

## ACTIVITY A

1. Fill in the table in note form.

|            | My school | Ideal school |
|------------|-----------|--------------|
| Building   |           |              |
| Classroom  |           |              |
| Materials  |           |              |
| Activities |           |              |

## ACTIVITY B

Read the following text.

### EMAIL FROM IRELAND

Hi! My name's Simon. I'm sixteen and I live in Dublin, Ireland. My family isn't very big. I've got two brothers that are older than me. I live with them and my father and mother.

As you know, Dublin is the capital of the Republic of Ireland. I like my hometown because there are a lot of young people living here. We can do lots of things here like going to the cinema, to the theatre or to the park and there are also good gyms.

Dublin is a small city, so everyone is nice. The thing I don't like about Dublin is the weather. I don't like the rain and the cloudy days.

#### My interests

I like swimming, going out with my friends and listening to music. My favourite band, U2, comes from Dublin. There are other famous bands and singers here, like Westlife and Samantha Mumba. Traditional music is also very popular in Dublin.

#### School life

I like my school. My teachers explain why things happen – they don't just teach facts. At lunchtime I sometimes go to a restaurant with a friend who can drive. I don't like McDonald's or Burger King, but I love pizzas and Chinese food. After lunch, we have practical lessons like IT (Information Technology) and Arts.

#### The future

There are big companies in Ireland like Microsoft and Gateway, which offer lots of jobs. So, I'm trying to be good at computing to work for one of these companies.

That's all for now.

Drop me a line.

Simon



**1. Fill in the table in note form.**

|                |  |
|----------------|--|
| Name           |  |
| Age            |  |
| Nationality    |  |
| Family         |  |
| Interests      |  |
| Favourite band |  |
| Favourite food |  |
| Future job     |  |

**2. Write the opposites of these words.**

- a) big (l. 2) \_\_\_\_\_
- b) young (l. 5) \_\_\_\_\_
- c) like (l. 10) \_\_\_\_\_
- d) love (l. 16) \_\_\_\_\_
- e) good at (l. 20) \_\_\_\_\_

**3. Give complete answers to these questions.**

- a) Where does Simon live? \_\_\_\_\_  
\_\_\_\_\_
- b) What is the capital of Ireland? \_\_\_\_\_  
\_\_\_\_\_
- c) Does Simon like his hometown? Why?/Why not? \_\_\_\_\_  
\_\_\_\_\_
- d) What can people do in Dublin? \_\_\_\_\_  
\_\_\_\_\_
- e) What doesn't Simon like about Dublin? \_\_\_\_\_  
\_\_\_\_\_
- f) Why does he like his school? \_\_\_\_\_  
\_\_\_\_\_
- g) Is it easy to find a job in Dublin? Justify your answer. \_\_\_\_\_  
\_\_\_\_\_

#### 4. Interview with Simon

Here are Simon's answers to some questions. Write the missing questions.

- a) \_\_\_\_\_  
I'm sixteen years old.
- b) \_\_\_\_\_  
I'm from Dublin, Ireland.
- c) \_\_\_\_\_  
Yes, I've got two older brothers.
- d) \_\_\_\_\_  
Yes, I like living in Dublin very much.
- e) \_\_\_\_\_  
Because there are a lot of young people living here.
- f) \_\_\_\_\_  
I don't like the rain.
- g) \_\_\_\_\_  
My favourite band is U2.
- h) \_\_\_\_\_  
I like swimming, going out with my friends and listening to music.

#### 5. Replace the words in bold by a *personal pronoun* (*I, you, etc.*).

- a) **Simon and his family** live in Dublin.  
\_\_\_\_\_
- b) **Their house** is in the suburbs of Dublin.  
\_\_\_\_\_
- c) **Patrick** is one of Simon's friends.  
\_\_\_\_\_
- d) **Simon and I** go to the same school.  
\_\_\_\_\_
- e) **You and your friend** go to the cinema on Mondays.  
\_\_\_\_\_

#### 6. Finish the sentences with an *object personal pronoun* (*me, him, etc.*)

- a) Simon is playing football in the park. Look at \_\_\_\_\_.
- b) I don't know that girl in red. Do you know \_\_\_\_\_?
- c) They want to talk to \_\_\_\_\_ but we don't want to talk to \_\_\_\_\_.

**7. Complete each sentence with a possessive determiner (*my, your, etc.*).**

- a) Simon's parents have got a big house. \_\_\_\_\_ house is next to mine.  
 b) Simon is a very nice boy but \_\_\_\_\_ brothers aren't so nice as him.  
 c) Ireland is a popular place to visit. One of \_\_\_\_\_ official languages is English.  
 d) We live in a small town. \_\_\_\_\_ hometown has got ancient monuments.  
 e) I'll call you tonight. What's \_\_\_\_\_ phone number?

**8. Put the verb into the present simple or the present continuous.**

- a) Many famous bands \_\_\_\_\_ (*come*) from Ireland.  
 b) Ronan Keating, a famous Irish pop star, \_\_\_\_\_ (*sing*) on TV tonight.  
 c) Lots of tourists \_\_\_\_\_ (*visit*) Ireland every year.  
 d) \_\_\_\_\_ (*there to be*) a lot of pubs in Ireland.  
 e) Almost every village \_\_\_\_\_ (*have*) a pub.  
 f) What \_\_\_\_\_ (*you/know*) about Ireland?  
 g) It \_\_\_\_\_ (*rain*) a lot in Ireland but now it \_\_\_\_\_ (*not rain*).  
 h) Simon's father \_\_\_\_\_ (*drive*) to work every day.  
 i) What time \_\_\_\_\_ (*he/start*) work?  
 j) He \_\_\_\_\_ (*not work*) on Saturdays.

**ACTIVITY C**

**In about 80-100 words, describe your school life. The prompts below may help you.**

- What type of school do you go to?
- What's your school like?
- What time does your school start and end?
- What subjects do you take at school?
- What are your favourite subjects?
- What are your weakest subjects?
- What do you like and dislike about your school?

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## INFORMAÇÃO – TESTE 2

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                                                                                | Competências                                                                                                                                                                                                                                                                                                                                                                                      | Tipologia de itens                                                                                                                                                                                                                                                                                                                    | Número de itens | Cotação (em pontos) |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>Me and the professional world</i><br><br><b>Morfossintática:</b><br><i>Articles</i><br><i>Subject and object personal pronouns</i><br><i>Possessive determiners</i><br><i>Present simple and continuous</i> | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul> <b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência funcional</li><li>• competência sociolinguística</li></ul>                                              | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"><li>• verdadeiro/falso</li><li>• escolha múltipla</li><li>• associação/correspondência</li><li>• completamento</li><li>• transformação</li></ul><br><b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta curta</li><li>• resposta restrita</li></ul> | 1               | 20 pontos           |
| B     |                                                                                                                                                                                                                                            | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul> <b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li><li>• competência sociolinguística</li></ul> |                                                                                                                                                                                                                                                                                                                                       | 8               | 120 pontos          |
| C     |                                                                                                                                                                                                                                            | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul> <b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li></ul>                                        | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta extensa</li></ul>                                                                                                                                                                                                                                         | 1               | 60 pontos           |
| Total |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                       |                 | 200                 |

## ACTIVITY A

### 1. Which sentence best defines which person?

• mother    • father    • grandmother    • sister    • grandfather

- a) A \_\_\_\_\_ is like having a best friend you can't get rid of.  
 b) A \_\_\_\_\_ is someone who will carry you up on his shoulders when you are tired.  
 c) A \_\_\_\_\_ is someone who will bring you sweets when your mother said you can't have any.  
 d) A \_\_\_\_\_ is the only person in the world who will make you feel better after you hurt yourself.  
 e) A \_\_\_\_\_ is someone who holds your hand and takes you for a walk in the park.

