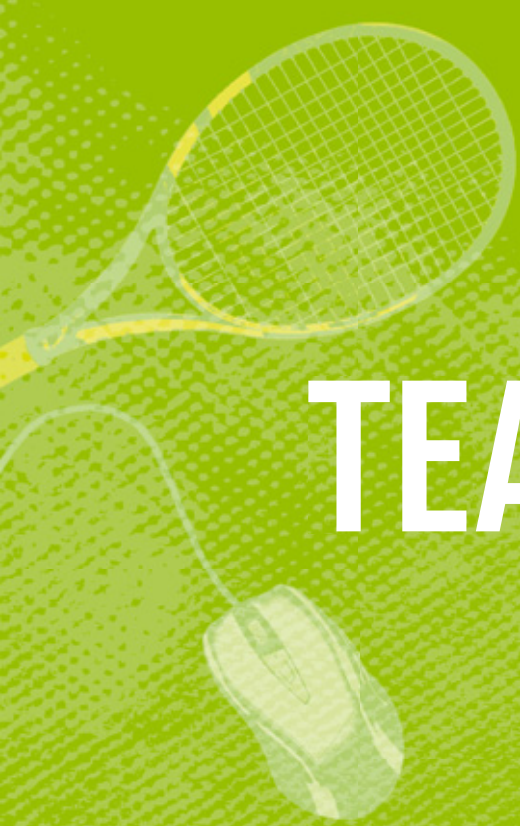




New **HANDS ON** **TEACHER'S GUIDE** **ENSINO PROFISSIONAL**

Inglês MÓDULOS 4, 5, 6
Noémia Rodrigues • Carlota Santos • Elisabete Bento

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PLANNING *and* lesson plans

Nas páginas 9 a 26 apresentam-se os Planos de Aula do Módulo 4 como demonstração do conjunto completo que será disponibilizado em setembro de 2018 em

20 AULA DIGITAL
PROFESSOR

MODULE PLAN 4

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To learn about types of media - To recognise types of TV programmes and TV genres - To learn the importance of different media - To write a news bulletin - To learn about media jobs - To compare online and print news - To understand the concept of Digital Divide - To learn about digital literacy - To distinguish British English from American English - To analyse and read figures, statistics and summary reports - To write a report - To discuss positive and negative aspects of mass media - To learn about cybercrime and online safety - To learn how to be a good digital citizen - To write a "How to" magazine article	4. Media all around 4.1 New times, new media 4.2 Our online life 4.3 Media ups and downs	- Auxiliary verbs - Modal verbs - Prepositions of time - Reported speech (statements and questions) - Coordinating conjunctions - Phrasal verbs (with <i>look and bring</i>)	- Interpreting texts - Asking about preferences - Expressing: - preferences - likes - dislikes - ability - inability - possibility - impossibility - obligation - prohibition - advice - future possibility - Coordinating simple sentences	Listening: videos / excerpts / texts / statements / songs Viewing: videos Reading: aloud / silently in order to look for specific or general information (scanning/skimming) Speaking: – Favourite TV programmes / reasons for using the internet / positive and negative aspects of media – guessing / discussing questions and ideas / asking and answering (in pairs) / role-play Writing: – a news bulletin / sentences with modal verbs / a definition / a report / a news article / a "how to" magazine article – completing and forming sentences / finding information / correcting mistakes / identifying information / asking / answering / doing multiple choice exercises / doing true/false exercises / matching / ticking / explaining the meaning of words and expressions / finding equivalents and opposites / building sentences / filling in blanks / doing pair/group work	- Student's book - Workbook - Audio CDs - Teacher's Guide - PC - Board - Handouts - PowerPoint presentations - Magazines - Videos - Dictionaries - Classroom games in <i>Kahoot!</i> platform	- Direct observation in class: - punctuality - behaviour - level of concentration - participation - Written and oral tests - Check it tests - Progress tests - Pair / group work

MODULE PLAN 5

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To learn about teenage issues and worries - To discuss unhealthy relationships - To acquire vocabulary about love - To write an advice letter - To learn and think about pathway choices and future careers - To write a formal email - To learn about silent consonants - To identify likes and habits - To learn about music festivals - To ask for and give an opinion - To learn about music genres - To learn about "selfitis" - To write a poem	5. It's a teen's world 5.1 Coming of age - Phrasal verbs (with <i>go</i> and <i>get</i>) - Prepositional verbs - Had better / Would rather 5.2 A time of choices - Reciprocal pronouns: each other and one another - Modal-related expressions: have to, be able to, used to 5.3 Living up my teenage years - Be likely to / that - Be about to - If-clauses types 1, 2 and 3 - Relative pronouns	- Interpreting texts - Expressing future intentions - Discussing ideas - Giving advice - Expressing preferences - Giving reasons - Speculating - Interpreting pictures - Writing a poem by following tips and basic techniques - Defining concepts - Expressing: – ability – obligation – past habits - Giving an opinion - Asking for an opinion	Listening: texts / songs / statements / different sounds / short dialogues / the teacher / other students' experiences Viewing: videos / film Reading: aloud / silently in order to look for specific or general information (scanning / skimming) Speaking: – Binge watching / sexual identity / mobile phone addiction / pathway choices / summer festival checklist – description of pictures, people, places, etc. / debates Writing: – an advice letter / what to do and what not to do / a formal email / technology-related mental health disorders / a poem – completing and forming sentences / correcting mistakes / identifying information / asking / answering / rewriting / doing multiple choice exercises / doing true/false exercises / matching / ticking / explaining the meaning of words and expressions / building sentences / filling in blanks / doing pair/group work	- Student's book - Workbook - Audio CDs - Teacher's Guide - PC - Board - Handouts - PowerPoint presentations - Magazines - Videos - Dictionaries - Classroom games in <i>Kahoot!</i> platform	- Direct observation in class: – punctuality – behaviour – level of concentration – participation - Written and oral tests - Check tests - Progress tests - Pair / group work	

MODULE PLAN 6

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To learn about environmental problems - To identify causes and consequences - To distinguish natural and man-made disasters - To learn about endangered species - To learn about consumerism - To link concepts to their definitions - To learn about overpopulation - To learn about the impact of overpopulation in the environment - To pronounce the letter "o" in different ways - To think about solutions for overpopulation - To write an argumentative text - To learn vocabulary about environmentally-friendly behaviour - To learn about alternative green lifestyles - To learn about environmental organisations - To recognise logos - To write an advertising leaflet	6. A world at risk 6.1 Environmental threats 6.2 An endangered world 6.3 Sustainable living	- Verbs with prefixes and suffixes - Passive voice - Linking words – cause, result, purpose and contrast - Infinitive verb forms - Adverbs of manner	- Expressing opinions - Identifying and discussing causes and consequences - Agreeing / Disagreeing - Expressing preferences - Drawing conclusions - Analysing information - Inferring ideas - Showing cause, result, purpose and contrast	Listening: texts / dialogues / songs / statements Viewing: videos / documentaries Reading: aloud / silently in order to look for specific or general information (scanning/skimming) Speaking: – favourite environmental conference / causes and consequences of environmental problems / population growth / labels and products – role-plays / interviews / discussing ideas / debate Writing: – consumerism / poster / definition of urban sprawl, carbon footprint and commuting population / sustainable school / argumentative text / advertising leaflet – completing and forming sentences / identifying information / asking / answering / doing multiple choice exercises / doing true/false items / matching / ticking / explaining the meaning of words and expressions / building sentences / filling in blanks / doing pair/group work	- Student's book - Workbook - Audio CDs - Teacher's Guide - PC - Board - Handouts - PowerPoint presentations - Magazines - Videos - Dictionaries - Classroom games in <i>Kahoot!</i> platform	- Direct observation in class: - punctuality - behaviour - level of concentration - participation - Written and oral tests - Check tests - Progress tests - Pair / group work

