# New HANDS ON TEACHER'S GUIDE

## ENSINO PROFISSIONAL

Inglês **MÓDULOS 1, 2, 3**

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# PLANNING and lesson plans

Nas páginas 8 a 24 apresentam-se os Planos de Aula do Módulo 1 como demonstração do conjunto completo que será disponibilizado em setembro de 2018 em 2D AULA DIGITAL PROFESSOR

# MODULE PLAN 1

| Skills/Aims | Contents | | Language Function | Strategies/Activities | Resources | Assessment |
|---|---|---|---|---|---|---|
| | Topic Area | Grammar | | | | |
| • To complete song lyrics<br>• To complete a profile<br>• To ask about and give personal information<br>• To identify physical and psychological characteristics<br>• To learn about other cultures<br>• To fill in different types of forms<br>• To learn vocabulary on the topic *house, furniture and home appliances*<br>• To identify job skills<br>• To check in at a hotel<br>• To ask for and give directions<br>• To refer to actions in progress<br>• To refer to unfinished actions<br>• To use adjectives in the right order<br>• To write a profile<br>• To describe someone's routine<br>• To write a check-in at a hotel<br>• To describe a picture<br>• To check one's progress<br>• To play didactic games in class | **1. The world and me**<br><br>**1.1** This is me<br><br>**1.2** My life in motion<br><br>**1.3** English at work | • Verb to be<br>• Verb to have got<br>• Word order<br>• Personal pronouns<br>• Possessive determiners and possessive pronouns<br><br>• Present Simple<br>• Present Continuous<br><br>• Present Perfect | • Asking about and giving personal information<br>• Speaking about people's appearance<br>• Describing houses, furniture and home appliances<br><br>• Distinguishing different types of jobs and occupations<br>• Commenting on skills and qualifications<br>• Identifying personal traits<br>• Talking about daily routines<br><br>• Discussing touristic sites<br>• Distinguishing different hotel facilities<br>• Asking for and giving directions<br>• Referring to skills and demands:<br>– agreeing / disagreeing<br>– asking for / giving opinion<br>– arguing for and against<br>– discussing advantages and disadvantages<br>– describing events<br>– answering questions | **Listening**:<br>videos / excerpts / texts / statements / songs<br><br>**Viewing**:<br>videos<br><br>**Reading:**<br>aloud / silently in order to look for specific or general information (scanning/skimming)<br><br>**Speaking:**<br>– about a film character / about different jobs / matching jobs to different people checking in at a hotel / asking for and giving directions<br>– guessing / discussing questions and ideas / asking and answering (in pairs) / role-play<br><br>**Writing**:<br>– a profile / a school form / a physical description / about the best job / a daily routine / about one's city / the checking in at a hotel<br>– completing tables / brainstorming / describing picture / identifying information / asking/answering/ retelling / multiple choice and true/ false / matching / deducing vocabulary from context / explaining the meaning of words and expressions / building sentences / finding equivalents and opposites / filling in blanks / using reference books and online sites | • Student's book<br>• Workbook<br>• Teacher's Guide<br>• PC<br>• Board<br>• Handouts<br>• PowerPoint presentations<br>• Magazines<br>• Videos<br>• Dictionaries<br>• Classroom games in *Kahoot!* platform | • Direct observation in class:<br>– punctuality<br>– behaviour<br>– level of concentration<br>– participation<br><br>• Written and oral tests<br>• Check tests<br>• Progress tests<br>• Pair / group work |

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# MODULE PLAN 2

| Skills/Aims | Contents | | Language Function | Strategies/Activities | Resources | Assessment |
|---|---|---|---|---|---|---|
| | Topic Area | Grammar | | | | |
| • To understand the importance of English<br>• To understand the use of English around the world<br>• To discuss the relation between celebrities and the English language<br>• To understand the difference between routine actions and temporary actions<br>• To interview someone famous<br>• To recognise the importance of travelling and studying abroad<br>• To know the world of volunteering<br>• To express cause, consequence, addition, contrast and alternative<br>• To refer to past events<br>• To express modality<br>• To compare things, people and situations<br>• To write a leaflet<br>• To write an informal email<br>• To identify information<br>• To match information<br>• To match titles and texts to images<br>• To check one's progress<br>• To play didactic games in class | **2. English all around**<br><br>**2.1** English rocks<br><br>**2.2** English abroad<br><br>**2.3** English goes mobile | • Conjunctions<br>• Present Simple and Present<br>• Continuous<br><br>• Modal verbs<br>• The comparative form of adjectives<br>• The superlative form of adjectives<br><br>• Past Simple | • Discussing the world of entertainment<br>• Understanding the importance of English<br>• Discussing the use of English as second language<br>• Speaking about summer camps and summer schools abroad and in Portugal<br>• Discussing the experience of volunteering<br><br>• Speaking about exchange programmes and studying abroad experiences<br>• Refering to skills:<br>– Referring to past events<br>– Expressing opinions<br>– Answering questions<br>– Conducting interviews<br>– Expressing intentions<br>– Discussing aims / goals | **Listening:**<br>texts / dialogues / the teacher / other students' experiences/ statements / songs<br><br>**Viewing**:<br>videos / films<br><br>**Reading**<br>aloud / silently in order to look for specific or general information (scanning / skimming)<br><br>**Speaking**:<br>– about the world of entertainment / about English as a second language / about summer camps / about volunteering<br>– description of pictures, people, places, etc. / debates, role-plays<br><br>**Writing**:<br>– a biodata table / an interview / idioms / a leaflet / an informal email<br>– brainstorming / asking, answering, retelling / multiple choice, true and false / ticking, crossing, matching / deducing vocabulary from context / explaining the meaning of words / completing and building sentences / listing/organising/ordering / finding evidence / finding equivalents and opposites / correcting mistakes/ filling in the blanks/tables / pair/group work / using reference books and online sites | • Student's book<br>• Workbook<br>• Teacher's Guide<br>• PC<br>• Board<br>• Handouts<br>• PowerPoint presentations<br>• Magazines<br>• Videos<br>• Dictionaries<br>• Classroom games in *Kahoot!* platform | • Direct observation in class:<br>– punctuality<br>– behaviour<br>– level of concentration<br>– participation<br><br>• Written and oral tests<br>• Check tests<br>• Progress tests<br>• Pair / group work |

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# MODULE PLAN 3

| Skills/Aims | Contents | | Language Function | Strategies/Activities | Resources | Assessment |
|---|---|---|---|---|---|---|
| | Topic Area | Grammar | | | | |
| • To discuss the development of technology<br>• To discuss the importance of robots<br>• To distinguish between artificial intelligence and intelligent machines<br>• To discuss how technology is changing our lives<br>• To talk about future technology<br>• To acknowledge the idea of the Internet of Things<br>• To discuss how technology will be applied to everyday life<br>• To discuss the importance of space exploration<br>• To speculate about life in other planets<br>• To make predictions about future worlds<br>• To write a film review<br>• To write a survey<br>• To write an online news article<br>• To check one's progress<br>• To play didactic games in class | **3. It's a Tech World**<br><br>**3.1** Machines Я us<br><br>**3.2** Smart Tech<br><br>**3.3** Future living | • Future: will and be going to<br>• The comparative with intensifiers / qualifiers<br>• So… that and such… that<br><br>• Indefinite article<br>• Definite article and zero article<br>• Past Perfect<br>• Countable and uncountable nouns<br><br>• If-clauses type 1<br>• If-clauses type 2 | • Discussing technology today<br>• Discussing robotics and artificial intelligence<br><br>• Talking about future technology in the classroom<br>• Discussing about how technology is changing and will change our lives<br>• Making plans for the future<br>• Making predictions about the future<br>• Refering to skills:<br>– speculating<br>– comparing<br>– discussing ideas<br>– comparing concepts<br>– matching images and titles to texts<br>– answering questions<br>– expressing opinions<br>– asking for directions<br>– interpreting images<br>– inferring<br>– giving reasons<br>– discussing the effects of something | **Listening**:<br>texts / dialogues / songs / statements<br><br>**Viewing**:<br>videos / documentaries<br><br>**Reading**<br>aloud / silently in order to look for specific or general information (scanning/skimming)<br><br>**Speaking**:<br>– discussing predictions / about how technology is changing our lives / about jobs in the future<br>– role-plays / interviews / discussing ideas<br><br>**Writing**:<br>– a definition of "robot" / about what robots can do / a film review / about technologies in the future / a survey / about the Internet of Things / an online news article<br>– brainstorming / asking, answering, retelling / multiple choice, true and false / ticking, crossing, matching / deducing vocabulary from context / explaining the meaning of words / completing and building sentences / listing, organising, ordering / finding evidence / finding equivalents and opposites /quizzes, crosswords, puzzles / note-taking / underlining / analysing graphs / filling in the blanks, charts, grids / pair / group work / using reference books and online sites | • Student's book<br>• Workbook<br>• Teacher's Resource File<br>• PC<br>• Board<br>• Handouts<br>• PowerPoint presentations<br>• Magazines<br>• Videos<br>• Dictionaries<br>• Classroom games in *Kahoot!* platform | • Direct observation in class:<br>– punctuality<br>– behaviour<br>– level of concentration<br>– participation<br><br>• Written and oral tests<br>• Check tests<br>• Progress tests<br><br>Pair / group work |

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# Lesson Plans 1 and 2

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.1** This is me |
|---|---|
| **CONTENTS:** Personal information | |

| | |
|---|---|
| **Summary** | • Presentation<br>• Giving guidelines on the structure of the textbook and the course<br>• Introducing the topic *personal information* by listening to a song<br>• Doing gap filling exercises<br>• Completing a profile<br>• Revising verb to be and verb to have got |
| **Teaching aims** | • To complete a profile<br>• To revise the Present Simple of verbs to be and to have got<br>• To write one's profile |
| **Activities / Strategies** | Ask the students:<br>• To listen to the song by Charlie Puth and complete it with the missing letters **(page 8) (CD 1, track 1)**<br>• To complete the singer's profile<br>• To read the school form **(page 9)**<br>• To do the matching exercise<br>• To upload the school forms into the Digital Portfolio Data (DPD)<br>• To do the Teacher's Guide extension activity<br>• To revise the verb to be and do exercises 1, 2, 3, 4 **(page 10)**<br>• To revise the verb to have got and do exercises 1, 2, 3, 4 **(page 11)** |
| **Resources / Materials** | • Student's book **(pages 8-11)**<br>• Grammar and Vocabulary **(page 180)**<br>• Audio CD<br>• Aula Digital<br>- Vídeo: *One call away* (Charlie Puth)<br>- Karaoke: *One call away* (Charlie Puth)<br>• Teacher's Guide (page 55)<br>• Digital Portfolio Data<br>• Workbook |
| **Homework** | • Workbook **(page 156)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |



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# Lesson Plans 3 and 4

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.1** This is me |
|---|---|
| **CONTENTS:** Physical description | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Watching a video to introduce physical appearance<br>• Writing a paragraph describing a character |
| **Teaching aims** | • To describe someone physically<br>• To write someone's physical description<br>• To organize adjectives in groups |
| **Activities / Strategies** | Ask the students:<br>• To do exercise 1 orally **(page 12)**<br>• To complete in pairs the table from exercise 2<br>• To write the sentences in exercise 3<br>• To read their sentences aloud<br>• To upload the texts about film characters into the DPD<br>• To listen to Chloé and choose the right option **(page 13) (CD 1,tracks 2.3)**<br>• To listen to the dialogue and complete the form **(CD 1,tracks 4.5)**<br>• To do the T/F exercise<br>• To listen to Chloé describing her friends **(page 14) (CD 1,tracks 6.7)**<br>• To complete the texts and match the images with the descriptions<br>• To upload the texts about physical description into the DPD |
| **Resources / Materials** | • Student's book **(pages 12-14)**<br>• Grammar and Vocabulary **(page 189)**<br>• Aula Digital<br>- Vídeo: *Describe your appearance*<br>- Vídeo: *Mr, Mrs, Miss, Ms* (inform the students about the difference in spelling of these abbreviations between American English – in this video - and British English)<br>• Audio CD<br>• Digital Portfolio Data |
| **Homework** | • Writing a text about a famous film character to be guessed by the class |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |

# Lesson Plans 5 and 6

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.1** This is me |
|---|---|
| **CONTENTS:** Word order | |

| | |
|---|---|
| **Summary** | • The word order when describing people and things<br>• Watching a video to identify rooms and home appliances |
| **Teaching aims** | • To use adjectives (and nouns) in the right order<br>• To order sentences<br>• To describe a place using different adjectives<br>• To listen for specific information<br>• To learn about house, furniture and home appliances |
| **Activities / Strategies** | Ask the students:<br>• To read the texts written as homework<br>• To complete the table from exercise 2 **(page 15)**<br>• To make sentences by ordering the words in exercise 3<br>• To complete and write sentences using the correct word order in exercises 4, 5 **(page 16)**<br>• To do the pronunciation practice **(CD 1, tracks 8.9)**<br>• To watch the video and do the exercises **(page 17)**<br>• To do the Teacher's Guide extension activity |
| **Resources / Materials** | • Student's book **(pages 15-17)**<br>• Grammar and Vocabulary **(pages 181, 189)**<br>• Aula Digital<br>- Vídeo: *Order of adjectives*<br>- Vídeo: *Sasha Morga's house tour*<br>- Apresentação: *Different types of houses, rooms, furniture and appliances*<br>• Audio CD<br>• Teacher's Guide (page 58)<br>• Workbook |
| **Homework** | • Workbook **(page 157 – Word order)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |



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# Lesson Plans 7 and 8

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.1** This is me |
|---|---|
| **CONTENTS:** Personal pronouns, possessive determiners and pronouns | |

| | |
|---|---|
| **Summary** | • Reading property IDs<br>• Using personal pronouns, possessive determiners and pronouns |
| **Teaching aims** | • To read for specific information<br>• To learn the use personal pronouns, determiners and pronouns |
| **Activities / Strategies** | Ask the students:<br>• To read the property IDs and choose the right option **(page 18)**<br>• To listen to the song "Treat you better", by Shawn Mendes, and fill in the missing words **(page 19) (CD 1, track 10)**<br>• To do the exercises **(page 20)**<br>• To do the pronunciation practice **(CD 1, track 11)**<br>• To listen to the song "Perfect", by Ed Sheeran/Beyoncé, in the Workbook and fill in the missing pronouns and determiners **(page 159) (CD 3, track 1)**<br>• To complete one's profile, physical description and house description **(page 21)**<br>• To read and film students' profiles<br>• To upload the students' profiles videos into the DPD |
| **Resources / Materials** | • Student's book **(pages 18-22)**<br>• Grammar and Vocabulary **(pages 181-182, 189)**<br>• Aula Digital<br>- Vídeo: *Measurements in English*<br>- Vídeo: *Treat you better* (Shawn Mendes)<br>- Karaoke: *Treat you better* (Shawn Mendes)<br>- Vídeo: *The H sound*<br>- Vídeo: *Perfect* (Ed Sherean/Beyoncé)<br>• Students' mobile phones<br>• Audio CD<br>• Digital Portfolio Data<br>• Workbook |
| **Homework** | • Workbook **(pages 157-158)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |

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# Lesson Plan 9

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min.

| **MODULE 1:** The world and me | **1.1** This is me |
|---|---|
| **CONTENTS:** Check test | |

| | |
|---|---|
| **Summary** | • Doing the check test<br>• Correcting the check test |
| **Teaching aims** | • To self-assess students' progress<br>• To identify one's weak areas |
| **Activities / Strategies** | Ask the students:<br>• To do the test **(page 23)**<br>• To correct each item randomly<br>• To raise awareness for weaker areas |
| **Resources / Materials** | • Student's book<br>• Teacher's Guide - *Kahoot!* submodule 1.1 **(pages 127-129)**<br>• Aula Digital<br>- Teste: *This is me* |
| **Homework** | |
| **Assessment** | • Formative |



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# Lesson Plans 10 and 11

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.2** My life in motion |
|---|---|
| **CONTENTS:** Jobs | |

| | |
|---|---|
| **Summary** | • Introducing the topic *jobs* by labelling images<br>• Reading job ads and doing comprehension exercises<br>• Listening to a job interview |
| **Teaching aims** | • To learn different jobs<br>• To read job ads<br>• To listen for specific information<br>• To discuss interesting and boring jobs |
| **Activities / Strategies** | Ask the students:<br>• To identify the jobs in the images **(page 24)**<br>• To group jobs according to professional areas<br>• To watch the video "What's the difference between salary and wage?" **(page 25)**<br>• To discuss the ideas in the video<br>• To do exercises 2, 3<br>• To do the Teacher's Guide extension activity<br>• To listen to the first part of "Going to a job interview" and complete the application **(page 26) (CD 1, tracks 13.14)**<br>• To listen to the second part and do exercise 2 |
| **Resources / Materials** | • Student's book **(pages 24-26)**<br>• Grammar and Vocabulary **(page 190)**<br>• Aula Digital<br>- Vídeo: *What's the difference between salary and wage?*<br>• Audio CD<br>• Teacher's Guide (page 59) |
| **Homework** | • Write the dialogue of a job interview |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |

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# Lesson Plans 12 and 13

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.2** My life in motion |
|---|---|
| **CONTENTS:** Personality adjectives | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Viewing a video<br>• Completing a questionnaire<br>• Learning about the best characteristics for each job<br>• Writing a paragraph about the best job for my colleague |
| **Teaching aims** | • To know what a creative CV is<br>• To find the best job for someone |
| **Activities / Strategies** | Ask the students:<br>• To correct the homework orally<br>• To watch the video "CV Cristina Castro" **(page 27)**<br>• To do exercises 1, 2, 3<br>• To fill in the questionnaire **(page 28)**<br>• To do the pronunciation practice **(CD 1, track 17)** |
| **Resources / Materials** | • Student's book **(pages 27-28)**<br>• Grammar and Vocabulary **(page 190-191)**<br>• Aula Digital<br>- Vídeo: *CV Cristina Castro*<br>- Vídeo: *Questions and intonation – up or down?*<br>- Simulador: *Recorder*<br>• Digital Portfolio Data |
| **Homework** | • Student's book **(page 28, "Write it down" – DPD)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |



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# Lesson Plans 14 and 15

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.2** My life in motion |
|---|---|
| **CONTENTS:** Present Simple | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Revising the Present Simple: affirmative and negative statements<br>• Writing sentences using the Present Simple<br>• Completing a text<br>• Talking about one's daily routine |
| **Teaching aims** | • To use the Present Simple for routines and habitual actions<br>• To distinguish the affirmative and negative forms of the Present Simple<br>• To write about one's routine |
| **Activities / Strategies** | Ask the students:<br>• To see the examples in the Present Simple **(page 29)**<br>• To complete the exercises 2, 3<br>• To watch the video "Practice the Simple Present with 'Partners'" and do exercises 1, 2 **(page 30)**<br>• To see the examples in the Present Simple - negative **(page 31)**<br>• To do the grammar exercises 2, 3<br>• To listen to the song "If you're not the one", by Daniel Bedingfield, in the Workbook and fill in the blacks **(page 159) (CD 3, track 2)** |
| **Resources / Materials** | • Student's book **(pages 29-31)**<br>• Grammar and Vocabulary **(page 182)**<br>• Aula Digital<br>- Apresentação: *Present Simple*<br>- Jogo: *Wheel of verbs – Present Simple*<br>- Vídeo: *Practice the Simple Present with 'Partners'*<br>- Vídeo: *Interjections!*<br>• Workbook |
| **Homework** | • Student's book **(page 33 – writing activity)**<br>• Workbook **(page 160, ex. 1-4)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |

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# Lesson Plans 16 and 17

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.2** My life in motion |
|---|---|
| **CONTENTS:** Present Continuous | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Revising the Present Simple interrogative statements<br>• Revising the Present Continuous<br>• Watching a video<br>• Doing the check test and correcting it |
| **Teaching aims** | • To use the Present Continuous for temporary actions<br>• To distinguish the pronunciation of “sh” and “ch”<br>• To do formative exercises |
| **Activities / Strategies** | Ask the students:<br>• To revise the Present Simple - interrogative **(page 32)**<br>• To watch the video “Mr Bean’s birthday at the restaurant” **(page 34)**<br>• To do the exercises 2, 3, 4<br>• To practice the pronunciation of two confusing sounds – *ch / sh* **(CD 1, track 18)**<br>• To do the check test **(page 37)**<br>• To correct the check test |
| **Resources / Materials** | • Student’s book **(pages 32-37)**<br>• Grammar and Vocabulary **(pages 182-183)**<br>• Aula Digital<br>- Apresentação: *Present Simple*<br>- Jogo: *Wheel of verbs – Present Simple*<br>- Vídeo: *Mr Bean’s birthday at the restaurant*<br>- Vídeo: *Let’s learn about the digraph ch*<br>- Vídeo: *Let’s learn about the digraph sh*<br>- Teste: *My life in motion*<br>• Teacher’s Guide - *Kahoot!* submodule 1.2 **(page 130-132)**<br>• Workbook |
| **Homework** | • Workbook **(page 160, ex 4-5, page 162)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation<br>• Formative |



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# Lesson Plans 19 and 20

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Present Perfect | |

| | |
|---|---|
| **Summary** | • Discussing what touristy places are<br>• Reading about what to see and do in Lisbon<br>• Learning the Present Perfect |
| **Teaching aims** | • To discuss what to see and do in Lisbon<br>• To write a leaflet<br>• To use the Present Perfect for actions we have done until now |
| **Activities / Strategies** | Ask the students:<br>• To watch the video "An introduction to Portugal" **(page 38)**<br>• To match the words to the images<br>• To discuss interesting places to visit<br>• To read the leaflet about Lisbon **(page 39)**<br>• To upload the leaflets about the student's cities/villages into the DPD<br>• To do the match in exercise 2<br>• To watch the video to introduce the Present Perfect **(page 40)**<br>• To do the exercises 2, 3, 4 **(page 41)**<br>• To upload the texts about what the students have/have not done into the DPD |
| **Resources / Materials** | • Student's book **(pages 38-41)**<br>• Grammar and Vocabulary **(page 183)**<br>• Aula Digital<br>- Vídeo: An introduction to Portugal<br>- Vídeo: Lisbon, Portugal Travel Guide<br>- Vídeo "Travelling – Present Perfect Tense"<br>- Apresentação: *Present Perfect Tense*<br>- Gramática: *Present Perfect*<br>- Jogo: *Wheel of verbs – Present Perfect*<br>• Teacher's Guide (page 60)<br>• Digital Portfolio Data |
| **Homework** | • Workbook **(page 163)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |

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# Lesson Plans 21 and 22

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Vocabulary | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Learning vocabulary on summer jobs<br>• Watching a video clip<br>• Reading a hotel ad |
| **Teaching aims** | • To discuss the right skills for each job<br>• To do pair work<br>• To watch a scene of a film to identify specific information |
| **Activities / Strategies** | Ask the students:<br>• To correct the homework orally<br>• To compare the age for part-time working in Portugal<br>• To label the images with the jobs **(page 42)**<br>• To complete the table in exercise 2<br>• To watch the video to identify hotel staff **(page 43)**<br>• To read the hotel ad<br>• To do the T/F exercise |
| **Resources / Materials** | • Student's book **(pages 42-43)**<br>• Grammar and Vocabulary **(page 195)**<br>• Aula Digital<br>- Vídeo "The Grand Budapest Hotel"<br>• Teacher's Guide (page 61) |
| **Homework** | • Teacher's Guide – worksheet on the film "The Grand Budapest Hotel" |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |



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# Lesson Plans 23 and 24

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Checking in | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Listening to a dialogue at a reception desk<br>• Watching a video<br>• Writing a guided dialogue |
| **Teaching aims** | • To listen for detailed information<br>• To complete a diagram<br>• To write a dialogue<br>• To do pair work |
| **Activities / Strategies** | Ask the students:<br>• To listen to the dialogue and fill the text with the missing words **(page 44) (CD 1,tracks 20.21)**<br>• To complete a diagram with the right words<br>• To watch the video "Checking in" **(page 45)**<br>• To write a dialogue following the steps given<br>• To role-play<br>• To add the role-plays videos to the DPD |
| **Resources / Materials** | • Student's book **(pages 44-45)**<br>• Audio CD<br>• Aula Digital<br>- Vídeo: *At the hotel reception desk*<br>- Vídeo: *Checking in*<br>- Animação: *English for specific purposes*<br>- Simulador: *Recorder*<br>• Teacher's Guide (pages 61-62)<br>• Digital Portfolio Data |
| **Homework** | |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |

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# Lesson Plans 25 and 26

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Present Perfect | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Using he Present Perfect with *for* and *since*<br>• Watching a video about Vilamoura<br>• Asking for and giving directions |
| **Teaching aims** | • To use the Present Perfect with actions that started in the past and continue up to the present<br>• To distinguish the use of *since* and *for*<br>• To ask for and give directions<br>• To use different registers to ask for and give directions |
| **Activities / Strategies** | Ask the students:<br>• To watch the video "Practise the Present Perfect with scenes from TV shows"" **(page 46)**<br>• To watch the video "Prepositions of time: for / since"<br>• To do exercises 2, 3, 4<br>• To watch the video about Vilamoura to do exercise 1.1 **(page 47)**<br>• To read the text about Raquel Macedo and answer the questions |
| **Resources / Materials** | • Student's book **(pages 46-47)**<br>• Grammar and Vocabulary **(page 183)**<br>• Aula Digital<br>- Vídeo: *Present Perfect*<br>- Vídeo*: Prepositions of time: for / since*<br>- Vídeo: *Vilamoura, Algarve*<br>- Apresentação: *Present Perfect*<br>- Gramática: *Present Perfect*<br>- Gramática: *Since, for, ago*<br>- Animação: *English for specific purposes*<br>- Jogo: *Wheels of Verbs – Present Perfect*<br>• Workbook |
| **Homework** | • Workbook **(page 163)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |



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# Lesson Plan 27

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Revisions | |

| | |
|---|---|
| **Summary** | • Correcting the homework<br>• Asking for and giving directions<br>• Practicing the Present Perfect |
| **Teaching aims** | • To learn how to ask for and give directions |
| **Activities / Strategies** | Ask the students:<br>• To read the information about asking for and giving directions **(page 48)**<br>• To listen to a conversation in order to complete the dialogue **(page 49) (CD 1,tracks 22.23)**<br>• To watch the video "Have you ever…? Present Perfect and irregular verbs" **(page 50)**<br>• To do the FUN activity to practice the Present Perfect |
| **Resources / Materials** | • Student's book **(page 48-50)**<br>• Aula Digital<br>- Vídeo: *Have you ever…? Present Perfect and irregular verbs* |
| **Homework** | • Student's Book – write a dialogue in pairs **(page 49, ex. 3)** |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |

