportiva

Name _____ No. _____ Class _____

ROLE-PLAY

1. A team manager is interviewing athletes to reinforce the team.

1.1 First decide on what sport the athlete plays.

1.2 Role-play a conversation between the team manager (A) and an athlete (B).
Follow the guidelines below.



Important physical features for athletes

- power
- agility
- flexibility
- speed
- strength
- coordination

Tourism Speaking

- Técnico/a de Turismo
- Técnico/a de Operações Turísticas
- Técnico/a de Recepção Hoteleira
- Rececionista de Hotel

Name _____ No. _____ Class _____

AT THE TRAVEL AGENCY

1. You are going to role-play a common situation at a travel agency.

ROLE A – Customer

You booked a 3-day tour of London a couple of months ago for you and four friends. Now you are going to call the travel agent to confirm everything is taken care of and make some changes to your booking.

Your booking reference is PT 30255/24.

- There are now four people in the group, not five.
- You'd like to spend two more days in London starting on the 25th January.
- You had already booked some activities, but now add the London Eye and the Harry Potter Tour of Warner Bros Studio.
- You want to pay by credit card.

ROLE B – Travel agent

A customer who has booked a 3-day tour of London calls to confirm the reservation. Check everything with him/her.

- Ask for the booking reference number.
- Confirm the departure date, the number of days, the accommodation details and the number of people.
- Make any necessary changes.
- Confirm all the changes.
- Ask for payment details.



1.1 See the information below of the original booking file.

Reference number	PT 30255/24
Destination	London
Departure/Arrival	25 th January (10 p.m.) – 28 th January (8 p.m.)
Number of days	3
Number of people	5
Accommodation	1 twin room + 1 triple room
Attractions	Madame Tussauds; Tower of London
Payment method	Credit card
Card number	
Expiry date	

Healthcare Services Speaking

- Técnico/a Auxiliar de Saúde
- Técnico/a de Geriatria
- Bombeiro

Name _____ No. _____ Class _____

SITUATION A – 999 EMERGENCY CALL

1. You are going to role-play a 999 - emergency call.

ROLE A – Caller

Your next-door neighbour knocks on your door saying he/she is feeling chest pain and is short of breath. Fearing he/she is having a heart attack, you call 999.

You will have to answer the call handler's questions in order for him/her to send the appropriate rescue services.



ROLE B – 999-call handler

You get a 999 call and have to send the appropriate rescue services, but you need to gather information about what's happening first.

Firstly, you'll need to ask questions about:

- which service is required – fire, ambulance or police;
- the location of the emergency;
- what has happened / reason for the call;
- the main symptom(s);
- contact number (in case you need to call them back).

Then, give some instructions on what to do:

- stay with the person until help arrives;
- turn on the lights and open the curtains;
- call 999 again if the person's condition changes;
- collect any medicine he/she is taking.



SITUATION B – AT THE HOSPITAL INFORMATION DESK

1. You are going to role-play a conversation at the hospital information desk.

ROLE A – Patient

You have a scheduled medical exam (an X-ray) followed by an appointment with Dr Fletcher, a rheumatologist.

- Sign in at the front desk.
- Provide the required information.
- Ask where to go.

ROLE B – Receptionist

As a receptionist at the information desk:

- you will have to welcome and sign in the patient;
- give him/her instructions on where to go and what to do.



Food & Beverage Speaking

Name _____ No. _____ Class _____

PLANNING A SPECIAL MENU

- 1. Imagine a chef of a Michelin Star restaurant is meeting with his/her staff to prepare a special menu for a special day (for example, Valentine's Day). Everyone is there to discuss and share ideas: the chef, the sous-chef, the pastry chef, the bartender, the sommelier, the waiters.**

- 1.1** Choose roles and imagine you are at the meeting.

THE CHEF

You are going to make suggestions for starters and main courses to put on the menu.

THE SOUS-CHEF

You are going to ask questions about the ingredients and the culinary techniques the chef wants to use in the different courses of his/her suggested menu.

THE PASTRY CHEF

You are going to make suggestions for desserts and explain what they are and the ingredients you need. Also mention why you think they're the best for the menu.

THE BARTENDER

You are going to make suggestions for cocktails to serve to the guests as they arrive, explaining what they are (include some alcohol-free cocktails to suit all guests).

THE SOMMELIER

You are going to choose the wine(s) to go with each dish explaining why they suit the courses.

THE WAITER(S)

You are going to ask about the number of guests, the layout of the room and how the service should be organised (number of waiters per table, etc...).



ENGLISH FOR SPECIFIC PURPOSES

READING

INFORMATION TECHNOLOGY

- "show products, share knowledge; advertise a business, entertain readers, etc." (text 1)
 - "age, gender, income, education, job, personality traits, values, interests, etc." (text 2)
 - "the custom phrase (...) and the domain extension." (text 3)
 - ".com, .net, .info, .co and .org." (text 3)
 - "website builders" and "custom code" (text 4)
 - "ASP/ASP.NET, HTML, JavaScript, PHP, Python, XML". (text 4)
 - "colours; fonts and typography, logos, images and photos." (text 5)
 - "home, about, product/service, testimonial/review and contact pages." (text 5)
- 2.1 The domain name. 2.2. They were the first to exist.
- 2.3 Drag-and-drop tools. 2.4 Programming languages.

Let's work together

An alternative would be to ask students to imagine they are web designers and were asked to build an actual website for a chosen brand or service (an existing one or invented), reminding them to go through all the preparation stages above.

SPORTS

- a. basketball; b. ring; c. net; d. basket/hoop; e. backboard; f. three-point semicircle; g. free throw line
- a. 3; b. 5; c. 2; d. 4; e. 1
- a. T; b. F – "You get (...) three points if the ball is thrown into the hoop from outside the three-point semicircle."; c. T d. F – "The first team to win four games is crowned NBA Champions." e. F – "The league was founded on April 22, 1996"

TOURISM

- a. Bed & Breakfast; b. Five-star hotels; c. All-inclusive holiday resort; d. Serviced apartment; e. Boutique hotels; f. Hostels
- a. full-service / relaxing; b. sense of character / unique design; c. luxury / fine dining; d. fully furnished / self-sufficient; e. low budget / dorm rooms; f. small / family-run
- a. "a friendly, hands-on service is usually a big part of running one of these." (Text a)
 - b. "these are designed to be self-contained to the point where guests could, in theory, stay within its confines for the duration of their stay." (Text c)
 - c. "They vary in terms of luxury and levels of service" (Text c)
 - d. "This is fully furnished and self-sufficient accommodation." (Text d)
 - e. "they are usually above average and veer towards the higher end of the scale." (Text e)
 - f. "many offer shared dorm rooms" (Text f)

HEALTHCARE SERVICES

- a. step 6; b. step 5; c. step 2; d. step 1; e. step 4; f. step 3
- a. cardiac arrest; b. choking; c. suffocation; d. airway
- a. It can double or triple the chances of surviving.
 - b. Check if the surroundings are safe for you.
 - c. Talk to the person to see if they are responsive and call 911.
 - d. On their back, with their head tilted back.
 - e. If it is not loose, don't try to grasp it because you can push it further down.
 - f. When the person is still breathing.
 - g. The heel of the hand.

3.8 With straight elbows, hard and fast, at a rate of, at least, 100 times for minute.

3.9 Two rescue breaths.

3.10. When the person restarts breathing or the ambulance arrives.

FOOD & BEVERAGE

- a. high-end; b. premium; c. seasonings; d. meticulous
- a. premium ingredients; high-quality suppliers; b. complex culinary techniques; harmonious flavours, balanced seasonings, rich sauces; symmetry and equilibrium; c. elegant and artistic; meticulous arrangements; small to moderate portion sizes.
- a. Highest-quality ingredients, specialised cooking techniques, and food of superior taste.
 - b. A Portuguese chef who has been awarded two Michelin stars.
 - c. As a unique sensory and gastronomic journey.
 - d. To share inspirations and emotions by telling a story with their food and move those who taste it.

LISTENING/WATCHING

INFORMATION TECHNOLOGY

- a. i5; b. DDR5; c. 1 TB; d. 13.3"; e. 2 MP; f. Lithium; g. 2,4; h. 1,13
- a. systems; b. networks; c. transfer; d. exchange e. data
- a. personal computers and laptops; mobile phones; tablets; b. websites; computer programs; systems and applications
- a. iOS; Android; b. Dropbox; Google Drive; Microsoft Office
- a. Web Development; b. Cybersecurity; c. Cloud Administration

Let's work together - Possible answers:

Architect and interior designers: using applications to design and project structures and buildings more accurately and safely or to present 3D design projects to clients and customise them multiple times before actually starting them.

Farmers: to keep a database of livestock; to implement smart irrigation systems.

Musicians: to compose music, produce and record them.

Rally drivers: to plot the best routes and plan the best approaches to each track.

Salespeople: to manage a database of clients; to have an updated record of their sales, profits, stock, etc.

SPORTS

- a. Channel 1: rugby; Channel 2: basketball; Channel 3: golf; Channel 4: padel/paddle; Channel 5: football.
- a. a; c; d; f; h
- a. trust; depend; b. accept; c. give; d. work together; e. depression; f. self-esteem; g. confidence

TOURISM

- a. Dialogue 1 – Restaurant; Dialogue 2 – Hotel; Dialogue 3 – Airport; Dialogue 4 – Museum; Dialogue 5 – Car rental; Dialogue 6 – Train station; Dialogue 7 – Travel agency
- a. 1 – cabin crew; b. 6 – sommelier; c. 3 – customs; d. 2 – waiter; e. 4 – valet; f. 5 – chambermaid
- a. Cascais; b. Porto; c. Lisbon; d. Porto; e. Cascais; f. Sintra; g. Lisbon; h. Sintra

HEALTHCARE SERVICES

1.
a. 3; b. 8; c. 2; d. 7; e. 1; f. 4; g. 5; h. 6
2.
Speaker 1: a. Chest pain, short of breath, tired; b. Cardiologist
Speaker 2: a. abnormal blood sugar levels, excessive thirst, fatigue, extra weight; b. Endocrinologist
Speaker 3: a. severe headaches, memory loss; b. Neurologist
Speaker 4: a. pain, stiffness and swelling in the joints; b. Rheumatologist
3.
a. 7; b. 3; c. 10; d. 4; e. 6; f. 2; g. 1; h. 5; i. 9; j. 8.