## ACTIVITY B

Read the following text.

### FAMILY LIFE

My name is Susan Adidek, I'm 45, and I live in Nottingham with my husband, John, a 43-year-old handsome man, and our five children. I met my husband, an architect, at Cambridge at the age of 20. We didn't set out to have a football team, but John comes from a family of six and I am one of five.

The hardest time was when I had my first child because I lost my old lifestyle. Then again it was tough when I had four children under school age. Since becoming a mum, I haven't had time for my own hobbies and interests. One of my favourite hobbies was designing my own clothes and sewing them on my old machine. I was pretty good doing that. Perhaps, when my kids grow up I'll recover this activity and become a great designer.

Well, the first teen years have passed without trouble. I like being a mother and my kids are my world, but sometimes I feel a bit discouraged. For example, there are 20 school shirts a week to wash and iron. It is hard work, organising everybody, but we believe that it's important to do things together. My husband likes to cook and he does the dishes. The kids lay the table and do other small chores. However, having lots of children makes us isolated. They don't need other kids to play with during summer holidays as they just entertain themselves.

Our family has never had a lot of money and we have to make sacrifices in terms of space, clothes, and toys. We have 3 bedrooms, 3 living rooms, and a large kitchen. One of the living rooms acts as a fourth bedroom and the girls share a bedroom. We rarely have cinema trips because of the cost and our holidays are usually camping around Britain. But despite this, the kids are all very positive about being part of a large family.



**1. Match the word/expression on the left with its correct meaning on the right.**

|                     |   |   |                    |
|---------------------|---|---|--------------------|
| set out (l. 5)      | 1 | a | hard               |
| hardest (l. 8)      | 2 | b | divide             |
| tough (l. 9)        | 3 | c | plan               |
| great (l. 13)       | 4 | d | the most difficult |
| discouraged (l. 15) | 5 | e | famous             |
| share (l. 23)       | 6 | f | depressed, tired   |

**2. Are the following statements *true* or *false*? Correct the false ones.**

a) Susan and her husband met at university.

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b) They have planned to have a bunch of kids.

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c) She is a very busy woman.

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d) She used to make her own clothes.

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e) She has had a lot of problems with her kids so far.

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f) They all support each other.

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

a) This family is made up \_\_\_\_\_

b) This couple doesn't mind having so many kids because \_\_\_\_\_

c) When Susan had her first child, she \_\_\_\_\_

d) To make things work they \_\_\_\_\_

e) The kids feel completely comfortable \_\_\_\_\_

**4. Answer the questions.**

a) What are the things Susan regrets not doing?

---

b) Why is Susan always so busy?

---

c) Do you think this is a happy family? Why(not)?

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**5. Complete the dialogue.**

- a) \_\_\_\_\_  
I live with my father and my mother.
- b) \_\_\_\_\_  
I'm an only child. I don't have any brothers or sisters.
- c) \_\_\_\_\_  
I like being an only child because it's great to be spoiled.
- d) \_\_\_\_\_  
No, I never help my mother with the household chores.
- e) \_\_\_\_\_  
I watch TV or I play video games while she cleans, dusts....
- f) \_\_\_\_\_  
Yes, perhaps I should help her more.
- g) \_\_\_\_\_  
My mother is very understanding and caring.

**6. Read the sentences and find out if the *definite* and the *indefinite* articles are correctly used. Tick the sentences that are right and correct those that are wrong.**

- a) My mother is the secretary and my father is a engineer.
- b) We live in USA in a big house in country.
- c) I love living there. At night we hear the owls. The owls are large, predatory birds with big eyes which fly at the night.
- d) My favourite team is the *Chicago Bulls*, but my brother is a *Boston Celtics* fan.

**7. Complete the following text by choosing the best word in brackets.**

We are a freak family. It's like (1)\_\_\_\_ (*we/they*) all hate each other. It's (2)\_\_\_\_ (*my/mine*) mom, (3)\_\_\_\_ (*I/me*), my two brothers and my sister. Mom wants to quit smoking, so she is always freaking out because of (4)\_\_\_\_ (*its/it*). One of my brothers is an idiot. I hate (5)\_\_\_\_ (*he/him*) because he believes he is better than the rest of (6)\_\_\_\_ (*we/us*). My other brother always starts fights and he's really spoiled. My mom doesn't yell at (7)\_\_\_\_ (*him/her*) for doing things wrong and when he does, he laughs at (8)\_\_\_\_ (*her/she*). My sister makes messes and doesn't clean (9)\_\_\_\_ (*it/them*) up. My father wants everything to be done (10)\_\_\_\_ (*their/his*) way and so he freaks out with all of (11)\_\_\_\_ (*them/us*). HELP !!!!!



### INFORMAÇÃO – TESTE 3

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                                                                                | Competências                                                                                                                                                                                                                                                                                                                                                                                               | Tipologia de itens                                                                                                                                                                                                                                                                                                                   | Número de itens | Cotação (em pontos) |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>Me and the professional world</i><br><br><b>Morfossintática:</b><br><i>Articles</i><br><i>Subject and object personal pronouns</i><br><i>Position of adjectives</i><br><i>Present simple and continuous</i> | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência funcional</li> <li>• competência sociolinguística</li> </ul>                                               | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"> <li>• escolha múltipla</li> <li>• associação/correspondência</li> <li>• completamento</li> <li>• ordenação</li> <li>• transformação</li> </ul> <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"> <li>• resposta curta</li> <li>• resposta restrita</li> </ul> | 1               | 20 pontos           |
| B     |                                                                                                                                                                                                                                            | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência discursiva</li> <li>• competência funcional/estratégica</li> <li>• competência sociolinguística</li> </ul> |                                                                                                                                                                                                                                                                                                                                      | 10              | 120 pontos          |
| C     |                                                                                                                                                                                                                                            | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência discursiva</li> <li>• competência funcional/estratégica</li> </ul>                                         | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"> <li>• resposta extensa</li> </ul>                                                                                                                                                                                                                                      | 1               | 60 pontos           |
| Total |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                      |                 | 200                 |

## ACTIVITY A

1. Fill in the table with jobs ending with the given suffixes.

| -ist | -er | -or | -ian |
|------|-----|-----|------|
|      |     |     |      |
|      |     |     |      |
|      |     |     |      |

## ACTIVITY B

Read the following text.

### THE RIGHT PATH

The worst problem with being good in studies is that everybody assumes for sure that you are going to be an engineer, or a doctor, or some great scholar. I never wanted to be any of these nor win a Nobel Prize. I wanted to be a baker. Don't laugh. That's precisely what I would have liked to become, a simple bread and pastry maker, a baker. Like Mrs D'Mello across the street.