# Lesson Plans 28 and 29

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Revisions for the summative test | |

| | |
|---|---|
| **Summary** | • Correcting the dialogues (homework) and role-playing them<br>• Doing the check test<br>• Correcting the check test |
| **Teaching aims** | • To role-play a dialogue<br>• To do the check test<br>• To correct the check test |
| **Activities / Strategies** | Ask the students:<br>• To role-play the dialogues<br>• To do the check test **(page 51)** |
| **Resources / Materials** | • Student's Book<br>• Aula Digital<br>- Simulador: *Recorder*<br>- Teste: *English at work*<br>• Teacher's Guide<br>- *Kahoot!* submodule 1.3 **(pages 133-125)** |
| **Homework** | |
| **Assessment** | • Direct observation, punctuality, behaviour, level of concentration and participation |



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# Lesson Plans 30 and 31

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min. 45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Test | |

| | |
|---|---|
| **Summary** | • Doing the Progress Test |
| **Teaching aims** | • To assess students' knowledge on the module |
| **Activities / Strategies** | Ask the students:<br>• To do the Progress Test |
| **Resources / Materials** | • Student's Book **(pages 52-55)**<br>• Audio CD **(Audio CD 1, tracks 24.25)** |
| **Homework** | |
| **Assessment** | • Summative |

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# Lesson Plan 32

School _____

Class _____ Date ____/ ____/ ____

Lesson No._____

45 min.

| **MODULE 1:** The world and me | **1.3** English at work |
|---|---|
| **CONTENTS:** Correction of the test | |

| | |
|---|---|
| **Summary** | • Correcting the Progress Test |
| **Teaching aims** | • To consolidate the contents of the module |
| **Activities / Strategies** | Ask the students:<br>• To correct the Progress Test |
| **Resources / Materials** | • Students' Book **(pages 52-55)**<br>• Teacher's Guide – Tests Module 1 A/B **(pages 79-86)** |
| **Homework** | |
| **Assessment** | • Summative |



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# Files for SPECIFIC PURPOSES

# Computer Science

Name _____ No. _____ Class _____ Date _____

## A. COMPUTER SCIENCE JOBS

**1. Match the jobs with their description.**

| | |
|---|---|
| **a.** software developer • | • **1.** to write the code that enables software to operate |
| **b.** database administrator • | • **2.** to coordinate a team of programmers and analysts |
| **c.** computer hardware engineer • | • **3.** to design and implement networking and data communication systems |
| **d.** computer systems analyst • | • **4.** to create the technical structure for websites |
| **e.** computer network architect • | • **5.** to assess an organisation's computer systems and recommend changes to hardware and software |
| **f.** web developer • | • **6.** to analyse a company's technology needs |
| **g.** information security analyst • | • **7.** to be responsible for designing, developing, and testing computer components |
| **h.** computer programmer • | • **8.** to create software programs that allow users to perform specific tasks |
| **i.** computer and information systems manager • | • **9.** to analyse and evaluate the data needs of users |
| **j.** project manager • | • **10.** to create systems to protect information networks and websites from cyber attacks |

**2. What is the Portuguese equivalent of the jobs above?**

**gestor de sistemas de informação** ☐ **gestor de projeto** ☐ **programador de *software*** ☐
**analista de sistemas** ☐ **arquiteto de redes** ☐ **analista de segurança** ☐ **programador**
**administrador de base de dados** ☐ **programador *web*** ☐ **engenheiro de *hardware*** ☐

## B. COMMUNICATIVE SITUATION

**Listen to the dialogue in a computer store.** CD 3 Tracks 7 • 8

**Sales Assistant:** Good morning. Can I help you?
**Customer:** Yes, please. I need a computer.
**Sales Assistant:** Do you want a laptop or a desktop?
**Customer:** I think I prefer a desktop because they are cheaper
**Sales Assistant:** Not always.
There's 50% off laptops this week.
**Customer:** What is the advantage of laptops?
**Sales Assistant:** Their portability. You can take them anywhere.
**Customer:** It sounds good. But is the processor good?
**Sales Assistant:** Yes, Pentium is as good as Celeron.
It runs at 2Ghz, which is really fast.
**Customer:** That's very important to me. How about the RAM?
**Sales Assistant:** It's 2 GB. Not as much as the desktop, but you can store your files on a hard drive.
**Customer:** And what is the hard drive capacity?
**Sales assistant:** 500 GB.
**Customer:** That's good. And the operating system?
**Sales Assistant:** It's Windows 10 for both because it's the latest.
**Customer:** Are there any other features?
**Sales Assistant:** Yes, it has Bluetooth, wi-fi, touchscreen display and touchpad**.** You won't need a mouse**.**
**Customer:** What brand is it?
**Sales Assistant:** It's a Lenovo.
**Customer:** I don't know the brand but the laptop looks very light and stylish. How much is it?
**Sales Assistant:** They both cost 250 euros. So you can take a laptop for the price of a desktop.
**Customer:** How long is the warranty?
**Sales Assistant:** 2 years.
**Customer:** I will take it. Thank you for your advice. You've been really helpful.

| **Category** | laptop | desktop |
|---|---|---|
| **Brand** | Lenovo | Acer |
| **Processor type** | Pentium | Celeron |
| **Hard drive capacity** | 500 GB | 500 GB |
| **Memory standard** | 2 GB | 4 GB |
| **Operating system** | Windows 10 Pro | Windows 10 Pro |
| **Features** | bluetooth<br>wi-fi<br>touchscreen display<br>touchpad | CD drive<br>USB ports<br>wi-fi<br>keyboard<br>mouse |
| **Price** | 250 € | 250 € |


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## C. ROLE-PLAY

**Using the following computer specifications, role-play a dialogue like the one you have just read.**

**Category:** laptop
**Brand:** Asus - 15.6” Laptop - Intel
**Processor type:** Intel Core i7 – 16 GB
**Hard Drive capacity:** 1 TB
**Memory standard:** 128 GB
**Operating system:** Windows 10
**Features:** touchpad, wi-fi, USB
**Price:** 600 €

**Category:** desktop all-in-one
**Brand:** Samsung 24”
**Processor type:** Intel Core i5
**Hard drive capacity:** 1 TB
**Memory Standard:** 256 GB
**Operating system:** Windows 10
**Features:** keyboard, mouse, speakers, USB
**Price:** 400 €

## D. DESKTOPS AND LAPTOPS

**1. Say which sentences apply to desktops (D) and which to laptops (L).**

**a.** They can be used away from home. ☐
**b** They are less expensive to repair. ☐
**c.** They usually have a larger screen. ☐
**d.** They are usually more expensive. ☐
**e.** They allow a more ergonomically correct posture ☐
**f.** They usually have better speakers. ☐
**g.** They allow great portability. ☐
**h.** They usually have a better keyboard. ☐

**2. Label the devices with the words/expressions in the box.**

**convertibles & detachable** **gaming computer** **tablet**
**desktop** **all-in-one computer** **laptop**

**a.** _____

**b.** _____

**c.** _____

**d.** _____

**e.** _____

**f.** _____

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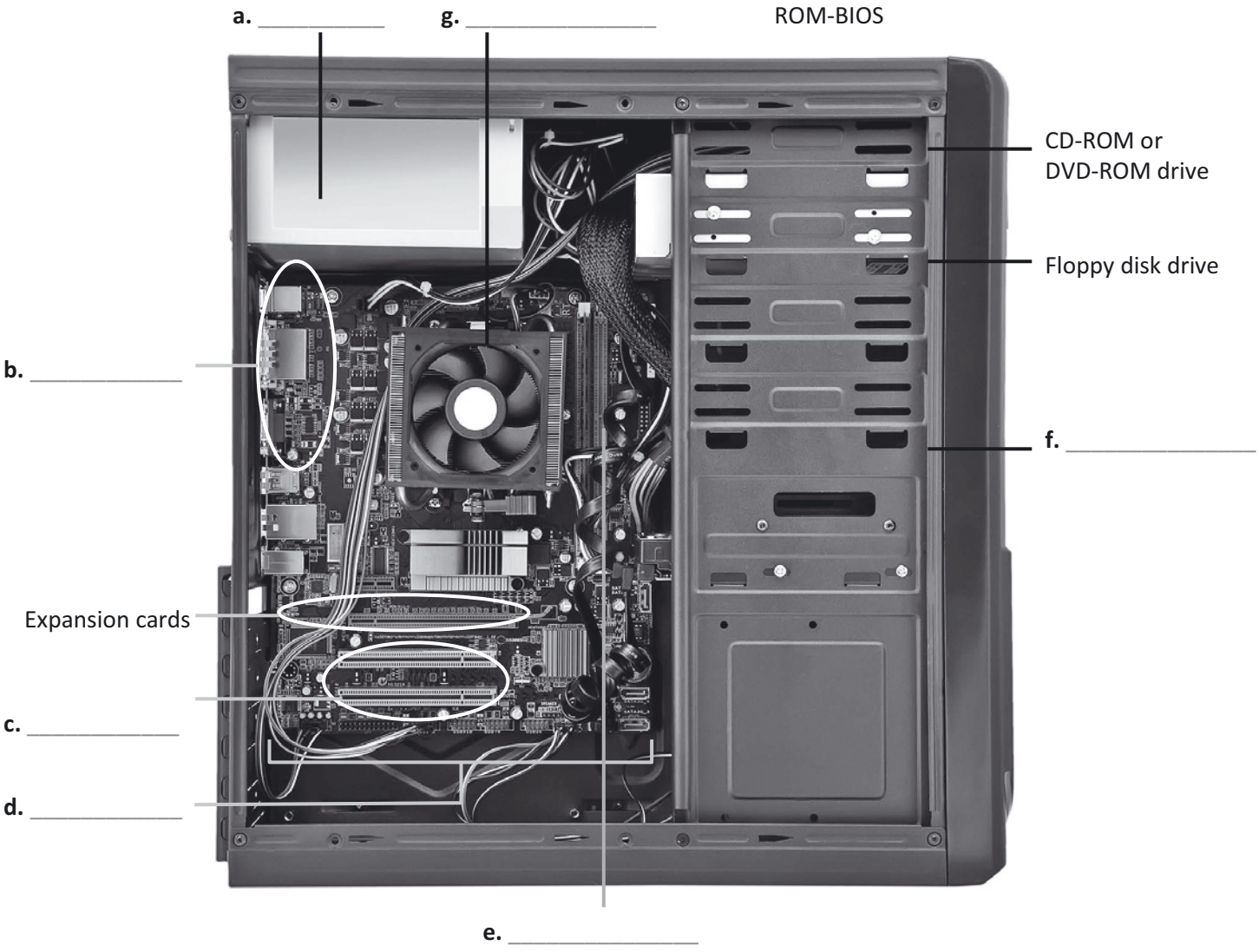
## E. PARTS OF A COMPUTER

**1. Match the computer parts with their definition.**

| | |
|---|---|
| **a.** monitor • | • **1.** it's used to type letters, numbers and symbols |
| **b.** keyboard • | • **2.** puts text and images from the computer onto paper |
| **c.** case • | • **3.** sends a network signal to the computer |
| **d.** modem/router • | • **4.** contains the brain of the computer that processes information |
| **e.** printer • | • **5.** it's used to move a cursor around the screen |
| **f.** mouse • | • **6.** displays information on a screen |

**2. Label the picture with the words/expressions in the box.**

**RAM** **ports** **hard disk drive** **motherboard** **CPU** **expansion slots** **power supply**





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## F. MOST COMMON COMPUTER PROBLEMS

**1. Match the problems with the possible solutions.**

| | | | |
|---|---|---|---|
| **a.** computer won't start | • | • | **1.** a sign of either hardware malfunction or a noisy fan |
| **b.** screen is blank | • | • | **2.** reinstall it with the Windows recovery disk |
| **c.** abnormally functioning operating system or software | • | • | **3.** restart it and get to work cleaning up the system so that it doesn't freeze again |
| **d.** Windows won't boot | • | • | **4.** turn the computer off and let it rest if it's getting hot |
| **e.** screen is frozen | • | • | **5.** clear cookies and temporary Internet files frequently |
| **f.** computer is slow | • | • | **6.** check to see if the monitor is plugged into a power point |
| **g.** strange noises | • | • | **7.** may be caused by a bad cable or phone line, check them |
| **h.** slow Internet | • | • | **8.** external hard drives are great storage solutions for overtaxed CPU's, and will help your computer run faster |
| **i.** overheating | • | • | **9.** test the power point with another working device to confirm whether or not there is adequate power |
| **j.** dropped Internet connections | • | • | **10.** try restarting your computer and run a virus scan |

**2. Complete the sentences with the verbs in the box.**

**accessing copy create download edit install press save search store upload zip**

**a.** I have to _____ a new Facebook profile.

**b.** It's better if you _____ all those files before you send them.

**c.** I can't _____ my certificate to send to school.

**d.** It is safer to _____ everything you do.

**e.** You just have to _____ the right keys to write an @.

**f.** My brother told me to _____ an anti-virus.

**g.** I never_____ songs. I buy them at the iTunes store.

**h.** I don't know that word. I will _____ the web to see if I find it.

**i.** I have an external disk to _____ important data.

**j.** I keep a _____ of every document I print.

**k.** I'm having problems _____ information on the web.

**l.** I will _____ the PDF before I send the document because of the size of the images.

## MORE USEFUL WORDS

**COMPUTER SCIENCE** *Ciências Computacionais*

- **access** *aceder*
- **adapter** *adaptador*
- **all in one** *tudo-em-um*
- **assembly** *montagem*
- **backbone network** *rede base*
- **back out** *remoção de bases*
- **back up file** *arquivo*
- **backup** *cópia*
- **browser** browser
- **brand** *marca*
- **closed loop** *circuito fechado*
- **convertible** *convertível/hibrído*
- **copy** *copiar*
- **CPU** *Unidade De Processamento Central*
- **crash** *avaria*
- **cut** *cortar*
- **data control** *controlo de dados*
- **data** *dados*
- **database management** *gestão de base de dados*
- **database** *base de dados*
- **defect** *defeito*
- **desktop** *computador de secretária*
- **destination code** *código de destino*
- **download** *transferência; transferir da internet ou de um computador maior para um computador mais pequeno*
- **draft** *rascunho*
- **edit** *editar*
- **fan** *ventoinha*
- **fast** *rápido*
- **features** *características*
- **file converter** *conversor de ficheiros*
- **gaming computer** *computador de jogos*
- **gateway** *porta de conversão*
- **hacker** *pirata informático*
- **hard disk** *disco rígido*
- **install** *instalar*
- **jack** *tomada*
- **key** *tecla*
- **keyboard** *teclado*
- **laptop** *computador portátil*
- **load** *carregar/transferir dados*
- **log in /on** *iniciar sessão*
- **log off / out** *terminar sessão*
- **low speed** *baixa velocidade*
- **mailbox** *caixa de correio*
- **memory storage** *capacidade de memória*
- **motherboard** *placa mãe*
- **mouse** *rato*
- **network** *rede*
- **password** *senha*
- **settings** *configuração*
- **paste** *colar*
- **ports** *portas*
- **power supply** *fonte de energia*
- **privacy** *privacidade*
- **processor** *processador*
- **random access memory** *memória ram*
- **read only memory (rom)** *memória rom*
- **reboot** *reiniciar*
- **save** *gravar*
- **screen** *ecrã*
- **screen saver** *protetor de ecrã*
- **search** *pesquisar*
- **sign in / out** *registar entrada/saída*
- **server** *servidor*
- **slot** *abertura/ranhura*
- **speakers** *colunas*
- **status** *estado*
- **storage area** *área de armazenagem*
- **system support** *sistema de apoio*
- **tool** *ferramenta*
- **touchpad** *teclado tátil*
- **touchscreen** *ecrã tátil*
- **update** *atualizar*
- **upgrade** *melhorar*
- **upload** *transferência; transferir de um computador pequeno para a internet ou para um computador maior*
- **usb** *usb*
- **wireless** *sem fios*


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# Electronics and Automation

Name _____ No. _____ Class _____ Date _____

## A. ELECTRONICS AND AUTOMATION JOBS

**1. Match the jobs with their description.**

| | |
|---|---|
| **a.** automation technician • | • **1.** to design, program, simulate and test automated machinery and processes |
| **b.** electronics technician • | • **2.** to design, develop and conduct research on various electrical systems and their parts |
| **c.** marketing automation expert • | • **3.** to service and fix the computerised systems and robotic devices that are designed to reduce human interaction |
| **d.** lighting technician • | • **4.** to design, test and build various types of electronic equipment |
| **e.** automation designer • | • **5.** to know about and operate robots and machines ensuring high performance to achieve the production targets |
| **f.** electronics drafter • | • **6.** to work at the intersection of sales, marketing and technology |
| **g.** stock automation specialist • | • **7.** to test if products meet all required standards and the customer's expectations in terms of performance and reliability |
| **h.** electronics engineer • | • **8.** to manage the lighting in shows in the entertainment industry |
| **i.** automation engineer • | • **9.** to design automation processes, deliver improved customer outcomes and service quality |
| **j.** electronic systems tester • | • **10.** to prepare circuit board assemblies and repair different electronic parts and devices |

**2. What is the Portuguese equivalent of the jobs above?**

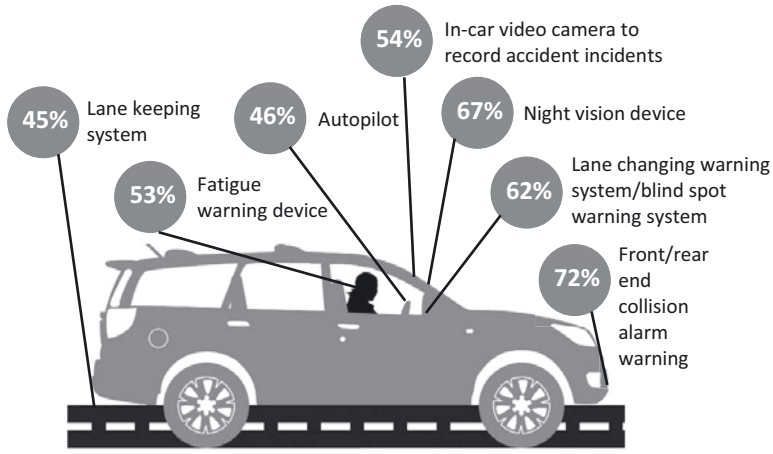
**testador de sistemas eletrónicos** ☐ **especialista em automação de marketing** ☐
**engenheiro de automatismos** ☐ **designer de eletrónica** ☐ **engenheiro de eletrónica** ☐
**técnico de iluminação** ☐ **especialista em logística de automatismos** ☐
**técnico de eletrónica** ☐ **técnico de automatismos** ☐ ***designer* de automatismos** ☐

**3. Write the jobs in the corresponding area.**

| Electronics | Automation |
|---|---|
| | |

## B. COMMUNICATIVE SITUATION

**Listen to the dialogue between a customer and a car salesperson.** CD 3 Tracks 9 • 10




**Car Salesperson:** Good morning, sir. What can I do for you?

**Customer:** Good morning. I want to buy my first car.

**C.S.:** What kind of car are you looking for? Let's take a walk around our showroom. We have some great deals this weekend. Maybe you can find the one that you are looking for.

**C.:** I'd like to check out your SUVs.

**C.S.:** Not a problem sir. We have a nice brand over here, the new Honda Pilot SUV. It has some automation features.

**C.:** What do you mean by that? I don't need to drive it?

**C.S.:** Not necessarily. There are some which have lane-keeping system or autopilot, others have night vision devices.

**C.:** That's interesting. Does it mean that some cars don't need the driver at all?

**C.S.:** The most advanced models have full automation, which means that the car can perform all driving functions by itself.

**C.:** That's not exactly what I need. You know it's my first car and I want to enjoy the pleasures of driving.

**C.S.:** I see. You want a car with a minimum driving assistance. Maybe just front and rear collision warning, right?

**C.:** That's right. I prefer an economical, comfortable car rather than a fully automated one.

**C.S.:** Well, I must tell you that the fatigue warning device can avoid many car crashes, especially if you drive for long hours.

**C.:** I agree with you. Do you have a car like that to show me?

**C.S.:** Yes, sir. I can show you this one here. It's not brand-new. It's a second-hand car but in very good condition and it meets all your requirements in terms of performance and automation technology.

**C.:** That's great! I like the brand and the colour. It's just perfect. Thank you very much for your help.

**C.S.:** Would you like to test-drive it?

**C.:** Yes, please. After that we can talk about the conditions of payment.

**C.S.:** Certainly, sir.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## C. ROLE-PLAY

**Use the previous dialogue as a model and role-play a dialogue between a customer and a car salesperson using some of the information in the table.**

**Information and warning**

- Side and rear cameras with driver displays
- Back-up assistance
- Warning of oncoming cross-traffic
- Ultrasound sensing of areas in front and behind the car obstructed from driver view
- Traffic sign recognition
- Detection of lane markings
- Blind spot warning
- Night vision
- Ranging of objects ahead in conditions of poor visibility
- Vehicle-to-vehicle and vehicle-to-infrastructure communication
- Dynamic display image of the entire car and surrounding space
- In-cabin monitoring and warning to a distracted driver

**Function specific automation**

- Lane keep assistance to stay in the centre of the lane
- Active cruise control for changing traffic conditions
- Collision avoidance by automatic braking
- Automated emergency brake
- Intelligent head beam assistance that illuminates curves ahead or prevents blinding of other traffic participants

**Combine functions automation**

- Adaptive cruise control with lane centering
- Traffic jam assist

**Limited self-driving automation**

- Automated parking/valet parking
- Highway auto pilot

**Full self-driving automation**



## D. TYPES OF CARS

**Label the cars with the words in the box.**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

**convertible**
**coupe**
**hatchback**
**minivan**
**pickup**
**saloon**
**SUV**
**van**
**estate**

## E. ELECTRONICS AND AUTOMATION

**1. Match the expressions bellow and decide if they're a part of electronics (E) or automation (A).**

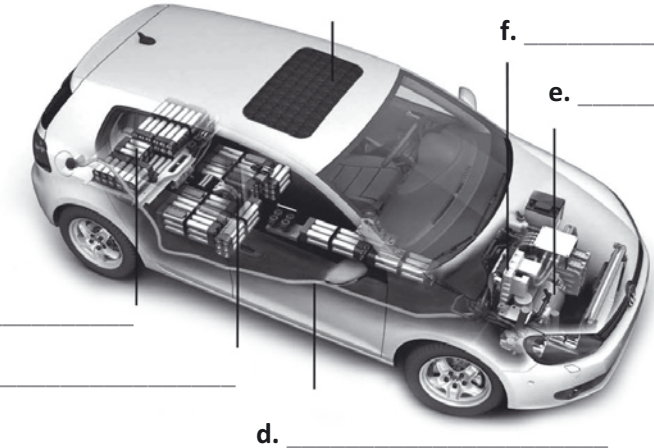
**A. Electronics**: it's the branch of physics and technology that deals with the design of circuits that are powered by an electric power source.

**B. Automation:** it can be defined as the technology through which a process or procedure is performed without any human assistance.

| | | | |
|---|---|---|---|
| assembly lines | ☐ | DVD players | ☐ |
| automotive industry | ☐ | mail processing | ☐ |
| camera autofocus systems | ☐ | mobile phones | ☐ |
| cameras | ☐ | ovens | ☐ |
| cookers controlled by smartphone | ☐ | portable air-conditioners with wi-fi | ☐ |
| desktop computers | ☐ | printers | ☐ |
| lift operation | ☐ | radiation detection devices | ☐ |
| fans | ☐ | radios | ☐ |
| flight simulators | ☐ | security and protection industry | ☐ |
| game consoles | ☐ | smart bulbs | ☐ |
| intelligent vacuum cleaners | ☐ | tablets | ☐ |
| laptops | ☐ | TVs | ☐ |
| lighthouse illumination | ☐ | video doorbells | ☐ |

**2. Label the picture with the words/expressions in the box.**

**battery packs** **solar roof** **high-voltage electric cable** **power electronics**
**battery management system** **transmission and electric engine**





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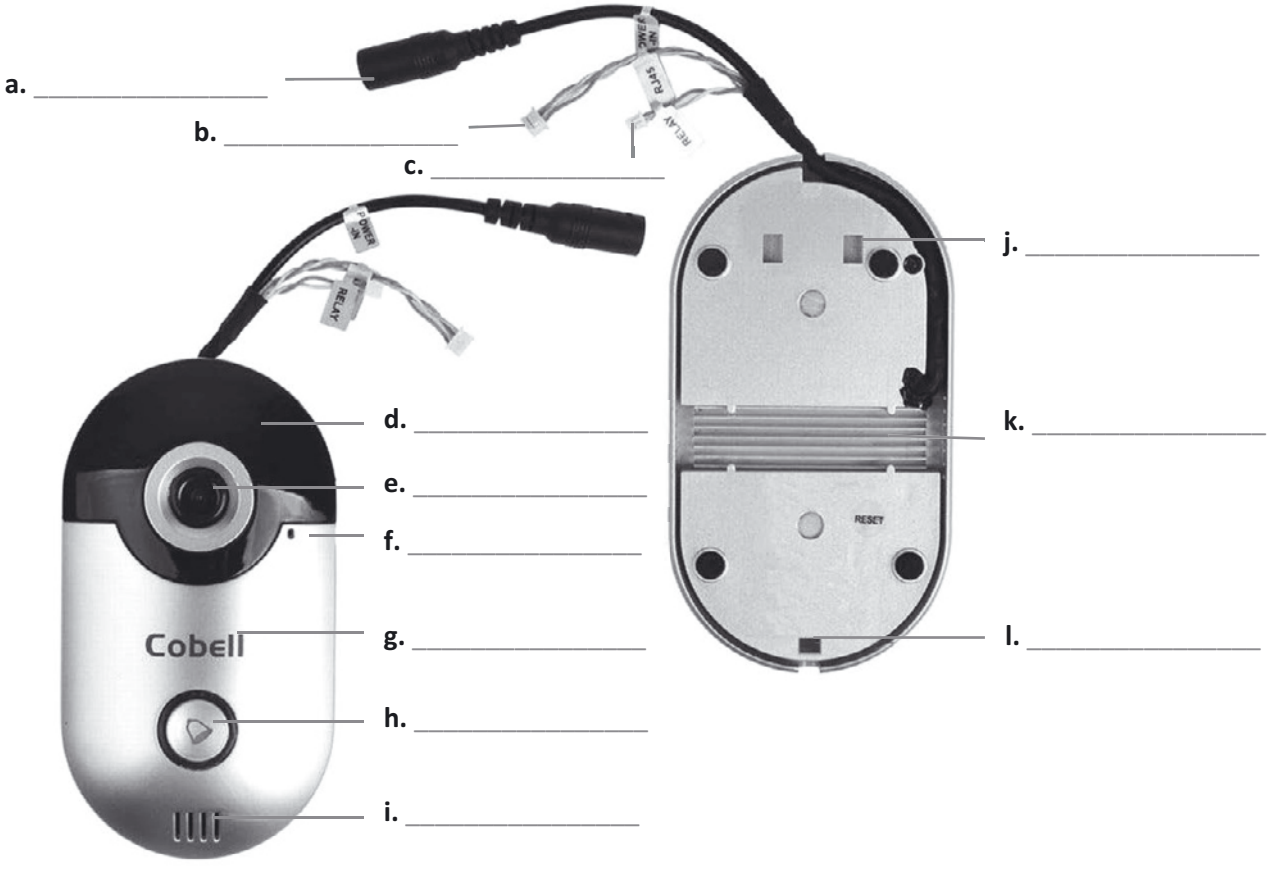
3. **Home automation is the ability to control items around the house with a simple push of a button or a voice command.**