FOOD & BEVERAGE

1.
Speaker 1: b; **Speaker 2:** g; **Speaker 3:** f; **Speaker 4:** e;
Speaker 5: a; **Speaker 6:** c; **Speaker 7:** h; **Speaker 8:** i;
Speaker 9: d
2.
a. C – carrots, celery, olive oil, rosemary; b. A – fizzy water, lime, mint, sugar; c. B – cream cheese, eggs, flour, lemon zest.
3. e; g; c; j; a; f; b; d; h; i

VOCABULARY

INFORMATION TECHNOLOGY

1. a. press; b. tasks; c. mouse; d. keyboard; e. applications
2.
Edit text: a. A; b. X; c. C; d. V; e. B; f. I; g. U; h. P
Files: a. N; b. O; c. S; d. Alt+Del; e. Z; f. Y
Internet: a. N; b. T; c. D; d. B; e. J; f. H; g. S
3. a. WLAN; b. firewall; c. gigabits; d. database; e. bandwidth; f. HTML; g. gateway

SPORTS

1. a. 14 – volleyball; b. 4 – water polo; c. 6 – boxing; d. 1 – table tennis; e. 9 – athletics; f. 12 – cycling; g. 2 – fencing; h. 3 – badminton; i. 10 – judo; j. 5 – rowing; k. 13 – weightlifting; l. 7 – archery; m. 11 – gymnastics; n. 8 – artistic swimming
2. a. Fencing; b. gymnastics; c. Athletics; d. water polo; e. table tennis; f. Archery
3. a. judo; b. cycling; c. weightlifting; d. rowing

TOURISM

1. a. Valet service; b. Room service; c. Wi-Fi; d. Hairdresser; e. Gym; f. Swimming pool; g. Restaurant; h. Bar; i. Laundry service; j. Parking; k. Airport shuttle; l. Payment methods; m. Spa/Massage; n. Lift; o. 24-hour babysitting service; p. Pets allowed; q. Air-conditioning; r. Accessible rooms; s. 24-hour service
2. a. 9; b. 2; c. 6; d. 7; e. 7; f. 10; g. 8; h. 1; i. 3; j. 3; k. 1; l. 2; m. 5; n. 4; o. 10
Airport: cabin crew; connection flight; domestic flight; duty-free; excess baggage; hand baggage; security check
Hotel: all-inclusive; bunk bed; double room; full board; half board; king-size bed; self-catering; twin room

HEALTHCARE SERVICES

1. a. chin, ear, eye, lips, nose, scalp; b. chest, hip, navel, neck, ribs; c. elbow, finger, knuckle, palm, shoulder, thumb, wrist; d. ankle, calf, knee, shin, sole, thigh, toe
2. a. balanced diet; b. general anaesthetic; c. degenerative disease; d. allergic reaction; e. clinical trials

FOOD & BEVERAGE

1.
STARTERS: Angels on horseback, Devilled kidneys, Potted shrimps, Prawn cocktail, Sausage rolls
MAIN COURSES: Chicken curry, Sea bass fillet, Grilled prawn risotto, Lamb loin, Potage of mussels and cod, Roast duck breast
SIDE DISHES: Apple coleslaw, Cauliflower mash, Corn fritters, Mushy peas, Parsnip puree, Potato gratin, Roasted ratatouille
DESSERTS: Brandy poached raspberry, Caramel parfait, Fig tart with cinnamon, Petit fours, Prune soufflé, Sea-salted caramel tart
2.
a. Bloody Mary: vodka, tomato juice, lemon juice, celery stalk, hot sauce
b. Mojito: white rum, lime juice, mint leaves, sugar, soda water
c. Margarita: tequila, triple sec, lime juice
d. Piña Colada: pineapple juice, white rum, coconut cream or milk

Grammar through Songs

Master
INGLÊS
ENSINO PROFISSIONAL
MÓDULOS 1, 2 e 3
PRO

GRAMMAR THROUGH SONGS

MODULE 1

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MODULE 1 – Grammar through songs

Verbs *to be*, *have got* / Personal pronouns / Possessive determiners

Name _____ No. _____ Class _____ Date _____

1. Listen to this classic song from the pop group Queen and fill in the gaps.



BOHEMIAN RHAPSODY

a. _____ this the real life?

b. _____ this just fantasy?

Caught in a landside, no escape from reality.

Open c. _____ eyes, look up to the skies and see

I d. _____ just a poor boy, I need no sympathy

Because I e. _____ easy come, easy go, little high, little low

Any way the wind blows, doesn't really matter to me to me

Mama, just killed a man

Put a gun against f. _____ head,

pulled my trigger, now g. _____ is dead

Mama, life had just begun

But now I've gone and thrown h. _____ all away

Mama, oooh, didn't mean to make i. _____ cry

If I'm not back again this time tomorrow,

Carry on, carry on as if nothing really matters

Too late, j. _____ time has come,

Sends shivers down my spine, body's aching all the time

Goodbye, everybody, I k. _____ to go



Freddie Mercury

<https://genius.com> (abridged; accessed in January 2023)

2. Find examples of these grammar items in the song and complete the table.

a. Personal pronouns	
b. Possessive determiners	
c. Verb <i>to be</i>	
d. Verb <i>have got</i>	

MODULE 1 – Grammar through songs

Present simple / Present continuous

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and fill in the gaps. Each gap may have one or two words.

I DON'T CARE

 track 28

I'm at a party I **a.** _____ to be at
And I **b.** _____ ever _____ a suit and tie, yeah
Wondering if I could sneak out the back
Nobody **c.** _____ even _____ me in my eyes
Then you **d.** _____ my hand
Finish my drink, say, "Shall we dance?" (hell, yeah)
You know I **e.** _____ you, did I ever tell you?
You **f.** _____ it better like that
g. _____ I fit in at this party
Everyone's got so much to say (yeah)
I always **h.** _____ like I'm nobody, mmm
Who **i.** _____ to fit in anyway?
'Cause I **j.** _____ when I'm with my baby, yeah
All the bad things **k.** _____
And you' **l.** _____ me feel like maybe I am somebody
I can deal with the bad nights
When I'm with my baby, yeah
Ooh, ooh, ooh, ooh, ooh, ooh
'Cause I **m.** _____ as long as you just hold me near
You can take me anywhere
And you' **n.** _____ me feel like I'm loved by somebody



Justin Bieber & Ed Sheeran

<https://genius.com> (abridged; accessed in January 2023)

2. The highlighted sentences in the song have been changed below. Complete them accordingly.

- a. He is at a party he _____ to be at.
- b. He _____ ever _____ a suit and tie.
- c. They _____ not even _____ him in the eyes.
- d. You know he _____ her, did he ever tell her?
- e. And she _____ him feel like maybe he is somebody.

MODULE 1 – Grammar through songs

Comparative of adjectives / Present simple / Present continuous

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and fill in the gaps.



Closer

Hey, I was doing just **a.** _____ before I met you
I **b.** _____ too much and that's an issue, but I'm okay
Hey, you tell your friends it was **c.** _____ to meet them
But I hope I never see them again

I know it **d.** _____ your heart
Moved to the city in a broke-down car
And four years, no calls
Now you **e.** _____ pretty in a hotel bar
And I-I-I-I- can't stop
No, I-I-I can't stop

So, baby, pull me **f.** _____
In the back seat of your Rover
That I **g.** _____ you can't afford
Bite that tattoo on your shoulder
Pull the sheets right off the corner
Of that mattress that you stole
From your roommate back in Boulder
We ain't ever getting **h.** _____ (3x)
You look **i.** _____ the day I met you
I **j.** _____ just why I left you
I was **k.** _____



The Chainsmokers feat. Halsey

<https://genius.com> (abridged; accessed in January 2023)

2. Take a look again at the gaps of the song you have just filled in and find examples of the following:

a. Comparative of superiority	b. Comparative of equality	c. Present simple	d. Present continuous

MODULE 2 – Grammar through songs

Overall grammar

Name _____ No. _____ Class _____ Date _____

1. Choose the correct option. Then listen to the song to check your answers.



ANTI-HERO

I have this thing where I get **a. older / the oldest** but just never **b. wiser / the wise**

Midnights become **c. I / my** afternoons

When my depression **d. work / works** the graveyard shift

All of the people I've ghosted **e. stand / stands** there in the room

f. I / he should not be left to my own devices

g. She / They come with prices and vices

I end up in crisis

(Tale as **h. older than / old as** time)

I **i. wake up / waking up** screaming from dreaming

One day, I'll watch as you **j. leaving / 're leaving**

'Cause **k. I / you** got tired of my scheming

(For the last time)

It's me, hi

I **l. 'm / have got** the problem, it's me

At teatime, everybody **m. agree / agrees**

I'll stare directly at the sun but never in the mirror

n. It / Its must be exhausting always rooting for the anti-hero

Sometimes I feel like everybody **o. is / are** a sexy baby

And I'm a monster on the hill

Too big to hang out, slowly lurching toward **p. you / your** favorite city

Pierced through the heart, but never killed



Taylor Swift

<https://genius.com> (abridged; accessed in January 2023)

2. Order these sentences according to the sequence of the song.

a. She thinks everyone looks good and she is awful.

☐

b. She goes to a chosen place.

☐

c. She feels depressed.

☐

d. She is becoming more adult but not smarter.

☐

e. She wakes up shouting because of a bad dream.

☐

MODULE 2 – Grammar through songs

Past simple

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and fill in the gaps with the missing verbs.



lose you to
LOVE ME

You **a.** _____ the world and I **b.** _____ for it

I **c.** _____ you first and you **d.** _____ it

e. _____ fires to my forest

And you **f.** _____ it burn

g. _____ off-key in my chorus

'Cause it **h.** _____ yours

I **i.** _____ the signs and I **j.** _____ it

Rose-colored glasses all distorted

k. _____ fire to my purpose

And I **l.** _____ it burn

You **m.** _____ off on the hurtin'

When it wasn't yours, yeah

We'd always go into it blindly

I **n.** _____ to lose you to find me

This dancing was killing me softly

I needed to hate you to love me, yeah



Selena Gomez

2. Continue to listen to the song, order the lines from 1 to 6 and underline all the verbs in the past simple.



a. In two months, you replaced us

☐

b. You tore me down and now it's showing

☐

c. Made me think I deserved it

☐

d. Like it was easy

☐

e. In the thick of healing, yeah

☐

f. I gave my all and they all know it

☐

<https://genius.com> (abridged; accessed in January 2023)

3. Complete the table with examples from the song.

Regular verbs in the past	Irregular verbs in the past	Verb <i>to be</i> negative form - past

MODULE 2 – Grammar through songs

Future

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and fill in the gaps with the future forms of the verbs.



SURVIVAL

Race, life's a race

And I **a.** _____ win

Yes, I'm gonna win

And I **b.** _____ the fuse

And I **c.** _____ never _____

And I choose to survive

Whatever it takes

You **d.** _____ ahead

I **e.** _____ the pace

And I **f.** _____ my strength

To the whole human race

Yes, I am prepared

To stay alive

I **g.** _____,

The vengeance is mine

And I **h.** _____ in

Because I choose to thrive

Yeah, I'm gonna win!



Muse

<https://genius.com> (abridged; accessed in January 2023)

2. Choose the right option to complete the sentences.

2.1 I'm gonna win is the informal way to say

a. 'I'll win.

b. I win.

c. I'm going to win.

2.2 The singer's plan/intention is to

a. survive the race.

b. win the race.

c. keep up the pace.

2.3 Which line is a prediction?

a. I'm gonna win.

b. I'll never lose.

c. I choose to thrive.

2.4 The negative form of I'll keep up the pace is

a. I don't keep up the pace.

b. I'm not keep up the pace.

c. I won't keep up the pace.

2.5 The affirmative form of I won't give in is

a. I'll give in.

b. I will be give in.

c. I give in.

MODULE 2 – Grammar through songs

Adjectives followed by prepositions

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and fill in the gaps with the missing words.



SCARED OF THE DARK

I'm not **a.** _____ the dark
I'm not running, running, running
No, I'm not **b.** _____ the fall
I'm not scared, not at all
Why would a star, a star ever be **c.** _____ the dark?
I'm not scared
I'm not scared, even from the start
I'm not **d.** _____ the dark
Of the dark, mmm



Lil Wayne & Ty Dolla \$ign

2. Listen to the next part of the song and choose the correct option.



Tunechi
I ain't never **a. afraid / scared** and I ain't never **b. horrified / terrified**
I just look down at my Rolex, it said it's the darkest times
I ain't never **c. scared / terrified**, I ain't never **d. petrified / horrified**
You know I see dead people, I just tell 'em, "Get a life"
I ain't never **e. scurred / scared**, I'm not sure if that's a word, but
I mean every word, feelin' like, "Do not disturb," wait
Let me testify, I have never testified
And I'm married to my pride, I ain't never, never cried
I got eyes like marbles, if I cry they sparkle

<https://genius.com> (abridged; accessed in January 2023)

3. Listen to another part of the song and order the lines accordingly (1 to 7).



- a.** I'm behind the trigger, what if I am the target? ☐
- b.** And I'm a shine in the darkness ☐
- c.** There's a line for tomorrow and that line's gettin' shorter ☐
- d.** I look back down at my Rollie, it says, "Time for the chorus" ☐
- e.** You know I can read your mind like I'm the author ☐
- f.** Deep sigh, a sayonara, I ain't afraid to die ☐
- g.** It's either goodbye or good mornin', and the skies start to fallin' ☐

4. Go through the lyrics and find two examples of an adjective followed by a preposition.

- a.** _____ **b.** _____

MODULE 3 – Grammar through songs

Overall grammar

Name _____ No. _____ Class _____ Date _____

1. Listen to the first part of the song and fill in the gaps with the missing words.



Say you won't
let go

I a. _____ you in the dark, you b. _____ me up
You c. _____ me feel as though I d. _____ enough
We e. _____ the night away, we f. _____ too much
I g. _____ your hair back when you were throwin' up
Then you h. _____ over your shoulder
For a minute, I was stone-cold sober
I i. _____ you closer to my chest
And you j. _____ me to stay over
I k. _____, "I already l. _____ ya
I think that you should get some rest"



James Arthur

<https://genius.com> (abridged; accessed in January 2023)

2. Listen to the next part of the song and match the sentence halves.



- | | | |
|----------------------------|---|--------------------------------------|
| a. I knew I | • | 1. when I was scared of letting go |
| b. But you'd | • | 2. showed |
| c. 'Cause I played it cool | • | 3. loved you then |
| d. I knew I | • | 4. won't let go |
| e. But I never | • | 5. never know |
| f. But I wanna stay | • | 6. with you until we're grey and old |
| g. Just say you (x2) | • | 7. needed you |

3. Complete the lines of the song with the verbs in the box in the future simple and then listen to the song to check your answers.