EXTENSIVE READING

Skills/Aims	Contents	Language Function	Strategies/Activities	Resources	Assessment
To read a literary text	Retold of <i>The perks of being a wildflower</i>	• Discussing • Giving opinions • Arguing	Reading: Scanning and skimming Listening: Listening to literary excerpts Writing: Answering questions / doing multiple choice exercises / writing a summary Speaking: Discussing ideas / predicting	• Student's book • Audio CD 2	• Direct observation in class: – punctuality – behaviour – level of concentration – participation

Lesson Plans 1 and 2

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around**4.1** New times, new media**CONTENTS:** Mass media

Summary	• Introducing the topic “Media” • Reading about TV and technology • Doing comprehension exercises • Learning new vocabulary
Teaching aims	• To identify and discuss different media • To distinguish vocabulary related to press, TV and radio • To be aware of how technology has changed TV • To do group work
Activities / Strategies	Ask the students: • To discuss the meaning of the words and expressions in the <i>Focus</i> exercise (page 8) • To associate the vocabulary to each media • To read the text and give titles to the paragraphs in the <i>Reading</i> exercise (pages 8-9) • To do the matching exercise and answer the questions about the text (page 9) • To do the vocabulary exercises (page 10)
Resources / Materials	• Student’s book (pages 8-10) • Grammar & Vocabulary (page 198)
Homework	• Write a short paragraph about your favourite TV programmes giving reasons for it
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 3 and 4

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.1 New times, new media

CONTENTS: Auxiliary verbs

Summary	• Learning about different TV genres • Talking about favourite TV programmes • Distinguishing the different auxiliary verbs
Teaching aims	• To identify different TV genres • To express preferences, likes and dislikes • To learn the use of auxiliary verbs
Activities / Strategies	Ask the students: • To hand back their homework paragraphs • To match the TV genres with their definitions, in exercise 1 (page 11) • To watch the videos to match the right genre, in exercise 2 • To speak about their favourite programmes on TV • To analyse the table with auxiliary verbs (page 12) • To do grammar exercises 2, 3, 4, 5, 6 and 7 (pages 12-13)
Resources / Materials	• Student's book (pages 11-13) • Grammar & Vocabulary (page 198) • Aula Digital – Video: <i>Sitcom</i> – Video: <i>Documentary</i> – Video: <i>Cartoon</i> – Video: <i>Makeover</i> – Video: <i>Cookery</i> – Video: <i>Talk show</i> – Video: <i>DIY</i> – Video: <i>Kinds of TV shows</i> – Video: <i>Jamie Oliver</i> • Teacher's Guide (page 57)
Homework	• Workbook: page 152
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 4: Media all around

4.1 New times, new media

CONTENTS: A news bulletin

Summary	• Correcting the homework • Reading the text "Radio becoming lively" • Doing comprehension exercises • Listening to a real piece of news • Writing a piece of news
Teaching aims	• To understand how the radio has changed • To listen to a piece of news bulletin • To listen to a weather forecast • To learn vocabulary on weather forecasts • To write a piece of news
Activities / Strategies	Ask the students: • To correct the homework orally • To read the text on page 14 • To do the true / false activity • To listen to the news bulletin (page 15) (CD 1, tracks 1.2) • To complete the information about the weather forecast (CD 1, tracks 3.4) • To complete the information for the news bulletin (page 16) • To write a news bulletin
Resources / Materials	• Student's book (pages 14-16) • Audio CD 1 • Aula Digital – Simulador: <i>Recorder</i> • Teacher's Guide (page 58) • Digital Portfolio Data
Homework	• Record the news bulletin written in class using the <i>Recorder</i> tool (page 16)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 7 and 8

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.1 New times, new media

CONTENTS: Modal verbs

Summary	• Correcting the homework • Learning vocabulary on media jobs • Watching a video on a news anchor • Learning modal verbs • Reading a piece of online news and doing comprehension exercises
Teaching aims	• To acquire vocabulary on the topic • To watch a video to answer questions • To learn how to express ability, possibility, permission, obligation/strong need, prohibition, advice/moral obligations and future possibility • To distinguish the structure of an online and a printed piece of news
Activities / Strategies	Ask the students: • To correct the homework orally • To do the vocabulary activities (page 17) • To watch the video to answer the questions about it. • To read the information about modal verbs (page 18) and do the exercises 2 and 3 (page 19) • To practice modal verbs by writing sentences about media jobs (<i>Write it Down</i>) • To listen to the song "Done for me" and fill in the missing words (Workbook page 154) (CD 2, track 20) • To read the online news "Royal wedding" (page 20)
Resources / Materials	• Student's book (pages 17-21) • Audio CD 2 • Grammar & Vocabulary (pages 183, 198) • Workbook (pages 153, 154) • Aula Digital – Video: <i>A day in the life of Brooke Baldwin</i> – Video: <i>Done for me</i> – Link: <i>Creative Skillset</i> – Link: <i>Chron</i> – Animação: <i>English for Specific Purposes Files (Audiovisual and media production)</i> • Teacher's Guide (page 41) • Digital Portfolio Data
Homework	• Student's book: exercises 2, 3 and 4, page 21 • Workbook: page 153
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 9

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

MODULE 4: Media all around**4.1** New times, new media**CONTENTS:** Fun / Check test

Summary	• Correcting the homework • Doing the <i>FUN</i> activity • Doing the check test
Teaching aims	• To self-assess students' progress • To identify one's weak areas
Activities / Strategies	Ask the students: • To correct the homework • To do the <i>FUN</i> activity (page 22) • To raise awareness for weaker areas
Resources / Materials	• Student's book (pages 22-23) • Aula Digital – Teste: <i>New times, New media</i> • Teacher's Guide – <i>Kahoot!</i> submodule 4.1 (page 130)
Homework	
Assessment	• Formative