This is a Wireless Smart Home Video Doorbell WIFI IP Peephole Camera 135 Degree Viewing Angle answered by telephone. **Use the words in the box to label it.**

- Rj45 interface connection cable (4 lines with pin)
- Lock Relay connection cable (2 lines with pin)
- 4 pcs IR LED inside
- microphone
- logo
- doorbell button
- speaker
- bracket hole
- cooling aluminium sheet
- reset button
- bottom screw hole
- 2.5 mm lens
- Power line; support 12~24VAC/12VDC



## MORE USEFUL WORDS

**ELECTRONICS** *Eletrónica*

- **amp** *ampere*
- **analogue** *analógico*
- **capacitor** *capacitador*
- **circuit** *circuito*
- **conduction** *condução*
- **conductor** *condutor*
- **current** *corrente*
- **digital** *digital*
- **diode** *díodo*
- **electrical energy** *energia elétrica*
- **electricity** *eletricidade*
- **electrolysis** *eletrólise*
- **electromagnet** *eletroíman*
- **electronic** *eletrónico*
- **energy** *energia*
- **fuel cell** *célula de combustível*
- **generator** *gerador*
- **induction** *indução*
- **inductor** *indutor*
- **integrated circuit** *circuito integrado*
- **interface** *interface*
- **joule** *joule (unidade de energia)*
- **microchip** *microship*
- **microelectronics** *microeletrónica*
- **microprocessor** *microprocessador*
- **ohm** *ohm (unidade de resistência elétrica)*
- **ohm's law** *lei de ohm*
- **parallel circuit** *circuito paralelo*
- **photocell** *fotocélula*
- **photovoltaic** *fotovoltaico*
- **polarity** *polaridade*
- **potentiometer** *potenciómetro*
- **resistance** *resistência*
- **resistor** *resistor*
- **semiconductor** *semicondutor*
- **sensor** *sensor*
- **series circuit** *circuito em série*
- **solar cell** *célula solar*
- **solar energy** *energia solar*
- **solenoid** *solenoide*
- **switch** *interruptor*
- **transducer** *transdutor*
- **transformer** *transformador*
- **transistor** *transistor*
- **volt** *volt (unidade de tensão elétrica)*
- **voltage** *voltagem*
- **voltmeter** *voltímetro*
- **watt** *watt (unidade de potência)*

**AUTOMATION** *Automação*

- **algorithm** *algoritmo*
- **analytics** *analítico*
- **automate** *automatizar*
- **automation** *automação*
- **computer program** *programa de computador*
- **computerised** *computorizado*
- **debug** *depurar*
- **economics** *economia*
- **electric** *elétrico*
- **empowerment** *autorização*
- **end effector** *efetor*
- **ethical** *ético*
- **factory** *fábrica*
- **high-tech** *tecnologia de ponta*
- **hydraulic** *hidráulico*
- **impact** *impacto*
- **instrumentation** *instrumentação*
- **limitation** *limitação*
- **maintenance** *manutenção*
- **manipulators** *manipuladores*
- **mechanism** *mecanismo*
- **mechanisation** *mecanização*
- **metrology** *metrologia*
- **pneumatic** *pneumático*
- **power supply** *fonte de energia*
- **programmer** *programador*
- **prototype** *protótipo*
- **reprogram** *reprogramar*
- **robot** *robô*
- **robotics** *robótica*
- **robotize** *robotizar*
- **scalability** *redimensionalidade*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# English Hotels and Catering

Name _____ No. _____ Class _____ Date _____



## A. HOTEL AND CATERING JOBS

**1. Match the jobs with their description.**

| | |
|---|---|
| **a.** waiter/waitress • | • **1.** manages kitchen staff and delegates meal preparation and cooking |
| **b.** electrician • | • **2.** gets customers tickets to a show or suggests a restaurant |
| **c.** maid (housekeeper) • | • **3.** checks guests in and out and answers any questions they have |
| **d.** sommelier (wine specialist) • | • **4.** drives customers' vehicles to parking location |
| **e.** front desk clerk/ receptionist • | • **5.** takes orders beverages (alcoholic or non-alcoholic) |
| **f.** room service attendant • | • **6.** provides individualised bodywork treatments |
| **g.** restaurant host/ hostess • | • **7.** cleans individual hotel rooms, makes beds, cleans bathrooms |
| **h.** hotel manager • | • **8.** greets guests upon arrival at the restaurant and shows them to their table |
| **i.** valet (parking attendant) • | • **9.** is responsible for making the hotel money |
| **j.** head chef • | • **10.** is responsible for administering all hotel services |
| **k.** carpenter • | • **11.** takes customer orders and delivers food and beverages |
| **l.** concierge • | • **12.** helps customers with the wine selection |
| **m.** sales manager • | • **13.** cuts, fabricates and instals wooden and other structures |
| **n.** bartender • | • **14.** operates and maintains all the electrical equipment and systems |
| **o.** massage therapist • | • **15.** is responsible for preparing orders and delivering items to guest rooms |

**2. What is the Portuguese equivalent of the jobs above?**

**assistente do cliente** ☐ **barista** ☐ **camareiro/a** ☐ **carpinteiro/a** ☐ **cozinheiro/a chefe** ☐ **chefe de mesa** ☐
**diretor/a de vendas** ☐ **eletricista** ☐ **empregado/a de mesa** ☐ **empregado/a de limpeza** ☐
**encarregado/a do estacionamento** ☐ **escanção** ☐ **gerente de hotel** ☐ **massagista** ☐ **rececionista** ☐

**3. Match each of the jobs above with the corresponding areas. One is already done!**

| Waiting Staff | Food and Drink Staff | Support Staff | Management | SPA and Wellness Staff |
|---|---|---|---|---|
| a. | | | | |

## B. COMMUNICATIVE SITUATION

**Look at the menu and listen to the dialogue between a waiter and a guest.** CD 3 Tracks 11 • 12

**Waiter:** Good evening, sir! Let me show you to your table!
Here's the menu and the wine list. Would you like an aperitif?

**Guest:** Yes, I'd like a martini, please!

**W.:** Good choice, sir! Are you ready to order? The soup of the day is French onion soup.

**G.:** Hmm… but I prefer the tomato salad.

**W.:** How would you like your tomato salad, with French dressing or mayonnaise?

**G.:** With French dressing, please! What do you recommend as a main course?

**W.:** May I suggest our roast chicken and potatoes. It's basted with salted French butter and served with soft pieces of chanterelles and porcini.

**G.:** Sounds delicious!

**W.:** Anything to drink, sir? Maybe a glass of French red wine, which goes well with meat… we have a very good soft Burgundian Pinot Noir.

**G.:** Certainly, I'd love that.

**W.:** Here you are, sir. Enjoy your meal!

...

**W.:** Is everything all right with your meal?

**G.:** Yes, thanks. It's very good!

**W.:** Would you like to see the dessert menu?

**G.:** Yes please.

...

**W.:** Here you are, sir, the dessert menu.

**G.:** Right, I'll have the chocolate cake and an espresso, please.

**W.:** Chocolate cake and one espresso… right away!

...

**G.:** Could I have the bill, please?

...

**W.:** Here you are, sir. Have a nice evening!


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## C. ROLE-PLAY

**Look at the menu and role-play a similar restaurant dialogue between a guest and the waiter/waitress.**

## VOCABULARY

## D. TABLE SETTING

**Label the image with the words in the box.**

bread plate dessert spoon salad fork red wine glass dessert fork white wine glass fish fork champagne flute dinner fork sherry glass service plate napkin salad knife soup spoon meat knife fish knife butter knife water goblet salad plate seafood fork place card soup bowl tea spoon

a. _____ e. _____ i. _____ m. _____ q. _____ u. _____

b. _____ f. _____ j. _____ n. _____ r. _____ v. _____

c. _____ g. _____ k. _____ o. _____ s. _____ w. _____

d. _____ h. _____ l. _____ p. _____ t. _____

## E. RESTAURANT KITCHEN AND PERSONNEL STAFF

**This is the kitchen hierarchy. Match the job titles on the left with the corresponding job description on the right.**

| | |
|---|---|
| **1.** executive chef or group chef (chef executivo) • | • **a.** manages the kitchen, devises the menu, creates new dishes and manages budgets (does very little cooking) |
| **2.** head chef (chef de cozinha) • | • **b.** oversees cooking, orders produce, manages kitchen staff, trains and recruits staff |
| **3.** sous chef or second chef (sub chef) • | • **c.** runs the kitchen, plans and directs food preparation, assists the head and the executive chef |
| **4.** chef de partie station or line cook (chef de linha/praça) • | • **d.** makes bread, designs and creates desserts |
| **5.** pastry chef (chef pasteleiro) • | • **e.** is responsible for running a specific section of the kitchen such as fish, meat, vegetables, frying, grilling, etc. |
| **6.** commis chef (ajudante de cozinha) • | • **f.** junior chef still having culinary training working under a chef de partie |
| **7.** kitchen porter (aprendiz de cozinheiro) • | • **g.** assists with easy tasks (e.g. peeling potatoes, washing salad) and doesn't have any formal culinary training |
| **8.** dish washer (lava loiça) • | • **h.** washes dishes and cutlery |


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## F. FOOD PREPARATION

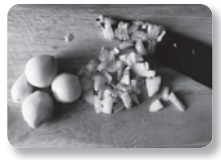
**1. Listen to the recipe for a strawberry sponge cake and insert the missing culinary verbs. The first letter is given.** CD 3 Tracks 13 • 14

- **a.** *h*_____ oven to 160 °C.
- **b.** *g*_____ two 20 cm cake tins and **c.** *l*_____ with baking parchment.
- In a mixing bowl, **d.** *b*_____ the butter and sugar together until pale and fluffy. Gradually
  **e.** *a*_____ the eggs.
- Add the vanilla extract, **f.** *m*_____ in half the flour, then **g.** *f*_____ in the rest.
- **h.** *d*_____ the mixture between the cake tins and **i.** *b*_____ for 20-25 minutes.
- **j.** *l*_____ to cook in the tins for 10 minutes, and then turn out onto a wire rack to cool completely.
- Make the filling: **k.** *w*_____ the cream to soft peaks, add the rosewater and then fold in the jam.
- Place one of the sponges on a serving plate and **l.** *t*_____ with the cream mixture.
  **m.** *s*_____ with the strawberries, then top with the other sponge.
- **n.** *d*_____ icing over the cake, **o.** *a*_____ the remaining strawberries on top and
  **p.** *d*_____ with icing sugar.

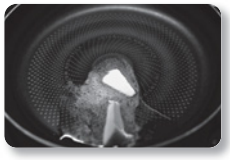
www.bbcgoodfood.com

**2. Label the pictures with the words in the box.**

**baste boil chop fry grind mash melt mince peel roast**



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



**f.** _____ **g.** _____ **h.** _____ **i.** _____ **j.** _____

## MORE USEFUL WORDS

**HOTEL WORKERS** *Trabalhadores de hotel*

- **accountant** *contabilista*
- **bell boy** *paquete*
- **doorman** *porteiro*
- **driver** *conductor/a*
- **event planner** *organizador/a de eventos*
- **gardener** *jardineiro/a*
- **manicurist** *manicura*
- **night clerk** *rececionista noturno/a*
- **plumber** *canalizador/a*
- **porter** *carregador/a*
- **public relations manager** *gerente de relações públicas*
- **spa manager** *gerente de spa*
- **waxing and lash technician** *esteticista*

**FOOD PREPARATION** *Preparação de comida*

- **baste** *regar*
- **blanch** *escaldar*
- **blend** *misturar/triturar*
- **boil** *cozer*
- **braise** *brasear*
- **broil** *assar*
- **caramelise** *caramelizar*
- **coat** *cobrir*
- **cut** *cortar*
- **crush** *esmagar*
- **dish up** *servir*
- **dole out** *distribuir*
- **fry** *fritar*
- **garnish** *enfeitar*
- **glaze** *cobrir com glacé*
- **grate** *ralar*
- **grill** *grelhar*
- **grind** *moer (grãos)*
- **julienne** *cortar em juliana*
- **macerate** *macerar*
- **marinate** *marinar*
- **mash** *transformar em puré*
- **melt** *misturar*
- **mince** *moer (carne)*
- **peel** *descascar*
- **plate** *empratar*
- **poach** *escaldar/escalfar*
- **purée** *fazer puré*
- **roast** *assar*
- **sauté** *saltear*
- **scorch** *queimar*
- **scramble** *mexer/misturar (ovos)*
- **singe** *chamuscar*
- **sizzle** *ferver em lume lento*
- **slice** *fatiar*
- **skin** *tirar a pele*
- **soak** *ensopar*
- **spritz** *borrifar*
- **stir** *mexer*
- **strain** *coar/filtrar*
- **submerge** *submergir*
- **squeeze** *espremer*
- **toast** *tostar*
- **trim** *aparar*
- **whip** *bater (natas)*

**KITCHEN UTENSILS** *Utensílios de cozinha*

- **apple corer** *descaroçador (maçãs)*
- **baster** *seringa de cozinha*
- **blow torch** *maçarico*
- **bottle opener** *abre garrafas*
- **cake tins** *formas para bolos*
- **cherry pitter** *descaroçador (azeitonas/cerejas)*
- **cleaver** *cutelo*
- **colander** *passador*
- **cutting board** *tábua*
- **deep-fryer** *fritadeira*
- **flour sifter** *peneira*
- **funnel** *funil*
- **garlic press** *esmagador de alho*
- **grill** *grelhador*
- **ladle** *concha*
- **meat grinder** *triturador de carne*
- **meat thermometer** *termómetro de carne*
- **mortar and pestle** *pilão*
- **pastry bag** *saco de pasteleiro*
- **poultry shears** *tesoura para aves*
- **rolling pin** *rolo da massa*
- **sauté pan** *frigideira para saltear legumes*
- **saucepan** *tacho*
- **tongs** *pinça*
- **wooden spoon** *colher de pau*
- **zester** *ralador*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# Leisure and Tourism Industry

Name _____ No. _____ Class _____ Date _____

## A. LEISURE AND TOURISM INDUSTRY JOBS

**1. Match the jobs with their description.**

| | |
|---|---|
| **a.** air host/hostess • | • **1.** informs passengers about services offered on board and cleans guest cabins |
| **b.** tour guide • | • **2.** leads expeditions for tourists or resort guests |
| **c.** car rental assistant • | • **3.** runs fitness classes and creates personal exercise programmes |
| **d.** cruise ship steward • | • **4.** provides help to tourists, acts as the representative of the holiday company |
| **e.** croupier • | • **5.** makes sure passengers are comfortable, serves food and drinks on the plane |
| **f.** caddy • | • **6.** maintains equipment at the hotel leisure centres |
| **g.** eco-tour guide • | • **7.** enables people to enjoy and learn about nature while preserving it |
| **h.** fitness instructor • | • **8.** supervises swimming areas and helps people in trouble |
| **i.** holiday rep (representative) • | • **9.** rents cars to clients who need them for a short period |
| **j.** leisure centre assistant • | • **10.** provides activities for people to enjoy leisure time in specialist areas |
| **k.** lifeguard • | • **11.** organises activities for guests or children to participate in at resorts |
| **l.** outdoor activities instructor • | • **12.** answers tourists' questions and gives leaflets, timetables, guidebooks… |
| **m.** recreation worker • | • **13.** is responsible for a table in a casino and collects and pays out money and gives out playing cards |
| **n.** tourist information centre assistant • | • **14.** finds customers a package holiday or plans independent travel |
| **o.** travel agent • | • **15.** carries golfers' bags, advises on club use and informs how the game is holding up |

**2. What is the Portuguese equivalent of the jobs above?**

**agente de viagens** ☐ **animador/a de hotel** ☐ **assistente de bordo** ☐ **assistente do centro de lazer** ☐
**assistente de um *rent-a-car*** ☐ **assistente de passageiros num cruzeiro** ☐ **assistente num posto de turismo** ☐
***caddy* de golfe** ☐ **crupiê** ☐ **guia turístico/a** ☐ **guia turístico/a em ecoturismo** ☐
**instrutor/a de *fitness*** ☐ **instrutor de atividades ao ar livre** ☐ **representante da agência de viagens** ☐
**nadador/a-salvador/a** ☐

**3. Match each of the jobs above with the corresponding areas. One is already done!**

| Outdoor Recreation | Ancillary Services | Transportation and Travel Services | Ecotourism |
|---|---|---|---|
| b. | | | |

## B. COMMUNICATIVE SITUATION

**Listen to the dialogue between a travel agent and a customer.** CD 3 Tracks 15 • 16

**Travel Agent:** Good morning! Can I help you?

**Customer:** I'd like to book a cruise, please.

**T.A:** How long do you want to go for and when?

**C.:** Well, I was thinking about a fortnight or three weeks in July. I'm looking for a package deal.

**T.A:** Ok, I see. We have some excellent choices for you! There is the MSC Opera transatlantic trip from Genoa, Italy, to Havana, Cuba. It's an all-inclusive package.

**C.:** That sounds amazing! Could you give me some more details?

**T.A:** Absolutely, sir. In that package, you will get unlimited mealtime drinks, three shore excursions and a 30% discount on all laundry services. There will also be some extra onboard credits, and we can organise some group sailings, if you wish.

**C.:** That's great! Is this package still valid in July?

**T.A:** Yes, it's still valid in July! Are you, by any chance, interested in an interior cabin with no window, or do you prefer one with a window or balcony?

**C.:** Quite frankly, I was thinking about a suite with an ocean view or balcony… it's my 25th wedding anniversary and I want to surprise my wife.

**T.A:** Oh… congratulations, sir! What a wonderful surprise… Yes, that's very special indeed!

**C.:** So how much does that all come to?

**T.A:** Well, let me just check how much the suite adds to the price. One moment, please… It'll be around 1144 euros per person.

**C.:** Ok… sounds reasonable!

**T.A:** Could I just have both your full names, please?

**C.:** Sure… Mr Richard Bothams and Mrs Juliet Bothams.

**T.A:** Thank you! I will inform you about all the details of the journey. First, I need to check if there are still vacancies onboard. I will make the reservations and get back to you as soon as possible. You don't need to pay right away.

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## C. ROLE-PLAY

**Look at the cruise line brochure offers and role-play a similar dialogue between a travel agent and a customer.**

| | |
|---|---|
| **FLY CRUISE WEST MED**<br>**7 Nights**<br>15, 22, 29 APRIL<br>**€ 1189pp**<br>FANTASTIC EXPERIENCE<br>FREE ALL INCLUSIVE<br>**Civitavecchia, Palermo, Cagliari, Palma, Valencia, Marseille, Genoa** | **FLY CRUISE WEST MED**<br>**7 Nights**<br>24 June<br>**€ 1389pp**<br>FANTASTIC EXPERIENCE<br>FREE ALL INCLUSIVE<br>**Civitavecchia, Palermo, Cagliari, Palma, Valencia, Marseille, Genoa** |
| **ITALY, FRANCE & SPAIN**<br>**7 Nights**<br>26 Aug<br>**€ 1489pp**<br>FANTASTIC EXPERIENCE<br>FREE ALL INCLUSIVE<br>**Civitavecchia, Palermo, Cagliari, Palma, Valencia, Marseille, Genoa** | **ITALY, FRANCE & SPAIN**<br>**7 Nights**<br>9 September<br>**€ 1339pp**<br>FANTASTIC EXPERIENCE<br>FREE ALL INCLUSIVE<br>**Civitavecchia, Palermo, Cagliari, Palma, Valencia, Marseille, Genoa** |
| **ITALY, FRANCE & SPAIN**<br>**7 Nights**<br>16 September<br>**€ 1339pp**<br>FANTASTIC EXPERIENCE<br>FREE ALL INCLUSIVE<br>**Civitavecchia, Palermo, Cagliari, Palma, Valencia, Marseille, Genoa** | **ITALY, FRANCE & SPAIN**<br>**7 Nights**<br>23 September<br>**€ 1239pp**<br>FANTASTIC EXPERIENCE<br>FREE ALL INCLUSIVE<br>**Civitavecchia, Palermo, Cagliari, Palma, Valencia, Marseille, Genoa** |

**Terms and conditions apply. All offers are subject to availability.**
**All prices are based on 2 adults sharing a cabin. Prices correct as of 29th January 2018.**



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## D. TYPES OF HOLIDAYS

**Label the pictures with the types of holidays in the box.**

**arts and culture** **beach** **camping** **cruise** **ecotourism** **safari and wildlife** **ski and snowboard** **spa and wellness**

**1.** _____

**2.** _____

**3.** _____

**4.** _____

**5.** _____

**6.** _____

**7.** _____

**8.** _____

## E. CRUISE TOURISM AND INDUSTRY

**1. Match the expressions on the left with the corresponding definitions on the right.**

**a.** cruise agent (agente de viagens) •

**b.** embarkation or departure port (porto de embarque) •

**c.** port of call (escala) •

**d.** itinerary (itinerário) •

**e.** crossing (travessia transatlântica) •

**f.** tender (serviço de transporte até a terra por meio de lanchas) •

• **1.** a ferry that transports passengers to the dock when the ship cannot be accommodated at the port facilities

• **2.** the city your cruise begins in

• **3.** a transatlantic cruise, rather than a localised voyage

• **4.** the schedule of ports during a cruise and the days at sea

• **5.** a destination you visit during the cruise while the ship is docked

• **6.** a specialised travel agent who deals primarily with cruises



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2. **Label the image with the words in the box.**

**bridge (ponte de controlo)** **bow (proa)** **stern (popa)** **cabins (cabines dos passageiros)** **deck (convés)** **lifeboat (bote salva-vidas)** **porthole (vigia)**

**a.** _____ **b.** _____ **c.** _____ **d.** _____ **e.** _____ **f.** _____ **g.** _____

## F. CAR HIRE

**There are different categories/sizes of cars people can hire while on holiday. Match the car categories in the box with the corresponding image.**

**A. Hatchback/Economy/Compact –** small but suitable for 4 to 5 people and some suitcases

**B. Saloon/Intermediate/Standard –** 5 people can fit and there is room for more luggage

**C. 4WD** (four-wheel drive)**/SUV** (sports utility vehicle)**/Estate –** full-size cars with the most storage room and passenger capacity

**D. Special/Luxury –** for those who want to travel in style and comfort (ex: convertibles, coupes, sports cars)

**E. Hybrid/Electric –** environmentally friendly cars with a low carbon footprint

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

## MORE USEFUL WORDS

**MORE JOBS IN THE LEISURE AND TOURISM INDUSTRY** *Empregos na indústria de entretenimento e turismo*

- **airport information assistant** *assistente de balcão de informações (aeroporto)*
- **bartender** *empregado/a de bar*
- **bus (shuttle) driver** *condutor/a de autocarro*
- **cinema/theatre attendant** *funcionário/a de cinema/teatro*
- **club/pub attendant** *funcionário/a de clube/pub*
- **customer service staff (trains, ferries…)** *assistente de serviço ao cliente*
- **diving instructor** *instrutor/a de mergulho*
- **events organiser** *organizador/a de eventos*
- **fairground worker** *funcionário/a de parque de diversões*
- **horse riding instructor** *instrutor/a de equitação*
- **museum assistant** *funcionário/a de museu*
- **sailing instructor** *instrutor/a de vela*
- **surf instructor** *instrutor/a de surf*
- **swimming pool technician** *técnico/a de piscinas*
- **ski instructor** *instrutor/a de esqui*
- **taxi/limousine driver** *condutor/a de táxi/ limusine*
- **tour guide** *guia turístico/a*
- **theme park assistant** *funcionário/a de feira*

**HOLIDAY AND TRAVEL** *Férias e viagens*

- **adventure holiday** *férias de aventura*
- **amusement park** *parque de diversões*
- **break** *miniférias*
- **campsite** *parque de campismo*
- **currency** *moeda do país*
- **destination** *destino*
- **departure** *partida*
- **embark** *embarcar*
- **escape** *escapadela*
- **excursion** *excursão*
- **expedition** *expedição*
- **ferry** *transporte de passageiros por barco*
- **flight** *voo*
- **fly-drive** *passagem de avião com carro alugado incluído*
- **hike** *caminhada*
- **island** *ilha*
- **journey** *viagem/rota*
- **landing** *aterragem*
- **lake** *lago*
- **lecture tour** *visita com guia*
- **lodging** *alojamento*
- **low cost** *baixo custo*
- **package deal** *pacote de férias*
- **resort** *estância turística*
- **return** *regresso*
- **schedule** *horário*
- **ski lodge** *cabana de esqui*
- **souvenir** *lembrança*
- **takeoff** *descolagem*
- **tip** *gorjeta*
- **tour bus** *autocarro turístico*
- **tram** *elétrico*

**CRUISE** *Cruzeiro*

- **all-inclusive** *tudo incluído*
- **crew/staff** *tripulação*
- **cruise card** *chave de cabine*
- **drill** *treino de emergência*
- **gangway** *rampa de acesso ao navio*
- **guest service desk** *receção*
- **knot** *nó (unidade de medida equivalente a 1 milha náutica)*
- **lounge** *salão*
- **midship** *parte do meio do navio*
- **muster station** *estação de emergência*
- **portside** *lado esquerdo*
- **starboardside** *lado direito*
- **shore excursions deck** *balcão de excursões*

**CAR HIRE OR CAR RENTAL**

- **car hire desks** *balcão de atendimento*
- **pick up location** *local de recolha*
- **driver's license** *carta de condução*
- **drop off location** *local de entrega*
- **extra features** *extras*
- **garage** *oficina*
- **mileage limit** *limite de quilometragem*
- **petrol/gas station** *gasolineira*
- **sat nav** *GPS*
- **signs of damage** *estragos visíveis*
- **service station** *estação de serviço*


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# Answer keys

## COMPUTER SCIENCE

**A. Computer Science Jobs**
**1. a.** 8 **b.** 9 **c.** 7 **d.** 5 **e.** 3 **f.** 4 **g.** 10 **h.** 1 **i.** 6 **j.** 2
**2. a.** programador de software **b.** administrador de base de dados **c.** engenheiro de *hardware* **d.** analista de sistemas **e.** arquiteto de redes **f.** programador *web* **g.** analista de segurança **h.** programador **i.** gestor de sistemas de informação **j.** gestor de projeto