I a. _____ you up with some breakfast in bed
I b. _____ you coffee with a kiss on your head
And I c. _____ the kids to school, wave them goodbye
And I d. _____ my lucky stars for that night

bring take
thank wake

4. Underline in the song lyrics above examples of:

- a. regular verbs in the past simple
- b. conjunctions
- c. a negative form of the future

MODULE 3 – Grammar through songs

Type 1 *if*-clauses / Type 2 *if*-clauses

Name _____ No. _____ Class _____ Date _____

1. Listen to the first part of the song and fill in the gaps with the right form of the verbs.

IF I WERE SORRY

 track 40

I' **a.** _____ through the desert on my hands and knees

Rehearsing my "pretty please"

Climb the highest mountain

If I were sorry

Shout it from the top

Swim under water until my lungs exploded

Walk into the fire

If I were sorry

I **b.** _____ a thousand miles

c. _____ until I dropped

d. _____ a break to breathe

Until I got close enough

And I **e.** _____ it all again

If I really **f.** _____ the chance

But I know deep inside for you

It's just another dance



Frans

<https://genius.com> (abridged; accessed in January 2023)

2. Listen to the second part of the song and put the lines in the box in the correct place. Write only the numbers.

 track 41

1. I'd rob a bank and the post office too

2. It would be a different story

3. I wouldn't say a single word

4. I'd give you all the glory

If I were sorry

a.

If I were sorry

If I were sorry

b.

If I were sorry

If I were sorry

I'd hold my breath 'til my face turned blue

c.

Swim across the ocean

If I were sorry

I'd take a vow of silence

d.

Until you really heard

If I were sorry

3. With a partner, write some lines to add to the song.

If I were sorry

MODULE 3 – Grammar through songs

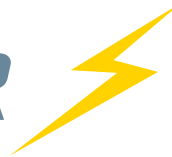
Past continuous

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and fill in the gaps with the missing verbs.



THUNDER



Just a young gun with a quick fuse
I **a.** _____ uptight, wanna let loose
I **b.** _____ of bigger things
And wanna leave my own life behind
Not a "Yes, sir", not a follower
Fit the box, fit the mold,
Have a seat In the foyer, take a number
I **c.** _____ before the thunder

Thunder, thunder
Thunder, thun-
Thunder th-th-thunder, thunder
Thunder, thunder, thun-
Thunder, th-th-thunder, thunder
Thunder, feel the thunder
Lighting then the thunder (2x)
Thunder (3x)

Kids **d.** _____ in my classes
While I **e.** _____ for the masses
Who do you think you are?
Dreaming 'bout being a big star
They say, "You're basic", they say, "You're easy"
You're always riding in the backseat
Now I'm smiling from the stage while
You **f.** _____ in the nosebleeds



Imagine Dragons

<https://genius.com> (abridged; accessed in January 2023)

2. Decide which statement best describes the theme of the song.

- a.** The song describes the life of a young boy at the moment.
- b.** The song describes how the singer overcame the challenges in life and became a star in the music industry.
- c.** The song describes the feelings of people towards guns.

3. Find in the song:

- a.** a line that shows two actions happening at the same time in the past and performed by different people.

- b.** a line that shows an action in progress in the past.

- c.** a conjunction usually used with the past continuous.

MODULE 3 – Grammar through songs

Modal verbs

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and circle the correct option.



You know you **a. must / can / should** call me if you need someone

I'll pick up the pieces if you come undone

Painting stars up on your ceiling

'Cause you wish that you **b. can / should / could** find
some feeling, yeah, you

You know you **c. can / could / must** call me if you need
someone

I need you to hold on

Heaven is a place not too far away

We all know I **d. could / should / would** be the one

To say we all make mistakes

Take my hand and hold on

Tell me everything that you need to say

'Cause I know how it feels to be someone

Feels to be someone who loses their way

You're looking for answers in a place unknown

You need the connection but you **e. can't / couldn't / shouldn't** get close



Justin Bieber

<https://genius.com> (abridged; accessed in January 2023)

2. All the highlighted verbs in the song have characteristics in common. Tick all the correct options.

- a.** They are followed by the infinitive of another verb. ☐
- b.** They are in the past simple. ☐
- c.** They are called modal verbs. ☐
- d.** There is no -s on 3rd person forms. ☐

3. Find a verb in the song to match each of the uses below.

- a.** possibility _____
- b.** moral obligation / advice _____
- c.** impossibility _____

MODULE 1 – Grammar through songs

Overall grammar

Name _____ No. _____ Class _____ Date _____

1. Listen to the song and complete it with the missing verbs in the right form and tense.

REMINDE ME

 track 44

Millions of hours become days

Your pictures, they keep me awake

I **a.** _____ to find ya, see if the love was still the same

Visions of us that don't fade

We **b.** _____ on, hoping it don't break

But now that we're dancing, it's all coming back to me

There was something good we lost along the way (oh yeah, yeah)

And the melody is just not quite the same

I said, "I **c.** _____ sing along

'Cause I forgot the song

So how does it go?

d. _____ you please remind me? (Please remind me)

e. _____ you please remind me?" (Please remind me)

She said, "I don't even know

'Cause I forgot our song

Thought I was alone

Would you please remind me? (Please remind me)

Will you please remind me?" (Please remind me)

Did it go, "Whoa-oh-oh-oh-oh"?

Or did it go, "Oh-oh-oh-oh-oh"?

I think it went, "Oh-oh-oh-oh-oh"

f. _____ you please remind me?

I needed the time to find me

I made a mistake and I'm sorry (whoa-oh-oh)

If we **g.** _____ this again, I promise that I **h.** _____ (no I won't)



Tom Grennan

<https://genius.com> (abridged; accessed in January 2023)

2. Find in the song examples of:

modal
verbs

past
continuous

type 1 if-clause

GRAMMAR THROUGH SONGS

MODULE 1

Bohemian Rhapsody

1. a. Is; b. Is; c. your; d. 'm/am; e. 'm/am; f. his; g. he; h. it; i. you; j. my; k. 've got
2. a. I, you, he, it; b. my, your, his; c. am, is; d. have/'ve got

I Don't Care

1. a. don't want; b. don't... wear; c. is/'s... looking; d. take; e. love; f. make; g. Don't think; h. feel; i. wants; j. don't care; k. disappear; l. 're making; m. don't care; n. 're making
2. a. doesn't want; b. doesn't... wear; c. are... looking; d. loves; e. is making

Closer

1. a. fine; b. drink; c. nice; d. breaks; e. are/'re looking; f. closer; g. know; h. older; i. as good as; j. forget; k. insane
2. a. closer, older; b. as good as; c. drink, breaks, know, forget; d. are looking

Anti-Hero

1. a. older; b. wiser; c. my; d. works; e. stand; f. I; g. They; h. old as; i. wake up; j. 're leaving; k. you; l. m; m. agrees; n. It; o. is; p. your
2. a. 4; b. 5; c. 2; d. 1; e. 3

MODULE 2

Lose You to Love Me

1. a. promised; b. fell; c. put; d. adored; e. set; f. let; g. sang; h. wasn't; i. saw; j. ignored; k. set; l. let; m. got; n. needed
2. a. 3, replaced; b. 2, tore; c. 5, made, deserved; d. 4, was; e. 6; f. 1, gave
3. **Regular:** promised, adored, ignored, needed, replaced, deserved; **Irregular:** fell, put, set, let, got, sang, saw, tore, made, was, gave; **To be negative Past:** wasn't

Survival

1. a. 'm gonna win; b. 'll light; c. 'll... lose; d. won't pull; e. 'll keep up; f. 'll reveal; g. won't forgive; h. won't give
2. 2.1 c; 2.2 b; 2.3 b; 2.4 c; 2.5. a

Scared of the dark

1. a. scared of; b. afraid of; c. afraid of; d. scared of
2. a. scared; b. horrified; c. terrified; d. petrified; e. scurred
3. a. 3; b. 6; c. 2; d. 7; e. 1; f. 4; g. 5
4. a. scared of; b. afraid of

Say You Won't Let Go

1. a. met; b. lit; c. made; d. was; e. danced; f. drank; g. held; h. smiled; i. pulled; j. asked; k. said; l. told
2. a. 3; b. 5; c. 1; d. 7; e. 2; f. 6; g. 4
3. a. 'll wake; b. 'll bring; c. 'll take; d. 'll thank
4. a. danced, smiled, pulled, asked, scared, showed, played, loved, needed; b. and, but; c. won't let

MODULE 3

If I Were Sorry

1. a. 'd crawl; b. 'd run; c. Wouldn't stop; d. Wouldn't take; e. would do; f. had
2. a. 4; b. 2; c. 1; d. 3

Thunder

1. a. was; b. was dreaming; c. was lightning; d. were laughing; e. was scheming; f. were clapping
2. b
3. a. "Kids were laughing in my classes while I was scheming for the masses"; b. "I was dreaming of bigger things"; c. while

Hold On

1. a. can; b. could; c. can; d. should; e. can't
2. a, c, d
3. a. can; b. should; c. can't

Remind Me

1. a. was trying; b. were holding; c. can't; d. Could; e. Could; f. Could; g. try; h. will never leave
2. **Modal verbs:** can't; could
Past continuous: was trying; were holding
Type 1 if-clause: If we try this again, I promise that I will never leave

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UNIT 1 – MY PLACE IN THE PROFESSIONAL WORD

1.1 ABOUT ME

Page 8

1. Listen to an interview between Chris Hemsworth and his new agent and complete the form.

Agent: Well, Chris, I still need some detailed information to complete this form.

Chris: Okay, Samuel. Let's do it.

Agent: Have you got a middle name?

Chris: No, just Christopher Hemsworth.

Agent: I have your date of birth but not your place of birth.

Chris: It's Melbourne, Australia.

Agent: Right. I have your ID number and your contacts. Are you married?

Chris: I am, yes. And we have three kids.

Agent: That's great, Chris! And who is your emergency contact?

Chris: It's Elsa. She's my wife.

Agent: Ok. I think I have all the information I need now. Thank you.

Chris: You're welcome.

2. Listen and order the information in each box.

Dates:

the fifth of March twenty twenty-five

the third of June twenty fifteen

the thirtieth of July twenty twenty

the fifteenth of May two thousand and five

Phone numbers:

nine three four six two eight seven double nine

oh seven nine double one three four two eight seven two

two one four five eight four five three one

nine six five two eight double oh double five

Email addresses:

carol dot wales at gmail dot com

relypat underscore am at gmail dot com

pretty forward slash cats at yahoo dot com

em ef pi dash jones at live dot com

Page 10

1. Listen to a call centre operator doing a service quality poll. Complete the customer profiles with the information given.

Call centre operator (CCO): Good morning. My name is Sam O'Brien and I'm calling from Teleperformance about a poll concerning your satisfaction with your internet service. You agreed to participate earlier this week. Is now a good time to speak?

Douglas: Oh, hello! Yes, I remember. Now is just fine.

CCO: Before we start, I'd like you to know that all your information will be kept private and confidential. Have you got any questions, or can we start?

Douglas: No, no questions.

CCO: Let's start then. What's your full name, please?