Lesson Plans 10 and 11

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.2 Our online life

CONTENTS: Prepositions of time

Summary	• Discussing the concept “digital divide” • Using different prepositions of time • Learning vocabulary on the topic
Teaching aims	• To learn what digital divide is • To use prepositions of time • To learn vocabulary on digital literacy
Activities / Strategies	Ask the students: • To listen to the definition of “digital divide” in the <i>Focus</i> exercise, discuss its meaning and do the exercises (page 24) (CD 1, tracks 5.6) • To analyse the statistics and answer the questions • To answer the questions in exercise 2 (page 25) • To do the exercises 2 and 3 on prepositions of time (page 26) • To do the vocabulary activities on digital literacy (page 27) • To write a definition of digital literacy (<i>Write it down</i>)
Resources / Materials	• Student’s book (pages 24-27) • Audio CD 1 • Workbook (page 155) • Grammar & Vocabulary (pages 184, 198) • Aula Digital – Apresentação: <i>Prepositions of time</i> – Link: <i>How to express percentage in English</i> – Link: <i>How to express fractions in English</i> – Link: <i>Prepositions of time in English</i> – Link: <i>Prepositions in time expressions</i> – Link: <i>Prepositions of time: no preposition</i> – Link: <i>Prepositions of time</i> – Link: <i>What is internet used for?</i> • Teacher’s Guide (pages 59, 60, 61) • Digital Portfolio Data
Homework	• Workbook: page 155
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 12 and 13

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around**4.2** Our online life**CONTENTS:** Digital literacy

Summary	• Correcting the homework • Reading the text on digital literacy • Finding equivalents • Explaining expressions • Completing sentences
Teaching aims	• To learn how the digital literacy concept has changed • To do comprehension exercises
Activities / Strategies	Ask the students: • To correct homework orally • To read the text “Digital literacy: an evolving definition” (page 28) • To do exercises 2, 3 and 4 (page 29)
Resources / Materials	• Student’s book (pages 28-29)
Homework	• Student’s book: <i>Stop and Compare</i> activity, page 29
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 14

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

MODULE 4: Media all around

4.2 Our online life

CONTENTS: Reported speech - statements

Summary	• Correcting the homework • Introducing the reported speech
Teaching aims	• To learn how to report statements • To report statements
Activities / Strategies	Ask the students: • To correct the homework orally • To analyse the transformation from direct to reported speech in statements (page 30) • To do exercise 2 • To do exercises 1 and 2 of the Workbook (page 156)
Resources / Materials	• Student's book (page 30) • Grammar & Vocabulary (page 185) • Workbook (page 156)
Homework	• Review the reported speech in the grammar section (page 185)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 15 and 16

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around**4.2** Our online life**CONTENTS:** Reported speech - questions

Summary	• Learning how to report questions • Doing a listening activity • Distinguishing British and American pronunciation of some words
Teaching aims	• To learn how to report and questions • To report and questions • To acknowledge differences in BrE and AmE
Activities / Strategies	Ask the students: • To read the information on reporting questions (page 31) • To do exercises 2 and 3 (page 31) • To do exercises 3 and 4 of the Workbook (page 156) • To listen to the six dialogues on page 32 (CD 1, tracks 7.8) • To do the pronunciation activity (CD 1, tracks 9-10)
Resources / Materials	• Student's book (pages 31-32) • Audio CD 1 • Grammar & Vocabulary (pages 185-186) • Workbook (page 156) • Aula Digital – Gramática: <i>Reported speech</i>
Homework	• Workbook: exercises 5 and 6, page 156 • Review the reported speech in questions in the grammar section (page 186)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 17 and 18

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.2 Our online life

CONTENTS: Writing a report / check test

Summary	• Correcting the homework • Learning how to write a report • Doing the check test
Teaching aims	• To know how to analyse figures and statistics • To use the structure of a report • To write a report • To assess one's progress
Activities / Strategies	Ask the students: • To correct the homework orally • To analyse the information about percentages and figures (page 33) • To identify the different steps of writing a report • To do the <i>FUN</i> activity (page 34) • To do the check test (page 35) • To correct the check test
Resources / Materials	• Student's book (pages 33-35) • Aula Digital – Teste: <i>Our online life</i> • Teacher's Guide – <i>Kahoot!</i> submodule 4.2 (page 133) • Digital Portfolio Data
Homework	• Student's book: Writing activity (report), exercise 2, page 33
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation • Formative

Lesson Plans 19 and 20

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around**4.3** Media ups and downs**CONTENTS:** Online safety

Summary	• Reading a text on mass media • Doing comprehension exercises • Using vocabulary on cybercrimes • Watching a video
Teaching aims	• To do pair work • To discuss positive and negative aspects of mass media • To learn vocabulary on media, cybercrime and online safety • To watch a video to get specific information
Activities / Strategies	Ask the students: • To correct the homework • To do the pair work suggested in the <i>Focus</i> activity (page 36) • To read the online discussion forum and do exercises 2,3 and 4 (pages 36-37) • To listen to the definitions to identify cybercrimes (page 38) (CD 1, tracks 11-12) • To do the matching exercise. • To choose one of the titles and write a paragraph about it (<i>Write it down</i>) • To watch the video “I’m truly sorry” and answer the questions (page 39) • To watch/listen to the song “Internet safety” and complete the words of each sentence – exercise 2 (CD 1, track 13)
Resources / Materials	• Student’s book (pages 36-39) • Audio CD 1 • Audio CD3 • Aula Digital – Video: <i>I’m truly sorry</i> – Video: <i>Safe web surfing: top tips for kids and teens online</i> – Video: <i>Internet safety hi-hop song</i> – Video: <i>Easy ways to stay safe on social networks</i> • Teacher’s Guide (page 62) (Audio CD 3, track 13) • Digital Portfolio Data
Homework	• Student’s book: exercise 3, page 39
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 21 and 22

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.3 Media ups and downs

CONTENTS: Coordinating conjunctions

Summary	• Correcting the homework • Learning coordinating conjunctions • Doing grammar exercises • Reading a text to do comprehension exercises
Teaching aims	• To use coordinating conjunctions • To learn about digital etiquette
Activities / Strategies	Ask the students: • To correct the homework • To read the information on coordinating conjunctions (page 40) • To do the grammar exercises (page 41) • To read the text on digital etiquette (page 42) • To do exercises 2, 3, 4 and 5 (page 43)
Resources / Materials	• Student's book (pages 40-43) • Grammar & Vocabulary (pages 186-187) • Workbook (page 157) • Aula Digital – Link: <i>Coordinating and subordinating conjunctions</i> • Teacher's Guide (page 63)
Homework	• Workbook: page 157
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 23 and 24