**D. Desktops and Laptops**
**1. Desktops:** b, c, e, f, h; **Laptops:** a, d, g
**2. a.** gaming computer **b.** desktop **c.** all-in-one computer **d.** laptop **e.** convertibles and detachable **f.** tablet

**E. Parts of a Computer**
**1. a.** 6 **b.** 1 **c.** 4 **d.** 3 **e.** 2 **f.** 5
**2. a.** power supply **b.** ports **c.** expansion slots **d.** motherboard **e.** RAM **f.** hard disk drive **g.** CPU

**F. Most Common Computer Problems**
**1. a.** 9 **b.** 6 **c.** 10 **d.** 2 **e.** 3 **f.** 7 **g.** 1 **h.** 5 **i.** 4 **j.** 8
**2. a.** create **b.** zip **c.** upload **d.** save **e.** press **f.** install **g.** download **h.** search **i.** store **j.** copy **k.** access **l.** edit

## ELECTRONICS AND AUTOMATION

**A. Electronics and Automation Jobs**
**1. a.** 3 **b.** 4 **c.** 6 **d.** 8 **e.** 9 **f.** 10 **g.** 5 **h.** 2 **i.** 1 **j.** 7
**2. a.** técnico de automatismos **b.** técnico de eletrónica **c.** especialista em automação de marketing **d.** técnico de iluminação **e.** *designer* de automatismos **f.** *designer* de eletrónica **g.** especialista em logística de automatismos **h.** engenheiro de eletrónica **i.** engenheiro de automatismos **j.** testador de sistemas eletrónicos
**3. Electronics:** electronics technician; lighting technician; electronics drafter; electronics engineer; electronic systems tester
**Automation:** automation technician, marketing automation expert; automation designer; stock automation specialist; automation engineer

**D. Types of Cars**
**1.** saloon **2.** SUV **3.** pickup **4.** coupe **5.** minivan **6.** estate **7.** hatchback **8.** convertible **9.** van

**E. Electronics and Automation**
**1. A.** TVs, DVD players, laptops, desktop computers, mobile phones, tablets, cameras, fans, ovens, game consoles, printers, radios **B.** flight simulators, assembly lines, automotive industry, camera autofocus systems, lift operation, lighthouse illumination, mail processing, radiation detection devices, security and protection industry, intelligent vacuum cleaners, video doorbells, portable air-conditioners with wi-fi, smart bulbs, cookers controlled by smartphone
**2. a.** solar roof **b.** battery packs **c.** battery management system **d.** high voltage electric cable **e.** transmission and electric engine **f.** power electronics
**3. a.** Power line; support 12~24VAC/12VDC **b.** Rj45 interface connection cable (4 lines with pin) **c.** Lock Relay connection cable (2 lines with pin) **d.** 4 pcs IR LED inside **e.** 2.5 mm lens **f.** microphone **g.** logo **h.** doorbell button **i.** speaker **j.** bracket hole **k.** cooling aluminium sheet **l.** reset button **m.** bottom screw hole

## ENGLISH HOTELS AND CATERING

**A. Hotels and Catering Jobs**
**1. a.** 11 **b.** 14 **c.** 7 **d.** 12 **e.** 3 **f.** 15 **g.** 8 **h.** 10 **i.** 4 **j.** 1 **k.** 13 **l.** 2 **m.** 9 **n.** 5 **o.** 6
**2. a.** empregado/a de mesa **b.** eletricista **c.** empregado/a de limpeza **d.** escanção **e.** rececionista **f.** camareiro/a **g.** chefe de mesa **h.** gerente de hotel **i.** encarregado/a do estacionamento **j.** cozinheiro/a chefe **k.** carpinteiro/a **l.** assistente do cliente **m.** diretor/a de vendas **n.** barista **o.** massagista
**3. Waitstaff:** a, g; **Food and Drink Staff:** d, j, n; **Support Staff:** b, c, e, f, i, k, l; **Management:** h, m; **Spa and Wellness Staff:** o

**D. Table Setting**
**a.** salad fork **b.** fish fork **c.** dinner fork **d.** napkin **e.** butter knife **f.** bread plate **g.** dessert spoon **h.** dessert fork **i.** place card **j.** salad plate **k.** soup bowl **l.** service plate **m.** salad knife **n.** meat knife **o.** fish knife **p.** soup spoon **q.** tea spoon **r.** seafood fork **s.** water goblet **t.** champagne flute **u.** red wine glass **v.** white wine glass **w.** sherry glass

**E. Restaurant Kitchen and Personnel Staff**
**1.** a **2.** b **3.** c **4.** e **5.** d **6.** f **7.** g **8.** h

**F. Food Preparation**
**1. a.** heat **b.** grease **c.** line **d.** beat **e.** add **f.** mix **g.** fold **h.** divide **i.** bake **j.** leave to cool **k.** whisk **l.** top **m.** scatter **n.** drizzle **o.** arrange **p.** dust
**2. a.** mince **b.** baste **c.** boil **d.** chop **e.** mash **f.** melt **g.** roast **h.** fry **i.** peel **j.** grind

## LEISURE AND TOURISM INDUSTRY

**A. Leisure and Tourism Industry Jobs**
**1. a.** 5 **b.** 2 **c.** 9 **d.** 1 **e.** 13 **f.** 15 **g.** 7 **h.** 3 **i.** 4 **j.** 6 **k.** 8 **l.** 10 **m.** 11 **n.** 12 **o.** 14
**2. a.** assistente de bordo **b.** guia turístico/a **c.** assistente de *rent-a-car* **d.** assistente de passageiros num cruzeiro **e.** crupiê **f.** *caddy* de golfe **g.** guia turístico/a em ecoturismo **h.** instrutor/a de *fitness* **i.** representante da agência de viagens **j.** assistente de centro de lazer **k.** nadador/a-salvador/a **l.** instrutor/a de atividades ao ar livre **m.** animador/a de hotel **n.** assistente em posto de turismo **o.** agente de viagens
**3. Outdoor Recreation:** b, f, l; **Ancillary Services:** e, h, i, j, k, m, n, o; **Transportation and Travel Services:** a, c, d; **Ecotourism:** g

**D. Types of Holidays**
**1.** ski and snowboard **2.** arts and culture **3.** beach **4.** camping **5.** cruise **6.** spa and wellness **7.** safari and wildlife **8.** ecotourism

**E. Cruise Tourism and Industry**
**1. a.** 6 **b.** 2 **c.** 5 **d.** 4 **e.** 3 **f.** 1
**2. a.** stern **b.** deck **c.** cabins **d.** lifeboat **e.** porthole **f.** bridge **g.** bow

**F. Car Hire**
**1.** D **2.** C **3.** B **4.** A **5.** E

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# EXTENSION activities

# Extension activity

Submodule 1.1

Name _____ No. _____ Class _____ Date _____

## WRITING – School form

**Fill in the school form with your personal data.**

| School logo | **Name of the school:**<br>**Address:**<br>**Phone number:** |
|---|---|

| **STUDENT INFORMATION** | | |
|---|---|---|
| **Name:** | | **Gender:** ☐ male ☐ female |
| **Date of birth** (dd/mm/yyyy): | | |
| **Nationality:** | **Place of birth** (City): | **Country:** |
| **Home address:** | | |
| **FAMILY INFORMATION** | | |
| **Parent/Guardian's name:** | | |
| **Parent/Guardian's address:** ☐ same as son/daughter, or: | | |
| **Parent/Guardian's occupation:** | **Place of work:** | |
| **Home phone:** | **Mobile phone:** | |
| **Parent/Guardian's email:** | | |
| **Parents are:** ☐ married ☐ divorced ☐ separated | | |
| **Preferred or family email address for correspondence:** | | |

**DECLARATION:**
I certify that the information I have provided is true to the best of my knowledge, and understand that any false or deliberately misleading information provided on this form may render this application invalid and could lead to the withdrawal of an offer of a place.

**SIGNED**: _____ _____ **DATE**: _____
(Student's Signature) (Print Name)



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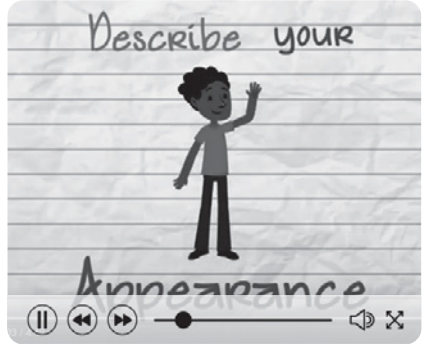
# Extension activity

Submodule 1.1

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – Physical description




**1. While watching the video "Describe Your Appearance in English", complete the list of positive adjectives to describe appearance.**

- beautiful
- great
- _____
- _____
- _____

To describe **women** in particular:

– attractive

– _____

– _____

To describe **men** in particular:

– attractive

– _____

– _____

**2. In relation to height and body type complete the following sentences with the missing information.**

**a.** I'm 175 cm tall, which makes me of _____ or medium height.

**b.** You can also say that you're tall or the opposite word: _____.

**c.** When referring to body type you can say you're of average build, _____ or a bit _____.

**d.** When referring to well-built women you can say slender or _____.

**e.** When referring to well-built men you can say athletic or _____.

**f.** It's rude to describe people as fat or _____.



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**3. Complete the table with the missing adjectives about face, hair and lips.**

| Face shape | Eye colour | Eye shape | Hair length |
|---|---|---|---|
| – round<br>– **a.** _____<br>– oval<br>– triangular | – brown or hazel<br>– blue<br>– **b.** _____ | – monolid<br>– **c.** _____<br>– almond<br>– close set<br>– **d.** _____set<br>– upturned<br>– **e.** _____ | – long<br>– **f.** _____<br>– shoulder length<br>– **g.** _____ |
| **Hair colour** | **Hair type** | **Nose** | **Lips** |
| – fair/blond(e)<br>– dark/black<br>– brown/chestnut<br>– **h.** _____<br>– grey | – straight<br>– curly<br>– **i.** _____<br>– receding | – straight<br>– upturned<br>– **j.** _____<br>– aquiline/ hooked | – full<br>– puffy<br>– sensitive<br>– small<br>– **k.** _____ |

**4. Write down the 5 special features referred to in the video.**

**a.** *m*_____

**b.** *b*_____

**c.** *m*_____

**d.** *f*_____

**e.** *s*_____

# Extension activity

Submodule 1.1

Name _____ No. _____ Class _____ Date _____

## WATCHING – Sasha Morga's house tour

**1. While watching the video "2017 House Tour! | Sasha Morga", find out if the statements are True (T) or False (F). Correct the False ones.**

**a.** Sasha's house tour has been a much requested video. ☐

**b.** By making this video she wants to brag about her rich lifestyle. ☐

**c.** Sasha's and her brother's bedrooms are on different floors. ☐

**d.** In her brother's bedroom there is a rope ladder. ☐

**e.** In Sasha's bedroom there is a closet. ☐

**f.** Across the hallway you can find a pantry. ☐

**g.** Sasha has a built-in hot tub in her house. ☐

**h.** Her parents' shower is easily turned into a sauna. ☐

**2. Continue watching the video. Choose the correct answer.**

**2.1** Her parents' bathroom leads into...

**a.** the laundry. ☐

**b.** the bedroom. ☐

**c.** the spare room. ☐

**2.2** The living room has a pool table which converts into...

**a.** a billiard table. ☐

**b.** a snooker table. ☐

**c.** a ping pong table. ☐

**2.3** Her parents' office has...

**a.** chairs and computers. ☐

**b.** files and a coffee mug. ☐

**c.** books and a printer. ☐

**2.4** The spare bedroom has...

**a.** lots of modern furniture. ☐

**b.** a nice decoration. ☐

**c.** a lot of filming equipment. ☐

**2.5** One of Sasha's favourite rooms is...

**a.** the kitchen. ☐

**b.** the bedroom. ☐

**c.** the backyard. ☐

**2.6** The family room is where they...

**a.** play video games together. ☐

**b.** watch TV together. ☐

**c.** have dinner together. ☐

**3. Complete Sasha's sentences.**

**a.** "The first thing you see when coming into my backyard is _____."

**b.** "This is my pool! We have a _____ and we also have two pots on each side of the back wall."

**c.** "Here we just have grass and plants and _____."

**d.** "Above me, we have these shades up here to provide shade in _____."



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# Extension activity

Submodule 1.2

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – Abbreviations in job adverts

**Here are some <u>common abbreviations</u> you will find in job advertisements. Read each abbreviation and tick its correct meaning.**

**1. FT**
- part-time ☐
- full-time ☐
- day or night ☐

**2. M-F**
- Monday to Friday ☐
- male-female ☐
- weekends only ☐

**3. a.m./p.m.**
- hours per week ☐
- day or night work ☐
- salary per hour ☐

**4. £9 p/h**
- 9 days a week ☐
- 9 hours a day ☐
- 9 pounds per hour ☐

**5. £450 wk**
- 450 pounds a week ☐
- 450 pounds a month ☐
- 450 pounds per annum ☐

**6. apply ASAP**
- apply tomorrow ☐
- apply immediately ☐
- apply as soon as possible ☐

**7. refs**
- reference letters required ☐
- references not required ☐
- reference number ☐

**8. exp pref**
- diploma required ☐
- credentials preferred ☐
- experience preferred ☐

**9. min 2 yrs exp**
- two years experience preferred ☐
- minimum two years of experience ☐
- no experience required ☐

**10. neg**
- negative ☐
- negotiable ☐
- neglect ☐



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# Extension activity

Submodule 1.3

Name _____ No. _____ Class _____ Date _____

## WATCHING – Lisbon must-see attractions

1. **While watching the video "Lisbon, Portugal Travel Guide – Must-See Attractions" number the following must-see attractions in the order they are mentioned and name them.**

_____

_____

_____

_____

_____

_____

_____

_____

2. **Match each fact/piece of information with the corresponding sightseeing attraction.**

- ☐ Depicts important individuals and its leading figure is Henry the Navigator.
- ☐ One of the world's longest suspension bridges.
- ☐ Home to many nautical relics.
- ☐ Lisbon's oldest neighbourhood, the true heart and soul of the city.
- ☐ UNESCO World Heritage Site and Lisbon's most iconic landmark.
- ☐ Finest example of Manueline architecture, a style unique to Portugal.
- ☐ Watching over Lisbon from the banks of the Tagus River.
- ☐ Inspired by the Eiffel Tower and one of Lisbon's best loved landmarks.



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# Extension activity

Submodule 1.3

Name _____ No. _____ Class _____ Date _____

## WATCHING – *The Grand Budapest Hotel*

M/12 | 1 h 39 min | Adventure, Comedy, Drama | April 2014

**Director:** Wes Anderson
**Writers:** Stefan Zweig, Wes Anderson
**Stars:** Ralph Fiennes, F. Murray Abraham, Mathieu Amalric
**Won 4 Oscars**

1. **While watching the film order these events chronologically.**
   - ☐ **a.** The military police arrest Gustave for Madame D.'s murder and he goes to jail.
   - ☐ **b.** Mr Zero Mustafa, the owner of the hotel tells the writer how he came to be in possession of the Grand Budapest.
   - ☐ **c.** Mr Gustave inherits a valuable painting called *Boy with Apple.*
   - ☐ **d.** A well-known writer recounts his stay at the Grand Budapest Hotel in 1968.
   - ☐ **e.** The legendary Mr Gustave H. was Zero's employer and he trained him to be the hotel's lobby boy.
   - ☐ **f.** Henckels opens the letter containing the secondary will which leaves everything to Gustave.
   - ☐ **g.** Zero and his girlfriend Agatha help Mr Gustave escape prison.
   - ☐ **h.** Serge is murdered by Jopling before revealing where the letter is.

2. **After watching the film decide whether the following statements are True (T) or False (F). Correct the false ones.**
   - **a.** Zero Mustafa was an immigrant who fled from the war in his country. ☐
   - **b.** Mr Gustave H. was a false and unjust man. ☐
   - **c.** Madame D.'s family loved her very much. ☐
   - **d.** Deputy Kavocs, the executor of Madame D.'s estate, was murdered by Jopling. ☐
   - **e.** Zero kept the decaying hotel in remembrance of Agatha. ☐

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# Extension activity

Submodule 1.3

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – Hotel staff

**1. Who are these people? Identify the jobs in the pictures.**

a._____

b._____

c._____

d._____

e._____

f._____

- housekeeper or maid
- valet
- lift operator
- bell boy
- doorman
- room service attendant
- porter
- receptionist
- concierge

g._____

h._____

i._____

**2. Now, match each of the pictures above with its corresponding job function.**

- ☐ Verifies guest's reservation or checks room availability.
- ☐ Helps the guest take his or her luggage to the room.
- ☐ Acts as liaison with guests (e.g. makes arrangements for dry cleaning and laundry, purchases show tickets, makes reservations at local restaurants, etc.)
- ☐ Cleans guest rooms, washes bedding and towels, replaces toiletries that have been used, and cleans other areas of the hotel.
- ☐ Takes room service orders, and delivers them.
- ☐ Holds the customers' car keys and parks the car.
- ☐ Opens doors as guests arrive at or depart the hotel.
- ☐ Carries clients' luggage to the check-in desk and runs errands for guests.
- ☐ Operates lift to transport passengers between floors of a hotel.



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# Extension activity

Submodule 2.1

Name _____ No. _____ Class _____ Date _____

## LISTENING – Selena Gomez and Adele

**1. Listen to the song and identify the five words that are missing.** CD 3 Track 17

**Kill Em with Kindness**

The world can be a nasty place
You know it, I know it, yeah
We don't have to fall from
**a.**_____
Put down the weapons you fight with

Kill 'em with kindness
Kill 'em with kindness
Kill 'em, kill 'em, kill 'em with kindness
Kill 'em with kindness
Kill 'em with kindness
Go ahead, go ahead, go ahead **b.**_____

We're running out of time
Chasing our lies
Everyday a **c.**_____ piece of you dies
**d.**_____ somebody
You're willing to fight, to be right

Your lies are bullets
Your mouth's a gun
And no war and anger
Was ever won
Put **e.**_____ the fire before igniting
Next time you're fighting
Kill 'em with kindness
Kill 'em with kindness
Kill 'em, kill 'em, kill 'em with kindness
Kill 'em with kindness
Kill 'em with kindness
Go ahead, go ahead, go ahead now
Go ahead, go ahead now
Go ahead

**2. Listen to the song to identify six wrong words and correct them.** CD 3 Track 18

**Rolling in the deep**

There's a fire starting in my heart
Reaching a fever pitch and that's
bringing me out the dark
Finally I can see you crystal clear
Go 'head and sell me down and
I'll lay your ship bare

See how I leave with every piece of you
Don't underestimate everything that I will do
There's a fire starting in my heart
Reaching a fever pitch and it's bringing me out the dark

The stars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love they leave me breathless, I can't help feeling

We could have had it all
Rolling in the sleep
You had my heart inside of your hand
And you played it to the beat

Baby I have no story to be told
But I've heard one on you and I'm gonna make your head done
Think of me in the depths of your despair
Making a home down there 'cause mine sure won't be shared

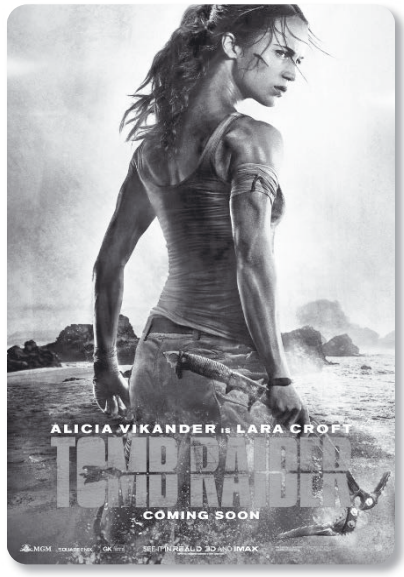
_____
_____
_____
_____
_____

# Extension activity

Submodule 2.1

Name _____ No. _____ Class _____ Date _____

## WATCHING – *Tomb Raider*




**1. Before you watch the film, find information on the following.**

**a. Film director:** _____

**b. Genre:** _____

**c. Running time:** _____

**d. Release year:** _____

**e. Main actors:** _____

_____

_____

**2. While you watch the film, tick True (T) or False (F) next to the statements.**

| | T | F |
|---|---|---|
| **a.** After her father's disappearance Lara lives on the empire he left her. | ☐ | ☐ |
| **b.** One day she travels to her father's last-known location: a tomb on an island somewhere off the coast of Japan. | ☐ | ☐ |
| **c.** Her father disappeared ten years ago. | ☐ | ☐ |
| **d.** The mission is not difficult for her because she is physically prepared. | ☐ | ☐ |
| **e.** When looking for Lu Ren in Hong Kong, someone steals her backpack. | ☐ | ☐ |
| **f.** Lu Ren doesn't agree to take Lara to Yamatai. | ☐ | ☐ |
| **g.** Lu Ren tells her he killed her father when he refused to open the doorway to Himiko. | ☐ | ☐ |
| **h.** Lara sees someone who is her father, Richard. | ☐ | ☐ |
| **i.** Richard is disappointed because Lara has found him. | ☐ | ☐ |
| **j.** They find Himiko's coffin which has a valuable item inside. | ☐ | ☐ |
| **k.** Richard was infected by the virus. | ☐ | ☐ |
| **l.** Lara goes after Mathias to stop him from infecting other people with the virus. | ☐ | ☐ |
| **m.** Richard manages to put the sample in Mathias' mouth, infecting him. | ☐ | ☐ |
| **n.** Back in London, Lara refuses to accept her father's inheritance. | ☐ | ☐ |

**3. Discuss with your colleagues if you think there'll be a sequel to *Tomb Raider*.**



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# Extension activity

Submodule 2.2

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – English idioms and phrases

**All ears**

**To say that you are *all ears* means that you are listening very attentively.**

1. **Choose the correct meaning of each idiom / phrase. Use an (online) idioms dictionary when necessary.**

   **1.1** **It's raining cats and dogs**. I wish I had an umbrella.
   - **a.** Cats and dogs are falling from the sky.
   - **b.** It's raining heavily.

   **1.2** Peter is a really good mechanic. I guess it's a case of **like father, like son**.
   - **a.** He takes after his father.
   - **b.** His father is an even better mechanic.

   **1.3** I train hard because I believe that **practice makes perfect**!
   - **a.** I keep training to become better.
   - **b.** I practise hard to be the second best.

   **1.4** My mum always told us that **when in Rome, do as the Romans do**.
   - **a.** Let's keep doing what we always do.
   - **b.** Let's adapt to what the others are doing.

   **1.5** I know that she can do this, because **where there is a will, there is a way**.
   - **a.** To be very determined even though it is difficult.
   - **b.** To know that there is no chance of overcoming the difficulty.

2. **Find Portuguese equivalents for each of the above idioms / phrases when possible.**

3. **GOOD or BAD? Do these phrases imply a positive (P) or a negative (N) opinion?**
   - **a.** You **look buff** in those jeans! ☐
   - **b.** This place **rocks**! ☐
   - **c.** What **a cool** kid! ☐
   - **d.** "He has a fever." "Oh, that's **a real downer**!" ☐
   - **e.** I cook a **mean** curry! ☐
   - **f.** He's **a top** bloke. ☐
   - **g.** They've given the job to **a whizz-kid**. ☐



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# Extension activity

Submodule 2.2

Name _____ No. _____ Class _____ Date _____

## LISTENING – Kelly Clarkson and Shawn Mendes

**1. Listen to the song and fill in the gaps with the right words.** CD 3 Track 19

**Stronger**
**(What doesn't kill you)**

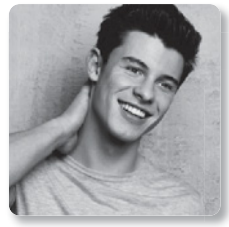
You know the bed
**a.**_____ warmer
Sleeping here alone
You know I dream in **b.**_____
And do the things I want

You think you got the best of me
Think you had the **c.**_____ laugh
Bet you think that everything good is gone
Think you left me broken down
Think that I'd come **d.** _____ back
Baby you don't know me, 'cause you're dead wrong

What doesn't kill you makes you **e.**_____
**f.**_____ a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even **g.**_____
Doesn't mean I'm over 'cause you're gone

What doesn't kill you makes you stronger, stronger
Just me, myself and I
What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone

**2. Listen to the song and complete it with the words in the box.** CD 3 Track 20



**Treat you better**

**deserves (2×) face**
**instead (2×) missing stop**
**want wrong**

I won't lie to you
I know he's just not right for you
And you can tell me if I'm off
But I see it on your **a.**_____
When you say that he's the one that you want
And you're spending all your time
In this **b.**_____ situation
And anytime you want it to stop

I know I can treat you better
Than he can
And any girl like you **c.**_____ a gentleman
Tell me why are we wasting time
On all your wasted cryin'
When you should be with me **d.**_____
I know I can treat you better
Better than he can

I'll **e.**_____ time for you
The second you say you'd like me to
I just wanna give you the loving that you're
**f.**_____
Baby, just to wake up with you
Would be everything I need and this could be so different
Tell me what you **g.**_____ to do
'Cause I know I can treat you better
Than he can
And any girl like you **h.**_____ a gentleman
Tell me why are we wasting time
On all your wasted cryin'
When you should be with me **i.**_____I know
I can treat you better
Better than he can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# Extension activity

Submodule 2.3

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – Social network icons

**The following sentences are describing icons of a social network, Facebook, and two multimedia messaging apps, Snapchat and WhatsApp. Draw the icon that corresponds to each meaning.**

1. The message has arrived at the recipient's phone.
2. Content sent without sound has been replayed.
3. A print has been taken of your chat.
4. The message has been opened and probably read.
5. The updated information about your friends.
6. The voice message has been received.
7. The number of unread messages.
8. No connection or slow connection.
9. A print has been taken of your content with sound.
10. The message has been sent but not received.
11. The number of friend requests.
12. It gives information about your notifications.
13. Content sent with sound has been replayed.
14. A print has been taken of your content without sound.
15. The voice message has been heard.



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# Extension activity

Submodule 2.3

Name _____ No. _____ Class _____ Date _____

## LISTENING – *The Lake House* CD 3 Track 21

**1. Listen to a dialogue between a man and a woman taken from the film *The Lake House*. Choose the correct options for the questions.**

**1.1** How old was the woman?

**a.** 16 **b.** 19 **c.** 25

**1.2** What did her boyfriend play?

**a.** ☐

**b.** ☐

**c.** ☐

**1.3** What job did her father want for her?

**a.** ☐


**b.** ☐

**c.** ☐

**2. Listen to the dialogue and correct the six wrong words.** CD 3 Track 21

**Woman** – When I was eighteen I was completely in love with this guy. He played the piano and I ran away from home and went to San Francisco so I could go live with him. Yeah, he convinced me I had a beautiful talent and I dreamed of becoming a musician.
**Man** – I love San Francisco.
**Woman** – Yeah, he was my first love, probably the only one.
**Man** – He must have been a great guy.
**Woman** – I don't know, I don't know. He may have been. It didn't last long enough for me to find out. The truth is… I can't remember what he looked like.
**Man** – Really? Then that's too bad.
**Woman** – My brother… showed up, actually.
**Man** – You were in trouble.
**Woman** – Yeah, he came in. Yes, in trouble. He yanked me back to Chicago. And he was sick, and he had these… these dreams of me becoming a secretary, you know?