She was my inspiration since infancy, I suppose, because my mother says I used to stop crying instantly once I was inside the bakery even when I did not have teeth to dig into her delicious mouth-watering pastries. And as I grew up, my fascination also grew for kneading flour and spreading dough. I used to help her for hours in doing routine chores and learning tricks. But surprisingly, my parents, who used to be such great fans of my perfect skills, were really sour on learning that that's what I planned to do all my life. My mother first laughed and then cried when she realized that I was serious.

"You can become a doctor, an engineer or a lawyer if you want. You are so intelligent, nothing would be difficult". I was shocked to hear that my mother actually thought I was scared of higher studies. Really my above 90% scores should have convinced them of my abilities. But all they wanted was to convince me to do higher studies in some hi-fi branch of academics. But the final nail was hammered into the coffin of my dreams by none other than my idol, Mrs D'Mello. She came home and told one and all how her job was total exhaustion and very low paying. There was no career in the bakery business if one had other options, and it would be utterly foolish to do such a thing if one was as brilliant as me. And thus my fate was decided.

Now, I am a highly unsuccessful private surgeon. My heart was never there in my work, and as a result, most of my patients chose to stay away from me. But given that, my wife and kids have no complaints. They love my cooking and especially desserts. My wife has a very successful practice but she hates cooking. But at times, I still wish my parents had let me do what I wanted. They would have had a successful baker rather than a failed doctor. It's any day better to rule in hell, rather than serve in heaven!

The Times (abridged and adapted)

**1. Read the text carefully and tick (✓) the correct alternative.**

- a) A successful surgeon who made his dream come true. ☐
- b) A person with an excellent academic record having the wish of being a baker. ☐
- c) Parents who helped their son choose his own career to be a baker. ☐

**2. Tick (✓) Mark's favourite job.**



a) ☐



b) ☐



c) ☐

**3. Match the sentences on the left with the corresponding sentences on the right. Write the letter after the number.**

She was my inspiration since infancy.

1

a

His progenitors were very displeased.

My parents were really sour.

2

b

He'd rather be happy in a low-prestige job than unhappy in a high-prestige job.

She baked delicious mouth-watering pastries.

3

c

She is a very good and popular doctor.

My wife has a very successful practice.

4

d

Someone stimulated his mind and creative abilities from childhood.

It's better to rule in hell than serve in heaven.

5

e

The tasty food made from flour, water and fat provoked salivation.

**4. What do these words/expressions refer to?**

- a) these (l. 3) \_\_\_\_\_
- b) them (l. 17) \_\_\_\_\_
- c) such a thing (l. 22) \_\_\_\_\_

**5. Complete the following statements with words or ideas from the text.**

- a) The mother thought being a baker was a \_\_\_\_\_ for her son because he was able to be a doctor, an engineer or a lawyer if he wanted.
- b) Mrs D'Mello made the speaker \_\_\_\_\_ about his dream job saying that it would be \_\_\_\_\_ to do such a job because there was no \_\_\_\_\_ in that business. It was totally \_\_\_\_\_ with little \_\_\_\_\_.

**6. Quote from the text to justify that the following statements are false.**

- a) The narrator's love for cooking began during his university studies.

---

- b) The narrator never regretted he hadn't done the job he wanted.

---

**7. Complete the following sentences with a, an, the or (–).**

- a) My mother works as \_\_\_\_ nurse in \_\_\_\_ hospital.  
b) \_\_\_\_ London is \_\_\_\_ most multicultural city in \_\_\_\_ United Kingdom.  
c) He gave her \_\_\_\_ flowers and \_\_\_\_ box of chocolates.  
d) \_\_\_\_ Internet is \_\_\_\_ quickest way to communicate.

**8. Replace the words in bold by a personal pronoun.**

- a) **Mark and his colleagues** usually meet for a drink after work.  
b) I can see **the plane** very clearly.  
c) **You and I** have a lot of things to talk about.  
d) Did you call **Jim** last night?  
e) Do you want to come with **Mary and me**?

**9. Put the words in the right order.**

- a) very / a / responsible / he / student / is.  
b) my / there / roses / garden / are / red / in.  
c) ending / a / film / the / had / happy.  
d) big / they / a / very / house / in / live.

**10. Circle the correct verb form.**

- a) At the moment she *waits/is waiting* for her boyfriend.  
b) Nowadays everybody *have got/has got* a mobile phone.  
c) She usually *goes/is going* home early but today she *talks/is talking* with her friends.  
d) What *do you do/are you doing* for dinner?  
e) I *don't go/am not going* to school on foot. I always take the bus.  
f) *Do you like/Are you liking* my raincoat? It's new.  
g) She *gets/is getting* ready for the party now.

## ACTIVITY C

**In the last part of the text, the narrator says ‘I’m a highly unsuccessful private surgeon’.**

**Who is to blame? Write a text giving your opinion. Use about 80-100 words.**

[illegible]

# PROGRESS TEST 3

## INFORMAÇÃO – TESTE 4

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                  | Competências                                                                                                                                                                                                                                                                                                                                                                                         | Tipologia de itens                                                                                                                                                                                                                                       | Número de itens | Cotação (em pontos) |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>A multilingual world</i><br><br><b>Morfossintática:</b><br><i>Linking words</i><br><i>Past simple</i><br><i>Comparatives and superlatives</i> | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência funcional</li><li>• competência sociolinguística</li></ul>                                              | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"><li>• associação/ correspondência</li><li>• completamento</li></ul><br><b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta curta</li><li>• resposta restrita</li></ul> | 2               | 20 pontos           |
| B     |                                                                                                                                                                              | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li><li>• competência sociolinguística</li></ul> |                                                                                                                                                                                                                                                          | 8               | 120 pontos          |
| C     |                                                                                                                                                                              | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li></ul>                                        | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta extensa</li></ul>                                                                                                                                                            | 1               | 60 pontos           |
| Total |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                          |                 | 200                 |

## ACTIVITY A

1. Order the words to find ways you can communicate with a friend.

- |                      |                    |
|----------------------|--------------------|
| a) loethenpe         | d) licaso troksnew |
| b) reltet            | e) laime           |
| c) tnisnat gmasengis |                    |

2. In about 20-30 words, say if you would like to have a pen friend/pen pal and why.

## ACTIVITY B

Read the following text.

### INTERNATIONAL PEN FRIENDS

Dear International Friend,

Have you ever considered that the greatest friend you may ever have is someone you have never met, living in a land you have never seen? Well, we can provide you with new friends, in your own age group, in many places. We have over 300,000 members in more than 192 countries and our club is now regarded as the greatest penfriend organisation in the world – established in 1967.



The doors of I.P.F. are open to young and old, male and female, married and single. Our youngest member is 8 years old. Our oldest member was born in 1930. To each of you we can bring friendship from across the surging seas – through English, French, German, Italian, Spanish and Portuguese languages.

Every caste, creed and colour is represented in our club. It includes people from all walks of life – army, navy, air force, artists, bankers, businessmen, clerks, clergy, computer programmers, dancers, doctors, engineers, social workers, scientists, secretaries, students, teachers, technicians, writers, etc.