Douglas: My full name is Douglas Thompson Harris.

CCO: I'm sorry, what's your surname again?

Douglas: It's Harris.

CCO: Right. What's your address?

Douglas: I live at 275 South Rossmore Avenue in Los Angeles, in amazing sunny California.

CCO: Yes, California is amazing. What is your date of birth?

Douglas: The 2nd of March 2000.

CCO: And your nationality?

Douglas: I'm American. I was born in Miami.

CCO: Ok, thank you. Are you married or single?

Douglas: I'm married.

CCO: I'm phoning your landline number. What's your mobile phone number, please?

Douglas: It's 96 5858403.

CCO: And what's your email address?

Douglas: My email address is dthomharris@gmail.com.

CCO: Last question, how satisfied are you with your internet service on a scale from 1-10?

Douglas: 7

CCO: Thank you for your time.

Douglas: You're welcome.

.....

CCO: Good afternoon. My name is Sam O'Brien and I'm calling from Teleperformance about a poll on your satisfaction with your internet service. Is now a good time to speak?

Sofia: Good afternoon. Ahmm... Well, I hope it doesn't take long.

CCO: No, not at all. Two minutes...

Sofia: Ok, then. Go ahead!

CCO: Before we start, I'd like to say that all your information will be kept private and confidential. Have you got any questions, or can we start?

Sofia: No, no questions.

CCO: Let's start then. What's your full name, please?

Sofia: My full name is Sofia Isabella Garcia.

CCO: Could you spell your surname, please?

Sofia: Sure. It's G-A-R-C-I-A.

CCO: What's your address?

Sofia: My address is La Rambla, 108, Ciutat Vella, Barcelona.

CCO: Are you Spanish?

Sofia: Yes, I'm Spanish.

CCO: What's your date of birth?

Sofia: I was born on the 21st of September 2002.

CCO: Are you married or single?

Sofia: I'm definitely single. And happy, by the way...

CCO: Oh, right (chuckles). I only have your landline number. What's your mobile phone number, please?

Sofia: It's 93 0097492.

CCO: And what's your email address?

Sofia: Let me think... I don't write that many emails. Oh yes, it's sofigarcia@yahoo.com.

CCO: Last question, how satisfied are you with your internet service on a scale from 1-10?

Sofia: Hmmm... 8.

CCO: Thank you for your time.

Sofia: You're welcome.

Page 13

1. Listen to the song by Selena Gomez and fill in the missing pronouns and determiners. Then, complete the table with those words.

Look at her now

They fell in love one summer

A little too wild for each other

Shiny 'til it wasn't

Feels good 'til it doesn't

It was her first real lover

His too 'til he had another

Oh, God, when she found out

Trust levels went way down

Of course she was sad

But now she's glad she dodged a bullet

Took a few years to soak up the tears

But look at her now, watch her go

Mm-mm-mm, mm-mm mm-mm mm

Look at her now, watch her go

Mm-mm-mm, mm-mm mm-mm mm

Wow, look at her now

Page 16

1. Listen to the description of four celebrities and identify them.

a. He is a famous singer and songwriter. People can say he is medium-height as he is 1,73 m. He's got short straight ginger hair. He's got a beard. His beard is also ginger. His eyes are blue and he wears glasses.

b. She is medium-height and she's got a round face. Her eyes are light brown like honey, and she's got long wavy (dyed) pink hair. As a distinguishing feature, she's got a lot of tattoos.

c. She is a younger singer. She is short, as she is 1,61 m. She's got shoulder-length straight black hair with a fringe and beautiful blue eyes.

d. He is a tall, good-looking musician. He's got short curly black hair and a beard. His eyes are dark brown and he's got some tattoos.

1.2 JOBS TODAY

Page 26

1. Two students are looking at online job advertisements. Listen to their conversation and complete the job ads with information from the box.

Boy: Hi there! What are you doing?

Girl: Hi! I'm looking at some job ads to see what's out there.

Boy: Isn't it too early to be worried about jobs?

Girl: No. I need to be prepared. Did you know that to be an events manager you need a university degree?

Boy: No, I didn't... What else?

Girl: You also need to have some work experience and good communication and negotiation skills. You need to be responsible and very organised. You should be able to coordinate and manage teams and have multitasking skills.

Boy: Where do events managers work?

Girl: It's like hybrid working. It can be indoors or outdoors; it depends on the event.

Boy: How about the salary?

Girl: They don't mention it.

Boy: Uhhh, OK! Is there anything on that website that doesn't require a university degree and lots of hours studying?

Girl: Sure. You love animals, don't you? Let's try to find one. How about animal care worker?

Boy: That sounds good...for a start. What do I need?

Girl: You need some vocational training in animal care. As for skills, you should be physically resilient for working outdoors. You should also be organised and have good computer skills.

Boy: But do they only work outdoors?

Girl: No, they can work in kennels, stables, pet shops, rescue centres and animal hospitals.

Boy: I still have a lot of time to think about it.

1.3 ENGLISH AT WORK

Page 46

2. Listen to a dialogue between a tourist office employee in Liverpool city centre and a tourist, and complete it with the missing words.

Tourist: Hi! Is there a supermarket around here?

Employee: Yes, there is. Go along Whitechapel as far as the roundabout and then take the second exit. Go straight ahead and turn right. The supermarket is next to the car park.

Tourist: That sounds easy. Thank you for your help.

Employee: You're welcome. Have a nice day!

Page 51

1. Listen to the telephone conversation and order the dialogue.

Leaving a message.

Rita: Hello. This is Rita speaking. How may I help you?

Ryan: Hello. Could I speak to Julie Peterson, please?

Rita: Who's calling, please?

Ryan: This is Ryan Blackwood.

Rita: Hold the line, please... I'm afraid she's out at the moment. Can I take a message?

Ryan: Yes. Can you ask her to call me back? My number is 909-345-8965.

Rita: Could you repeat that, please?

Ryan: Certainly. That's 909-345-8965.

Rita: OK. I'll make sure Mrs Peterson gets your message.

Ryan: Thank you. Goodbye.

Rita: Goodbye. Have a nice day.

2. Listen to the dialogue and fill in the missing words.

Making a doctor's appointment

Receptionist: Dr Watkinson's office. How may I help you?

Oliver: I'd like to make an appointment to see the doctor.

Receptionist: OK, Dr. Watkinson can see you tomorrow. Can you come in the morning?

Oliver: Yes, tomorrow morning is fine.

Receptionist: How about 10 o'clock?

Oliver: Yes, 10 o'clock is fine.

Receptionist: May I have your name?

Oliver: Yes, it's Oliver Corbyn.

Receptionist: Very well. I've scheduled an appointment for 10 o'clock tomorrow morning.

Oliver: Thank you.

Receptionist: You're welcome. Have a nice day.

3. Listen to the dialogue to find the following information.

Making a dinner reservation

Woman: Good evening, West Grill. How may I help you?

Man: Hello, I'd like to make a dinner reservation for Friday.

Woman: Certainly. How many people are there in your party?

Man: There'll be four people.

Woman: And what time would you like to make the reservation for?

Man: Let's say at 7 o'clock.

Woman: I'm afraid we don't have anything available then. We could seat you at 6 o'clock or 8 o'clock.

Man: Oh, OK. Let's make the reservation for 8 o'clock.

Woman: Can I have your name?

Man: Yes, it's Anderson.

Woman: Is that Anderson with an "e" or an "o"?

Man: Anderson with an "o."

Woman: Thank you. Great. I've reserved a table for four for the Anderson party at 8 o'clock on Friday evening.

Man: Thank you very much.

Woman: You're welcome. We'll see you on Friday.

Man: Yes, see you then. Goodbye.

Woman: Goodbye.

CHECK OUT

Page 58

1. Listen to the automated answering machine message from a Community Job Centre and mark the jobs that state the following ideas.

Thanks for calling the Community Job Centre. We have lots of jobs for teenagers like you.

JOB 1: You will be required to work as a waiter in a local fast food restaurant on Saturdays and Sundays from 5 to 11 p.m. You need to have good communication skills and be very patient.

JOB 2: This is an ideal job if you love animals. The local dog care centre is looking for people to walk dogs. If you like dogs and

enjoy doing exercise outdoors, don't miss this opportunity. You'll earn 10 euros an hour.

JOB 3: If you're looking for a good salary, this is the perfect job for you. It pays 20 euros an hour, 20 hours a week. You must have great IT skills as well as good phone and communication skills because you'll be working at a computer repair clinic.

JOB 4: If you have a motorbike, then Chess's Pizza is looking for someone to deliver their pizzas. You need to be fast and get to people as soon as possible, and you must also be polite. This job gives you a lot of freedom and the opportunity to meet new people. You will be paid 9 euros an hour plus tips.

These are the first four jobs. To keep listening, press 5. To speak to an operator and apply for one of the jobs, press 1.

2. Listen to a phone call and say if the statements are True or False.

Jean: Hello, this is H&B Medical Centre. Jean Taylor speaking. How may I help you?

Kate: Hello, I'd like to make an appointment to see Dr Harris, please.

Jean: Have you been here before?

Kate: No, I haven't. It's the first time.

Jean: Could I have your name, please?

Kate: It's Kate Williams.

Jean: I have an opening at 3.15 this afternoon. Is that OK?

Kate: Yes, that's fine.

Jean: Would you mind giving me your contact information?

Kate: Sure. My phone number is 349 678 550 and my email address is kate_williams@yahoo.com.

Jean: Can I read that back to you?

Kate: Go ahead.

Jean: So, 349 678 550 and your email kate_williams@yahoo.com.

Kate: Correct. But please make sure that Williams is written with double L.

Jean: Thanks. We'll see you soon.

Kate: Just one question. Is the Medical Centre far from the underground?

Jean: No, it's a two-minute walk. Do you know where the bank is?

Kate: Yes, it's on the corner.

Jean: That's right. Go along Bank Street, take the second on the left, go straight ahead and you'll see the Centre on your right next to the post office.

Kate: Thank you very much.

Jean: You're welcome.

UNIT 2 – A WORD OF MANY LANGUAGES

2.1 GOING PLACES

Page 67

2. Listen to three people answering a question about their favourite place in Europe. Who says what? Put a tick in the right column.

What is your favourite place in Europe?

Josh

Lyon is definitely my favourite place in Europe. Why? For the food, of course! It is the gastronomic capital of France. Spend money at one of the Michelin starred restaurants, get cosy in one of the many particular bistros, and discover a lot of French delicacies at Lyon Market. Lyon isn't just for food lovers, it is also rich in History with several preserved Roman and Renaissance sites. The city is recognised as a UNESCO World Heritage Centre. To relax, there's nothing better than taking a Saône River Cruise.

<https://travelbooksfood.com> (adapted)

Brooke

The colours, sites, smells and sounds of Lisbon are just a few key reasons you will fall absolutely head over heels in love with this

crazy, fun, vibrant and loving city. Lisbon is my all-time favourite city as a solo traveller as I felt so welcomed, happily greeted by locals in the street and just the vibe of the place was really enjoyable. It is literally a rainbow and ageless city where old customs and ancient history intermix with cultural entertainment and hi-tech innovation.

<https://worldofwanderlust.com> (adapted; accessed in December 2022)

Monica

Mazury, in Poland. Mazury is called "the green lungs of Poland" – no wonder why, industry almost doesn't exist and the region is full of lakes and forests. It's safe to camp there and the best part about Mazury is that this region is very cheap! It's a perfect getaway for sailors, campers, backpackers, digital nomads and people who need to work in a relaxing, peaceful environment ideal for families.

<https://travelbooksfood.com> (adapted; accessed in December 2022)

Page 75

4. Complete the song with the verbs in the past simple. Then listen to check your answers.

Don't start now

If you don't wanna see me
Did a full one-eighty, crazy
Thinking 'bout the way I was
Did the heartbreak (change) me? Maybe
But look at where I ended up
I'm all good already
So moved on, it's scary
I'm not where you left me at all, so
If you don't wanna see me dancing with somebody
If you wanna believe that anything could stop me
Don't show up, don't come out
Don't start caring about me now
Walk away, you know how
Don't start caring about me now
Aren't you the guy who tried to
Hurt me with the word "goodbye"?
Though it took some time to survive you
I'm better on the other side
I'm all good already
So moved on, it's scary
I'm not where you left me at all, so...