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.3 Media ups and downs

CONTENTS: Phrasal verbs

Summary	• Correcting the homework • Learning phrasal verbs with <i>look</i> and <i>bring</i> • Doing grammar exercises • Listening to some statements about the impact of the media on teens' lives • Watching a video on intellectual property
Teaching aims	• To use phrasal verbs with <i>look</i> and <i>bring</i> • To listen to statements to identify the speaker • To listen for specific information • To watch a video to identify T/F statements
Activities / Strategies	Ask the students: • To correct the homework orally. • To study the information on the book and watch the video "Phrasal verbs in everyday conversation" (page 44) • To do exercise 2, 3, 4 and 5 (pages 44-45) • To listen to the song "Flames" and fill in the missing words (Workbook, page 158) (CD 2, track 21) • To listen to the audio about the impact of media on people's lives and do exercise 1 (page 46) (CD 1, tracks 14.15) • To listen to the audio or watch the video on intellectual property and do the T/F activity (CD 1, tracks 16.17) • To listen to a text about downloading YouTube videos and do the completion exercise 3 (CD 1, tracks 18.19)
Resources / Materials	• Student's book (pages 44-46) • Audio CD 1 • Audio CD 2 • Grammar & Vocabulary (pages 188, 199) • Workbook (page 159) • Aula Digital – Link: <i>Phrasal verbs in daily English conversations</i> – Video: <i>IP basics: What is Intellectual Property?</i> – Video: <i>Flames</i>
Homework	• Workbook: page 159
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plans 25 and 26

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.3 Media ups and downs

CONTENTS: Writing a "How to" magazine article

Summary	• Correcting the homework • Writing a "How to" magazine article • Doing a <i>FUN</i> activity
Teaching aims	• To write a "How to" magazine article using the right structure and content.
Activities / Strategies	Ask the students: • To correct the homework orally • To read the information about "How to" magazine articles (page 47) • To do activity 2 • To do the media quiz (page 48)
Resources / Materials	• Student's book (pages 47-48)
Homework	• Review the conjunctions and the phrasal verbs in the grammar and vocabulary sections (pages 186-187 and 199)
Assessment	• Direct observation, punctuality, behaviour, level of concentration and participation

Lesson Plan 27

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

MODULE 4: Media all around**4.3** Media ups and downs**CONTENTS:** Check test

Summary	• Doing the check test and correcting it
Teaching aims	• To raise awareness for students' progress
Activities / Strategies	Ask the students: • To do the check test and correct it
Resources / Materials	• Student's book (page 49) • Aula Digital – Teste: <i>Media ups and downs</i> • Teacher's Guide – <i>Kahoot!</i> submodule 4.3 (page 136)
Homework	
Assessment	• Formative

Lesson Plans 28 and 29

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around

4.3 Media ups and downs

CONTENTS: Revisions for the summative test

Summary	• Doing revision work
Teaching aims	• To revise and consolidate the contents of the module
Activities / Strategies	Ask the students: • To do Module 4 tests A/B (Teacher's Guide) to prepare the summative test • To correct the test in class
Resources / Materials	• Teacher's Guide – Tests Module 4 A/B (pages 81-88)
Homework	
Assessment	• Formative

Lesson Plans 30 and 31

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

MODULE 4: Media all around**4.3** Media ups and downs**CONTENTS:** Progress Test 4

Summary	• Doing the Progress Test
Teaching aims	• To assess students' knowledge on the module
Activities / Strategies	Ask the students: • To do the Progress Test
Resources / Materials	• Student's book (pages 50-53) • Audio CD 1 (tracks 20.21) • Aula Digital – Video: <i>What is the digital divide?</i> – Jogo: <i>Quiz Media all around</i>
Homework	
Assessment	• Summative

Lesson Plan 32

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

MODULE 4: Media all around

4.3 Media ups and downs

CONTENTS: Correction of the test

Summary	Correcting the Progress Test
Teaching aims	To consolidate the contents of the module
Activities / Strategies	Ask the students: To correct the test on their notebooks
Resources / Materials	Student's book (pages 50-53)
Homework	
Assessment	Summative



Files for
**SPECIFIC
PURPOSES**

Sports

Name _____ No. _____ Class _____ Date _____

A. SPORTS JOBS

1. Match the jobs with their description.

- | | | |
|----------------------------------|---|---|
| a. sports psychologist | • | • 1. sells sporting goods and athletic equipment and advises customers |
| b. sports photographer | • | • 2. manages the team's finances and protects the owner's investment in the team |
| c. sports reporter | • | • 3. specialises in massages and designs sessions for clients' specific complaints or problem areas |
| d. sports scout | • | • 4. helps athletes, sports teams and coaches mentally prepare for sporting competitions |
| e. sports & fitness nutritionist | • | • 5. provides nutrition counselling and creates customised nutrition plans |
| f. sports store owner | • | • 6. takes pictures of fast-moving athletes during live sporting events |
| g. sports producer | • | • 7. provides expert training for athletes and helps them to maintain their general health and fitness |
| h. sports scientist | • | • 8. covers sports events for a newspaper, online publication, television show, radio station or network |
| i. sports sales person | • | • 9. evaluates young players to determine if they will be good at a professional level |
| j. sports marketer | • | • 10. examines and diagnoses injuries in order to be able to plan treatment programmes |
| k. scoreboard operator | • | • 11. manages the store's daily operations |
| l. physiotherapist | • | • 12. promotes sporting events, teams, as well as a variety of services and products connected to them |
| m. financial manager | • | • 13. performs the task of coordinating with the operation of live sports broadcasts |
| n. sports coach | • | • 14. takes part in research projects and offers advice on the design and manufacture of sports equipment |
| o. massage therapist | • | • 15. updates the scoreboard and resolves any rule infractions, or rule infraction claims by the participants |

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

cientista desportivo ☐ diretor/a financeiro/a ☐ dono/a de uma loja desportiva ☐
 fisioterapeuta ☐ fotógrafo/a desportivo/a ☐ responsável de marketing desportivo ☐
 massagista ☐ nutricionista ☐ olheiro/a ☐ operador/a de painel de resultados ☐
 produtor/a de programas desportivos ☐ psicólogo/a desportivo/a ☐ repórter desportivo/a ☐
 treinador/a desportivo/a ☐ vendedor/a de artigos desportivos ☐

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

Professional sports
teams

h

Health & Fitness

Sports Writing or
Broadcasting

Sporting goods

B. COMMUNICATIVE SITUATION

Listen to the dialogue between a customer and a sales assistant at a sports shop. 🎧 CD 3 Tracks 1 • 2

Customer: Excuse me, could you tell me where the wetsuit section is?

Sales assistant: Sure! You are on the right floor... but it's down the aisle! I'll take you there! What type of wetsuit are you looking for? Is there any brand you prefer?

Customer: Well... I have a drysuit to go diving. It fits loosely and I can wear clothes underneath. This keeps me warm in our cold waters. But now... it's not suitable for my new sport.

Sales assistant: And what sport is that?

Customer: I've recently started kite surfing. I've already bought most of the gear, but I have a problem with my suit. The one I have is too heavy, badly fitting and totally unsuitable!

Sales assistant: I can imagine! You need a wetsuit which is much lighter, more flexible and easier to get in and out of. I can give you some advice, because I'm a surfer and I have had dozens of wetsuits.