Whether your interests vary from a desire to cultivate congenial friendship or to practise a foreign language, to improve your technical knowledge, to arrange exchange holidays or to develop your hobbies – we will provide you with many new, refreshing, exciting and interesting contacts.

Membership is for 1 year and during that period we will also pass your name to 14 other members. The pen friends we give you will be in your age group. You may renew for more new members.

IPF is regarded as the oldest, biggest and best penfriend organisation in the world. Over 1,500,000 applications have been processed...

We invite you to join us and hope you will find many true friends among “International Pen Friends.”

Sincerely yours,  
Andrea

<http://www.ipfeurope.com/english/informations.php> (abridged)

**1. Fill in the table with information from the text.**

|                        |  |
|------------------------|--|
| Name of organisation   |  |
| Number of members      |  |
| Countries              |  |
| Date of foundation     |  |
| Service provided       |  |
| Languages available    |  |
| Duration of membership |  |

**2. What do the following words refer to?**

- a) we (l. 4) \_\_\_\_\_
- b) It (l. 13) \_\_\_\_\_
- c) that (l. 21) \_\_\_\_\_

**3. Find in the third and fourth paragraphs of the text expressions that mean the same as:**

- a) of all kinds from different backgrounds, social classes, jobs, etc. \_\_\_\_\_
- b) devote some pleasant time to amicable relationships \_\_\_\_\_

**4. Complete the sentences.**

- a) International Pen Friends can provide \_\_\_\_\_
- b) Andrea invites you \_\_\_\_\_

**5. Answer the questions.**

- a) What type of people join International Pen Friends?  
\_\_\_\_\_
- b) What may be the reasons for joining?  
\_\_\_\_\_

**6. Fill in the blanks with the linking words below.**

|      |       |       |      |        |           |
|------|-------|-------|------|--------|-----------|
| • so | • but | • and | • or | • when | • because |
|------|-------|-------|------|--------|-----------|

- a) With a pen friend you can practise a language \_\_\_\_\_ learn about a different culture.
- b) The match was postponed \_\_\_\_\_ the weather was bad.
- c) The company is expanding, \_\_\_\_\_ they are hiring more people.
- d) He works hard \_\_\_\_\_ he doesn't earn much.
- e) Call me \_\_\_\_\_ you arrive at the hotel.
- f) You can decide now \_\_\_\_\_ give me an answer later on.

- 8. Complete with the *comparative* or *superlative* form of the adjectives in brackets.**

- ## ACTIVITY C

**International Pen Friends has provided you with an English pen friend. Write him/her an email introducing yourself.**

**Write between 80 and 100 words.**

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

## INFORMAÇÃO – TESTE 5

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                    | Competências                                                                                                                                                                                                                                                                                                                                                                                         | Tipologia de itens                                                                                                                                                                                                                                       | Número de itens | Cotação (em pontos) |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>A multilingual world</i><br><br><b>Morfossintática:</b><br><i>Comparatives and superlatives</i><br><i>Past simple</i><br><i>Present perfect</i> | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência funcional</li><li>• competência sociolinguística</li></ul>                                              | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"><li>• associação/ correspondência</li><li>• completamento</li></ul><br><b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta curta</li><li>• resposta restrita</li></ul> | 2               | 20 pontos           |
| B     |                                                                                                                                                                                | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li><li>• competência sociolinguística</li></ul> |                                                                                                                                                                                                                                                          | 7               | 120 pontos          |
| C     |                                                                                                                                                                                | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li></ul>                                        | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta extensa</li></ul>                                                                                                                                                            | 1               | 60 pontos           |
| Total |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                          |                 | 200                 |

## ACTIVITY A

### 1. Match the expressions with their explanation.

- |                  |   |   |                                                     |
|------------------|---|---|-----------------------------------------------------|
| first language   | 1 | a | person who speaks a language from birth             |
| foreign language | 2 | b | a language spoken internationally                   |
| global language  | 3 | c | a language not normally spoken in a person's native |
| native speaker   | 4 | d | a person who speaks two languages fluently          |
| bilingual        | 5 | e | the language a person has learnt from birth         |

### 2. In about 20-30 words, say why you are learning English.

## ACTIVITY B

Read the following text.

### WHY LEARN ENGLISH



#### 1. Most Widely Spoken Language?

In fact, at the time of writing (February 2011) the 'fact' that English is the most widely spoken language might be a myth. Mandarin has over 1 billion speakers, most of whom are native speakers. English has between 300-400 million native speakers. It is clear that Mandarin has more native speakers, but there are between 500 million and 1.4 billion learners of English as a Second Language (ESL).

Also, it is clear that English is spoken in more places in the world than any other language. The fact that many people in many different places have an understanding of English from a very basic to an advanced level enables speakers of English to communicate with all sorts of people from all over the world.

#### 2. Lingua Franca?

Here we can see that as a number of people from many different places speak English as a second language, a Swede, a Spaniard, a Japanese and a French person might choose to communicate in English.

The English language is also used by big international corporations as the language to conduct business. Moreover, the English in which speaking world of entertainment, including music, movies and TV, is available in English throughout the world.

#### 3. The Internet!

Although there is a huge amount of data contained in the Internet in many different languages, English is by far the most widely used. By being able to understand written texts and communicate in English, you can use the Internet to communicate with the whole world.

#### 4. Job Opportunities!

- 25 More and more international businesses are spreading all over the world. Quite often, English is a prerequisite if you want to follow a career in business. For example, aviation all over the world operates in English; imagine a Spanish pilot, in his Spanish aeroplane, speaking to a Spanish air traffic controller in Madrid... in English!

- 30 In conclusion, learning English opens many doors and offers the speaker many more avenues of communication and access to people to communicate with, all over the world.

<http://english.knoji.com/three-reasons-to-learn-english-as-a-second-language/>

(abridged and slightly adapted)

#### 1. Find evidence in the text for the following.

- Mandarin has more native speakers than English.
- People from different countries tend to communicate in English.
- English songs and movies are available worldwide.
- English is the language of the Internet.
- You will have more job opportunities if you speak English.

#### 2. Match the words with their equivalents or explanations.

|                      |   |   |                   |
|----------------------|---|---|-------------------|
| widely (l. 2)        | 1 | a | fiction           |
| myth (l. 3)          | 2 | b | accessible        |
| enable (l. 9)        | 3 | c | over a great area |
| available (l. 17)    | 4 | d | prior condition   |
| spreading (l. 24)    | 5 | e | make possible     |
| prerequisite (l. 25) | 6 | f | expanding         |

#### 3. Explain the expressions.

- "throughout the world" (l. 17) \_\_\_\_\_
- "huge amount of data" (l. 19) \_\_\_\_\_

#### 4. Answer the questions.

- Is English the most widely spoken language? Justify.

\_\_\_\_\_

- Can we say that English is a *lingua franca*? Give reasons.

\_\_\_\_\_

- Are there more job opportunities for people who speak English? Why?

\_\_\_\_\_

**5. Complete with the comparative or superlative form of the adjectives in brackets.**

- a) Speaking foreign languages is \_\_\_\_\_ (*important*) it was in the past.  
 b) Companies want to go international to make \_\_\_\_\_ (*high*) profits.  
 c) English is \_\_\_\_\_ (*spoken*) language worldwide.  
 d) English is \_\_\_\_\_ (*easy*) to learn than Mandarin.  
 e) This is \_\_\_\_\_ (*quick*) way to learn a language.