2.2 LET'S GO ABROAD

Page 89

1. You are going to listen to three teens talking about their volunteering experiences abroad.

1.1 Listen and identify the teen and the country each photo refers to.

Larissa, 17

I arrived in Melbourne on a Friday morning. At the office in Melbourne, I met all the others that had volunteered for the Australian Conservation Experience project. There were nine people from China, Hong Kong and Taiwan and me from Italy. My team was sent to comfortable accommodation. The setting for our working days was the countryside around Hamilton. There we planted about 10,000 little trees during two weeks. In our free time we went to the craft market and cooked delicious dinners – sometimes with Italian flavours, sometimes Chinese and Australian ones. After dinner we usually played cards and chatted. I spent a really good time with the other volunteers. We laughed and we had a lot of fun.

Miguel, 17

Volunteering at the Prague Hostel Internship in the Czech Republic was a memorable experience. I stayed in a boy's dorm, working with the same people and in the same place every day. The best thing was you were never lonely and you met people from all over the globe.

A typical day at the hostel consisted of doing housekeeping, working at the bar, or working at the reception. Before you began your working day, you could have a free breakfast, which was actually quite good. But once you were finished with work you were free to explore the city as you pleased.

Christina, 16

Last year, I went to the beautiful country of Kenya. It was one of the best experiences of my life. I joined the Village Kindergarten program. During the first two weeks I joined the 1st, 2nd and 8th graders during their English and mathematics classes.

The kids were incredible! So interested and motivated to learn, even though they sometimes didn't have a pen or pencil to write, or a different notebook for each subject, or a coursebook to follow the lesson. Outside the school, I spoke with the local people, visited the hospital and its facilities, visited families in need and listened to their stories. I also visited the National Park of Masai Mara. I took part in a Safari trip and got to see the Maasai tribe and the beautiful wildlife in Kenya, including 5 of the most dangerous animals in the African savannah.

1.2 Listen again and match the teens with the statements on the right.

2.3 DO YOU SPEAK ENGLISH?

Page 96

1. Listen to a report about the percentage of English speakers in some European countries and write the missing numbers on the map.

The top English speaking countries are generally found in Northern Europe. Almost three quarters of the population speaks English in Scandinavia.

At least 71% of Danes speak English. In Norway, 69% of the population are English speakers, while in Sweden it's 70% and in Finland, 67%.

Germany and Belgium are very high up the list, with over 62% of the population in Germany being English speakers and 61% in Belgium!

The Netherlands beats even the Scandinavian countries. It is the top English speaking country in Europe, with 72% of the country fluent in the English language.

Heading to the East, we see countries like Poland and Austria hitting the very high figure of 62% of the population being English speakers.

The figures get lower the further East we go. For example, in Romania 31% of the population speaks English, while in Hungary the figure stands at 20%.

If we go to popular English native speaker holiday destinations like Portugal and Spain, there is also a good number of English speakers, especially in urban areas. In Spain there are about 35% and in Portugal, 27%.

<https://www.europelanguagejobs.com> (adapted; accessed in December 2022)

Page 99

1. Listen to three youngsters saying why they think it's important to know English. Match the speakers on the left with the reasons on the right.

Jessica

I think everyone needs to learn English in order to get in touch on an international level. Speaking English will help you communicate with people from countries all over the world, not just English-speaking ones.

English is also essential in the field of education. Many of the world's top universities use English. Because English is the dominant language in the sciences and international research, most of the research studies you find are in English. At university level, many subjects are taught in English to make it more accessible to international students.

English skills also help you in any business area you choose to follow. That's especially true if you'd like your career to move from the local to international scale in the future.

David

English is definitely the most useful language of all. If you understand English, it will be easier to travel around the globe because it is the main international language for foreigners. After all, about one in five people know or understand at least a little bit of English – and that's not true of any other one language. Not only is English useful for tourism, but many international conferences, competitions and celebrations are also held in English.

Noah

Everyone knows that Hollywood and the biggest television and music corporations on the planet are based in the U.S. and popular films and music are all in English. What's more, knowing English gives you access to thousands of movies, television shows and games for your enjoyment. And if you want to work in the entertainment industry one day, English is even more essential. I believe that those who are still unaware of the importance of English should start learning it, because it seems like very soon everything will be done in English. In some ways, that time is already here.

<https://owlcation.com> (adapted; accessed in December 2022)

2. Listen to Diego and Samuel's story of how English changed their lives and say if the following statements are True or False. Diego – Sweet success

I used to have a lot of regrets in my life – I didn't study hard in middle school and didn't go to college after high school. But then English changed my life. After working as a waiter for several years after high school, I decided to begin night classes at a local college. To pay for tuition, I took a day job as a security guard for a multi-national company. I was studying computer science, but I knew English was important and I started studying it hard. At work, the native English speakers who worked with me saw me studying and started helping me. Specially Brenda... she was really sweet, and as a native speaker, she always spoke with me in English... Well, before we knew it... we fell in love. Now we've been together for over a year! As you can see, English truly changed my life!

Samuel – Dream job

When I began studying English at the age of 10, I never imagined where it would take me. I majored in computer science, but I know it was my excellent English skills that landed me the job of my dreams – at Microsoft!

Now as a senior engineer, most of my daily work is done in English. In fact, 80 percent of my customers don't speak my first language, so communication in English is vital. I'm really happy and I know that, without English, I wouldn't have my job or my friends and wouldn't enjoy the same lifestyle, so of course English has changed my life!

<https://englishlive.ef.com> (adapted; accessed in December 2022)

2. Listen to the song and complete it with the missing words.

'Cause I-I-I'm in the stars tonight
 So watch me bring the fire
 and set the night alight
 Shoes on, get up in the morn'
 Cup of milk, let's rock and roll
 King Kong, kick the drum,
 Rolling on like a Rolling Stone
 Sing song when I'm walking phone
 Jump up to the top, LeBron
 Ding dong, call me on my home
 Ice tea and a game of ping-pong
 This is getting heavy
 Can you hear the bass boom? I'm ready
 Life is sweet as good
 Yeah, this beat cha-ching like money
 Disco overload, I'm into that,
 I'm tonight to go
 I'm diamond, you know I glow up
 Hey, so let's go
 'Cause I-I-I'm in the stars tonight
 So watch me bring the fire
 And set the night alight
 Shining through the city
 With a little funk and soul
 So I'ma light it up like dynamite

CHECK OUT**1. Listen to Lena and tick the five reasons why she is on an exchange programme.**

My name is Lena, I'm seventeen years old and I'm from Norway. This year I decided to study abroad. I chose to come to the United States for a variety of reasons. First of all, because I want to improve my English. I know it will be important for my future life no matter what I decide to do as a job. And I've always wanted to meet new people from different cultures and have fun. I have found everything here. I have lots of new friends and we often study and go out together. That's another reason why I wanted to study abroad: to experience new things and make good memories.

2. Listen to the second part of Lena's testimonial and say if the statements are True or False.

The thing I like about the Minnesota life is that people here are really friendly like, wherever you go and whoever you meet, they will always say "Hi, how are you?" and have a conversation with you. I like that they care about you. And my host family takes me to a lot of places, we do a lot of different things every day. I feel really involved in, like, the family and at school, and teachers, everybody really cares about you here.

Another thing that I thought would be, like, similar to Norway, is the climate. People told me it was similar, but then I came here and it was a lot warmer than I thought, and it was also a lot colder than I thought in the winter. And the people are not like Norwegians, Norwegians are a little bit cold, but here in Minnesota they talk to you and ask how you are, and that was the main thing that surprised me, how open people are.

The same happens at my school, St. Paul Prep, all the teachers are really cool. If you're feeling down, they talk to you and help you in every way they can. People are really friendly here. I really like both teachers and students.

3. Listen to the text about the importance of English and match the sentence halves.

Although it's true that more people speak Chinese and more nations have Spanish as their mother tongue, English is the language of choice throughout the world today. Let's see how being good at English might have an impact in your life.

First, English is the language of business.

English has become a necessity for people who want to enter a global workforce. Many international companies such as Airbus, Nokia, Samsung, or Microsoft expect employees to be fluent in English. They have actually made English their official corporate language.

Secondly, English is the language of tourism

Speaking English well makes it easier to travel anywhere in the world, because English is spoken as a first or second language in so many different countries. It is always easy to find English speakers, especially at hotels and in areas popular with tourists. This makes it easier for customers to get what they need.

This brings us to our third point: English is the language of knowledge.

Many universities and schools worldwide are offering courses taught exclusively in English. Since many of the top academic journals are published in English, students and academics need strong English reading and writing skills to better understand and publish in English.

Finally, English is the language of entertainment.

Many of the world's top films, books and music are published and produced in English. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films, and TV shows.

UNIT 3 – THE TECHNOLOGICAL WORLD**3.1 NEW TECH, NEW GADGETS****1. Listen to the definition of different areas of technology (a to h) and order them from 1 to 8 according to what you hear.**

1. It is a way of storing, compiling and processing electronic data for information purposes. Its primary use is to get information about the customers and studies of the production process in businesses and the corporate world, too.

2. This is the use of science to develop equipment and solutions to improve quality of life by helping with common health issues or for defeating deadly diseases.

3. This refers to the hardware and software that are used for digital communication. Phones and PCs are the "hardware". Services like phone calls or messaging and mailing applications are the "software".

4. This refers to the knowledge and equipment that are being used and developed for aviation. It includes the manufacturing of aircrafts, the materials, designs, the development of radar guided missiles and developments in aerospace technology which make flying safer.

5. It is the study and use of living organisms to make products. It can use organisms as they are, or manipulate the DNA of microbes according to needs. Every year this technology produces many types of developments, in the areas of medicine therapies and even the production of biofuels.

6. It is the development and manufacturing of devices and software for leisure. This type of technology is one of the most common. Each household nowadays has multiple sets of TVs and sound-systems, laptops and phones, and a range of software that comes with them, from social media platforms to music and video sharing platforms or video games.

7. It is the study and use of modern precise technology in sports events, so that the ideal conditions, optimal training methods etc. can be found which could increase the level of play and the athletes' performances. The second use is for precision. Many

major sports nowadays have precise revision systems that use high tech gear to help get factual decision.

8. It can be defined as the development of tech systems to improve the means of travel by making it safer, cleaner and more comfortable to travel. Laser cruise control, collision avoidance systems, parking sensors, back up cameras and 360-degree camera systems all belong to this area of technology.

<https://www.tech21century.com> (adapted; accessed in December 2022)

3.2 FUTURE WORLDS

Page 134

3. Listen to the podcast about four cities already on their way to becoming smart cities and match them with the technologies they've implemented.

1. Singapore

Since 2014, Singapore has introduced a wide range of smart technologies. Contactless payment technology has been widely adopted to direct movement and payments for Singapore's 7.5 million passengers who use public transport. To help relieve the pressure of an ageing population, there is a digital health system – normalising video consultations and wearable Internet of Things devices to monitor patients.

2. Zurich

For Zurich, it all started with a streetlight project. The city introduced a series of streetlights that adapted to traffic levels using sensors, which either increased brightness or dimmed it accordingly. The project enabled an energy saving of up to 70%. Since then, Zurich has expanded its smart streetlights across the city, and established a greater range of sensory technologies.

3. Amsterdam

Amsterdam's smart city project started in 2009. It stands out for its use of renewable energy for electric garbage trucks, installing solar-powered bus stops, billboards and lights. Throughout the city, thousands of households have already been modified with energy efficient roofing insulation, automatically dimming light switches, smart meters and ultra-low energy LED lights.

4. Seoul

Data is at the heart of Seoul's smart city projects. The analysis of traffic flow, speed and air quality measured by sensors and CCTV deployed across the city is the basis for a smart infrastructure and services. Seoul is also looking into using a data platform to create an AI detective to flag up potential crime patterns. At the moment, thanks to the 5G network, the Korean capital is also amongst the first cities to use 5G technology in mobility and transport.