Customer: Great! That would be fantastic... because, quite frankly, this is all new to me!

Sales assistant: We have everything from simple vests to a fullsuit. These fullsuits are for cold water, and come in a range of wetsuit thicknesses, depending on the level of warmth you want.

Customer: What do you advise?

Sales assistant: Our waters are cold, so I'd advise a 3mm/2mm wetsuit, which still allows flexibility and keeps you warm.

Customer: And the size?

Sales assistant: Let me see... I think that you are a size medium small... you're what? About 5'8 tall? You'll weigh approximately 150 pounds, right? It's likely that you'll need an MS wetsuit.

Customer: Yes, it's about that! You're right!

Sales assistant: Now, let's see what we have here... as you can see we have a range of brands available. Two of the models are on sale... maybe you should try them on and I'll come back to you in a moment and bring you some more suits.

Customer: Good idea! The changing rooms are over there, right? See you in a minute, then!



C. ROLE-PLAY

Look at the pictures of wetsuits and role-play a similar dialogue between a customer and a sales assistant.

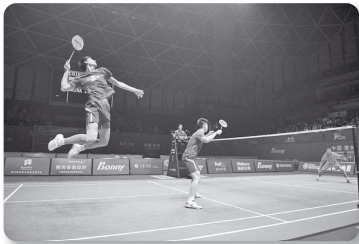
			
4/3mm Chest Zip Wetsuit Black £357.99	5/3mm Hooded Chest Zip Wetsuit Black £391.99 £313.59	2mm Chest Zip Shorty Wetsuit Black £148.99	2mm Chest Zip Shorty Wetsuit Loyal Blue £148.99
			
2mm Long Sleeve Shorty Wetsuit Black £114.99	2mm Short Sleeve Chest Zip Wetsuit Black £195.99	2mm Short Sleeve Chest Zip Wetsuit Loyal Blue £195.99	2mm Shorty Wetsuit Solar Red £114.99

D. SPORTS FACILITIES AND EQUIPMENT

1. Tick the place where you play/practise the following sports.

a. football	pitch	☐	course	☐	court	☐
b. golf	ring	☐	court	☐	course	☐
c. boxing	rink	☐	ring	☐	pitch	☐
d. ice skating	track	☐	rink	☐	ring	☐
e. swimming	pool	☐	pitch	☐	track	☐
f. badminton	course	☐	court	☐	field	☐
g. volleyball	court	☐	course	☐	ring	☐
h. baseball	field	☐	ring	☐	track	☐
i. athletics	pitch	☐	course	☐	track	☐
j. skiing	course	☐	slope	☐	rink	☐
k. table tennis	table	☐	court	☐	ring	☐
l. motor racing	field	☐	track	☐	course	☐

2. Identify the sports below.



a. _____



b. _____



c. _____



d. _____



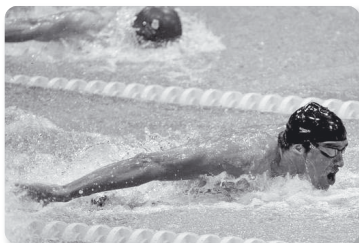
e. _____



f. _____



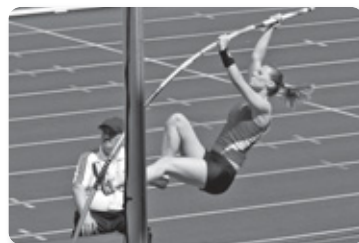
g. _____



h. _____



i. _____



j. _____

2.1 Match two pieces of equipment from the box below with each sport.

backboard ☐

belt ☐

climbing shoes ☐

chalk ☐

club ☐

crossbar ☐

goalkeeper gloves ☐

goggles ☐

gum shield ☐

head guard ☐

hoop ☐

judogi ☐

marking flag ☐

measuring tape ☐

poles ☐

racket ☐

shin guards ☐

shuttlecock ☐

tee ☐

trunks ☐

E. FOOTBALL

1. Look at the diagram and put the correct numbers next to the words.



- ☐ goal (baliza)
- ☐ goal line (linha de fundo)
- ☐ goal area (pequena área)
- ☐ penalty area (grande área)
- ☐ penalty spot (marca de grande penalidade)
- ☐ touch line (linha lateral)
- ☐ halfway line (linha central)
- ☐ goalkeeper (guarda redes)
- ☐ left back defender (defesa central esquerdo)
- ☐ right back defender (defesa central direito)
- ☐ left half midfielder player (médio esquerdo)
- ☐ centre half midfielder player (médio centro)
- ☐ right half midfielder player (médio direito)
- ☐ outside left striker (extremo esquerdo)
- ☐ inside left striker (interior esquerdo)
- ☐ centre striker/attacker (avançado centro)
- ☐ inside right striker (interior direito)
- ☐ outside right striker (extremo direito)

2. Circle the correct answer.

- a. In a football match we pronounce the score 0 as **zero / nil**.
- b. A draw in a football match means that **there are no winners / there is a winner**.
- c. The strikers are positioned up front and their job is to **defend / score** goals.
- d. Defenders mark the strikers so that they **can / cannot** score.
- e. Midfielders help strikers **in their own team / from the other team** to score.
- f. The goalkeeper **is allowed / is not allowed** to use his hands in the penalty area.
- g. A foul is when a player performs **a legal / an illegal** action such as touching the ball with their hands.
- h. Kick-off is when the game **begins / stops**.
- i. When a player takes the ball from the opposite team using his/her feet it's called **to tackle / to dribble**.

MORE USEFUL WORDS

SPORTING VERBS *Verbos de desporto*

- **beat** *vencer*
- **bowl** *lançar a bola*
- **bounce** *ressaltar*
- **catch** *apanhar*
- **cheat** *fazer batota*
- **compete** *competir*
- **dive** *mergulhar*
- **dribble** *driblar*
- **draw** *empatar*
- **head** *cabecear*
- **hit** *lançar/bater*
- **jog** *correr devagar*
- **knock out** *derrubar*
- **lose** *perder*
- **play** *jogar*
- **race** *correr para ser o primeiro*
- **ride** *montar*
- **run** *correr*
- **score** *marcar*
- **serve** *servir*
- **shoot** *chutar/disparar*
- **skate** *patinar*
- **ski** *esquiar*
- **sprint** *sprintar*
- **swim** *nadar*
- **tackle** *enfrentar/deter*
- **tie** *empatar*
- **win** *ganhar/vencer*

SPORTS VOCABULARY *Vocabulário de desporto*

- **arena** *arena*
- **athlete** *atleta*
- **athletics** *atletismo*
- **award** *prémio*
- **champion** *campeão/campeã*
- **contest** *concurso*
- **cup** *taça*
- **coach** *treinador/a*
- **defence** *defesa*
- **draw** *empate*
- **fan** *fã*
- **field** *campo*
- **gym** *ginásio*