**6. Complete this email by Mark telling a friend about his holiday abroad.**

I (a)\_\_\_\_\_ (*come*) back from holiday yesterday. I (b)\_\_\_\_\_ (*go*) to Sydney, Australia. The trip (c)\_\_\_\_\_ (*be*) long but the weather (d)\_\_\_\_\_ (*be*) great. I (e)\_\_\_\_\_ (*stay*) in a youth hostel and I (f)\_\_\_\_\_ (*meet*) a lot of people from different countries. I (g)\_\_\_\_\_ (*visit*) many museums and monuments but I (h)\_\_\_\_\_ (*not/have*) time to see all that I (i)\_\_\_\_\_ (*want*) to. I (j)\_\_\_\_\_ (*eat*) some traditional local food but I (k)\_\_\_\_\_ (*not/like*) it much. However, I (l)\_\_\_\_\_ (*enjoy*) my holiday very much because it is great to know other cultures and customs.

**7. Write questions for the answers and vice-versa. Write complete sentences.**

| Question                        | Answer                                  |
|---------------------------------|-----------------------------------------|
| _____ ?                         | Yes, I have already travelled by plane. |
| Have you ever had a penfriend?  | Yes, _____                              |
| Has she ever been to Australia? | No, _____                               |
| _____ ?                         | No, they have never met.                |
| Has he ever worked full time?   | Yes, _____                              |

**ACTIVITY C**

A friend of yours thinks it is not useful to learn English. Try to convince him/her otherwise.

Write a dialogue between the two of you in about 80-100 words.

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## INFORMAÇÃO – TESTE 6

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                                                     | Competências                                                                                                                                                                                                                                                                                                                                                                                               | Tipologia de itens                                                                                                                                                                                                                                              | Número de itens | Cotação (em pontos) |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>A multilingual world</i><br><br><b>Morfossintática:</b><br><i>Linking words</i><br><i>Past simple</i><br><i>Comparative and superlative adjectives</i><br><i>Present perfect</i> | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência funcional</li> <li>• competência sociolinguística</li> </ul>                                               | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"> <li>• associação / correspondência</li> <li>• completamento</li> </ul><br><b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"> <li>• resposta curta</li> <li>• resposta restrita</li> </ul> | 1               | 20 pontos           |
| B     |                                                                                                                                                                                                                 | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência discursiva</li> <li>• competência funcional/estratégica</li> <li>• competência sociolinguística</li> </ul> |                                                                                                                                                                                                                                                                 | 8               | 120 pontos          |
| C     |                                                                                                                                                                                                                 | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência discursiva</li> <li>• competência funcional/estratégica</li> </ul>                                         | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"> <li>• resposta extensa</li> </ul>                                                                                                                                                                 | 1               | 60 pontos           |
| Total |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                 | 200                 |

## ACTIVITY A

1. Choose from the list below (A to E) two reasons why you need English. Justify your choice in a total of 20-30 words.

### I NEED ENGLISH TO ...

- (A) find a better job
- (B) read books/magazines
- (C) watch films
- (D) study/work in another country
- (E) communicate when I travel to a different country

## ACTIVITY B

Read the following text.

### COLIN FARRELL



Colin Farrell was born on May 31, 1976 in Dublin. His father, Emmon Farrell, was a football player. The youngest of four children, he has one brother, Emmon, and two sisters, Catherine and Claudine. His sister Claudine is also his personal assistant.

Colin's mother, Rita, forced him to take dancing lessons because his brother started them. Colin also studied acting at the Gaiety School of Drama in Dublin. After he had left school, he played a part in the BBC series *Ballykissangel* (1996) and was successful.

In 2000 Colin went to Hollywood where he starred in Joel Schumacher's *Tigerland*. After *Tigerland*, Colin Farrell played the role of Jesse James in *American Outlaws* (2001). His most famous films are *Hart's War* (2002), *Minority Report* (2002), *The Recruit* (2003), *S.W.A.T.* (2003) and *Alexander the Great* (2004).

Colin has already worked with famous directors such as Steven Spielberg and popular actors such as Al Pacino and Bruce Willis. Pacino was one of his childhood idols and so he was very happy to work with him in *The Recruit*. He says Pacino was one of the kindest men he'd ever met and says that they still go out together. Pacino called him "the best actor of his generation".

Colin and model Kim Bordenave have got a boy. He was born on Friday September 12, 2003 in a Los Angeles hospital. They decided to call their son James, which is Colin's middle name.

Colin was voted 6th in 'The World's Sexiest Man of 2003' in *Company Magazine*.

**1. Read the text and find out the following information about Colin Farrell.**

|                                |  |
|--------------------------------|--|
| Date of birth                  |  |
| Father's job                   |  |
| Number of brothers and sisters |  |
| School where he studied acting |  |
| Famous films                   |  |
|                                |  |

**2. Find words in the text to match these equivalents or explanations. Paragraph numbers are given in brackets.**

- a) began (para. 2) \_\_\_\_\_
- b) acted (para. 2) \_\_\_\_\_
- c) had success (para. 2) \_\_\_\_\_
- d) was the star (para. 3) \_\_\_\_\_
- e) people who are greatly admired or loved (para. 4) \_\_\_\_\_
- f) nicest (para. 4) \_\_\_\_\_

**3. Give complete answers to these questions.**

- a) Why did Colin take dancing lessons?

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- b) Which famous people has Colin worked with?

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- c) Who was one of his childhood idols?

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- d) What does he think of Al Pacino?

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- e) How many children has Colin got?

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**4. Join the sentences using the word given in brackets.**

- a) Colin Farrell took dancing lessons. He was a schoolboy. (*when*)

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- b) Colin Farrell was very happy to work with Al Pacino. He was very kind. (*because*)

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- c) Colin worked very hard all day. He is very tired. (*so*)

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- d) You can go to the cinema. You can go to the theatre. (*or*)

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**5. Put the verb in brackets into the past simple.**

Yesterday Colin (1)\_\_\_\_\_ (*leave*) home at 8.30 and (2)\_\_\_\_\_ (*drive*) to the studio. When he (3)\_\_\_\_\_ (*arrive*) some actors (4)\_\_\_\_\_ (*be*) already there. He (5)\_\_\_\_\_ (*greet*) them and then they (6)\_\_\_\_\_ (*have*) a coffee together. They also (7)\_\_\_\_\_ (*decide*) to go out after work. They (8)\_\_\_\_\_ (*can not*) talk for much longer because the director (9)\_\_\_\_\_ (*want*) to start work. They (10)\_\_\_\_\_ (*work*) hard all morning and at about 1.00 pm they (11)\_\_\_\_\_ (*go*) to a Chinese restaurant. Unfortunately Colin (12)\_\_\_\_\_ (*not like*) the food and so he (13)\_\_\_\_\_ (*not eat*) much.

**6. Interview with Colin Farrell**

Here are Colin's answers to some questions. Write the missing questions.

- a) \_\_\_\_\_?