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# Extension activity

Submodule 3.1

Name _____ No. _____ Class _____ Date _____

## WATCHING – Olly, the first home robot with personality

**1. Watch the first part of the video "OLLY, the first home robot with personality (until 1.41') and tick YES or NO.**

| | YES | NO |
|---|---|---|
| **a.** Olly is the first robot with personality. | ☐ | ☐ |
| **b.** Olly anticipates your needs. | ☐ | ☐ |
| **c.** You can listen to music but the sound is not good. | ☐ | ☐ |
| **d.** There is only one Olly. | ☐ | ☐ |
| **e.** He can be a personal trainer. | ☐ | ☐ |
| **f.** He can be an alarm clock. | ☐ | ☐ |

**2. Watch the second part of the video (1.42') and complete these statements with ONE word.**

**a.** The CEO of Emotech says that Olly is the first robot with evolving _p_____.

**b.** Robots have to be different because _p_____ are all different.

**c.** It was created by a group of experts in AI, neuroscience, engineering design, animation and _r_____.

**d.** Emotech also works with top _p_____ in their respective field.

**e.** Olly is now ready to be manufactured on a large _s_____.



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# Extension activity

Submodule 3.1

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – Common expressions

**1. Read the expressions on the left and match them with the correct translation on the right.**

| | | | |
|---|---|---|---|
| **a.** What goes around, comes around. | • | • | **1.** Um por todos e todos por um. |
| **b.** And the list goes on. | • | • | **2.** Pôr o rabo entre as pernas. |
| **c.** All for one, and one for all. | • | • | **3.** Enterrar o machado. (fazer as pazes) |
| **d.** Kiss and make up. | • | • | **4.** Cá se fazem, cá se pagam. |
| **e.** He has his tail between his legs. | • | • | **5.** Ele tem nervos de aço. |
| **f.** He had nerves of steel. | • | • | **6.** E a lista continua… |
| **g.** All that glitters isn't gold. | • | • | **7.** Tudo está bem quando acaba bem. |
| **h.** Read between the lines. | • | • | **8.** A pressa é inimiga da perfeição. |
| **i.** All is well that ends well. | • | • | **9.** Nem tudo o que luz é ouro. / As aparências enganam. |
| **j.** Haste makes waste. | • | • | **10.** Ler nas entrelinhas. |

**2. Complete the expressions below with the correct words and find a Portuguese equivalent.**

**fiddle** **heels** **lemonade** **a silver lining** **milk** **sin** **the bed** **wounds**

**a.** As fit as a _____.

_____.

**b.** Ugly as _____.

_____.

**c.** To get out of the wrong side of _____.

_____.

**d.** Every cloud has _____.

_____.

**e.** Don't cry over spilt _____.

_____.

**f.** Time heals all _____.

_____.

**g.** Head over _____ in love.

_____.

**h.** When life gives you lemons, make _____.

_____.



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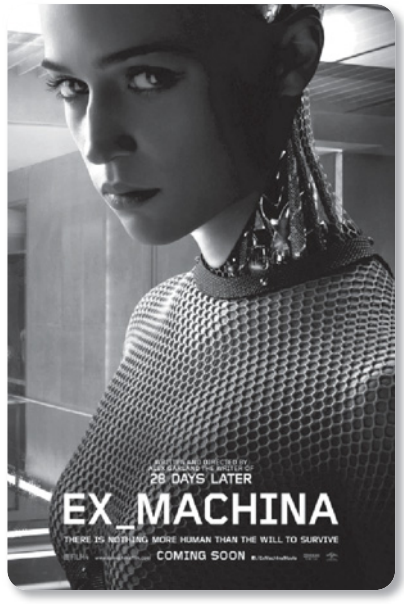
# Extension activity

Submodule 3.1

Name _____ No. _____ Class _____ Date _____

## WATCHING – *EX_MACHINA*




**1. Before you watch the film, find information on the following.**

**a. Film director:** _____

**b. Genre:** _____

**c. Running time:** _____

**d. Release year:** _____

**e. Main actors:** _____

_____

_____

**f. Oscars:** _____

**2. While you watch the film, put the events in chronological order.**

- [ ] **a.** Ava and Caleb spend more time together and she wears clothes to look human. Caleb thinks she was programmed to flirt with him.
- [ ] **b.** Ava leaves Caleb locked in and goes to the pick-up point where a helicopter was supposed to take Caleb and goes in his place.
- [ ] **c.** Ava warns Caleb about Nathan.
- [ ] **d.** Caleb tells Ava of his plan to help her escape.
- [1] **e.** Caleb wins the opportunity to spend a week in the mountains in a house that belongs to his CEO.
- [ ] **f.** Kyoko and Ava fight with Nathan and kill him. Ava shuts Caleb in a room and uses skin and clothes from old AIs to make her human-like.
- [ ] **g.** Kyoko pulls the skin from her face revealing she is also an AI.
- [ ] **h.** Kyoko, a Japanese girl who does not speak English, wakes Caleb up.
- [ ] **i.** Nathan shows him around and tells them the key card only opens some doors.
- [ ] **j.** Nathan tells Caleb he is supposed to spend a week with a humanoid artificial intelligence called Ava. Only her face, hands and feet are human. The rest of the body is that of a robot.
- [ ] **k.** When he gets to the house, Caleb enters the property by means of an automated system.
- [ ] **l.** With Nathan drunk, Caleb uses his key card and enters the observation room. There he finds that Nathan has been building female AIs.

**3. Discuss with your colleagues the irony in the last scenes of the film.**



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# Extension activity

Submodule 3.2

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – Containers and portions

**1. Match the words with the images.**

1. a bag of sugar
2. a bottle of ketchup
3. a box of cereal
4. a pack of chewing gum
5. a package of spinaches
6. a six-pack of soda
7. a tub of margarine
8. a tube of toothpaste
9. a cup of tea
10. a glass of water
11. a bowl of rice
12. a punnet of strawberries

**2. Write the food under the corresponding quantities.**

**bananas bread eggs flowers beer lettuce orange juice soup sugar**

| a bunch of | a lump of | a loaf of | a head of |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

| a dozen | a pint of | a litre of | a bowl of |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |



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# Extension activity

Submodule 3.3

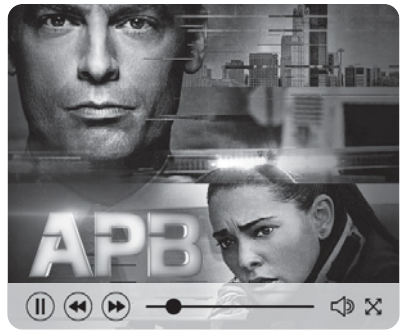
Name _____ No. _____ Class _____ Date _____

## WATCHING – *APB* – Season 1, Episode 1 "Hard Reset"

46 min | Crime, Drama | TV series | 2017

**Creators:** Matt Nix, David Slack

**Starring:** Justin Kirk, Natalie Martinez, Taylor Handley




**1. While watching the episode, choose the correct answer.**

**1.1** Whenever Gideon Reeves shows off his new inventions he...

- **a.** sends his lawyers to represent him. ☐
- **b.** frightens the potential buyers. ☐
- **c.** sets everyone on fire. ☐

**1.2** Reeves' best friend Sully...

- **a.** saved his life. ☐
- **b.** managed to catch the thief. ☐
- **c.** prevented the robbery. ☐

**1.3** 6 weeks later, at a public meeting with the Mayor and the council, Reeves…

- **a.** praises the Mayor's work. ☐
- **b.** gets hold of the 13th precinct. ☐
- **c.** bribes the politicians. ☐

**1.4** Reeves presents the police department with his upgrades on...

- **a.** coffee machines. ☐
- **b.** personnel. ☐
- **c.** equipment and stun guns. ☐

**1.5** The APB App was created for citizens to...

- **a.** immediately alert the police of a crime without being put on hold. ☐
- **b.** play with the police. ☐
- **c.** rent cars online. ☐

**1.6** After the police officer's death, the mayor pressures Reeves to...

- **a.** continue his good job in the 13th precinct. ☐
- **b.** lay off the police officers involved in the incident. ☐
- **c.** walk away. ☐

**1.7** Amelia is able to immobilise Hatcher, who is hiding behind a hostage, by...

- **a.** throwing a rope. ☐
- **b.** using the laser gun. ☐
- **c.** shooting him down. ☐



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# Extension activity

Submodule 3.3

Name _____ No. _____ Class _____ Date _____

## VOCABULARY – 12 space exploration facts

**Match the names on the left with the information on the right.**

1. **Oct 1957:** Sputnik 1 •
2. **Nov 1957:** Laika •
3. **1961:** Yuri Gagarin •
4. **1969:** Neil Armstrong •
5. **1972:** Apollo 17 •
6. **1981:** Space Shuttle Columbia •
7. **1986:** Challenger Shuttle •
8. **1990:** Hubble •
9. **1999:** Discovery •
10. **2011:** Curiosity •
11. **2014:** SpaceShipOne •
12. **2018:** SpaceX •

- • **a.** First winged spaceship to orbit earth and return to airport landing.
- • **b.** First man to complete a manned space flight orbiting the Earth.
- • **c.** First shuttle to dock with the International Space Station.
- • **d.** A space telescope, first observatory to be placed in space.
- • **e.** Exploded 73 seconds after launch, killing its crew.
- • **f.** First landing on the surface of planet Mars.
- • **g.** First private spacecraft.
- • **h.** Longest and most recent moon landing by man.
- • **i.** Private company launching a car into space.
- • **j.** First man to walk on the moon.
- • **k.** First dog in space to orbit the Earth.
- • **l.** First artificial satellite to complete an orbit of Earth.



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# Answer keys

**1.1 VOCABULARY – PHYSICAL DESCRIPTION**
**1.** awesome; gorgeous; marvellous
**women:** good-looking; pretty
**men:** good-looking; handsome
**2. a.** average **b.** short **c.** thin; overweight **d.** slim **e.** muscular **f.** skinny
**3. a.** square **b.** green **c.** round **d.** wide **e.** downturned **f.** short **g.** bald **h.** red **i.** wavy **j.** snub **k.** thin
**4. a.** moustache **b.** beard **c.** moles **d.** freckles **e.** scars

**1.1 WATCHING – SASHA MORGA'S HOUSE TOUR**
**1. a.** T **b.** F – She doesn't want to brag about her life and she is very grateful for everything. **c.** F – Sasha's bedroom is opposite to her brother's on the same floor. **d.** T **e.** T **f.** F – Across the hallway is the laundry room. **g.** T **h.** T
**2.1** b **2.2** c **2.3** a **2.4** c **2.5** a **2.6** b
**3. a**. this patio area **b.** basketball hoop **c.** flowers **d.** the summertime

**1.2 VOCABULARY – ABBREVIATIONS IN JOB ADVERTS**
**1.** full-time **2.** Monday to Friday **3.** day or night work **4.** 9 pounds per hour **5.** 450 pounds a week **6.** apply as soon as possible **7.** reference letters required **8.** experience preferred **9.** minimum 2 years of experience **10.** negotiable

**1.3 WATCHING – LISBON MUST-SEE ATTRACTIONS**
**1. a.** Statue of Christ: 2 **b.** Maritime Museum: 5 **c.** Belém Tower: 3 **d.** The Jerónimos Monastery: 6 **e.** Alfama neighbourhood: 8 **f.** Santa Justa Elevator: 7 **g.** Monument of the Discoveries: 4 **h.** 25th of April Bridge: 1
**2.** g, h, b, e, c, d, a, f.

**1.3 WATCHING – *THE GRAND BUDAPEST HOTEL***
**1. a.** 5 **b.** 2 **c.** 4 **d.** 1 **e.** 3 **f.** 8 **g.** 6 **h.** 7
**2. a.** T **b.** F – He was a man of principles. He tried to protect Zero from the military police many times and he was shot when he stood up to soldiers. **c.** F – They only cared about her money and the inheritance. **d.** T **e.** T

**1.3 VOCABULARY – HOTEL STAFF**
**1. a.** housekeeper or maid **b.** porter **c.** room service attendant **d.** receptionist **e.** bell boy **f.** concierge **g.** lift operator **h.** doorman **i.** valet
**2.** receptionist; porter; concierge; housekeeper; room service attendant; valet; doorman; bell boy; lift operator

**2.1 LISTENING – SELENA GOMEZ AND ADELE**
**1. a.** grace **b.** now **c.** small **d.** Always **e.** out
**2.** that's – it's (line 2); down – out (line 5); everything – the things (line 8); stars – scars (line 11); sleep – deep (line 16); done – burn (line 21)

**2.1 WATCHING – *TOMB RAIDER***
**1. a.** Roar Uthaug **b.** action/adventure/drama **c.** 118 min **d.** 2018 **e.** Alicia Vikander, Dominic West, Walton Goggins, Daniel Wu, Kristin Scott Thomas
**2. a.** F **b.** T **c.** F **d.** F **e.** T **f.** F **g.** F **h.** T **i.** F **j.** F **k.** T **l.** T **m.** F **n.** F
**3.** Personal answers.

**2.2 VOCABULARY – ENGLISH IDIOMS AND PHRASES**
**1.1** b **1.2** a **1.3** a **1.4** b **1.5** a
**2. 1.1** Chove a potes. **1.2** Tal pai tal filho. **1.3** A prática faz o mestre. **1.4** Em Roma sê romano. **1.5** Querer é poder.
**3. a.** P **b.** P **c.** P **d.** N **e.** P **f.** P **g.** P

**2.2 LISTENING – KELLY CLARKSON AND SHAWN MENDES**
**1. a.** feels **b.** colour **c.** last **d.** running **e.** stronger **f.** Stand **g.** lighter
**2. a.** face **b.** wrong **c.** deserves **d.** instead **e.** stop **f.** missing **g.** want **h.** deserves **i.** instead

**2.3 VOCABULARY – SOCIAL NETWORK ICONS**
**1.** (grey) **2.** (red) **3.** (blue) **4.** (blue)
**5.** (blue) **6.** (green) **7.** (grey) **8.** (grey)
**9.** (purple) **10.** (grey) **12.** (grey and red)
**13.** (purple) **14.** (red) **15.** (blue)

**2.3 LISTENING – *THE LAKE HOUSE***
**1.1** a. **1.2** c **1.3** b
**2.** eighteen – sixteen; piano – guitar; talent – voice; musician – singer; brother – dad; secretary – doctor

**3.1 WATCHING – OLLY, THE FIRST HOME ROBOT WITH PERSONALITY**
**1. a.** yes **b.** yes **c.** no **d.** no **e.** yes **f.** yes
**2. a.** personality **b.** people **c.** robotics **d.** professors **e.** scale

**3.1 VOCABULARY – COMMON EXPRESSIONS**
**1. a.** 4 **b.** 6 **c.** 1 **d.** 3 **e.** 2 **f.** 5 **g.** 9 **h.** 10 **i.** 7 **j.** 8
**2. a.** fiddle; São quem nem um pero. **b.** sin; Feio(a) que dói. **c.** the bed; Acordar do lado errado da cama. **d.** a silver lining; Há sempre um lado positivo. **e.** milk; Não vale a pena chorar sobre o leite derramado. **f.** wounds; O tempo cura todas as feridas. **g.** heels; Caidinho(a) de amores. **h.** lemonade; Quando a vida te dá limões, faz limonada.

**3.1 WATCHING – *EX_MACHINA***
**1. a.** Alex Garland **b.** drama/mystery/sci-fi **c.** 148 min **d.** 2014 **e.** Alicia Vikander, Domhnall Gleeson, Oscar Isaac **f.** 1 Oscar
**2.** e, k, i, j, h, c, a, l, g, d, f, b
**3.** Personal answers.

**3.2 VOCABULARY – CONTAINERS AND PORTIONS**
**1. a.** 5 **b.** 11 **c.** 12 **d.** 2 **e.** 7 **f.** 6 **g.** 9 **h.** 3 **i.** 1 **j.** 4 **k.** 8 **l.** 10
**2. a bunch of** bananas / flowers; **a lump of** sugar; **a loaf of** bread; **a head of** lettuce; **a dozen** eggs / bananas; **a pint of** beer; **a litre of** orange juice; **a bowl of** soup

**3.3 WATCHING – *APB* – Season 1, Episode 1 "Hard Reset"**
**1.1** b **1.2** a **1.3** b **1.4** c **1.5** a **1.6** c **1.7** b

**3.3 VOCABULARY – 12 SPACE EXPLORATION FACTS**
**1.** l **2.** k **3.** b **4.** j **5.** h **6.** a **7.** e **8.** d **9.** c **10.** f **11.** g **12.** i

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# Hands on TESTS

# Test A

Module 1

Name _____ No. _____ Class _____ Date _____

## LISTENING

**1. Listen to the dialogue at the hotel and fill in the gaps with the missing words.** CD 3 Tracks 22 • 23

(10 × 2 p)

**Receptionist:** Good afternoon. **a.**_____ to the Grand Woodward Hotel. How may I help you?

**Guest:** Good afternoon. I'd like to check in. I have a **b.**_____ for a single room.

**R.:** May I have your name, please?

**G.:** Matt Davidson.

**R.:** Could you spell your **c.**_____ name, please?

**G.:** D-A-V-I-D-S-O-N.

**R.:** Let me check... We have your reservation for two **d.**_____ starting today. May I see your identification?

**G.:** Here's my **e.**_____.

**R.:** Thank you. Could you **f.**_____ in this form, please?

**G.:** Sure.

**R.:** Thank you. Your room **g.**_____ is 504. Here is the key to your room.

**G.:** Right. Thanks.

**R.:** **h.**_____ will be served in the cafeteria from 7 a.m. to 10 a.m. If you have any requests, please call the **i.**_____ desk.

**G.:** Thanks. Can I use the Internet in my room?

**R.:** Yes, we have a wi-fi connection in each room. Here's the **j.**_____

**G.:** Thanks.

**R.:** Enjoy your stay.

**2. Listen to the job interview and say if the sentences are True (T) or False (F).** CD 3 Tracks 24 • 25

(10 × 1 p)

**a.** David was born in Portugal. ☐

**b.** He's lived in Miami for five years. ☐

**c.** He speaks English very well. ☐

**d.** He speaks two other languages, Spanish and Portuguese. ☐

**e.** He has attended university. ☐

**f.** He studied Marketing. ☐

**g.** He hasn't worked in hotels in Europe. ☐

**h.** He is not good at communicating with people. ☐

**i.** David likes working with computers. ☐

**j.** David plays in a band. ☐

## READING

**1. Read the following job advertisement.**

**1.1 Find the equivalents for the following words.** (4 × 5 p)

**a.** good _____

**b.** needed _____

**c.** housing _____

**d.** masculine _____

**1.2 Say if the sentences are True (T) or False (F).** (6 × 5 p)

**a.** This job offer is for joining the army. ☐

**b.** All teachers are accepted. ☐

**c.** The payment includes housing. ☐

**d.** Candidates must send a photo with the CV. ☐

**e.** You have to apply after the 7th March. ☐

**f.** All CVs should be sent by email. ☐



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## VOCABULARY AND GRAMMAR

**1. Look at the pictures and complete the text with the adjectives in the box.** (5 × 4 p)

**brown big short curly new**

Hello, I'm Sarah. I'm 16 years old and I live in Virginia in the United States. I live in a **a.**_____ white house with **b.**_____ windows and a swimming pool. I'm 1.50 m, so I'm quite **c.**_____. I have got **d.**_____ **e.**_____ hair and blue eyes.

**2. Circle the correct option.** (5 × 4 p)

**a.** My sister has got this song on **his / her** Spotify playlist.
**b.** My friends always carry **your / their** mobile phones with them.
**c.** That pen must be Erika's. I'm sure it's **hers / her**.
**d.** My cat **have got / has got** green eyes.
**e.** I **am / have got** 17 years old.

**3. Choose the right option to make correct sentences in the Present Simple.** (4 × 5 p)

**3.1** A nurse usually _____ in a hospital.

**a.** works **b.** not works **c.** work

**3.2** _____ as a hotel manager?

**a.** Do your father work **b.** Does your father work **c.** Do your father works

**3.3** My friend Kate and I _____ out together very often.

**a.** don't go **b.** doesn't go **c.** don't goes

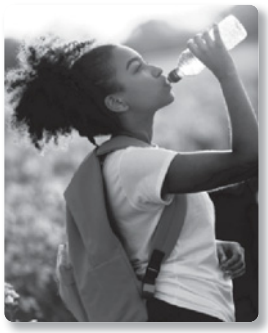
**3.4** How _____ for this part-time job?

**a.** we apply **b.** do we apply **c.** does we apply

Tests

**4. What are they doing? Choose a verb from the box and make sentences in the Present Continuous.** (4 × 5 p)

**run** **read** **drink** **ride**



**a.** She_____ _____ water.

**b.** She_____ _____.

**c.** He_____ _____.

**d.** They_____ _____ bikes.

**5. Put the words in the correct order to make sentences in the Present Perfect.** (4 × 5 p)

**a.** ten years / worked / a / manager / Martha / for / has / hotel / as / .

_____ .

**b.** Real Madrid / since / Ronaldo / 2009 / has / for / played / .

_____ .

**c.** yet / parents / not / seen / museum / have / new / My / the / .

_____ .

**d.** had / a / summer / you / job / Have / ever / ?

_____?

## WRITING

**Write a short text describing Sarah's daily routine on Monday.** (20 p)

| Monday |
|---|
| **7.30 a.m.** – get up |
| **7.45 a.m.** – have breakfast |
| **8.30 a.m.-1 p.m.** – have lessons |
| **3 p.m.-4.30 p.m.** – do homework and study |
| **5 p.m.-6 p.m.** – play tennis |
| **7 p.m.** – cook dinner with mum |
| **10.30 p.m.** – go to bed |

At 7.30 a.m. Sarah _____

_____

_____

_____

_____

_____

_____



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# Test B

Module 1

Name _____ No. _____ Class _____ Date _____

## LISTENING

**1. Listen to the dialogue at the hotel and fill in the gaps with the missing words.** CD 3 Tracks 22 • 23

(10 × 2 p)

– Good afternoon. **a.**_____ to the Grand Woodward Hotel. How may I help you?
– Good afternoon. I'd like to check in. I have a reservation for a **b.**_____ room.
– May I have your name, please?
– Matt Davidson.
– Could you **c.**_____ your last name, please?
– D-A-V-I-D-S-O-N.
– Let me check... We have your reservation for two **d.**_____ starting today. May I see your identification?
– Here's my **e.**_____.
– Thank you. Could you fill in this **f.**_____ please?
– Sure.
– Thank you. Your room number is 504. Here is the **g.**_____ to your room.
– Right. Thanks.
– **h.**_____ will be served in the cafeteria from 7 a.m. to 10 a.m. If you have any requests, please call the front **i.**_____.
– Thanks. Can I use the Internet in my room?
– Yes, we have a wi-fi **j.**_____ in each room. Here's the password.
– Thanks.
– Enjoy your stay.

**2. Listen to the job interview and say if the sentences are True (T) or False (F).** CD 3 Tracks 24 • 25

(10 × 1 p)

**a.** David was born in Spain. ☐
**b.** He's lived in Miami for six years. ☐
**c.** He speaks English very well. ☐
**d.** He speaks two other languages, Spanish and Italian. ☐
**e.** He hasn't attended university. ☐
**f.** He studied Marketing. ☐
**g.** He has worked in hotels in Europe. ☐
**h.** He is not good at communicating with people. ☐
**i.** David doesn't like working with computers. ☐
**j.** David has got musical skills. ☐

## READING

**1. Read the following job advertisement.**

**1.1 Find the equivalents for the following words.** (4 × 5 p)

**a.** masculine _____

**b.** needed _____

**c.** good _____

**d.** housing _____

**1.2 Say if the sentences are True (T) or False (F).** (6 × 5 p)

**a.** This job offer is for a school. ☐

**b.** It is for all teachers. ☐

**c.** The payment isn't very good. ☐

**d.** Candidates should send a one-page CV. ☐

**e.** You have to apply after the 7th March. ☐

**f.** All CVs should be sent by email. ☐


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## VOCABULARY AND GRAMMAR

**1. Look at the pictures and complete the text with the adjectives in the box.** (5 × 4 p)

**blond big tall wavy new**

Hello, I'm Sarah. I'm 16 years old. I live in Virginia in the United States. I'm 1.70 m, so I'm quite **a.**_____ . I have got long **b.**_____ **c.**_____ hair and blue eyes. I live in a **d.**_____ white house with **e.**_____ windows and a swimming pool.

**2. Circle the correct option.** (5 × 4 p)

**a.** My friends and I always carry **your / our** mobile phones with us.
**b.** I have updated **my / mine** status.
**c.** That pen must be Susan's. I'm sure it's **her / hers**.
**d.** She **have got / has got** dark brown eyes.
**e.** My hair **is / has got** long and blond.

**3. Choose the right option to make correct sentences in the Present Simple.** (4 × 5 p)

**3.1** A nurse usually _____ in a hospital.

**a.** work **b.** works **c.** don't work

**3.2** _____ as a hotel manager?

**a.** Do your father work **b.** Do your father works **c.** Does your father work

**3.3** My friend Kate and I _____ out together very often.

**a.** not go **b.** don't go **c.** doesn't go

**3.4** How _____ for this part-time job?

**a.** does we apply **b.** we apply **c.** do we apply

Tests

**4. What are they doing? Choose a verb from the box and make sentences in the Present Continuous.** (4 × 5 p)

| play | sleep | eat | study |
|---|---|---|---|

**a.** She_____ an apple.

**b.** She_____ _____.

**c.** They_____ _____.

**d.** It _____ _____.

**5. Put the words in the correct order to build sentences in the Present Perfect.** (4 × 5 p)

**a.** had / a / summer / you / job / Have / ever / ?

_____?

**b.** yet / parents / not / seen / museum / have / new / My / the / .

_____ .

**c.** ten years / worked / a / manager / Martha / for / has / hotel / as / .

_____ .

**d.** Real Madrid / since / Ronaldo / 2009 / has / for / played / .

_____ .

## WRITING

**Write a short text describing Sarah's daily routine on Monday.** (20 p)

| Monday |
|---|
| **7.30 a.m.** – get up |
| **7.45 a.m.** – have breakfast |
| **8.30 a.m.-1 p.m.** – have lessons |
| **3 p.m.-4.30 p.m.** – do homework and study |
| **5 p.m.-6 p.m.** – play tennis |
| **7 p.m.** – cook dinner with mum |
| **10.30 p.m.** – go to bed |

At 7.30 a.m. Sarah _____

_____

_____

_____

_____

_____

_____



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# Test A

Module 2

Name _____ No. _____ Class _____ Date _____

## LISTENING

**1. Listen and fill in the gaps with the missing words.** CD 3 Tracks 26 • 27 (11 × 2 p)

Hi! My name is Emily and I am 21 years old. I went to Lund University in Sweden **a.**_____ a year as part of my **b.**_____. I found the exchange programme challenging personally and academically. Living on my own in a **c.**_____ country, immersed in a **d.**_____ culture, taught me how to be an **e.**_____. At the same time, I had to do research, study and do all the papers in a foreign **f.**_____.