- **half-time** *primeira parte*
- **judge** *juiz*
- **league** *liga*
- **manager** *diretor da equipa*
- **medal** *medalha*
- **opponent** *adversário*
- **quarter-finals** *quartos de final*
- **referee** *árbitro*
- **rules** *regras*
- **round of 16** *oitavos de final*
- **semi-finals** *semifinais*
- **spectator** *espetador*
- **skill** *competência*
- **strategy** *estratégia*
- **sportmanship** *desportivismo*
- **teammate** *membro da equipa*
- **tactics** *tática*
- **finals** *finais*
- **tournament** *torneio*
- **trainer** *treinador*
- **trophy** *troféu*
- **whistle** *apito*

EQUIPMENT & GEAR *Equipamento*

- **bat** *taco*
- **golf club** *taco de golfe*
- **glove** *luva*
- **kite** *asa*
- **knee pad** *joelheira*
- **lane** *faixa*
- **helmet** *capacete*
- **net** *rede*
- **puck** *disco*
- **racket** *raquete*
- **rope** *corda/cabo*
- **running shoes** *ténis/sapatilhas*
- **saddle** *sela*
- **stick** *stick*
- **surfboard** *prancha de surf*
- **skates** *patins*
- **ski poles** *batons de esqui*
- **surfboard leash** *chopp da prancha*
- **track suit** *fato de treino*
- **wetsuit** *fato de neoprene*

Healthcare

Name _____ No. _____ Class _____ Date _____

A. HEALTHCARE JOBS

1. Match the jobs with their description.

- | | | |
|-------------------------------------|---|---|
| a. dental assistant | • | • 1. helps people who are elderly ill or disabled perform everyday activities at home |
| b. veterinary technologist | • | • 2. helps patients recover from injury/illness and assists with therapeutic practices |
| c. home health aide | • | • 3. helps people manage pain and provides hands-on therapy |
| d. medical transcriptionist | • | • 4. schedules patients and files medical records in a medical office |
| e. medical administrative assistant | • | • 5. works beside the dentist during procedures that require an extra pair of hands |
| f. dispensing optician | • | • 6. helps patients use the bathroom, feeds them, turns bed-ridden patients, transports them and helps ambulatory patients walk |
| g. speech pathologist | • | • 7. treats people who have speech-related disorders |
| h. medical equipment preparer | • | • 8. is responsible for helping pharmacists assist patients |
| i. radiologic technologist | • | • 9. is in charge of administering diagnostic imaging exams (e.g. X-rays and CT scans) |
| j. occupational therapist aide | • | • 10. performs medical tests and helps vets diagnose illnesses and injuries in animals |
| k. hospice aide | • | • 11. listens to recordings from medical professionals and writes them down |
| l. pharmacy technician | • | • 12. fits glasses and contacts for patients in an eye clinic or ophthalmologist's office |
| m. chiropractor | • | • 13. installs, sterilises, cleans and sets up medical equipment for patients |
| n. physical therapist aide | • | • 14. helps patients with spinal conditions, realigns the bones in their backs |
| o. nursing aide | • | • 15. works with terminally ill patients who are in the final stage of their life |

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

ajudante de terapia ocupacional ☐ assistente de cuidados ao domicílio ☐
 assistente dentário/a ☐ assistente de enfermagem ☐ assistente de farmácia ☐
 assistente de fisioterapia ☐ assistente de veterinária ☐ auxiliar administrativo/a médico/a ☐
 optometrista ☐ patologista da fala ☐ preparador/a de equipamentos médicos ☐
 quiroprático/a ☐ técnico/a de radiologia ☐ transcritor/a médico/a ☐
 assistente de cuidados paliativos ☐

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

Clinical jobs

Technical jobs

Healthcare support
occupations
a

Administrative jobs

B. COMMUNICATIVE SITUATION. 🎧 CD 3 Tracks 3 • 4

Listen to the telephone conversation between a receptionist at a dental office and a patient.

Receptionist: Good morning! Thank you for calling Dr Stone's office. This is Avril. How may I help you?

Patient: Hello, good morning! I'd like to make an appointment. I've never been to your practice.

Receptionist: Oh... don't worry about that! We are always excited to have new patients joining us. Could you please tell me your name?

Patient: My name is Richard Bothams.

Receptionist: Could you spell your last name for me, please?

Patient: Sure! B-O-T-H-A-M-S.

Receptionist: Mr Bothams, are you having any special problems at this moment?

Patient: No, I just need a general check-up and a cleaning. I've recently moved here for professional reasons and I'd like to get a new dentist and hygienist.

Receptionist: Okay. You've come to the right place! Our practice is committed to providing the highest quality experience and Dr Stone is a great dentist. He's up-to-date on all of the latest dental procedures and he's very gentle, too. You are really going to like him.

Mr Bothams, I'd like to schedule you to have an initial comprehensive examination with Dr Stone. May I place you on hold for a moment please? I need to consult the doctor's appointment book.

Patient: Absolutely... no problem!

Receptionist: Which will be more convenient for you, Mr Bothams: Monday, August 3 at 5 p.m. or Wednesday, August 5 at 8:30 a.m.?

Patient: Monday afternoon would be fine!

Receptionist: Let me ask you a few questions just so we can be prepared for your visit. Is that alright?

Patient: Of course!

Receptionist: Can you give me your phone number, address and dental insurance number, please? I need to fill in a personal data form.

Patient: Sure.

(...)

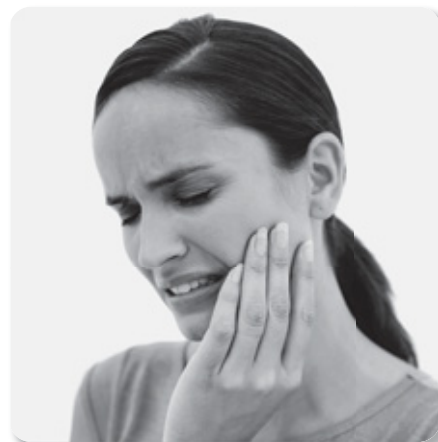


C. ROLE-PLAY

Look at the notes and role-play a similar dialogue between a receptionist and a patient.

The patient:

- is new to the practice;
- needs an emergency dental appointment;
- has a terrible toothache;
- wants to know the emergency visit fee (price).



D. PERSONAL CARE SKILLS

Label the pictures with the personal care skills nursing aides must have.