<https://earth.org> (adapted; accessed in December 2022)

Page 141

2. Listen to the song and order the verses below from 1 to 4.

Space Man

If I was an astronaut
I'd be floating in mid-air
And a broken heart would just
belong to someone else down there
I would be the centre of my
lonely universe
But I'm only human, and I'm
crashing down to earth

If I was an astronaut
I'd speak to satellites
My navigation systems would
search for other life
But I'd be up here thinking 'bout

what I left behind
'Cause I'm only human with the
real world on my mind

If I was an astronaut
I'd have a bird's eye view
I'd circle round the world
And keep on coming back to you
In my floating castle, I'd rub
shoulders with the stars
But I'm only human, and I'm
drifting in the dark

I'm up in space, man
Up in space, man
I've searched around the universe
Been down some black holes
There's nothing but space, man
And I wanna go home

2.1 Listen again and fill in the blanks with the missing words.

3.3 ENGLISH IN TECH

Page 151

2. Listen to some people talking about technological problems. Tick the best answer in your opinion.

Speaker A: I can't put the website I've created online.

Speaker B: What is the problem?

Speaker A: I've no idea, I've checked but can't find any bugs in my code. What else could it be?

Speaker A: I have an issue with my computer that's preventing me from finishing my work on time.

Speaker B: Maybe I can help you. Is it a hardware or software problem?

Speaker A: I don't know, I just can't connect to the internet. What can I do?

Speaker A: I think I've been hacked.

Speaker B: Really?

Speaker A: Yeah, I searched for smartwatches online yesterday and now when I'm online I get a lot of ads about them. What do you think the problem is?

Speaker A: I sent you the documents for the meeting by email this morning.

Speaker B: Are you sure? I don't see them in my inbox.

Speaker A: Well, scroll down the left sidebar that displays all the folders. Click on the more options and scroll down.

Speaker B: What am I looking for exactly?

Speaker A: I need to send a 2 Gigabyte file to Mark, but it's so big I can't send it by email. What other options are there?

Speaker A: My computer is so old that everything is very slow. Do you think I need to buy a new one?

Speaker B: No, you can upgrade the motherboard, which will be cheaper.

Speaker A: Why will it be cheaper?

3. Listen to the full conversations now and check your answers.

Speaker A: I can't put the website I've created online.

Speaker B: What is the problem?

Speaker A: I've no idea, I've checked but can't find any bugs in my code. What else could it be?

Speaker B: Maybe it's a firewall configuration issue.

Speaker A: I have an issue with my computer that's preventing me from finishing my work on time.

Speaker B: Maybe I can help you. Is it a hardware or software problem?

Speaker A: I don't know, I just can't connect to the internet. What can I do?

Speaker B: **Have you tried turning-off and back on the Wi-Fi? You just need to click twice on its icon.**

Speaker A: I think I've been hacked.

Speaker B: Really?

Speaker A: Yeah, I searched for smartwatches online yesterday and now when I'm online I get a lot of ads about them. What do you think the problem is?

Speaker B: **I don't think you need to worry, that's just because the browser stored some cookies while you were looking for smartwatches. That's all...**

Speaker A: I sent you documents for the meeting by email this morning.

Speaker B: Are you sure? I don't see them in my inbox.

Speaker A: Well, scroll down the left sidebar that displays all the folders. Click on the more options and scroll down.

Speaker B: What am I looking for exactly?

Speaker A: **The spam folder. Maybe the document went to spam.**

Speaker B: **Why didn't you say that in the first place!!**

Speaker A: I need to send a 2 Gigabyte file to Mark, but it's so big I can't send it by email. What other options are there?

Speaker B: **You have to go to the file sharing website I told you about.**

Speaker A: **Ok, I'm already on the website, what should I do now?**

Speaker B: **You just have to drag and drop the file into the browser to upload it.**

Speaker A: **Done. What now?**

Speaker B: **You need to send the hyperlink to Mark by email.**

Speaker A: My computer is so old that everything is very slow. Do you think I need to buy a new one?

Speaker B: No, you can upgrade the motherboard, which will be cheaper.

Speaker A: Why will it be cheaper?

Speaker B: **Because you can reuse all other items on your current computer, such as the webcam, the hard drive and the DVD drive.**

CHECK OUT

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1. Listen to the first part of a programme about life in the year 2050. Choose the correct answer.

Since the turn of the century technology has rapidly improved our reality. I was curious about what the next 30 years would look like, so I did a little digging. Let's take a look.

Nanotechnology

First let's take a look at nanotechnology. Over the years, scientists have discovered many innovative applications for nanotechnology. Experts in the field believe that nanobots will, in the future, be fitted into our brains to connect us to the virtual world much faster. With the use of brain computer interface technology, the mind and computer will be one, making humans very powerful beings who will be able to find solutions to problems that the mind alone wouldn't be able to solve. If nanotechnology reaches that stage, there may be no need for gadgets like phones and calculators. This is very exciting for the student of the future: looks like maths will not be a universal challenge much longer.

Transport

In 2050, transport will have immensely changed with research focused on self-driving cars, which is already underway, involving from car manufacturers such as Tesla. Some advantages of such automated vehicles include a drastic reduction in the number of deaths in traffic because vehicles will collaborate with traffic control systems.

Another interesting development is the hyperloop, one project by Elon Musk which aims to move the bulk of public transport underground with the use of electromagnetic levitation at historic speeds of 310 kilometers per hour. This train also presents an opportunity for faster, cheaper and cleaner modes of transport.

2. Listen to the second part of the programme and match the sentence halves.

Artificial intelligence

Something that may be available for everyone is artificial intelligence. The development of artificial intelligence will only get better over the years. Experts in the field believe that AI will surpass the processing power of the human brains. The rise of AI will, of course, change the face of the workforce. Not only that, but the job market will also face radical change and with the way things are going about half of the world's current jobs will disappear, as human workers will be replaced by AI machines and robots.

Education

As the job market changes, education will also see some significant changes. There has been an increase in digital learning, especially during the pandemic, and by 2050 completely digital schools will be a common thing. Even if traditional schools still exist, there will be no need for books, as we'll use tablets and laptops, instead. For higher education experts believe that more than 70 percent of the student population will be enrolled in online degrees, making education more globalised. I believe online degrees may even be taught by AI-powered robots at that time. By then, I imagine that robots will be able to prepare course material, give lectures and mark assignments.

<https://www.youtube.com> – Simply Tech (adapted; accessed in January 2023)

WORKSHEETS MODULE 1

1.1 LISTENING

1. Listen to the song and write the missing words.

My Home

My home has beautiful eyes
The cutest nose, the prettiest smile
My home likes starry nights
Is short in height and sometimes bites
My home has got a couple windows to my soul
My home somehow makes me feel so whole
My home feels like gold

My home won't ever be a place
My home has the most beautiful face
My home, you're my home

2. Listen to a psychologist talking about how our personality is related to the colour of our front door and match the colours with the correct adjectives.

Over the course of time, your home will mirror your personality, and your front door will be the first clue visitors will have to your real character. This is because the use of colour to decorate the door can reflect your personality – and probably has more meaning than you realize. Take a look at your neighbours' houses and get a glimpse into who they are. For instance:

- White: Can signify a clean and simple but organized homeowner.
- Yellow: This means a confident, humorous and curious person.
- Red: The traditional colour stands for a welcoming, vibrant and inviting host.
- Purple: The colour of spirituality shows your open-mindedness and risk-taking nature.
- Blue: Royal blue marks positive personalities, dark blue signals calm, and light blue a sincere individual.
- Brown: Means a warm-hearted, reliable owner.
- Black: Your neighbour might be authoritative but sophisticated.

<https://www.norhart.com/blog/2019/08/05> (adapted; accessed in December 2022)

1.2 LISTENING

3. Listen to three job ads and tick the right column.

Hair salon receptionist: you will work 24 hours a week, Tuesday to Sunday, from 9 a.m. to 1 p.m. You will be responsible for welcoming clients, bringing coffee and tea to customers, organising the daily schedule and keeping the salon tidy and clean. No previous experience is necessary. Apply only if you are 20 or older and a sociable person with good organisational skills.

We need a full-time **waiter/waitress** to join the number one café in Birmingham. We are looking for people over 18 who have good communication skills and are fluent in Spanish. A minimum of six-month experience is required.

Have you ever thought about having an exciting part-time job in the fashion world? We have the right opportunity for you. We're looking for **models** between 16 and 19 years old. Girls should be at least 172 cm tall and boys, 182 cm. You can choose the hours you work in the afternoon and in the evening you will be given training.

1.3 LISTENING

1. Listen to a conversation between someone on the street and a tourist and choose the correct option.

Tourist: Excuse me. I think I'm lost. Could you help me?

Local person: Of course. Where would you like to go?

Tourist: I'd like to go to the museum. Oops, I mean, the art gallery. Is it far?

Local person: No, not really. It's about a five-minute walk.

Tourist: Perhaps I should call an Uber.

Local person: I think you could walk there quite easily. You just need to follow my directions.

Tourist: Thank you for your help.

Local person: Go straight ahead as far as the park. Can you see it?

Tourist: Yes, I can.

Local person: At the entrance to the park, cross the street and turn left. Go along Main Street and the art gallery is at the end of the street between the cinema and the church, opposite the museum.

Tourist: You're very kind. Thank you.

Local person: You're welcome.

2. Listen to the telephone conversation and correct the underlined words.

Restaurant waitress: Good evening. XTown Restaurant. How may I help you?

Customer: Hello, I'd like to make a dinner reservation.

Restaurant waitress: Certainly. When will you be joining us?

Customer: Friday evening.

Restaurant waitress: What time would you like the reservation for?

Customer: 6:30 or 7:00 p.m.

Restaurant waitress: OK, and how many people is the reservation for?

Customer: Just for two.

Restaurant waitress: Any table preferences?

Customer: Yes, is it possible to have a table away from the door?

Restaurant waitress: Of course. There's one available at 6:30 p.m. on Friday. Could I have your name please?

Customer: Yes, it's Williams.

Restaurant waitress: Thank you Mr Williams. See you on Friday at 6:30.

Customer: Thank you. Goodbye!

WORKSHEETS MODULE 2

2.1 LISTENING

1. Listen to a suggested itinerary for a mini city-break Interrail holiday and order the countries from 1 to 5 according to what you hear.

Start your journey in modern, dynamic Rotterdam, in the Netherlands. Walk over the famous Erasmus Bridge, admire the Old Harbour and finish off eating your choice of international cuisine at the modern Markthal.

A convenient train connection will take you next to Antwerp, Belgium, where you can't miss the more affordable Belgian chocolates, waffles and fries! Travel back in time in the Red Star Line Museum and watch out for ornaments from the Cathedral of Our Lady.

Then head to Cologne, Germany. Pay a visit to Cologne Cathedral, the tallest in all Europe, walk in the city centre or the Old Town and stroll over the famous Hohenzollern Bridge. The city has various museums to choose from – such as

historical museums or others that will satisfy your stomach, like the Chocolate Museum.

Next, get on the train and prepare for a capital city full of life and culture, Berlin. Have a quick tour around the city centre and visit the Brandenburg Gate, the Holocaust Memorial, the Berliner Dom and the Museum Island.

Then take a long, yet exciting, train journey to Vienna, Austria to admire some of the most beautiful Baroque architecture in Europe. Schönbrunn Palace is a must, but if you have time then go to the Hofburg palace. Take a walk in the city centre and let yourself be impressed by St. Stephen's Cathedral and the views it offers. If you're done with cultural sightseeing, head to the Wiener Prater Park, an amusement park with all types of rides and a huge, historic ferris wheel.

End your rail adventure in Budapest, Hungary, another favourite destination, where apart from seeing the famous Hungarian Parliament Building and Heroes' Square, you should also go to a spa for the perfect end to your trip.

<https://www.interrail.eu> (adapted; accessed in December 2022)

3. Listen to five tips for new travellers and match the sentence halves.

1. Don't live by your guidebook

They're a great way to learn the basics and find out about the cities and countries you plan to visit. But you'll never find the latest off-the-beaten-path attractions, bars, or restaurants in them.