I didn't have my **g.**_____ and my friends there for support and I learned to take care of **h.**_____.

I also learned how to talk to **i.**_____ from all over the world. I had to be financially careful and one of the most valuable **j.**_____ from my time away was that it is really important to seize any **k.**_____ that come your way. I grew more confident that year.

**2. Listen and say if the statements are True (T) or False (F).** CD 3 Tracks 28 • 29 (8 × 1 p)

**a.** Helen spent one year in Germany. ☐
**b.** She loved the experience. ☐
**c.** Her classmates came from different countries. ☐
**d.** She used to live in London. ☐
**e.** Helen did a residency in Munich. ☐
**f.** Marianne Schliwinski had an art gallery in Munich. ☐
**g.** She was in touch with her family. ☐
**h.** She became a jeweller. ☐

## READING

**1. Read the following students' statements.**

### Teenagers on exchange programmes abroad

I did a degree in French and Spanish, and an Erasmus semester in each country. I first spent five months in Montpellier in the south of France and then five months in Granada in Spain.

One memory that really sticks out for me is my first evening in Granada: I had moved into my new flat earlier that day and my new French and Belgian housemates took me up to the Mirador St Nicolas to watch the sunset. Anyone who has been there before will know just how stunning the view is. I remember feeling like I'd won the lottery knowing that I'd get to spend the next five months living and studying in such a beautiful city. My year as an Erasmus student was honestly one of the best years of my life. **Sophie, 26**

I spent one semester in Luxembourg as part of my degree. I had all my courses in French. It was an amazing experience to study in a different education system and I made lots of friends from across Europe that I continue to see to this day.

My project was about foreign language teaching in the primary curriculum. It was really interesting!

I cannot stress how awful losing this program could be for a generation of young people. The loss of Erasmus would be a huge missed opportunity and could stop young people making new friends and forming relationships that could last a lifetime. **Stephen, 21**

www.theguardian.com (abridged and adapted, accessed in March 2018)

**1.1 Which of the underlined words in the text is the opposite of:** (4 × 5 p)

**a.** forget _____ **c.** last _____

**b.** worst _____ **d.** old _____

**1.2 Which student says that he/she...** (6 × 5 p)

**a.** studied in two countries? _____

**b.** still has friends from the Exchange Course? _____

**c.** studied two languages? _____

**d.** had a project related to education? _____

**e.** visited places? _____

**f.** lived the best days of his/her life? _____



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## VOCABULARY AND GRAMMAR

**1. Complete the text with the words in the box.** (8 × 2,5 p)

**future world dreams motivate websites students experiences exchange**

### The Erasmus programme

The Erasmus program has changed the lives of over 3 million **a.**_____. All of these students shared the common experience of cultural **b.**_____ that enriched their lives and changed their **c.**_____. Erasmus unites students from all over Europe. It offers a dive into diversity and, above all, a personal encounter with the **d.**_____.

University press, local news stations, various blogs, **e.**_____, etc. all have vivid accounts and reflections of these Erasmus **f.**_____. The programme has been successful, and the majority of students come home happy with exciting adventures and new **g.**_____. However, what will happen after these students return? Will the Erasmus continue to **h.**_____ their ambitions or will the memory of their experience soon be forgotten?

www.garagerasmus.org (adapted, accessed in March 2018)

**2. Circle the correct option.** (4 × 5 p)

**a.** My parents **was / were** in London some years ago.

**b.** I **was / were** at the Diana memorial fountain last summer.

**c.** My mother **wasn't / weren't** aware of accommodation prices.

**d.** My Erasmus year **was / were** a great experience.

**3. Complete the sentences with the verbs in the Past Simple.** (4 × 5 p)

**a.** We _____ **(make)** several trips in our childhood.

**b.** They _____ **(buy)** me a special souvenir in Paris last summer.

**c.** _____ **(you / write)** everything in our last lesson?

**d.** The children _____ **(not enjoy)** the visit to the Zoo yesterday.

**4. Choose the correct option.** (4 × 5 p)

**a.** You **couldn't / mustn't** park here. It's against the law.

**b.** We **should / must** have more school trips.

**c.** I **can't / may** play the piano at all.

**d.** **May / Must** I open the window please?

**5. Fill in the gaps with the adjectives in the comparative or superlative form.** (4 × 5 p)

**a.** My father is _____ **(old)** than my mother.

**b.** This is the _____ **(good)** book I've ever read.

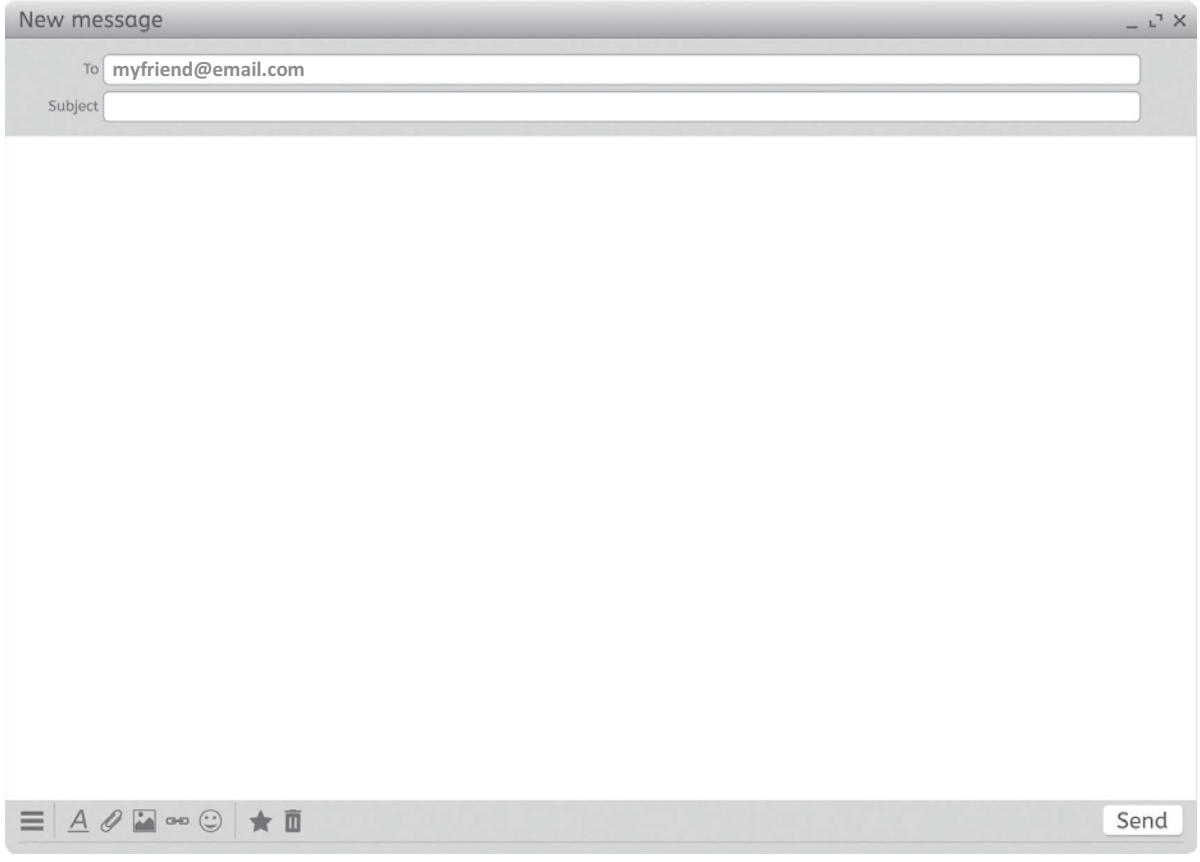
**c.** Driving to work is _____ **(expensive)** than cycling.

**d.** Going to the South is _____ **(far)** as going to the North. 30 km either way.

## WRITING

**Write an informal email to a friend telling him/her about a field trip you have been on recently. You should mention:** (20 p)

- the school subject;
- how long it lasted;
- what you visited;
- other things you did.





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# Test B

Module 2

Name _____ No. _____ Class _____ Date _____

## LISTENING

**1. Listen and fill in the gaps with the missing words.** CD 3 Tracks 26 • 27 (11 × 2 p)

Hi! My name is Emily and I am 21 years old. I went to Lund **a.**_____ in Sweden for a year as **b.**_____ of my degree. I found the **c.**_____ programme challenging personally and academically. **d.**_____ on my own in a foreign country, immersed in a different **e.**_____, taught me how to be an adult. At the same **f.**_____, I had to do research, study and do all the **g.**_____ in a foreign language.

I didn't have my family and my **h.**_____ there for support and I learned to take care of myself.

I also learned how to talk to people from all over the **i.**_____. I had to be financially careful and one of the most **j.**_____ lessons from my time away was that it is really **k.**_____ to seize any opportunities that come your way. I grew more confident that year.

**2. Listen and say if the statements are True (T) or False (F).** CD 3 Tracks 28 • 29 (8 × 1 p)

**a.** Helen did an Erasmus programme in Germany. ☐
**b.** She was disappointed with the experience. ☐
**c.** All her classmates came from her country. ☐
**d.** She used to live in London. ☐
**e.** She was rarely in contact with her family. ☐
**f.** She became a teacher. ☐
**g.** Marianne Schliwinski was her colleague. ☐
**h.** Helen had an art gallery in Munich. ☐

## READING

**1. Read the following students' statements.**

### Teenagers on exchange programmes abroad

I did a degree in French and Spanish, and did an Erasmus semester in each country. I first spent five months in Montpellier in the south of France and then five months in Granada in Spain.

One reminiscence that really sticks out for me is my first evening in Granada: I had moved into my new flat earlier that day and my new French and Belgian housemates took me up to the Mirador St Nicolas to watch the sunset. Anyone who has been there before will know just how stunning the view is. I remember feeling like I'd won the lottery knowing that I'd get to spend the next five months living and studying in such a beautiful city. My year as an Erasmus student was honestly one of the best years of my life. **Sophie, 26**

I spent one semester in Luxembourg as part of my degree. I had all my courses in French. It was an amazing experience to study in a different education system and I made lots of friends from across Europe that I continue to see to this day.

My project was about foreign language teaching in the primary curriculum. It was really interesting!

I cannot stress how awful losing this program could be for a generation of young people. The loss of Erasmus would be a huge missed opportunity and could stop young people making new friends and forming relationships that could last a lifetime. **Stephen, 21**

www.theguardian.com (abridged and adapted, accessed in March 2018)

**1.1 Which of the underlined words in the text is the opposite of:** (4 × 5 p)

**a.** boring_____ **c.** same_____

**b.** horrible _____ **d.** old_____

**1.2 Which student says that he/she...** (6 × 5 p)

**a.** shared a flat with friends? _____

**b.** made friends for life? _____

**c.** studied in two countries? _____

**d.** studied teaching? _____

**e.** felt lucky? _____

**f.** loved the city? _____



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## VOCABULARY AND GRAMMAR

**1. Complete the text with the words in the box.** (8 × 2,5 p)

**blogs experiences adventures Europe future cultural motivate lives**

### The Erasmus programme

The Erasmus programme has changed the **a.**_____ of over three million students. All of these students shared the common experience of **b.**_____ exchange that enriched their lives and changed their **c.**_____. Erasmus unites students from all over **d.**_____. It offers a dive into diversity and, above all, a personal encounter with the world.

University press, local news stations, various **e.**_____, websites, etc. all have vivid accounts and reflections of these Erasmus **f.**_____. The program has been successful, and the majority of students come home happy with exciting **g.**_____ and new dreams. However, what will happen after these students return? Will Erasmus continue to **h.**_____ their ambitions or will the memory of their experience soon be forgotten?

www.garagerasmus.org (adapted, accessed in March 2018)

**2. Circle the correct option.** (4 × 5 p)

**a.** My father **was / were** in London some years ago.

**b.** We **was / were** at the Diana memorial fountain last summer.

**c.** My parents **wasn't / weren't** aware of accommodation prices.

**d.** Our Erasmus year **was / were** a great experience.

**3. Complete the sentences with the verbs in the Past Simple.** (4 × 5 p)

**a.** _____ **(you / write)** everything in our last lesson?

**b.** They _____ **(not buy)** me a special souvenir in Paris last summer.

**c.** The children _____ **(enjoy)** the visit to the Zoo yesterday.

**d.** We _____ **(make)** several field trips abroad last year.

**4. Choose the correct option.** (4 × 5 p)

a. I **can't / may** play the piano at all.

b. **May / Must** I open the window please?

c. They **should / must** have more school trips.

d. You **couldn't / mustn't** park here. It's against the law.

**5. Fill in the gaps with the adjectives in the comparative or superlative form.** (4 × 5 p)

a. Driving to work is _____ **(expensive)** than cycling.

b. Going to the South is _____ **(far)** as going to the North. 30 km either way.

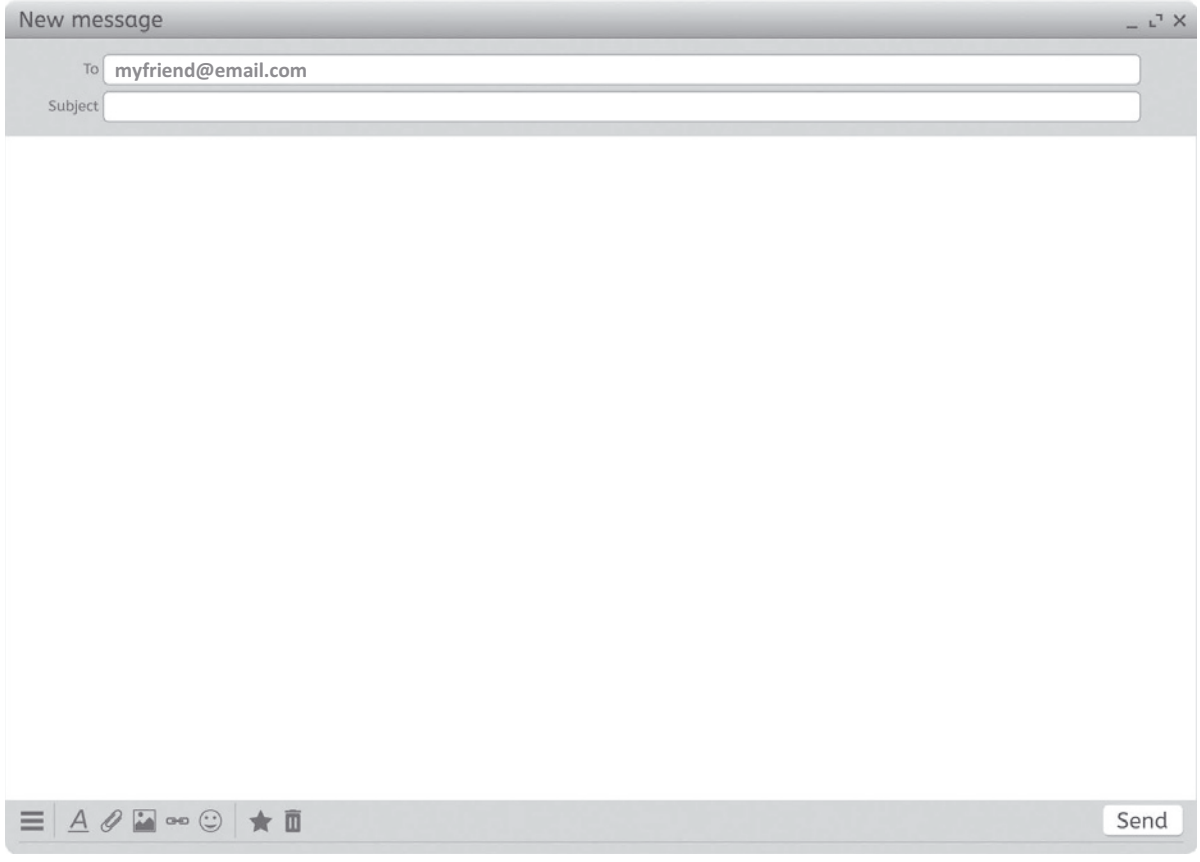
c. My father is _____ **(old)** than my mother.

d. This is the _____ **(good)** book I've ever read.

## WRITING

**Write an informal email to a friend telling him/her about a field trip you have been on recently. You should mention:** (20 p)

- the school subject;
- how long it lasted;
- what you visited;
- other things you did.





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# Test A

Module 3

Name _____ No. _____ Class _____ Date _____

## LISTENING

**1. Listen to the text or watch the video *What is the Internet of Things?* and complete the sentences (use one word only!).** CD 3 Tracks 30 • 31 (10 × 2 p)

**a.** All the items mentioned can be connected _____.

**b.** By 2022, more than a _____ sensors will be connected to the internet.

**c.** Having connected things will change the way people do _____ and use resources.

**d.** By _____, around 22% of the world's cars will be connected to the internet.

**e.** By 2024, more than _____ of home internet traffic will be used by appliances and devices.

**f.** The Internet of Things raises many questions on privacy and _____.

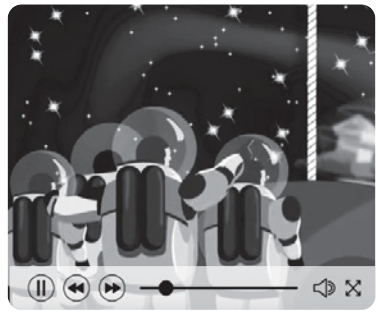
**g.** With the Internet of Things _____ on a farm can be monitored to help farmers.

**h.** All kinds of devices will be able to gather and _____ any type of information.

**i.** These devices will be able to make our lives smarter and _____.

**j.** The Internet of Things will bring many opportunities for most human _____.

**2. Listen to the text or watch the video *Could humans live on Mars?* and decide whether the sentences are True (T) or False (F).** CD 3 Tracks 32 • 33 (5 × 2 p)



**a.** Living on Mars could be possible if there were water, nitrogen and oxygen. ☐

**b.** There is no scientific evidence of the existence of water on Mars. ☐

**c.** You can't grow food on Mars because there isn't enough nitrate in the soil. ☐

**d.** Carbon dioxide snow is also called "dry ice". ☐

**e.** *Mars 1* is an American mission to Mars to establish a human colony. ☐

Tests

## READING

**1. Read the following text.**

### A simple explanation of The Internet of Things

The Internet of Things is actually a pretty simple concept: it means taking all the things in the world and connecting them to the internet. When something is connected to the internet, that means that it can send information, receive information, or both. This ability to send and/or receive information makes things smart and smart is good.

Let's use smartphones as an example. Right now you can listen to just about any song in the world, but it's not because your phone actually has every song in the world stored on it. It's because every song in the world is stored somewhere else, but your phone can send information (asking for that song) and then receive information (streaming that song on your phone). To be smart, a thing doesn't need to have super storage or a super computer inside of it. All a thing has to do is connect to super storage or to a super computer. Being connected is awesome.

In the Internet of Things, all the things that are being connected to the internet can be put into three categories:

Things that collect information and then send it; things that receive information and then act on it; things that do both. And all three of these have enormous benefits that feed on each other.

Calum McLelland,in www.leverege.com
(accessed in March 2018)

**2. Choose the most suitable synonyms for the <u>underlined</u> words. Circle your choice.** (4 × 5 p)

**2.1** "The Internet of Things is <u>actually</u> a pretty simple concept (...)" (line 1)

**a.** in fact **b.** currently **c.** supposedly

**2.2** "(…) has every song in the world <u>stored</u> on it." (line 6)

**a.** associated **b.** saved **c.** gathered

**2.3** "Being connected is <u>awesome</u>." (line 10)

**a.** amazing **b.** trivial **c.** alarming

**2.4** "And all three of these have enormous <u>benefits</u> that (…)" (line 14)

**a.** profits **b.** compensations **c.** advantages

**3. Say whether the following statements are True (T) or False (F) according to the text.** (5 × 6 p)

**a.** It is difficult to explain what the Internet of Things is. ☐

**b.** Online devices can send and receive information. ☐

**c.** *Smart* means that a device can think like a human being. ☐

**d.** You can find any song in the world stored on your smartphone. ☐

**e.** There are three Internet of Things categories which are all connected with each other. ☐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## VOCABULARY AND GRAMMAR

**1. Match the words with the definitions in the box.** (5 × 3 p)

**artificial intelligence** **bionics** **gravitation** **hologram** **lunar**

**a.** the force of attraction between all masses in the universe _____

**b.** related to or associated with the moon _____

**c.** the study of mechanical systems that function like living organisms _____

**d.** the ability of a robot to perform tasks commonly associated with human beings _____

**e.** a three-dimensional image, created with photographic projection _____

**2. Read the paragraph about "smart homes" and choose the best word.** (5 × 4 p)

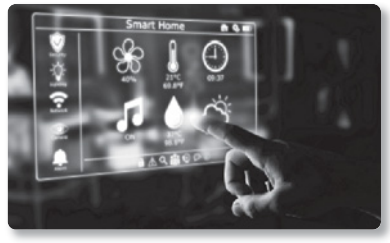
Smart home technology, also known as home automation, **a.**_____ homeowners security, comfort, convenience and energy efficiency. It allows them to **b.**_____ smart devices on their smartphone or other networked devices.

Almost every aspect of **c.**_____ where technology has entered the domestic space has seen the introduction of a smart home alternative. Here are some examples:

- houseplants and lawns can be **d.**_____ by way of connected timers;
- kitchen appliances of all sorts are available, including smart coffee makers that can brew you a fresh **e.**_____ of coffee as soon as your alarm goes off.

http://internetofthingsagenda.techtarget.com (accessed in March 2018)

| | | | |
|---|---|---|---|
| **a.** | ☐ gives | ☐ denies | ☐ sells |
| **b.** | ☐ change | ☐ direct | ☐ control |
| **c.** | ☐ life | ☐ work | ☐ school |
| **d.** | ☐ fed | ☐ watered | ☐ eaten |
| **e.** | ☐ glass | ☐ container | ☐ cup |




**3. Choose the right answer.** (5 × 4 p)

**3.1** Scientists predict that one day all home appliances _____ smart and remotely controlled.

**a.** will be **b.** are going to be

**3.2** Next Monday morning she _____ a bionics laboratory.

**a.** will visit **b.** is going to visit

**3.3** Are you having problems installing the new App? Don't worry, I _____ you.

**a.** will help **b.** am going to help

**3.4** Wow! Look at this new smartphone model. I _____ it immediately.

**a.** will buy **b.** am going to buy

**3.5** This new home robot is selling quite well. It _____ a success by the looks of it.

**a.** will be **b.** is going to be

**4. Put the verbs in brackets in the Past Perfect.** (3 × 5 p)

**a.** When Peter arrived at the Web Summit, the talk _____ **(start)**.

**b.** Tom suddenly realised that he _____ **(leave)** his laptop on the train.

**c.** My smartphone didn't work because I _____ **(not charge)** it.

**5. Use a, the or zero article – Ø.** (3 × 5 p)

**a.** Scientists have just invented _____ new smart home appliance.

**b.** _____ latest iPhone model has been a huge sales success.

**c.** Next year's Web Summit will be in _____ Lisbon, Portugal.

**6. Form conditional sentences type I or type II with the verbs in brackets.** (3 × 5 p)

**a.** If people lived in outer space, planet Earth _____ **(have)** less population.

**b.** If the world's population continues growing, there _____ **(not be)** enough space for everyone.

**c.** If there weren't brilliant people like Stephen Hawking, the world _____ **(be)** much poorer.

## WRITING

**Write a brief review of a film you have watched recently.** (20 p)

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# Test B

Module 3

Name _____ No. _____ Class _____ Date _____

## LISTENING

**1. Listen to the text or watch the video *What is the Internet of Things?* and complete the sentences (use 1 word only!).** CD 3 Tracks 30 • 31 (10 × 2 p)

**a.** All the items mentioned can be _____ online.

**b.** By _____, more than a trillion sensors will be connected to the internet.

**c.** Having connected things will change the way people will do business and use _____.

**d.** By 2020, around _____ % of the world's cars will be connected to the internet.

**e.** By _____ more than 50% of home internet traffic will be used by appliances and devices.

**f.** The Internet of Things raises many questions on _____ and security.

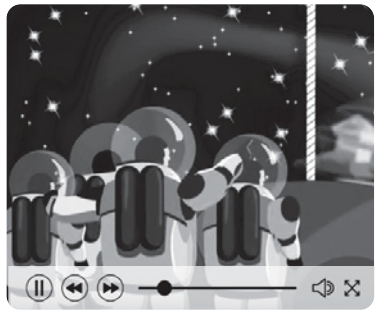
**g.** With the Internet of Things, cows on a farm can be monitored to obtain health _____.

**h.** All kinds of devices will be able to share any _____ of information.

**i.** These devices will be able to make our lives _____ and safer.

**j.** The Internet of Things will bring many _____ for most human activities.

**2. Listen to the text or watch the video *Could humans live on Mars?* and decide whether the sentences are True (T) or False (F).** CD 3 Tracks 32 • 33 (5 × 2 p)



**a.** Life on Mars could never be possible. ☐

**b.** There is scientific evidence of the existence of water on Mars. ☐

**c.** You could grow food on Mars if there were nitrate in the soil. ☐

**d.** Carbon dioxide snow is also called "dry snow". ☐

**e.** *Mars 1* is a Dutch mission to Mars to establish a human colony. ☐

Tests

## READING

**1. Read the following text.**

### A simple explanation of The Internet of Things

The Internet of Things is actually a pretty simple concept: it means taking all the things in the world and connecting them to the internet. When something is connected to the internet that means that it can send information, receive information, or both. This ability to send and/or receive information makes things smart and smart is good.

Let's use smartphones as an example. Right now you can listen to just about any song in the world, but it's not because your phone actually has every song in the world stored on it. It's because every song in the world is stored somewhere else, but your phone can send information (asking for that song) and then receive information (streaming that song on your phone). To be smart, a thing doesn't need to have super storage or a super computer inside of it. All a thing has to do is connect to super storage or to a super computer. Being connected is awesome.

In the Internet of Things, all the things that are being connected to the internet can be put into three categories:

Things that collect information and then send it; things that receive information and then act on it; things that do both. And all three of these have enormous benefits that feed on each other.