- | | |
|---|-------------------------------|
| a. Infection control | f. Oral care |
| b. Measuring weight and height | g. Bed bath |
| c. Vital signs measurement (e.g. temperature, pulse, respiration, blood pressure, pain) | h. Transfer and ambulation |
| d. Bedmaking | i. Serving a meal and feeding |
| e. Specimen collection (e.g. stool/urine specimen) | j. Moving and turning |



1. ☐



2. ☐



3. ☐



4. ☐



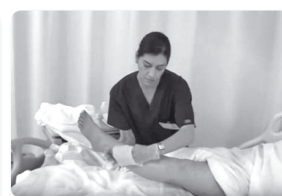
5. ☐



6. ☐



7. ☐



8. ☐



9. ☐



10. ☐

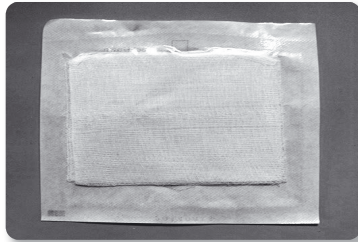
E. ITEMS/EQUIPMENT FOR PRIMARY CARE

Label the pictures with the words in the box.

antiseptic wipes band-aids blood pressure monitor compress dressing
incontinence nappys/diapers protective equipment (gloves, aprons, eyewear, facemasks)
sterile gauze pads scissors tweezers thermometer wheelchair



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____

F. BASIC LIFE SUPPORT (BLS)

1. These are the basic life-saving interventions for patients in respiratory and cardiac distress. Put the steps to assess and treat a patient in the correct order. The first is already done!

Situation: you find a person lying on the ground

- ☐ A. If the person is unresponsive, first call the emergency response team who will bring a defibrillator (an AED).
- ☒ 1 B. Assess to make sure the scene is safe for you to respond to the down patient.
- ☐ C. Commence rescue breaths immediately, but only if there is a barrier device available (e.g. a pocket mask or bag mask). Provide approximately 6-8 rescue breaths per minute.
- ☐ D. If the person doesn't have a pulse and isn't breathing begin cardiopulmonary resuscitation (CPR).
- ☐ E. Assess responsiveness: stimulate and speak to the person asking if he/she is ok. Look at the chest and torso for movement and normal breathing.
- ☐ F. Place patient horizontally with his/her face and torso facing up on a hard flat surface and check for a pulse.
- ☐ G. Start with chest compressions. Provide 100 to 120 compressions per minute.

2. Now listen to the instructions and confirm your answer. 🎧 CD 3 Tracks 5 • 6

G. BASIC HEALTH-RELATED VOCABULARY

1. Unscramble the letters to form words related to the most common illnesses.



a. HARAEEC



b. AAEEHHCD



c. STCHAOM EACH



d. OUHGC



e. DLOC

MORE USEFUL WORDS

SYMPTOMS AND DISEASES *Sintomas e doenças*

- **allergy** *alergia*
- **anaemia** *anemia*
- **anxiety** *ansiedade*
- **appendicitis** *apendicite*
- **bipolar disorder** *bipolaridade*
- **bladder infection** *infecção urinária*
- **blood clot** *coágulo sanguíneo*
- **cold** *constipação*
- **chronic fatigue** *fadiga crónica*
- **diabetes** *diabetes*
- **fibromyalgia** *fibromialgia*
- **flu (influenza)** *gripe*
- **hallucination** *alucinação*
- **heart attack** *ataque cardíaco*
- **hernia** *hérnia*
- **herpes** *herpes*
- **high/low blood pressure** *tensão arterial alta/baixa*
- **hyperactivity** *hiperatividade*
- **irritable bowel syndrome** *síndrome do cólon irritável*
- **kidney stone** *pedra nos rins*
- **lung cancer** *cancro do pulmão*
- **pneumonia** *pneumonia*
- **pregnancy** *gravidez*
- **prostate cancer** *cancro da próstata*
- **schizophrenia** *esquizofrenia*
- **sexually transmitted diseases (STD)** *doenças sexualmente transmissíveis (DST)*
- **stress** *stresse*
- **stroke** *AVC*
- **ulcer** *úlcer*

MEDICAL SPECIALITIES *Especialidades médicas*

- **anaesthesiology** *anestesiologia*
- **allergy & immunology** *alergologia e imunologia*
- **dermatology** *dermatologia*
- **emergency medicine** *medicina de urgência*
- **family medicine** *medicina familiar*
- **general surgery** *cirurgia geral*
- **gynaecology** *ginecologia*
- **internal medicine** *medicina interna*

- **neurology** *neurologia*
- **obstetrics** *obstetrícia*
- **oncology** *oncologia*
- **ophthalmology** *oftalmologia*
- **orthopaedic surgery** *cirurgia ortopédica*
- **otolaryngology** *otorrinolaringologia*
- **paediatrics** *pediatria*
- **preventive medicine** *medicina preventiva*
- **plastic surgery** *cirurgia plástica*
- **psychiatry** *psiquiatria*
- **physical rehabilitation** *reabilitação física*
- **radiology** *radiologia*
- **rheumatology** *reumatologia*
- **sports medicine** *medicina desportiva*
- **urology** *urologia*

MEDICAL VOCABULARY *Vocabulário médico*

- **benign** *benigno*
- **complaint** *queixa*
- **condition** *condição/doença*
- **counselling** *aconselhamento/orientação*
- **convulsive** *convulsivo*
- **deterioration** *deterioração*
- **disability** *incapacidade*
- **disorder** *perturbação*
- **febrile** *febril*
- **fluids** *fluidos*
- **intravenous** *intravenoso*
- **immune** *imune*
- **infection** *infecção*
- **limb** *membro do corpo*
- **malignant** *maligno*
- **navel/belly button** *umbigo*
- **numb** *dormente*
- **patient** *paciente/doente*
- **paralysed** *paralisado*
- **prevention** *prevenção*
- **prenatal** *pré-natal*
- **seizure** *convulsão*
- **spasm** *espasmo*
- **specimen** *amostra*
- **sprain** *entorse*
- **systemic** *sistémico*
- **swollen** *inchado*

Audiovisual and Media Production

Name _____ No. _____ Class _____ Date _____

A. AUDIOVISUAL AND MEDIA PRODUCTION JOBS

1. Match the jobs with their description.

- | | | |
|---------------------------------|---|---|
| a. sound technician | • | • 1. sets up, operates and maintains electronic equipment for radio and television |
| b. script writer | • | • 2. operates and maintains equipment to amplify, record and display sound and images |
| c. production sound mixer | • | • 3. operates machines and equipment to record music, voices or sound effects |
| d. camera operator | • | • 4. refines the audio, combining the various separate tracks after all sound effects are complete |
| e. lighting technician (gaffer) | • | • 5. records film/video production dialogue and effects and determines what microphones are used for each scene |
| f. photographer | • | • 6. controls the long boom arm, either handheld or dolly-mounted (on wheels) |
| g. broadcast technician | • | • 7. creates moving, lifelike illustrations using 2D/3D computer software models |
| h. special effects artist | • | • 8. sets up and operates lighting equipment inside studios or on location |
| i. video editing assistant | • | • 9. creates mechanical, optical and computer-generated illusions |
| j. boom operator | • | • 10. writes scripts for films, sitcoms, television dramas, radio plays, cartoons... |
| k. multimedia animator | • | • 11. operates portable, remote-control and electronic cameras, cranes and mobile mountings |
| l. roto artist | • | • 12. creates permanent visual images for advertising, editorial, fashion, etc. |
| m. audio visual technician | • | • 13. makes sure that all film dialogue is in the right place and works with actors to re-record dialogue where necessary |
| n. dialogue editor | • | • 14. creates clear areas (mattes) or traced outlines so objects in live action can be integrated into layers for films, TV shows and video games |
| o. recording mixer | • | • 15. works with the editor and director of a production, keeping track of all shots in a database |