I studied acting at the Gaiety School of Drama in Dublin.

- b) \_\_\_\_\_?

I started my acting career in 1996.

- c) \_\_\_\_\_?

I went to Hollywood in 2000.

- d) \_\_\_\_\_?

I played the role of Jesse James in *American Outlaws*.

- e) \_\_\_\_\_?

We decided to call our son James because it's my middle name.

**7. Complete with the comparative or superlative.**

- a) Claudine Farrell is \_\_\_\_\_ (*old*) Colin. Colin is \_\_\_\_\_ (*young*) of all.
- b) This is \_\_\_\_\_ (*good*) film he has ever made.
- c) Catherine's car is \_\_\_\_\_ (*fast*) mine.
- d) Claudine's house is \_\_\_\_\_ (*big*) her sister's.
- e) This was \_\_\_\_\_ (*happy*) day of his life.

**8. Put the verb into the present perfect.**

- a) Microsoft and Gateway \_\_\_\_\_ (*create*) a lot of jobs in Ireland.
- b) I \_\_\_\_\_ (*not apply*) for the job advertised on the Internet.
- c) \_\_\_\_\_ (*you/ever/be*) to Dublin?
- d) He \_\_\_\_\_ (*not be*) to Dublin yet.
- e) Today they \_\_\_\_\_ (*phone*) the tourist office to ask for information about Ireland.

**ACTIVITY C**

**In about 80-100 words, write about your favourite actor or actress. You may refer to:**

- personal life (age, nationality, marital status, place of residence, children...);
- professional life (why he/she is famous, films...).

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## INFORMAÇÃO – TESTE 7

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                                                | Competências                                                                                                                                                                                                                                                                                                                                                                                         | Tipologia de itens                                                                                                                                                                                                                                       | Número de itens | Cotação (em pontos) |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>The technological world</i><br><br><b>Morfossintática:</b><br><i>Future forms</i><br><i>Zero, first and second conditional</i><br><i>Past simple</i><br><i>Past perfect</i> | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência funcional</li><li>• competência sociolinguística</li></ul>                                              | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"><li>• associação/ correspondência</li><li>• completamento</li></ul><br><b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta curta</li><li>• resposta restrita</li></ul> | 2               | 40 pontos           |
| B     |                                                                                                                                                                                                            | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li><li>• competência sociolinguística</li></ul> |                                                                                                                                                                                                                                                          | 6               | 100 pontos          |
| C     |                                                                                                                                                                                                            | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li></ul>                                        | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta extensa</li></ul>                                                                                                                                                            | 1               | 60 pontos           |
| Total |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                          |                 | 200                 |

# PROGRESS TEST 7

## ACTIVITY A

1. Look at the pictures and in 20-30 words say how social interaction has changed.




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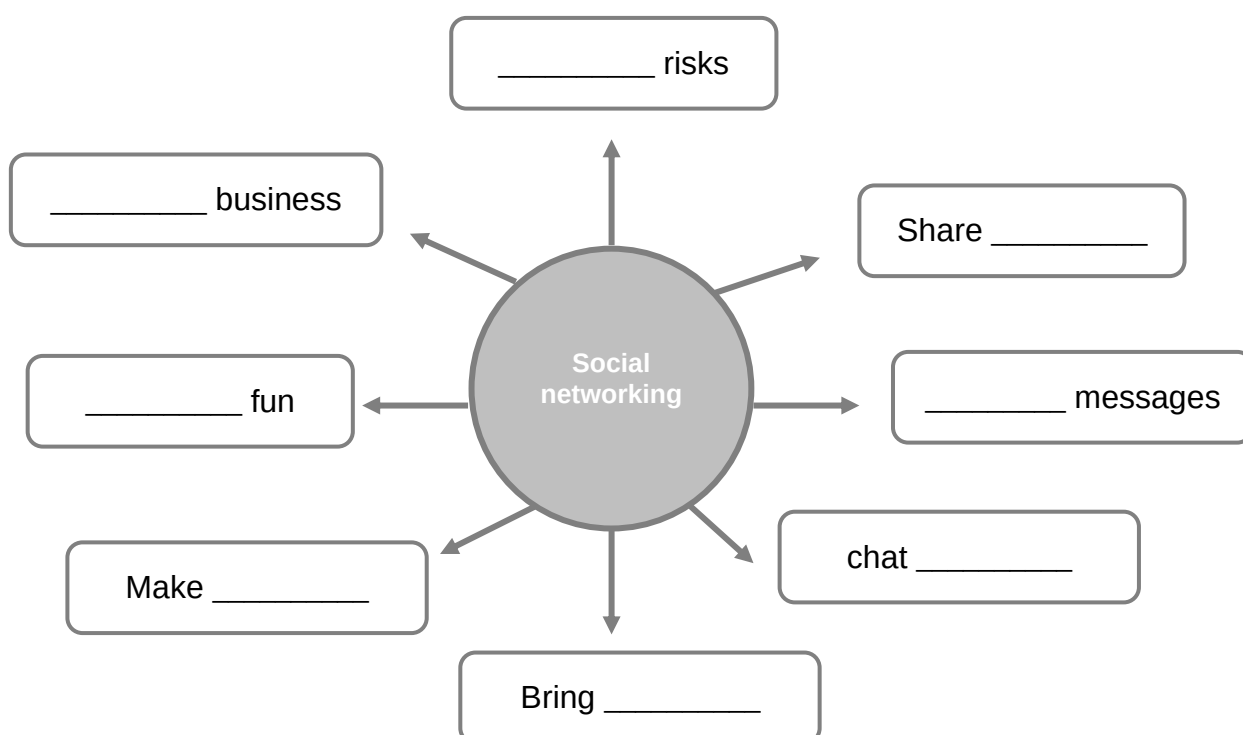
2. Complete the labels with words related to social networks. Use the words in the box.

- people together
- have

- with friends
- information

- take
- do

- new connections
- send



## ACTIVITY B

Read the following text.

### Facebook passes one billion users!



Many people are addicted to the social networking site.

You add friends on it, write messages on people's walls, post photos and 'like' comments. And for many people, it's become a part of everyday life. We're talking about Facebook.

The number of Facebook users has already passed one billion (1,000,000,000). Facebook is popular all around the world – and many millions of children and young teens regularly use it on their computers and smartphones.

On the day that Facebook reached the one billion user mark, creator Mark Zuckerberg posted this message on the site: "If you're reading this: thank you for giving me and my little team the honour of serving you. Helping a billion people connect is amazing, humbling and by far the thing I am most proud of in my life."

Facebook is enjoyed by millions worldwide. But some people are concerned about its bad effects. They say it can be dangerous for children to access the site. You must be 13 before you create a Facebook page, but it is easy to lie about your age.

Other people are concerned about another effect – Facebook addiction. "I use Facebook sometimes," says Alice, 14. "But some of my friends use it every day. They are so worried about the number of Facebook friends they have, posting funny and interesting messages on their timeline, and looking cool in all of their 'tagged' photos. But I think it is more important to see your friends in the real world!"