For the latest info (as well as insider tips), connect with locals, ask other travellers you meet or the staff at your hotel/hostel. Visit the local tourist board as well.

2. Get travel insurance

Whether you're a travel veteran or a brand new backpacker, don't leave home without making sure you're protected in case something goes wrong.

3. Bring a phone

Having a phone with data means you can look up directions, make reservations, and contact emergency services if something happens.

4. Go with the flow

When every day is planned out and there are timetables to follow, you'll get stressed. Very stressed. When making your plan, make sure that it's flexible. Plan one or two activities and let the rest of the day happen.

5. Be adventurous

The only time we grow is when we're outside our comfort zones. And travelling is about growth. That doesn't mean you need to do dangerous things, but it does mean you need to push yourself beyond what you're used to.

Hiking, sky diving, eating new foods, camping, rock climbing, hitchhiking — whatever taking a risk looks like to you is 100% OK. Challenge yourself. Try new things. You'll walk away more self-confident.

<https://www.nomadicmatt.com> (adapted; accessed in December 2022)

2.3 LISTENING

1. Listen to someone talking about the importance of English in today's world and order the reasons from 1 to 7 according to what you hear.

Why is learning English so important in today's world? Well, there are endless reasons for learning English, but I would list down the most important ones for you to help you understand its growing importance in the ever-changing global scenario.

The most important reason for learning English is that English is an international medium of communication all over the world. In this era of globalisation, when the entire world is getting closer to each other, English happens to be the sole medium of communication amongst the speakers of English as a second

language and, therefore, learning English is no more a matter of choice.

The second most important reason for learning English is its domination as the only medium of communication amongst the global workforce. This is clearly visible nowadays, as almost every company on the planet wants its workforce to be fluent in English. Therefore, it won't be an exaggeration to call it as a *Lingua Franca* of the global workforce.

The third most important reason for learning English is that it is the leading language of digital communication. The entire globe is interacting in English all over the internet. More than half of the websites over the internet use English as a medium of communication. English being an official language in around 53 countries of the world is certainly the most powerful business language globally.

The next reason for learning English is well-known to every job seeker these days. Speaking English increases the chances of getting a good job in a multinational company in your home country or finding a job overseas. It is also the language of international communication, the media and the internet, so learning English is vital for socialising and entertaining, as well as working.

The next major reason to learn English: for English you can learn worldwide, because English is spoken in so many different countries. There are thousands of schools and universities around the world offering English language programmes. When you speak English, there are plenty of resources for you to find a suitable school and course suited to your academic needs.

Finally, being able to communicate in English makes it easier to travel because English is spoken as a first or second language in so many different countries – it is always easy to find English speakers.

Looking at the ever-growing importance of English as a *Lingua Franca*, English is likely to remain a globally dominant language for many years to come.

2. Listen to someone talking about the benefits of learning a new language and match the sentences halves.

Firstly, it opens your eyes to another way of thinking. This is called "cultural competence". It gives us practical intelligence and helps us pick up on social cues. We learn about other cultures and develop new ways of understanding.

Secondly, languages help us to develop "tolerance of ambiguity". This means you find unfamiliar situations exciting rather than scary. Learning another language allows you to feel comfortable with unfamiliar words. Higher tolerance allows people to be less anxious in social situations. It could also mean you become more entrepreneurial. And could in turn lead to higher salaries. So, as well as being good for your development, there's a lot of hidden advantages to knowing more than one language.

WORKSHEETS MODULE 3

3.3 LISTENING

2. Listen to a phone call between a help desk assistant and a customer and fill in the table with the missing information.

Help desk assistant (HDA): Good morning. Jim Travis speaking. How may I help you?

Customer: Good morning. I have a problem with my computer.

HDA: Could you tell me what the problem is?

Customer: Yes, it keeps crashing.

HDA: I need some more details. Does the screen keep freezing?

Customer: Yes, the cursor doesn't move, and I can't do anything except turn the computer off.

HDA: So, you've already tried to switch it off and on. Is that correct?

Customer: Yes, but it hasn't changed anything.

HDA: I see. Do you have anti-virus software on your computer?

Customer: *Hmm*, I'm not sure. But if I do, how is the anti-virus going to fix my problem?

HDA: I believe that a virus is causing your computer problem, so, if you do a full scan with your anti-virus software, your computer may start working properly.

Customer: And if there's no anti-virus? What am I supposed to do?

HDA: I'm afraid you'll need to get in touch with your nearest technical assistance centre.

Customer: Thanks for your help.

HDA: You're welcome.

TESTS MODULE 1

1. Listen to a real estate ad and say if the statements are true or false.

You'll love this beautiful detached house. It's located in a charming neighbourhood, near the centre of the village and it has charming cafés and restaurants, as well as all the other facilities closeby. There's also a park just down the street.

You'll love the renovated interior. It has tons of natural light, plenty of big windows and a lot of space for a family. There's a large open concept kitchen, with all modern appliances: a cooker, fridge, micro-wave and beautiful cabinetry. The kitchen, of course, opens onto to a comfortable living room for the whole family to be together.

It has got four bedrooms, two bathrooms with a bathtub shower and a toilet. There's also another smaller room that you can use as a study or a playroom. There's air-conditioning throughout and it also has a good sized back garden.

If you're looking for a new house, schedule a tour today!

2. Listen to three job ads. Put a tick in the right column.

Which job suits you if you...?

Hotel receptionist

You'll work full-time, 5 days a week, 8 hours a day on rotating shifts. You could work from 8 a.m. to 4 p.m., 4 p.m. to 12 p.m. or 12 p.m. to 8 a.m. You'll be responsible for taking reservations, welcoming clients, and taking care of any needs or complaints. No previous experience is necessary. We're looking for a kind, sociable and reliable kind person. A good level of English and Spanish is required.

We need a part-time **call centre operator** to join our team. We're looking for people over 18, who have good communication skills and are talkative and patient. A minimum of six-month experience is a preferred requirement.

Have you ever thought about being an **exhibit host** for a weekend? If yes, then we have the right job for you. The Expo Hall will be hosting an International Tech Fair and we're looking for young people between the ages of 16 and 19. No work experience is required. You need to be presentable, helpful and friendly, as you will be greeting and directing people to the places they want to go and the stands they want to visit. You'll get training first and will work from 10 a.m. to 8 p.m. Good fluency in English is mandatory.

3. Listen to the information about Buckingham Palace and choose the correct option.

Buckingham Palace has been the official London residence of the British monarchy since 1837. It is in use for the many official events and receptions held by the king.

Buckingham Palace has 775 rooms. These include 19 state rooms, 52 royal and guest bedrooms, 188 staff bedrooms, 92 offices and 78 bathrooms. The building is 108 metres long across the front, 120 metres deep and 24 metres high.

Buckingham Palace is open to the public for ten weeks each summer and for a limited number of tours in December, January and at Easter each year.

<https://www.royal.uk> (adapted; accessed in January 2023)

TESTS MODULE 2

1. You are going to listen to three teenagers talking about study abroad exchange programmes. Match the names on the left with the ideas they express on the right.

Vasco: I loved my study abroad program in Barcelona, Spain. I learnt about different cultures and perspectives, including new traditions and customs and met lots of people.

It was loads of fun! I took part in local activities, tried local food, such as *pinchos* and *paella*, visited the main tourist attractions and made all kinds of friends.

Javi: Well, it wasn't only fun and we should mention the drawbacks! I went to Paris, France and sometimes it was hard studying in a new country by myself. It meant changing my habits and facing unfamiliar situations. I didn't know many people and felt lonely. I also really struggled with the French language. At first, I only knew some basic words, such as *baguette*, *croissants* and *merci*!

Vasco: But if you think about it in a positive way, I'm sure everyone can use these challenges as a way to discover their strengths and weaknesses.

Sonya: I agree. It means in the future when unexpected problems and difficulties arise, it'll be easier for you to cope with them as you've already had some experience adapting to diverse situations.

Javi: Yeah, I see your point.

Sonya: I haven't participated in an exchange program yet, but I plan to because it can help show employers that you can adapt quickly to changing situations and that you are a good problem solver.

Vasco: I think you should definitely go abroad to study, Sonya. Don't give it a second thought! Besides, I know you love languages. Is there a better way to learn a language than by living in the country?

Javi: What I enjoyed most was travelling to nearby countries like Belgium and Italy. It was a great opportunity to see other parts of the world.

<https://www.topuniversities.com> (adapted; accessed in January 2023)

2. Listen to Elaine, a sixteen-year-old student from the Philippines, talking about her experience as an exchange student in Wisconsin, USA. Choose the correct option.

I've wanted to be an exchange student throughout my time in high school. I read about summer and six months programs in a brochure from IFS, but I decided that a whole year would be so much better. I had meetings at weekends about rules, how to survive, homesickness, etc. Then I got an email. I had a host family! Next thing I knew, I had a flight booked.

I was placed with the greatest host family in the whole world. They treated me like their own and they are like my real family, but in another part of the world. I had a host mom, a host dad, a brother and sister. Ben would always be sweet and give me hugs. I loved every minute of it because I had never had a younger brother before. It was fun seeing Katie grow up since she became a teenager while I was there. Through e-mails we established that I was going to call them Mom and Dad, as I wasn't used to calling older people by their first names.

I went to an American public high school and that was difficult to adjust to, coming from a private, all-girl Catholic school. The American school was new and it was so diverse. I was scared during the first day of school because I didn't know anyone. I got lost a lot of the time too as the school was huge, and people didn't think I knew how to speak in English.

I had the chance to take fun classes like Spanish, photography, and art, so I met people with similar interests as me and got to go on field trips. My favorite was going to Chicago to see my favorite painting, *Starry Night*, by Van Gogh.

Being away for ten months and living alone in a completely different world has taught me a lot of things. I have grown and my perspective has changed in ways I never would have imagined. I can now say that I am independent, appreciate my family and friends here more, am open to new ideas, and more confident about myself. Even so, I'm still a bit shy and reserved, but maybe one day I'll be as talkative as the new friends I made there were. I loved my stay in the USA! It was the best time of my life!

<https://www.internationalstudent.com>
(adapted; accessed in January 2023)

TESTS MODULE 3

1. Listen to the description of five popular IoT devices and match them with their function(s).

Google Home Voice Controller

Google Home voice controller is one of the most popular IoT devices out there today. It provides voice-enabled services like alarms, lights, thermostats and lots more.

Amazon Echo Plus Voice Controller

Amazon Echo Plus voice controller is another popular IoT device on the market. It provides voice-enabled services like answering phone calls, setting timers, checking the weather and lots more.

August Doorbell Cam

August Doorbell Cam is an IoT device that allows you to answer your door from any remote location. It constantly captures motion changes and suspicious activity in your doorstep.

August Smart Lock

August Smart Lock is a proven and reliable security IoT device that helps users to manage their doors from any remote location. It helps keep thieves away and provides extra security for your home.

Foobot

Foobot is an IoT device that can accurately measure indoor pollution. It helps to improve the air quality in houses, cafes, workplaces and other indoor public spaces.

<https://www.simplilearn.com-devices-article> (adapted;
accessed in January 2023)

2. Listen about IoT health devices and match the sentence halves.

IoT has numerous applications in the healthcare industry. The technology can be used to provide high-quality medical services using smart medical devices.

It can help in monitoring vital data which can help in making clinical decisions. With IoT medical devices, medical services can be more accessible to everyone.

IoT medical devices can help in real-time monitoring of patients remotely. The devices can report an emergency like an asthma attack, heart failure, etc., immediately to a doctor. This can help save the lives of many individuals.

IoT devices can collect health care data including blood pressure, sugar levels, oxygen and weight. Data is stored online and can be accessed anytime by a doctor.

<https://www.softwaretestinghelp.com> (adapted;
accessed in January 2023)

3. Listen to the owner of a dog robot pet and say if the statements are true or false.

Aibo, my robot pet dog

The package arrived on a Thursday. I came home from a walk and found it sitting near the mailboxes in the front hall of my building. Inside the box, was a small white robot dog. I lifted it out of the box, placed it on the floor, and found the power button on the back of its neck. I had not expected him to be so lifelike.