Calum McLelland, in www.leverege.com
(accessed in March 2018)

**2. Choose the most suitable synonyms for the <u>underlined</u> words. Circle your choice.** (4 × 5 p)

**2.1** "The Internet of Things is actually a <u>pretty</u> simple concept (…)" (line 1)

**a.** quite **b.** attractive **c.** pleasing

**2.2** "This <u>ability</u> to send and/or receive information makes (…)" (lines 3-4)

**a.** limitation **b.** capacity **c.** power

**2.3** "(…) but it's not because your phone <u>actually</u> has every song (…)" (line 6)

**a.** in reality **b.** easily **c.** absolutely

**2.4** "(…) a thing doesn't need to have <u>super</u> storage (…)" (line 9)

**a.** poor **b.** terrible **c.** huge

**3. Say whether the following statements are True (T) or False (F) according to the text.** (5 × 6 p)

**a.** It is easy to explain what the Internet of Things is. ☐
**b.** Online devices can only send information. ☐
**c.** Smart means that a device can't act on its own. ☐
**d.** You can't find all the songs in the world stored on your smartphone. ☐
**e.** There are three Internet of Things categories which are all connected with each other. ☐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## VOCABULARY AND GRAMMAR

**1. Match the words with the definitions in the box.** (5 × 3 p)

| artificial intelligence | bionics | gravitation | hologram | lunar |
|---|---|---|---|---|

**a.** related to or associated with the moon _____

**b.** the ability of a robot to perform tasks commonly associated with human beings _____

**c.** the study of mechanical systems that function like living organisms _____

**d.** a three-dimensional image, created with photographic projection _____

**e.** the force of attraction between all masses in the universe _____

**2. Read the paragraph about "smart homes" and choose the best word.** (5 × 4 p)

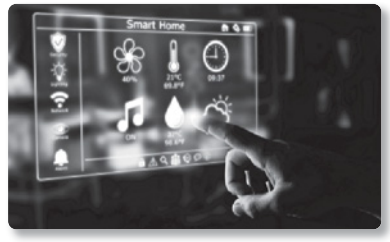
Smart home technology, also known as home automation, gives homeowners security, comfort, convenience and energy **a.**_____. It allows them to control smart devices on their smartphone or other networked **b.**_____.

Almost every aspect of **c.**_____ where technology has entered the domestic space has seen the introduction of a smart home alternative. Here are some examples:

- houseplants and lawns can be **d.**_____ by way of connected timers;
- kitchen appliances of all sorts are available, including smart coffee makers that can brew you a fresh **e.**_____ of coffee as soon as your alarm goes off.

http://internetofthingsagenda.techtarget.com

| | | | |
|---|---|---|---|
| **a.** | ☐ power | ☐ efficiency | ☐ know-how |
| **b.** | ☐ TVs | ☐ cars | ☐ devices |
| **c.** | ☐ life | ☐ work | ☐ school |
| **d.** | ☐ fed | ☐ eaten | ☐ watered |
| **e.** | ☐ glass | ☐ cup | ☐ container |




**3. Choose the right answer.** (5 × 4 p)

**3.1** Are you having problems installing the new App? Don't worry, I _____ you.

**a.** will help **b.** am going to help

**3.2** Scientists predict that one day all home appliances _____ smart and remotely controlled.

**a.** will be **b.** are going to be

**3.3** Next Monday morning we _____ a bionics laboratory.

**a.** will visit **b.** are going to visit

**3.4** This new home robot is selling quite well. It _____ a success by the looks of it.

**a.** will be **b.** is going to be

**3.5** Wow! Look at this new smartphone model. I _____ it immediately.

**a.** will buy **b.** am going to buy

**4. Put the verbs in brackets in the Past Perfect.** (3 × 5 p)

**a.** Susan suddenly realised that she _____ **(leave)** her laptop on the train.

**b.** When they arrived at the Web Summit, the talk _____ **(start)**.

**c.** My mum's smartphone didn't work because she _____ **(not charge)** it.

**5. Use a, the or zero article – Ø.** (3 × 5 p)

**a.** Next year's Web Summit will be in _____ Lisbon, Portugal.

**b.** _____ latest iPhone model has been a huge sales success.

**c.** Scientists have just invented _____ new smart home appliance.

**6. Form conditional sentences type I or type II with the verbs in brackets.** (3 × 5 p)

**a.** If there weren't brilliant people like Stephen Hawking, the world _____ **(be)** much poorer.

**b.** If people lived in outer space, planet Earth _____ **(have)** less population.

**c.** If the world's population continues growing, there _____ **(not be)** enough space for everyone.

## WRITING

**Write a brief review of a film you have watched recently.** (20 p)

_____

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## Correction table – MODULE 1 – Tests A and B

Class _____ Date ____/____/____

| No. | NAME | Listening (30 p) | | | Reading (50 p) | | | Vocabulary and Grammar (100 p) | | | | | | Writing (20 p) | Total |
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## Correction table – MODULE 2 – Tests A and B

Class _____ Date ____/____/____

| No. | NAME | Listening (30 p) | | | Reading (50 p) | | | Vocabulary and Grammar (100 p) | | | | | | Writing (20 p) | Total |
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## Correction table – MODULE 3 – Tests A and B

Class _____ Date ____/____/____

| No. | NAME | Listening (30 p) | | | Reading (50 p) | | | Vocabulary and Grammar (100 p) | | | | | | | Writing (20 p) | Total |
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# Answer keys

## ANSWER KEY – MODULE 1

**TEST A**

**LISTENING**
**1. a.** Welcome **b**. reservation **c.** last **d.** nights **e.** passport **f.** fill **g.** number **h**. Breakfast **i.** front **j.** password
**2. a.** F **b.** T **c.** T **d.** T **e.** T **f.** F **g.** F **h.** F **i.** T **j.** T

**READING**
**1.1 a.** attractive **b.** required **c.** accommodation **d.** male
**1.2 a.** F **b.** F **c.** T **d.** F **e.** F **f.** T

**VOCABULARY AND GRAMMAR**
**1. a.** new **b.** big **c.** short **d.** brown **e.** curly
**2. a.** her **b.** their **c.** hers **d.** has got **e.** am
**3.1** a **3.2** b **3.3** a **3.4** b
**4. a.** is drinking **b.** is reading **c.** is running **d.** are riding
**5. a.** Martha has worked as a hotel manager for ten years. **b.** Ronaldo has played for Real Madrid since 2009. **c.** My parents have not seen the new museum yet. **d.** Have you ever had a summer job?

**TEST B**

**LISTENING**
**1. a.** Welcome **b**. single **c.** spell **d.** nights **e.** passport **f.** form **g.** key **h**. Breakfast **i.** desk **j.** connection
**2. a.** T **b.** F **c.** T **d.** F **e.** F **f.** F **g.** T **h.** F **i.** F **j.** T

**READING**
**1.1 a.** male **b.** required **c.** attractive **d.** accommodation
**1.2 a.** T **b.** F **c.** F **d.** T **e.** F **f.** T

**VOCABULARY AND GRAMMAR**
**1. a.** tall **b.** wavy **c.** blond **d.** new **e.** big
**2. a.** our **b.** my **c.** hers **d.** has got **e.** is
**3.1** b **3.2** c **3.3** b **3.4** c
**4. a.** is eating **b.** is sleeping **c.** are studying **d.** is playing
**5. a.** Have you ever had a summer job? **b.** My parents have not seen the new museum yet. **c.** Martha has worked as a hotel manager for ten years. **d.** Ronaldo has played for Real Madrid since 2009.

## ANSWER KEY – MODULE 2

**TEST A**

**LISTENING**
**1. a.** for **b.** degree **c.** foreign **d.** different **e.** adult **f.** language **g.** family **h.** myself **i.** people **j.** lessons **k.** opportunities
**2. a.** F **b.** T **c.** T **d.** T **e.** T **f.** T **g.** T **h.** F

**READING**
**1.1 a.** remember (line 8) **b.** best (line 10) **c.** first (line 2) **d.** new (line 5)
**1.2 a.** Sophie **b.** Stephen **c.** Sophie **d.** Stephen **e.** Sophie **f.** Sophie

**VOCABULARY AND GRAMMAR**
**1. a.** students **b.** exchange **c.** future **d.** world **e.** websites **f.** experiences **g.** dreams **h.** motivate
**2. a.** were **b.** was **c.** wasn't **d.** was
**3. a.** made **b.** bought **c.** Did you write **d.** didn't enjoy
**4. a.** mustn't **b.**should **c.** can't **d.** May
**5. a.** older **b.** best **c.** more expensive **d.** as far

**TEST B**

**LISTENING**
**1. a.** University **b.** part **c.** exchange **d.** Living **e.** culture **f.** time **g.** papers **h.** friends **i.** world **j.** valuable **k.** important
**2. a.** T **b.** F **c.** F **d.** T **e.** F **f.** T **g.** F **h.** F

**READING**
**1.1 a.** interesting (line 16) **b.** amazing (line 12) **c.** different (line 13) **d.** young (line 18)
**1.2 a.** Sophie **b.** Stephen **c.** Sophie **d.** Stephen **e.** Sophie **f.** Sophie

**VOCABULARY AND GRAMMAR**
**1. a.** lives **b.** cultural **c.** future **d.** Europe **e.** blogs **f.** experiences **g.** adventures **h.** motivate
**2. a.** was **b.** were **c.** weren't **d.** was
**3. a.** Did you write **b.** didn't buy **c.** enjoyed **d.** made
**4. a.** can't **b.** May **c.** should **d.** mustn't
**5. a.** more expensive **b.** as far **c.** older **d.** best

## ANSWER KEY – MODULE 3

**TEST A**

**LISTENING**
**1. a.** online **b.** trillion **c.** business **d.** 2020 **e.** 50% **f.** security **g.** cows **h.** share **i.** safer **j.** activities
**2. a.** T **b.** F **c.** T **d.** T **e.** F

**READING**
**2.1** a **2.2** b **2.3** a **2.4** c
**3. a.** F **b.** T **c.** F **d.** F **e.** T

**VOCABULARY AND GRAMMAR**
**1. a.** gravitation **b.** lunar **c.** bionics **d.** artificial intelligence **e.** hologram
**2. a.** gives **b.** control **c.** life **d.** watered **e.** cup
**3. 3.1** a **3.2** b **3.3** a **3.4** a **3.5** b
**4. a.** had started **b.** had left **c.** hadn't charged
**5. a.** a **b.** The **c.** Ø
**6. a.** would have **b.** won't be **c.** would be

**TEST B**

**LISTENING**
**1. a.** connected **b.** 2022 **c.** resources **d.** 22 **e.** 2024 **f.** privacy **g.** reports **h.** type **i.** smarter **j.** opportunities
**2. a.** F **b.** T **c.** T **d.** F **e.** T

**READING**
**2.1** a **2.2.** b **2.3.** a **2.4.** c
**3. a.** T **b.** F **c.** F **d.** T **e.** T

**VOCABULARY AND GRAMMAR**
**1. a.** lunar **b.** artificial intelligence **c.** bionics **d.** hologram **e.** gravitation
**2. a.** efficiency **b.** devices **c.** life **d.** watered **e.** cup
**3. 3.1** a **3.2** a **3.3** b **3.4** b **3.5** a
**4. 4.1** had left **4.2** had started **4.3** hadn't charged
**5. 5.1** Ø **5.2** The **5.3** a
**6. 6.1** would be **b.6.2** would have **6.3** won't be


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# ORAL presentations

# Oral presentation

Module 1

Name _____ No. _____ Class _____ Date _____

## GROUP TASK

**You are going to host a group of friends who want to visit Portugal.**

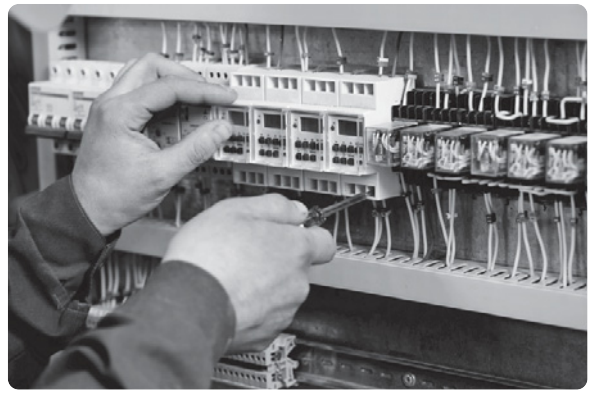
**Do some research to decide which places you will show them.**

**Each group of students presents a place showing what to see and do there.**

## INDIVIDUAL TASK

**Choose one of these jobs and explain why they may/may not have a future. Do some research on the working conditions, salary, convenience… (you can choose other jobs).**

**Do a 3-minute presentation to the class.**





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# Oral presentation

Module 2

Name _____ No. _____ Class _____ Date _____

## GROUP TASK

**You have the opportunity to choose one of the foreign countries below in which to study for one year.**

**Complete the missing data and do some research on other information you consider important to reach a decision.**

**Each group of students presents their option giving sound arguments for their choice.**

Czech Republic

**Population:** 10.6 million
**Capital city:** Prague
**Language:** Czech
**Average temperature:**
18 (summer) | -1 (winter)
**Currency**: Koruna

Estonia

**Population:**
**Capital city:**
**Language:**
**Average temperature:**

**Currency:**

Ireland

**Population:**
**Capital city:**
**Language:**
**Average temperature:**

**Currency:**

Poland

**Population:**
**Capital city:**
**Language:**
**Average temperature:**

**Currency:**

France

**Population:**
**Capital city:**
**Language:**
**Average temperature:**

**Currency:**

Iceland

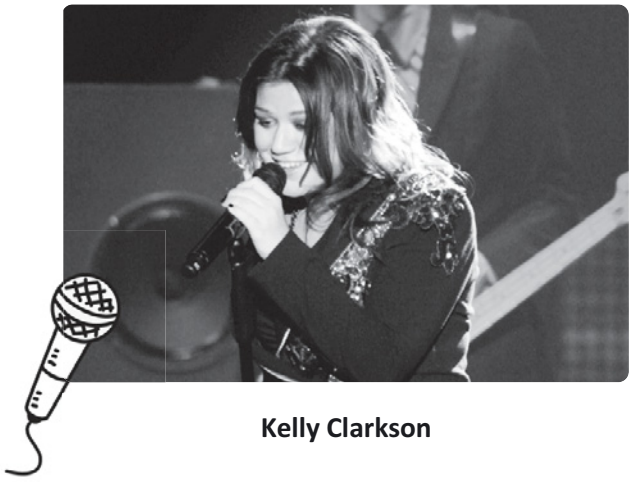
**Population:**
**Capital city:**
**Language:**
**Average temperature:**

**Currency:**

## INDIVIDUAL TASK

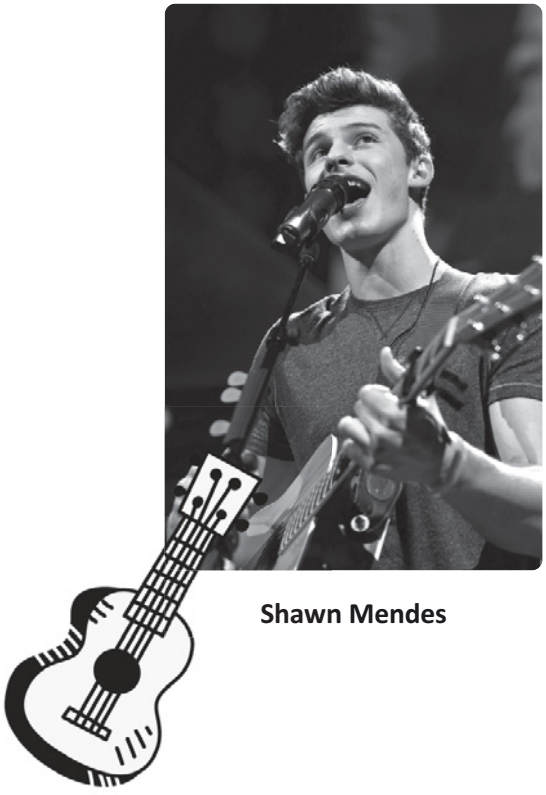
**Choose one of the following celebrities and do some research on their personal and professional lives (you may choose different celebrities).**

**Give a 3-minute presentation to the class.**



**Kelly Clarkson**

**PewDiePie**



**Shawn Mendes**

**Daniela Ruah**



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Name _____ No. _____ Class _____ Date _____

## GROUP TASK

# Space colony

Get together in groups.

Your nation has decided to establish a **space colony.**

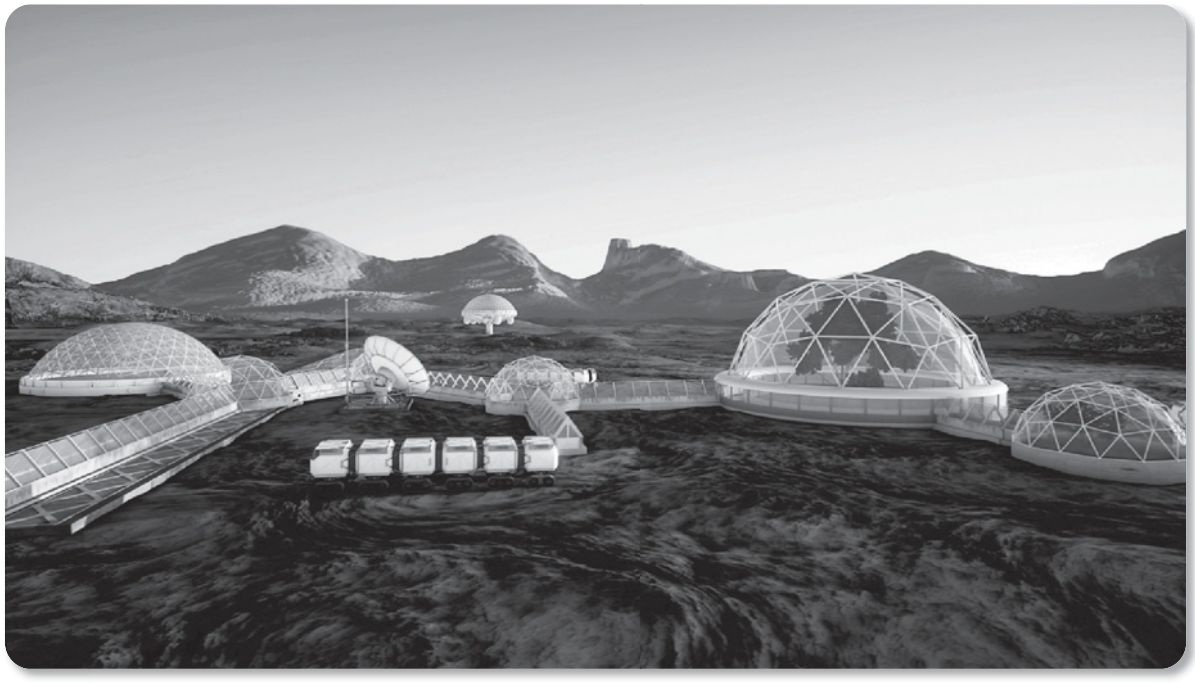
Imagine you and your classmates are to go on the first human colony to planet Mars. You will live there for 20 years.

Work together and make notes on what you would bring with you to Mars and why.

Here are some items you might consider: *a smartphone, a computer, medicine, books, food and water, a TV, money, clothes, photo albums, a pet*, etc.

Discuss with your group and agree on at least five things. Analyse and rank the items based on their importance for survival in that particular environment.

Present the result to the rest of the class.



## INDIVIDUAL TASK

# Smart home devices

**Look at the following home automation devices. If you want, go online and find more information about them.**

**Jibo** – a social robot for the home who looks, listens and learns.

**Qube** – allows you to control your home lighting from anywhere anytime.

**Dolfi** – device that cleans your clothes with the power of ultrasonic technology.

**Knocki** – a small wireless device that instantly transforms ordinary surfaces into a touch interface.

**Family Hub Fridge** – with a connected touchscreen, it lets you plan meals, coordinate family schedules and even entertain.

**Pet Smart Feeder** – you can do it all from the app: monitor, feed, view and talk to your pet.

**Now, choose the smart machine you would most like to have and explain your choice.**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# Digital PROJECTS

# Digital projects

## Portfolio explanation

### WHAT IS IT?

- A digital portfolio is a computer-based collection of students' performance over time.
- It is an ongoing process.

### WHY SHOULD I USE IT?

- It showcases students' achievement and learning over time.
- It allows students to share and keep a record of their learning in a digital form.
- It engages students in meaningful learning.
- It allows for the development of a wide range of students' skills and abilities.
- It develops creativity.
- It develops the sense of belonging to a group/class.

### WHAT CAN I USE IT FOR?

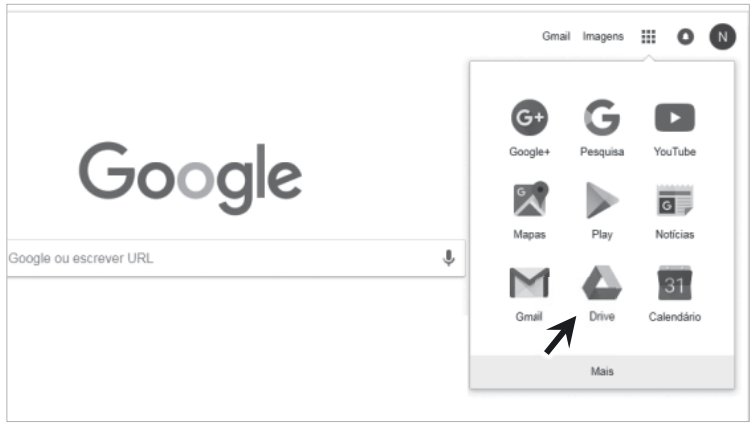
- Formative assessment.
- Self-assessment.
- A break from traditional classroom activities.
- Motivational strategies.
- Homework assignment.

### WHAT SHOULD BE INCLUDED IN IT?

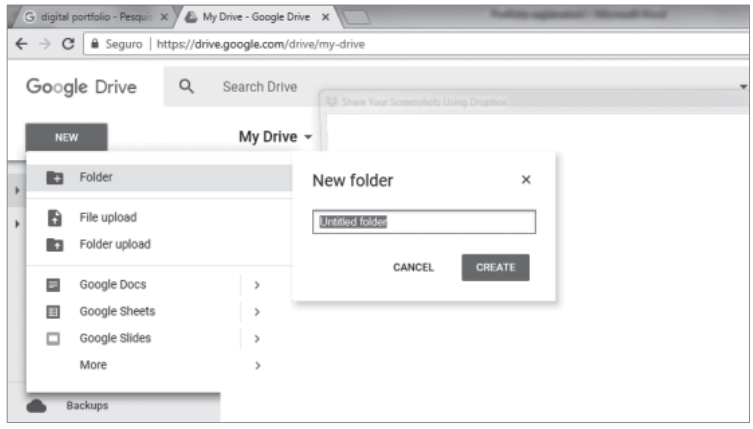
- Students should choose the content of their portfolios.
- They can insert all kinds of files: videos, images, written texts, audio texts, music.
- It must include examples of classroom-based learning.
- The items included should be a follow-up of classroom activities or the demonstration of a particular learning objective.

### HOW DOES IT WORK?

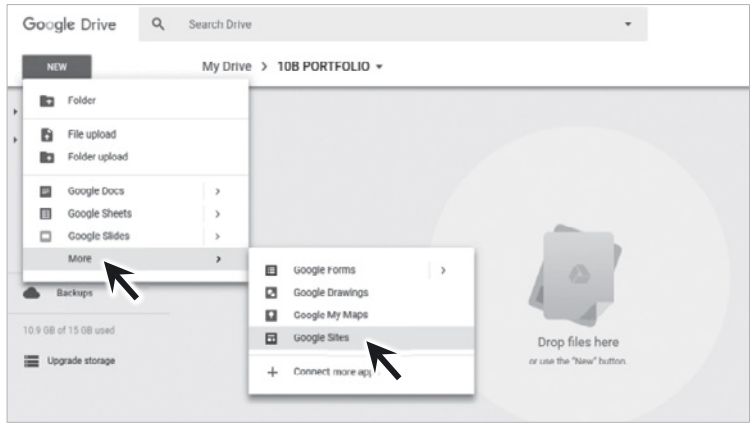
- There are several tools used to build digital portfolios.
- Google Sites is one of the easiest free accessible platforms.
- You need to have a Gmail account.
- Go to DRIVE.



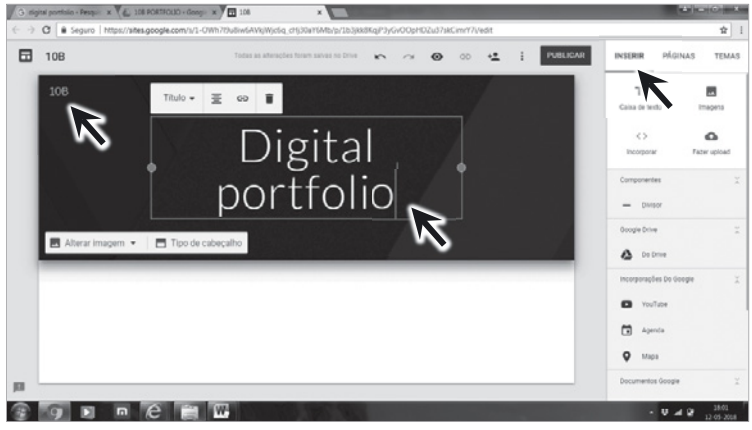
- Create a NEW FOLDER.
- Name the folder after your class, for example, **10B Portfolio**.




- Open the folder.
- Go to New, choose MORE and open GOOGLE SITES.




- You have now created a site. Name the site and the main page (you can edit the type, the colours or insert images using the icons on the right).





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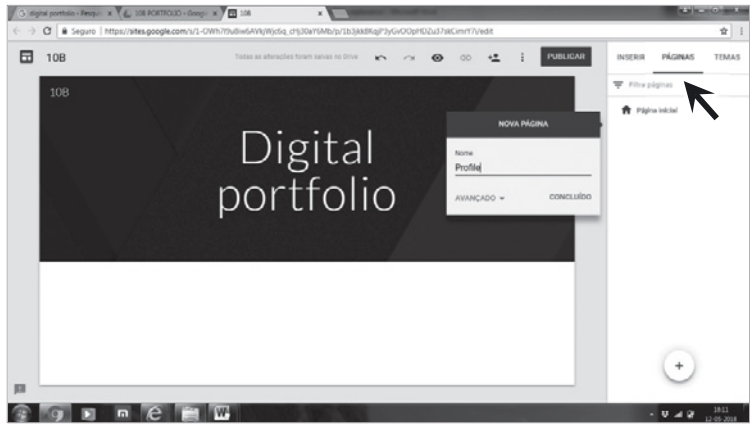
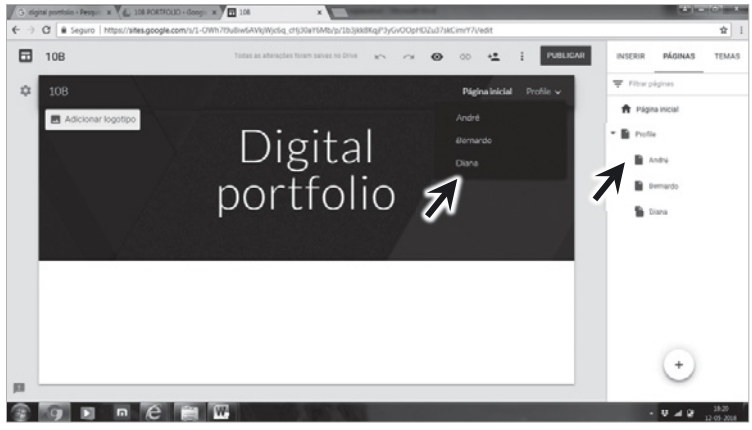
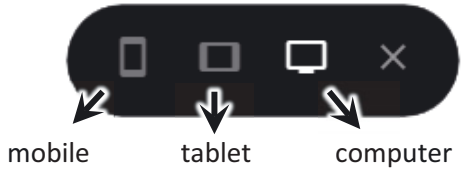
- Now create pages with topics in which to publish your students' selected items.
- Click on PAGES, then NEW PAGE and give it a name, for example, PROFILE, where you will publish your students' profiles.