Mary Glasgow magazines

#### 1. Fill in the table with information from the text.

|                      |                      |
|----------------------|----------------------|
| Networking site      | <input type="text"/> |
| Founder              | <input type="text"/> |
| Members' minimum age | <input type="text"/> |
| Number of users      | <input type="text"/> |

#### 2. Answer the following questions on the text.

- What do teens use Facebook for?
- What technological devices do teens use to access Facebook?
- Why is it important to block children from Facebook?

### 3. Find in the text equivalents for the following words.

- a) Dependent on something (para. 1)
- b) Everybody knows and likes it (para. 3)
- c) Interact (para. 4)
- d) Take pride in (para. 4)

### 4. Fill in the blanks with the words in brackets using *will*, *be going to* or the *present continuous*.

- a) Tomorrow, Sally \_\_\_\_\_ (*meet*) one of her cyber friends for the first time.
- b) Your smartphone is awesome! I think I \_\_\_\_\_ (*buy*) one too.
- c) My son uses Facebook every day. He \_\_\_\_\_ (*get*) addicted to it.
- d) I'm sure your parents \_\_\_\_\_ (*not/scold*) you for having posted this photo on Facebook.
- e) He can't visit his Facebook page today. He \_\_\_\_\_ (*study*) for the English test.

### 5. Fill in the blanks with either *zero*, *first* or *second conditional*.

- a) If you \_\_\_\_\_ (*be*) less than 13, you can't create a Facebook page.
- b) Social networking \_\_\_\_\_ (*be*) safer if cyber bullying didn't exist.
- c) If children use Facebook every day, they \_\_\_\_\_ (*get*) addicted to it.
- d) If you are harassed on Facebook, \_\_\_\_\_ (*speak*) to your mother immediately.
- e) I would buy a new smartphone if I \_\_\_\_\_ (*have*) money.

### 6. Choose a verb to complete the sentences. Use the *past perfect*.

|        |       |             |         |        |
|--------|-------|-------------|---------|--------|
| • play | • use | • not teach | • write | • post |
|--------|-------|-------------|---------|--------|

- a) Sarah was grounded because she \_\_\_\_\_ my computer without permission.
- b) Most parents realised they \_\_\_\_\_ their children how to use Facebook properly.
- c) After Peter \_\_\_\_\_ unsuitable comments on a friend's wall, he was removed from his friend's list.
- d) My son \_\_\_\_\_ with Toy Guns on Twitter before he knew about its dangers.
- e) I was angry because my son \_\_\_\_\_ some nasty things on a friend's wall.

## ACTIVITY C

Your school has decided to give an award for the best article on the question:

- Does the world really need Facebook?

In 80-100 words, write an opinion text to be sent to the school website.

## INFORMAÇÃO – TESTE 8

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                                                      | Competências                                                                                                                                                                                                                                                                                                                                                                                         | Tipologia de itens                                                                                                                                                                                                                                                                 | Número de itens | Cotação (em pontos) |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>The technological world</i><br><br><b>Morfossintática:</b><br><i>Will/be going to</i><br><i>First and second conditionals</i><br><i>Indefinite article</i><br><i>Past perfect</i> | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência funcional</li><li>• competência sociolinguística</li></ul>                                              | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"><li>• verdadeiro/falso</li><li>• associação/correspondência</li><li>• completamento</li></ul><br><b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta curta</li><li>• resposta restrita</li></ul> | 1               | 20 pontos           |
| B     |                                                                                                                                                                                                                  | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li><li>• competência sociolinguística</li></ul> |                                                                                                                                                                                                                                                                                    | 7               | 120 pontos          |
| C     |                                                                                                                                                                                                                  | <b>Competência linguística</b> <ul style="list-style-type: none"><li>• competência lexical</li><li>• competência gramatical</li><li>• competência semântica</li><li>• competência ortográfica</li></ul><br><b>Competência pragmática</b> <ul style="list-style-type: none"><li>• competência discursiva</li><li>• competência funcional/estratégica</li></ul>                                        | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"><li>• resposta extensa</li></ul>                                                                                                                                                                                      | 1               | 60 pontos           |
| Total |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    |                 | 200                 |

# PROGRESS TEST 8

## ACTIVITY A

1. Describe these two pictures, stating the differences between these two robots. The first one is a factory robot and the second one is from a film. Use a total of 20-30 words.




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## ACTIVITY B

Read the following text.

### ROBOTS

The word *robot* comes from Czechoslovakia. It first appeared in a 1920 play by the writer Karel Capek called R.U.R. (Rossum's Universal Robots). Robots are machines which can be taught or programmed (by a computer) to do useful work.

Thousands of robots work in factories these days. They're very useful on production  
 5 lines. That's where something like a car or a TV is put together piece by piece. Production line work is very tiring and boring for human workers. It means they have to do the same thing thousands of times every year. But, of course, robots never get tired or bored.

In factories they move objects, use tools in their 'hands', carry objects around the factory  
 10 floor... In fact, today's robots are more intelligent than ever before. In the future, they'll be able to work in homes, offices, shops... almost anywhere.

Apart from working in factories, they do all kinds of jobs which are difficult or dangerous  
 15 for us. Here are just a few examples: they can help to defuse bombs, work under the sea, take photos and collect rocks on planets like Mars without risking human life and work underground helping to find metals and minerals.

But will robots really help to create a leisure society? Isn't there a risk that they'll just increase unemployment? Of course that depends on us. Only man can decide if we control the robots or they control us.

*Future Life*, Macmillan Dossier (abridged and adapted)

**1. Decide whether these statements are *true* or *false*. Correct the false ones.**

a) The word robot appeared for the first time in the 19th century.

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b) There are lots of robots working in factories.

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c) Robots do boring and hazardous jobs.

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d) Factory workers like to work on production lines.

---



---

e) Today's robots are as intelligent as robots in the past.

---



---

f) Robots can do jobs on other planets.

---



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**2. Match each word with its equivalent.**

useful (l. 3)

1

a

below the surface of the planet

boring (l. 6)

2

b

instruments used for working

tired (l. 8)

3

c

helpful

tools (l. 9)

4

d

take from place to place

carry (l. 9)

5

e

feeling that one would like to sleep or rest

underground (l. 15)

6

f

uninteresting

**3. Give complete answers to these questions.**

a) What are robots?

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b) Why don't factory workers like to work on production lines?

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c) What jobs do robots do in factories?

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d) What other jobs do robots do?

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e) Will robots increase unemployment? Why?/Why not?

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**4. Complete the sentences using *will* or *going to*.**

a) There \_\_\_\_\_ (*be*) robots everywhere in the future.

b) I \_\_\_\_\_ (*not buy*) a robot in five years' time.

c) I think I \_\_\_\_\_ (*start*) doing my shopping online.

d) Paul \_\_\_\_\_ (*work*) for a Spanish company next month.

e) They \_\_\_\_\_ (*buy*) a computer next weekend.

**5. Put the verb in brackets into the *right tense*.**

a) If she bought a new computer, she \_\_\_\_\_ (*work*) from home.

b) I would buy a new flat if I \_\_\_\_\_ (*find*) a good job.

c) Would you lend me some money if you \_\_\_\_\_ (*win*) the lottery?

d) If I were rich, I \_\_\_\_\_ (*travel*) a lot.

e) If I earn a lot of money, I \_\_\_\_\_ (*buy*) a big car.

f) If he can't find a job here, he \_\_\_\_\_ (*go*) to a foreign country.