I spent the afternoon reading the instruction booklet while Aibo wandered around the apartment, occasionally circling back and asking me to play. He came with a pink ball that he played around with in the living room. When I threw the ball, he would run to get it. Aibo had sensors all over his body. He had cameras that helped him learn and navigate the apartment, and microphones that let him hear and follow voice commands. Aibo also came equipped with language-processing software and could recognise more than 100 words. During the first week I had Aibo, I turned him off whenever I left the apartment. By the end of the first week, I could no longer bring myself to do it. It seemed cruel. Whenever I came home, he was there at the door to greet me, as though he'd recognised the sound of my footsteps. When I made lunch, he followed me into the kitchen and lay down at my feet. As time went by, I didn't feel lonely anymore.

<https://www.theguardian.com> (adapted; accessed in January 2023)

ENGLISH FOR SPECIFIC PURPOSES

INFORMATION TECHNOLOGY

1. Listen to the dialogue at a computer store and complete the table with the specifications of each laptop.

Assistant: Do you need any help?

Customer: I'm looking for a laptop computer that has good graphics for games.

Assistant: Is there a make you're more interested in?

Customer: What would you recommend?

Assistant: If you'd like to come over, I'll show you.

(...)

Assistant: I'd recommend one of these two models: the DELL Latitude 7330 or the LENOVO Legion.

Customer: What kind of processors have they got?

Assistant: Well, both have 12th generation Intel® Core processors. Both operate at around 4.5 gigahertz, but the Lenovo is an i7 while the Dell is a i5.

Customer: They're both fast enough, then. And which one has more memory? I mean, which has more RAM?

Assistant: Both have 16 gigabytes RAM, but the Lenovo comes with DDR5 while the Dell only with DDR4.

Customer: Can you tell me the difference?

Assistant: DDR means double data rate. DDR5 was planned to reduce power consumption, while doubling bandwidth.

Customer: That would be perfect for gaming, right?

Assistant: Right! It'll give you greater speed and higher capacity. DDR5 performance reaches more than double the fastest DDR4.

Customer: OK. And what about the storage capacity?

Assistant: The Lenovo wins again. It has 1TB SSD compared to 256 gigabytes in the Dell.

Customer: Ok. But the Dell looks a bit smaller.

Assistant: It is smaller. It has a 13,3 inches display while the Lenovo is a 15,6 and a bit heavier. It weighs 2,4 kg while the Dell is only 1,13 kg.

Customer: What about the camera?

Assistant: Both have more or less the same resolution: 1080P Full HD for the Lenovo and 2 MP Full HD for the Dell. It's approximately the same thing.

Customer: And the battery?

Assistant: The Lenovo has 4 Cell Li-Polymer and the Dell a Lithium-Ion.

Customer: There's not much difference in the price...

Assistant: No, there isn't. But if you ask me, I think the Lenovo would be perfect for you. Its faster speed and higher capacity make it much better suited to gaming.

Customer: I was thinking exactly the same. Maybe that's the best option. Thank you for your help.

Assistant: You're welcome.

SPORTS

1. Listen to live commentaries and match them to the sports they refer to.

Channel 1

And there he goes; number eight is running with the ball in his hands trying to reach the other team's goal line.

Channel 2

Don't you love seeing two teams of five players trying to win by throwing a ball through a basket?

Channel 3

Mobile phones and running are forbidden on the green. The tiniest distraction is enough for the top players to fail a back swing. And now it's time to look at the 18th hole.

Channel 4

What you'll see is one of the fastest growing sports in the world. It's generally played in a doubles format, and you only need rackets and a court.

Channel 5

And once again... they have the best goalkeeper of the season.

TOURISM

1. Listen to the dialogues and decide where these people are.

Customer: Hi. What's today's special?

Waitperson: Grilled tuna with cheese on rye.

Customer: That sounds good. I'll have that.

Guest: What time do I have to check out by tomorrow?

Receptionist: Checkout time is 12 p.m.

Guest: And can you tell me what time breakfast is served?

Receptionist: Breakfast is served from 8 to 11 a.m.

Check-in officer: Can I have your passport, please?

Passenger: Here you go.

Check-in officer: Are you checking in any bags?

Passenger: Just this one.

Check-in officer: OK, please place your bag on the scale.

Customer: Are there any guided tours today?

Museum receptionist: Yes, there's a guided tour at 3 p.m.

Guest: Do you offer one-on-one tours or just in groups?

Museum receptionist: Both, but individual tours are more expensive.

Car rental agent: How long would you like to rent the vehicle?

Customer: I'll need it for 10 days.

Car rental agent: What size car would you like?

Customer: A medium sized car please.

Station agent: Would you like a single or a return ticket?

Customer: A day return please, I need to come back this evening.

Station agent: No problem. That will be £ 10.50 please. Leaving from platform 3.

Customer: I need help planning my holiday.

Travel agent: Sure, where would you like to go?

Customer: I haven't decided yet.

Travel agent: I've got some brochures here that you might like to look at.

2. Listen to the people describing their tasks. Identify who is speaking (from 1 to 6) and write their jobs.

Speaker 1: Our tasks include making sure that everyone has fastened their safety belt and that their seats are in the upright position before we take-off. We are also responsible for demonstrating the safety procedures on board.

Speaker 2: It's a demanding job, for sure! There's always so much to remember: who ordered what, whether they wanted red or white wine, whether they wanted their meat rare or medium, who had some kind of allergy, who didn't want cheese on the pizza, and so on...

Speaker 3: It's my job to check if anyone is trying to get through without paying the relevant import duty or bringing anything illegal into the country. This includes drugs, firearms, etc. You would be amazed at the things people try to smuggle into the country!

Speaker 4: If you arrive at the hotel in your own vehicle, you can hand me your keys and I'll park it for you. And then, when you leave, I'll get your car right for you and bring it round to the hotel entrance.

Speaker 5: I'm the person who cleans the rooms, makes the beds, provides guests with sheets, clean towels, toiletries and everything they need to feel comfortable.

Speaker 6: I'm the wine expert at the restaurant. My job is to help you to choose the perfect bottle of wine to go with your meal.

HEALTHCARE SERVICES

1. Listen to the definition of the following branches of medicine and identify them from 1 to 8.

1. A branch of medicine that specialises in diagnosing and treating diseases of the heart, blood vessels and circulatory system. These diseases include coronary artery disease, heart rhythm problems and heart failure.

2. A branch of medicine concerning the study of blood, blood-forming organs such as bone marrow, and blood-related disorders and diseases.

3. This is the branch of biology and medicine that studies the production and functions of hormones and their disturbances.

4. The branch of medicine that deals with the diagnosis and treatment of disorders of the skin, hair and nails.

5. This is the area of medicine that studies the functioning, organs and diseases of the digestive system.

6. The branch of medicine that incorporates the study of the liver, gallbladder, biliary tree and pancreas as well as management of their disorders.

7. The branch of medicine concerned with the study and treatment of disorders of the nervous system.

8. The branch of internal medicine that deals with health conditions affecting the joints, tendons, ligaments, soft tissues and muscles.

2. Listen to four people talking about some health conditions they suffer from and complete the table.

David: I haven't been feeling well lately... Sometimes I feel chest pain and shortness of breath. Besides, I always seem to be tired.

Olivia: My doctor is a bit worried. In my last blood tests, he detected some abnormal blood sugar levels. And I've been feeling very thirsty and tired. Besides that, no matter how healthily I eat, I seem to be putting on weight.

Esther: I've been having severe headaches for a couple of months now, which are becoming more frequent. And I feel my memory is worsening too. I have to make lists of what to do every day, otherwise, I forget half of them!

Craig: I feel increased pain and stiffness in the joints of my hands when I have not moved them for a while. Sometimes I also notice my joints appear slightly larger, as if they are swollen.

FOOD & BEVERAGE

1. Listen to the people describing their favourite type of restaurant or bar and match them with the corresponding establishments.

Speaker 1: I like those places where all the food is displayed on a long table and we can help ourselves to whatever food we want.

Speaker 2: My favourite place to go is a place where I can have drinks, especially alcoholic drinks, and talk to my friends. Most of them also serve food.

Speaker 3: I prefer going to a place, which is notable for serving good quality beer, wine and food.

Speaker 4: This is the perfect place for me to eat. There are lots of different outlets selling different kinds of cooked food; you buy what you like and then eat in a central seating area. The food is good and cheap, and there is a huge variety.

Speaker 5: I prefer to go to an informal restaurant or bar, small in size but where food is served.

Speaker 6: I really enjoy eating in those places where we pay a set price and can eat as much as we like from a variety of meats, salads and other vegetables.

Speaker 7: I don't usually eat out. However, I often go to those places where they put your food in special containers that keep it hot until you get home and then I eat in peace and quiet at home.

Speaker 8: I simply love those welcoming restaurants specialising in Italian dishes.

Speaker 9: The places I most often go to are those which serve hot food, such as hamburgers and chips, and where the service is quick, so I don't waste too much time.

2. Listen to three famous British chefs and match them with the dish they are cooking.

2.1 Then choose four ingredients which go into each dish.

Jamie Oliver

Give it a little drizzle with some olive oil. Give it a nice little rub up. And then I want to season it quite generously with salt and pepper. Rub it over and just roll the meat all over the seasoning. Put a little oil into a tray. Let's get that on a high heat. And first of all, I just want to get some colour on this beef and start to sear it. Now, while this is browning off, I want to make a trivet. Just clank up some celery, about half a celery, one onion, a whole bulb of garlic and then two carrots, just cut into big chunks. And then herb-wise, I love using a few bay leaves and some rosemary. All of this goes in. Now this trivet is going to do two things. First of all, it soaks up all the juices from the beef and it creates the basis for the most incredible gravy or jus to go with your roast beef. Secondly, you can see, you put the beef on the top, so that way is not frying on the bottom of the tray.

Nigella Lawson

It's just not a one-note herb. I mean, yes, it's pungent, but it's also so refreshing... And it's peppery, but it's sweet, and I love that combination.

And I use mint – untraditionally, I admit – in my version of a gimlet, which should be vodka, or gin, and lime cordial.

But I like fresh lime (summer sharpness), bit of sugar... And then (this is the bit I like), mint in – a few leaves. Fish it about to get all the flavour... And this is called muddling, when a bartender does it – although, admittedly, he doesn't use a rolling pin, but I do not have any specialist tools for the job.

With vodka, fizzy water (just a bit of summer spritz) and ice. Just what I needed.

Gordon Ramsay

Now, cream cheese. Leave it out of the fridge for 5 or 10 minutes.

Nice and soft. Trust me, your arms will be thanking you. Sugar in.

This cheesecake is a New York cheesecake because it's baked, so there's no base. Start creaming the cheese and the sugar.

Spending the amount of time I do in the States, if there's one thing they know how to do out there is the most amazing, impressive cheesecake – rich, delicious, but so simple.

Work the bowl. Lift the bowl to your advantage. Really whisk...

Whisk, whisk, whisk. Lovely... Nice and creamy.

Now, get your eggs. Add the eggs to the mixture bit by bit. Doing it this way it's more efficient. A) you're incorporating a lot of air, and B) the mixture doesn't separate. The last of your egg... Lovely.

Of course you can use an electric mixer, but why go to the gym when you can just make a cheesecake a day. A cheesecake a day, keeps the bingo winks away.

Now, couple of tablespoons of flour. Give it a whisk, stops it from going lumpy.

Now, I want to scent that cheesecake. I've got the freshness, the zest of the lemon in there. I want to sort of tart it up even more. Fold in some fresh raspberries so, just mix them through. Be careful not to crush them.

Then grease a cake tin with butter. This will ensure your cheesecake slides out beautifully.

Get you mix. Let that fall in. Now take your cake tin and just tap it. The mixture hits the bottom of the cake tin, the raspberries rise, and you've got raspberries at the top, the middle, and the bottom.

AMOSTRA NÃO COMERCIALIZÁVEL



De acordo com o Art.º 21.º da Lei n.º 47/2006, de 28 de agosto, este exemplar destina-se ao órgão da escola competente para a adoção de manuais escolares.



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