- Your page will show up on your initial page and also on the right side of the screen.
- Now go on creating new pages with your students' names and drag them into the page PROFILE so that they can post their work on their individual pages.




- You can choose different format previews for your page if you click on the eye icon on top of the page:




- The last step is to publish your site and give it a name to create an URL that will allow students to access it.
- For further help watch the tutorial at:
  https://www.youtube.com/watch?v=eoBAPP_5Las
  or
  https://www.youtube.com/watch?v=0IjuM2VoLgU

## WHAT IS IT?

- Kahoot! is a free game-based learning platform.
- It is a classroom response game played by the whole class at the same time using an interactive whiteboard, a projector or a computer monitor and students' mobile devices (smartphones, tablets, laptops).

## WHY SHOULD I USE IT?

- It is quick and easy to use.
- It works on any device.
- It works online without any type of specific software.
- Students don't need to create an account. They just have to log in to your Kahoot! following your instructions.

## WHAT CAN I USE IT FOR?

- Revision work.
- Formative assessment.
- Vocabulary teaching.
- Introduction of a new topic.
- Cultural awareness.
- A break from traditional classroom activities.
- Motivational strategies.
- Homework assignment.

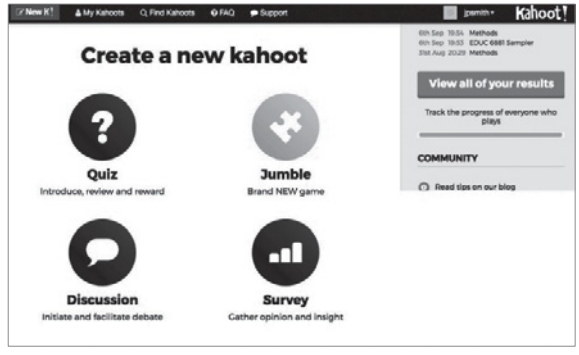
## WHAT CAN I DO WITH IT?

- Create multiple-choice quizzes, surveys or discussion items.
- You can choose the format and number of questions and choices (up to four).
- You can insert videos, images and diagrams to the questions to amplify engagement.

## HOW DOES IT WORK?

### The teacher

- Go to http://getkahoot.com.
- Press SIGN UP.
- Fill in your role AS A TEACHER.
- Choose SIGN UP WITH EMAIL.
- Fill in your school, create a username, supply your email and select a password.





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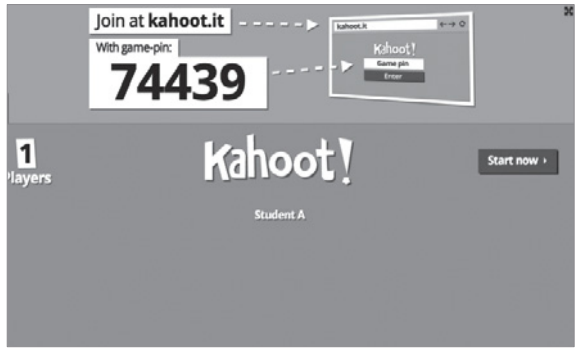
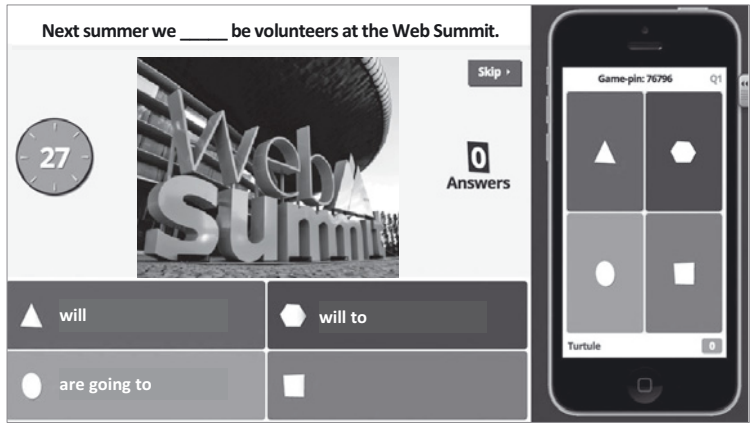
- Press JOIN KAHOOT!.
- You can find a previously generated Kahoot! or create a New Kahoot!.
- Select QUIZ.
- Name your Kahoot!.
- Choose the visibility, the language and the audience.
- Press OK, GO at the top hand right corner of the screen.
- Write the first question and provide the number of options of your choice.
- Select the correct answer.
- You can add an image or a video as a question.
- Select the time limit for the answers.
- Press NEXT at the top hand right corner of the screen and repeat the process.
- When you have added all the questions, press SAVE and I'M DONE.
- Now you can play it with your students:
- Press PLAY and select the TEAM MODE to play it with the class.
- You will get a PIN number to give to your students so that they can join the game.

## The student

- The students log in to https://kahoot.it.
- They insert the PIN number on their devices.
- As they insert the PIN and press ENTER, their usernames appear on the screen.
- You press START for the game to start.
- The students read the question and select the answer, by pressing the coloured shape on their screen.
- When the game finishes, the name of the student who got the most right answers appears on the screen.



In this project we suggest 9 Kahoot! quizzes, one for each Check Test.

| Submodule 1.1 – This is me | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: personal pronouns, *to be*, *to have got*, word order, personal pronouns and possessive determiners and pronouns<br>• Improve digital skills | |
| | *A kahoot! to revise and reinforce the contents of submodule 1.1* |
| **Keys:**<br>**1.1** b) **1.2** a) **1.3** a) **1.4** b) **1.5** a) **1.6** c) **1.7** b) **1.8** b) **1.9** c) **1.10** a) **1.11** c) **1.12** b) | |

| Submodule 1.2 – My life is motion | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: Present Simple, Present Continuous<br>• Improve digital skills | |
| | *A Kahoot! to revise and reinforce the contents of submodule 1.2* |
| **Keys:**<br>**1.1** c) **1.2** b) **1.3** b) **1.4** c) **1.5** a) **1.6** c) **1.7** a) **1.8** b) **1.9** c) **1.10** c) **1.11** a) **1.12** b) | |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| Submodule 1.3 – English at work | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: Present Perfect with *since*, *for*, *how long*, *ever*, *never*, *already*, *yet*<br>• Improve digital skills | |
| | *A Kahoot! to revise and reinforce the contents of submodule 1.3* |
| **Keys:**<br>**1.1** c) **1.2** a) **1.3** c) **1.4** a) **1.5** b) **1.6** b) **1.7** c) **1.8** b) **1.9** c) **1.10** a) **1.11** b) **1.12** c) | |

| Submodule 2.1 – English rocks | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: conjunctions, Present Simple, Present Continuous<br>• Improve digital skills | |
| | *A kahoot! to revise and reinforce the contents of submodule 2.1.* |
| **Keys:**<br>**1.1** b) **1.2** a) **1.3** a) **1.4** b) **1.5** b) **1.6** a) **1.7** b) **1.8** c) **1.9** a) **1.10** c) **1.11** b) **1.12** a) | |

| Submodule 2.2 – English abroad | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: modal verbs, comparative and superlative of adjectives<br>• Improve digital skills | |
| | *A kahoot! to revise and reinforce the contents of submodule 2.2* |
| **Keys:**<br>**1.1** b) **1.2** c) **1.3** a) **1.4** c) **1.5** b) **1.6** a) **1.7** a) **1.8** c) **1.9** b) **1.10** a) **1.11** a) **1.12** b) | |

| Submodule 2.3 – English goes mobile | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: Past Simple<br>• Improve digital skills | |
| | *A kahoot! to revise and reinforce the contents of submodule 2.3* |
| **Keys:**<br>**1.1** b) **1.2** a) **1.3** b) **1.4** c) **1.5** a) **1.6** a) **1.7** c) **1.8** a) **1.9** b) **1.10** b) **1.11** a) **1.12** b) | |


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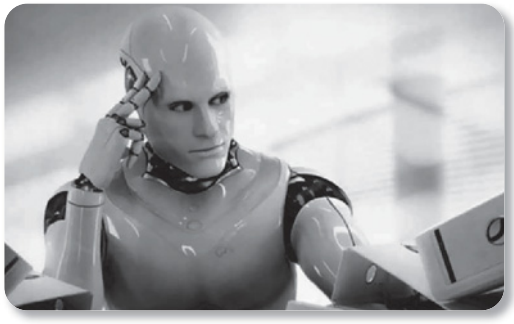
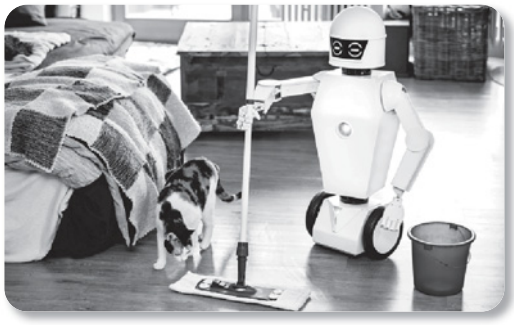
| Submodule 3.1 – Machines Я us | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: Future with *will / be going to*, *so… that / such… that*, comparative with intensifiers/qualifiers<br>• Improve digital skills | |
|  | *A kahoot! to revise and reinforce the contents of submodule 3.1* |
| **Keys:**<br>**1.1** b) **1.2** b) **1.3** c) **1.4** a) **1.5** a) **1.6** b) **1.7** b) **1.8** c) **1.9** c) **1.10** b) **1.11** a) **1.12** c) | |

| Submodule 3.2 – Smart Tech | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: definite, indefinite and zero article, Past Perfect, countable and uncountable nouns, quantifiers<br>• Improve digital skills | |
| | *A kahoot! to revise and reinforce the contents of submodule 3.2* |
| **Keys:**<br>**1.1** b) **1.2** c) **1.3** a) **1.4** a) **1.5** a) **1.6** c) **1.7** a) **1.8** b) **1.9** a) **1.10** b) **1.11** c) **1.12** a) | |

| Submodule 3.3 – Future living | |
|---|---|
| **Activity:** Playing a Kahoot! quiz | |
| **Aim:** • Revise grammar content: if-clauses type 1 and 2<br>• Improve digital skills | |
|  | *A kahoot! to revise and reinforce the contents of submodule 3.3* |
| **Keys:**<br>**1.1** c) **1.2** a) **1.3** b) **1.4** a) **1.5** b) **1.6** c) **1.7** a) **1.8** a) **1.9** c) **1.10** b) **1.11** a) **1.12** a) | |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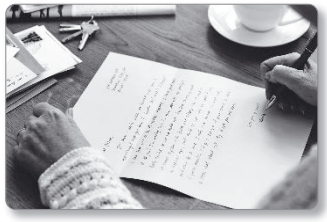
# 1.1 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** What _____ your address?



**a)** are
**b)** is
**c)** has got

**1.2** They _____ from the UK.

**a)** are
**b)** is
**c)** have got

**1.3** My grandparents _____ a farm.

**a)** have got
**b)** has got
**c)** are

**1.4** My sister _____ blue eyes.

**a)** is
**b)** has got
**c)** have got

**1.5** She _____ 10 years old.

**a)** is
**b)** has got
**c)** have got

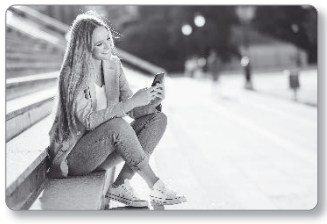
**1.6** Have you got long hair? _____.

**a)** Yes, I am
**b)** Yes, it is
**c)** Yes, I have

**1.7** I have got a _____ house.

**a)** old small white
**b)** small old white
**c)** white old small

**1.8** Sasha has got _____ hair.



**a)** long blond straight
**b)** long straight blond
**c)** straight blond long

**1.9** Kate and I are friends. _____ are in the same class.

**a)** You
**b)** They
**c)** We

**1.10** I like John. _____ is my cousin.

**a)** He
**b)** She
**c)** We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**1.11** Is this your bag? No, it isn't _____.

**a)** my
**b)** yours
**c)** mine

**1.12** This is Phil and Daniela's car. It's _____ car.

**a)** they
**b)** their
**c)** theirs

# 1.2 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** Thomas is an experienced pilot. He _____ a Boeing 737-800.

**a)** fly
**b)** flys
**c)** flies

**1.2** Some waiters _____ tips all the time.

**a)** gets
**b)** get
**c)** getting

**1.3** Where _____ look for job adverts?

**a)** does you
**b)** do you
**c)** you do

**1.4** My employer _____ like to get to work after the employees.

**a)** is
**b)** don't
**c)** doesn't

**1.5** Ms Jones _____ a guesthouse. She is a successful businesswoman.

**a)** runs
**b)** running
**c)** run



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**1.6** _____ a mechanic _____ people's cars?

**a)** Does… fixes
**b)** Do… fixes
**c)** Does… fix

**1.7** _____ your friend Michael work in London?

**a)** Does
**b)** Do
**c)** Is

**1.8** Is Michael seeing his manager now? _____

**a)** Yes, I am.
**b)** Yes, he is.
**c)** No, he is.

**1.9** Mary doesn't like sports but she _____ very well.

**a)** has swimming
**b)** is swimming
**c)** swims

**1.10** At the moment the workers _____ their coffee break.

**a)** have
**b)** don't have
**c)** are having

**1.11** What _____ Ana _____? She is reading a book.

**a)** is… doing
**b)** does… do
**c)** is… do

**1.12** The factory workers _____ now. It's Sunday.

**a)** don't work
**b)** aren't working
**c)** isn't working


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# 1.3 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** The tourist _____ his mobile phone.

**a)** has lose
**b)** have lost
**c)** has lost

**1.2** The hotel maid has_____ cleaned the room. Here is your key card, sir.

**a)** already
**b)** never
**c)** yet

**1.3** The receptionist _____ to the client's email yet.

**a)** haven't replied
**b)** hasn't reply
**c)** hasn't replied

**1.4** I would love to visit Sydney in Australia. I have _____ been there. It's on my bucket list.

**a)** never
**b)** ever
**c)** already

**1.5** Tony has been a valet at *The Hilton* _____ five years.

**a)** since
**b)** for
**c)** just



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**1.6** "_____ have you lived here?"
"I have lived here for five years."

**a)** How far
**b)** How long
**c)** How often

**1.7** Maria _____ lots of different summer jobs. It's a way to earn some extra money.

**a)** has has
**b)** have had
**c)** has had

**1.8** Julio has been in London _____ Monday.

**a)** for
**b)** since
**c)** already

**1.9** _____ you ever _____ the Douro valley?

**a)** Has… visited
**b)** Have… visit
**c)** Have… visited

**1.10** I _____ to São Jorge Castle yet. I plan to go there today.

**a)** haven't been
**b)** hasn't been
**c)** have been


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**1.11** The hotel's chef _____ yet. Is it his day off?

**a)** has arrived
**b)** hasn't arrived
**c)** haven't arrived

**1.12** The tour _____ yet. We are still waiting for a group of tourists.

**a)** haven't started
**b)** haven't start
**c)** hasn't started

# 2.1 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** PewDiePie and Jenna are famous YouTubers _____ comedians.

**a)** but
**b)** and
**c)** so

**1.2** I don't know him. Is he a vlogger _____ an actor?

**a)** or
**b)** so
**c)** but

**1.3** English is an advantage in any area _____ many people speak it.

**a)** because
**b)** but
**c)** or

**1.4** Many teenagers have videos on Facebook _____ on YouTube.

**a)** but
**b)** and
**c)** so

**1.5** He speaks French and German _____ he is not very fluent in English.

**a)** and
**b)** but
**c)** so



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**1.6** Daniela Ruah speaks good English, _____ she got the role in *NCIS*.

**a)** so
**b)** because
**c)** and

**1.7** My friend Rayne _____ English in a language centre.

**a)** learns
**b)** is learning
**c)** learning

**1.8** Languages _____ a great advantage for foreign actors.

**a)** are being
**b)** being
**c)** are

**1.9** What languages _____ now?

**a)** are you learning
**b)** do you learn
**c)** you learn

**1.10** Daniela Ruah _____ alone with her husband.

**a)** isn't living
**b)** don't live
**c)** doesn't live

**1.11** PewDiePie _____ to his studio every morning.

**a)** is driving
**b)** drives
**c)** don't drive

**1.12** Well-known YouTubers usually _____ money from sponsors.

**a)** get
**b)** doesn't get
**c)** are getting


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# 2.2 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** Laureen _____ travel to England this summer because she has worked part-time for the last six months.

**a)** should
**b)** can
**c)** must

**1.2** During a language course you _____ meet new people.

**a)** mustn't
**b)** can't
**c)** can

**1.3** All campers _____ follow the instructors' rules.

**a)** must
**b)** may
**c)** can't

**1.4** You _____ try family homestay! It's an amazing experience!

**a)** can't
**b)** mustn't
**c)** should

**1.5** If you decide to do volunteer work in Africa, you _____ get the travel vaccines.

**a)** mustn't
**b)** should
**c)** can't

**1.6** When the flag on the beach is green you _____ go swimming.

**a)** can
**b)** should
**c)** mustn't

**1.7** Surf camps are _____ summer camps.

**a)** the coolest
**b)** the most cool
**c)** cooler than

**1.8** "Travolunteering" is _____ choice if you don't have enough money to travel.

**a)** better than
**b)** good
**c)** the best

**1.9** Studying English in a language camp is _____ than studying it in the classroom.

**a)** as interesting
**b)** more interesting
**c)** the most interesting

**1.10** A summer school is boring. It is _____ than an adventure summer camp!

**a)** less exciting
**b)** exciting
**c)** more exciting


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**1.11** Learning English in a native country is _____ learning it in school.

**a)** easier than
**b)** more easy than
**c)** the easiest

**1.12** Leaflets are _____ online advertisements to get information.

**a)** less useful
**b)** as useful as
**c)** the most useful

# 2.3 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** All the students _____ happy with the field trip yesterday.

**a)** was
**b)** were
**c)** are

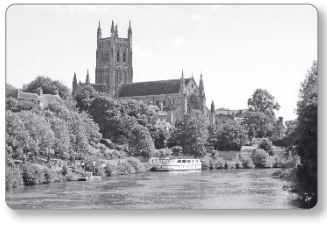
**1.2** _____ the only students to go on the trip?

**a)** Were you
**b)** Was you
**c)** You were

**1.3** Peter and I _____ in Paris for about one semester.

**a)** was
**b)** were
**c)** am

**1.4** My host family in Worcester _____ with everything they could.



**a)** help
**b)** hope
**c)** helped

**1.5** Marianne _____ the language a disadvantage.

**a)** found
**b)** founded
**c)** find



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**1.6** My sister _____ to study abroad but that's out of question.

**a)** wanted
**b)** want
**c)** won't

**1.7** _____ many pictures during the visit?

**a)** Take you
**b)** You took
**c)** Did you take

**1.8** _____ she _____ going to the museum?

**a)** Did… enjoy
**b)** Did… enjoyed
**c)** Do… enjoyed

**1.9** I _____ about the variety of cultures in the world.

**a)** didn't known
**b)** didn't know
**c)** didn't knew

**1.10** My parents _____ of me going without someone from my class.

**a)** don't approved
**b)** didn't approve
**c)** didn't approved

**1.11** João _____ to teach his host family to cook a Portuguese meal.

**a)** tried
**b)** tries
**c)** try

**1.12** The new teacher _____ to go with our class on the school trip.

**a)** didn't
**b)** decided
**c)** prefer


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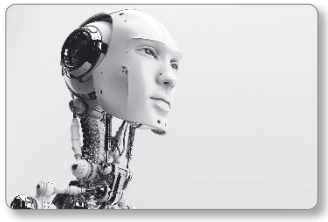
# 3.1 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** One day a robot _____ control everything in our homes.



**a)** is going to
**b)** will
**c)** are going

**1.2** Next summer we _____ be volunteers at the Web Summit.

**a)** will
**b)** are going to
**c)** will to

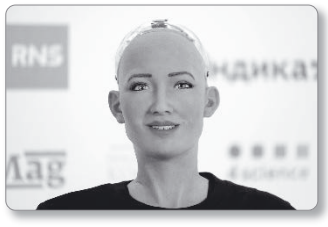
**1.3** I think it _____ rain. I just felt a drop.

**a)** will
**b)** going to
**c)** is going to

**1.4** Everything is ready. I _____ attend the meeting on technologies.

**a)** am going to
**b)** going to
**c)** am going

**1.5** Sofia is _____ surprising robot that she even appears on TV commercials.




**a)** such a
**b)** so
**c)** such an

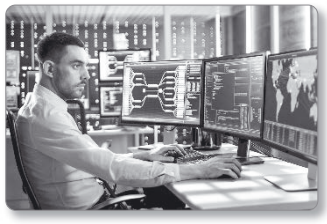
**1.6** Robots are _____ amazing that it's difficult to imagine any other improvements.

**a)** such
**b)** so
**c)** such an

**1.7** AI is_____ impressive area that everyone gets interested in it.

**a)** such a
**b)** such an
**c)** so

**1.8** All-in-one computers are _____ expensive that only a few can afford to buy one.



**a)** such
**b)** such an
**c)** so

**1.9** Robots are _____ they were decades ago.

**a)** much more developed
**b)** much developed
**c)** much more developed than

**1.10** Studying robotics is _____ studying domotics.

**a)** way interesting than
**b)** way more interesting than
**c)** way more interesting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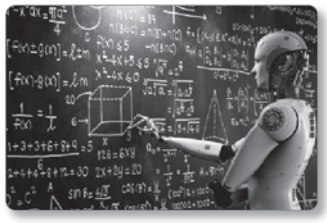
**1.11** Artificial intelligence is _____ it was some years ago.



**a)** far more advanced than
**b)** a little advanced
**c)** slightly more advanced

**1.12** Having a robot will be _____ in the future.

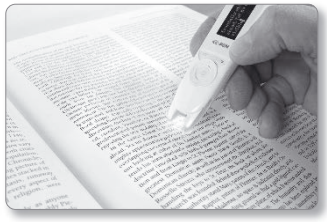
**a)** way cheapest
**b)** way cheap
**c)** way cheaper

# 3.2 KAHOOT!

Check it

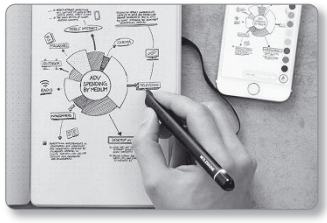
Name _____ No. _____ Class _____ Date _____

**1.1** The *C-PEN* is _____ easy and convenient tool to capture printed information.



**a)** a
**b)** an
**c)** Ø

**1.2** *Rocketbook Wave* is _____ microwavable, reusable notebook.



**a)** an
**b)** a
**c)** the

**1.3** _____ high tech equipment is usually very expensive.

**a)** Ø
**b)** A
**c)** The

**1.4** *Aster* is _____ safe cycling backpack, because it has bike lights, turn signals and automatic brake indication.

**a)** a
**b)** Ø
**c)** the

**1.5** With _____ USB-rechargeable battery, the *Aster* backpack can light up for 10 to 15 hours.

**a)** Ø
**b)** an
**c)** a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**1.6** Before my trip to Lisbon, I _____ to the Web Summit.

**a)** been never
**b)** was only
**c)** had never been

**1.7** By the time I bought a traditional printer for my PC, scientists _____ 3D printers.

**a)** had already invented
**b)** already invented
**c)** invented

**1.8** I _____ already _____ about buying a smartphone when the wireless internet became widespread.

**a)** have… thought
**b)** had… thought
**c)** did… think

**1.9** The teacher gave us _____ information about "the Internet of things".

**a)** some
**b)** a
**c)** a few

**1.10** AI is a topic which still needs _____ research.

**a)** many
**b)** much
**c)** few

**1.11** European countries have made _____ progress in terms of technology.

**a)** few
**b)** many
**c)** a lot of

**1.12** The new web designer has left _____ coffee on his desk.

**a)** a cup of
**b)** a slice of
**c)** a tube of


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# 3.3 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

**1.1** If broadband internet weren't more widely available, the internet of things _____ be completely impossible.

**a)** will
**b)** can
**c)** would

**1.2** If more devices with wi-fi capabilities _____ created, more of them can be connected to the internet.

**a)** are
**b)** is
**c)** were

**1.3** If devices are connected to the internet, then chances are they _____ be a part of the internet of things.

**a)** 'd
**b)** will
**c)** would

**1.4** If scientists _____ inventing internet connected devices, by 2020 there will be over 26 billion of them.

**a)** keep
**b)** kept
**c)** keeps

**1.5** It _____ a great environmental achievement if "smart cities" help us reduce waste.

**a)** is
**b)** will be
**c)** am

**1.6** If space tourists don't undergo fitness tests and training, they _____ be prepared for the trip.

**a)** wouldn't
**b)** not
**c)** won't

**1.7** If space tourism _____ a reality, it won't only be NASA-trained astronauts experiencing space travel.

**a)** becomes
**b)** became
**c)** will

**1.8** If there were heavy traffic, your internet connected car would _____ a text message to your boss notifying him/her of your delay.

**a)** send
**b)** sends
**c)** sent


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**1.9** _____ you buy an alarm clock if it woke you up and notified your coffee maker to start brewing coffee for you?

**a)** Will
**b)** Can
**c)** Would

**1.10** If you _____ a trip to outer space, which holiday destination would you choose?

**a)** take
**b)** took
**c)** takes

**1.11** If I _____ a trip to space, I would go to the Moon.

**a)** won
**b)** win
**c)** would

**1.12** If the fares of a space trip _____ so astronomical, it would be easier for ordinary people to go.

**a)** weren't
**b)** aren't
**c)** wouldn't

# Teacher's Notes


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# DIGITAL
# resource guide

# Digital Resource Guide

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