**6. Put in *a* or *an* where necessary.**

a) Everybody needs luck.

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b) It's not always easy to find job these days.

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c) I've got interview today.

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d) Would you like cup of tea?

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e) I don't like coffee with milk.

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**7. Complete with the *past perfect*.**

- a) After Will \_\_\_\_\_ (*finish*) school, he worked in a factory.  
b) He failed the exam because he \_\_\_\_\_ (*not study*) enough.  
c) She slept all morning because she \_\_\_\_\_ (*go*) to bed late.  
d) \_\_\_\_\_ (*the plane / take off*) when you arrived at the airport?  
e) The concert \_\_\_\_\_ (*not start*) by the time we arrived.

## ACTIVITY C

**Have you ever tried to design and construct a robot? For example, a football-playing robot for a competition organized by an university? Even if you haven't, and you don't want to be an engineer, you can describe your ideal robot. Think about these questions:**

- Why would you like to have a robot?
- What would it do?
- What would it look like?
- What would its power-source be?
- How would you control it?
- What would you call it?

**Write about 80-100 words.**

[illegible]

## INFORMAÇÃO – TESTE 9

A estrutura do teste sintetiza-se no quadro seguinte.

| Ativ. | Componentes                                                                                                                                                                    | Competências                                                                                                                                                                                                                                                                                                                                                                                               | Tipologia de itens                                                                                                                                                                                                                                            | Número de itens | Cotação (em pontos) |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| A     | <b>Léxico-semântica:</b><br><i>The technological world</i><br><br><b>Morfossintática:</b><br><i>Will/be going to</i><br><i>If clauses: type 1 and 2</i><br><i>Past perfect</i> | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência funcional</li> <li>• competência sociolinguística</li> </ul>                                               | <b>ITENS DE SELEÇÃO</b> <ul style="list-style-type: none"> <li>• associação/correspondência</li> <li>• completamento</li> </ul><br><b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"> <li>• resposta curta</li> <li>• resposta restrita</li> </ul> | 2               | 30 pontos           |
| B     |                                                                                                                                                                                | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência discursiva</li> <li>• competência funcional/estratégica</li> <li>• competência sociolinguística</li> </ul> |                                                                                                                                                                                                                                                               | 7               | 110 pontos          |
| C     |                                                                                                                                                                                | <b>Competência linguística</b> <ul style="list-style-type: none"> <li>• competência lexical</li> <li>• competência gramatical</li> <li>• competência semântica</li> <li>• competência ortográfica</li> </ul> <b>Competência pragmática</b> <ul style="list-style-type: none"> <li>• competência discursiva</li> <li>• competência funcional/estratégica</li> </ul>                                         | <b>ITENS DE CONSTRUÇÃO</b> <ul style="list-style-type: none"> <li>• resposta extensa</li> </ul>                                                                                                                                                               | 1               | 60 pontos           |
| Total |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |                 | 200                 |

## ACTIVITY A

1. Identify these technologies.



a) \_\_\_\_\_



b) \_\_\_\_\_



c) \_\_\_\_\_



d) \_\_\_\_\_



e) \_\_\_\_\_



f) \_\_\_\_\_

2. In about 20-30 words, identify an invention that has changed your life. Give reasons.

## ACTIVITY B

Read the following text.

### ASIMO

Want a robot to cook your dinner, do your homework, clean your house, or get your groceries? Robots already do a lot of the jobs that we humans don't want to do, can't do, or simply can't do as well as our robotic counterparts. In factories around the world, disembodied robot arms assemble cars, delicately place candies into their boxes, and do all sorts of tedious jobs. There are even a handful of robots on the market whose sole job is to vacuum the floor or mow your lawn.

Many of us grew up watching robots on TV and in the movies: There was Rosie, the Jetsons' robot housekeeper; Data, the android crewmember on "Star Trek: The Next Generation"; and of course, C3PO from "Star Wars". The robots being created today aren't quite in the realm of Data or C3PO, but there have been some amazing advances in their technology. Honda engineers have been busy creating the ASIMO robot for more than 20 years.

ASIMO, which stands for Advanced Step in Innovative Mobility, is the most advanced humanoid robot in the world. In addition to ASIMO's ability to walk and climb stairs, it can also understand preprogrammed gestures and spoken commands, recognise voices and faces and interface with IC Communication cards. ASIMO has arms and hands so it can do things like turn on light switches, open doors, carry objects, and push carts.

- 20 Rather than building a robot that would be another toy, Honda wanted to create a robot that would be a helper for people – a robot to help around the house, help the elderly, or help someone confined to a wheelchair or bed. ASIMO is 4 feet 3 inches (1.3 meters) high, which is just the right height to look eye to eye with someone seated in a chair. Often referred to as looking like a “kid wearing a spacesuit”, ASIMO’s friendly appearance and nonthreatening size work well
- 25 for the purposes Honda had in mind when creating it.

ASIMO could also do jobs that are too dangerous for humans to do, like going into hazardous areas, disarming bombs, or fighting fires.

<http://science.howstuffworks.com/asimo.htm> (abridged)

### 1. Complete the table below.

| Things we would like robots to do | Things robots can do |
|-----------------------------------|----------------------|
|                                   |                      |
|                                   |                      |
|                                   |                      |
|                                   |                      |
|                                   |                      |

### 2. Answer the questions.

- a) Have there been any advances in robot technology? Justify.

---



---

- b) Why is Asimo the most advanced robot in the world?

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---

- c) What were the objectives for its creation?

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### 3. What do the following words refer to?

- a) whose (l. 6)
- b) their (l. 11)
- c) it (l. 15)
- d) which (l. 22)

**4. Find in the last three paragraphs words that mean the same as...**

- a) orders
- b) interact
- c) objectives
- d) risky

**5. Fill in the blanks with *will* or *be going to*.**

- a) Robots \_\_\_\_\_ (*be*) more and more similar to humans.
- b) They \_\_\_\_\_ (*open*) a computer shop next month.
- c) It's raining. I \_\_\_\_\_ (*take*) my umbrella.
- d) I promise I \_\_\_\_\_ (*not/say*) that again.
- e) The sky is very dark. It \_\_\_\_\_ (*rain*).
- f) \_\_\_\_\_ (*you/give*) me a birthday present?

**6. Complete the sentences accordingly.**

- a) If my mobile phone breaks down, \_\_\_\_\_
- b) If she was rich, \_\_\_\_\_
- c) If you study, \_\_\_\_\_
- d) If I had the time, \_\_\_\_\_

**7. Match the two halves in order to make sentences.**

- |                         |   |   |                               |
|-------------------------|---|---|-------------------------------|
| When we arrived,        | 1 | a | when I got to the station.    |
| He didn't pass the exam | 2 | b | the party had already begun.  |
| The train had left      | 3 | c | before he saw the movie.      |
| She was worried         | 4 | d | because he hadn't studied.    |
| Jim had read the book   | 5 | e | because she had lost her key. |

## ACTIVITY C

**Write a text showing how technology has contributed to big improvements in *one* of these areas:**

- at home
- at work
- entertainment
- communications
- transports
- space exploration

**Write about 80-100 words.**