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

Animador/a multimédia ☐ artista de roscopia ☐ assistente de edição de vídeo ☐
 artista de efeitos especiais ☐ editor/a de diálogos ☐ fotógrafo/a ☐ guionista ☐
 misturador/a de som e gravação ☐ operador/a de câmara ☐ operador/a de som ☐
 produtor/a e misturador/a de som ☐ técnico/a de audiovisuais ☐ técnico/a de iluminação ☐
 técnico/a de som ☐ técnico/a de transmissão de programas televisivos ou rádio ☐

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

Pre-production
(planning & preparation)

a

Production

Post-production (editing)

B. COMMUNICATIVE SITUATION CD 3 Tracks 7 • 8

Listen to the conversation between a camera operator and his first camera assistant, both working in a well-known TV production crew.

Camera operator: Sophie, we have an interview tomorrow afternoon... The director wants both of us to handle this shoot.

First camera assistant: Ok. Where's the interview going to be? In the studio or an outside broadcast location?

Camera operator: It'll be a location... the interviewee's home. The director said that we might consider shooting in the garden... what's the weather forecast for tomorrow afternoon?

First camera assistant: Let me check my weather forecast app... hold on... ok, it's going to be sunny, temperatures will be quite mild and the wind will be low. Good conditions for a garden shoot!

Camera operator: Perfect! So, let's focus on and prepare for a garden shoot!

First camera assistant: Will there be a preliminary non-camera rehearsal? Will we be able to determine the best shots and angles beforehand?

Camera operator: The director said that there won't be any time for rehearsal. It'll be live on tape... shot from beginning to end and recorded. The director wants to clean it up in post-production.

First camera assistant: So, we will probably have a lot of close-up shots... Has the director given you a shot list or do we have room for some improvisation?

Camera operator: No shot cards, fortunately! We can decide how the camera can be positioned to get the most effective shots. We need to talk with Sue, the gaffer... maybe daylight needs reflectors or lights. We mustn't forget David, the boom operator, because we might have problems with acoustics... it is an outside shoot.

First camera assistant: Ok. Will it be a single-camera or multi-camera production?

Camera operator: A single-camera shooting! We'll take our usual video camera. I haven't yet decided if I will be holding the camera throughout the whole interview or if we're going to use the tripod. The jib-arm could be a possibility as well... Hmm... we need to figure that out later.

First camera assistant: Ok... I'll do the basic equipment checks and make the necessary adjustments! See you later.



C. ROLE-PLAY

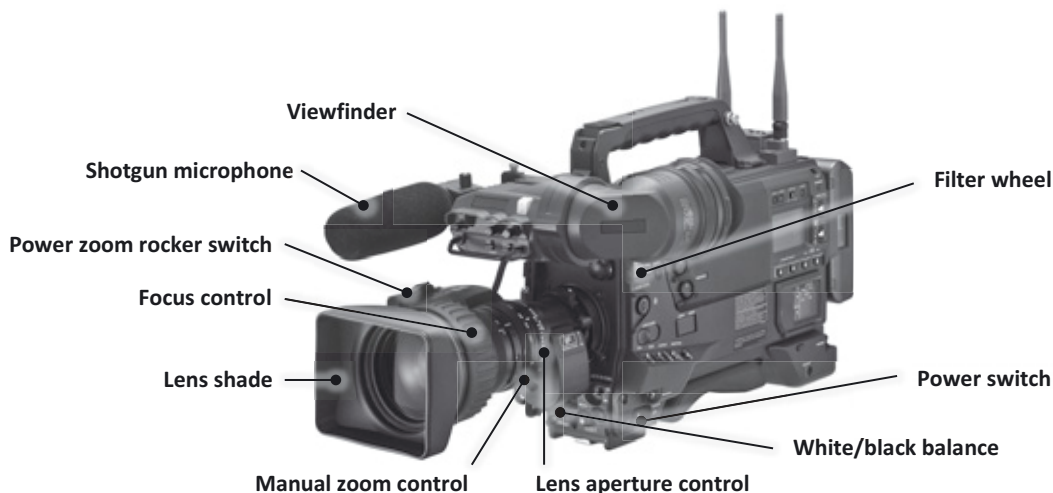
Look at the notes and role-play a similar dialogue between a camera operator and a first camera assistant.

- interview with a well-known sports celebrity
- on set (in the TV studio)
- director gives shot list which describes each shot needed and listed in order
- multi-camera production (stationary/studio cameras)
- transmitted live to the viewing audience



D. THE MOST COMMON PARTS OF VIDEO CAMERAS

Look at the picture and put the camera elements below next to the corresponding function.



- | | |
|----------|--|
| a. _____ | It is a small monitor designed to be placed next to the camera operator's eye. |
| b. _____ | It turns the camera on/off. |
| c. _____ | It allows the camera operator to zoom in and out manually. |
| d. _____ | It allows the camera operator to electronically zoom the lens. |
| e. _____ | It allows the camera operator to turn the ring manually to obtain the optimal focus. |
| f. _____ | It allows the camera operator to adjust the lens iris manually to control exposure. |
| g. _____ | It includes a number of filters that can be used to correct the colour. |
| h. _____ | It is useful for picking up natural sound. |
| i. _____ | It protects the lens elements from picking up light distortions from the sun or a bright light. |
| j. _____ | It controls the circuitry in the camera that uses white or black to balance the colour settings. |

E. HANDLING THE CAMERA

Camera operators need to make sure that camera shots are steady and carefully controlled. To provide a stable base for the camera several methods of camera support can be used.

Label the pictures with the the corresponding descriptions.

- a. Camera operator kneels, with an elbow resting on one leg.
- b. Camera operator rests his back against a wall.
- c. Camera operator leans on his side against a wall.
- d. Camera operator spreads his legs apart providing foundation for the camera.
- e. Camera operator rests his elbows on a stationary object (e.g. wall, car, fence...).
- f. Camera operator sits down with his elbows on his knees.
- g. Camera operator rests his body against a post.
- h. Camera operator rests his elbows on the ground.
- i. Camera operator puts the camera on something solid.



1. ☐



2. ☐



3. ☐



4. ☐



5. ☐



6. ☐



7. ☐



8. ☐



9. ☐

F. SOUND

Match the most common types of microphones with the corresponding pictures.

boundary microphone and pressure zone microphone (PZM) earset mic hanging mic
handheld or stick mic lapel or clip-on mic lavalier microphone shotgun microphone
shotgun microphone boom or fishpole surround sound microphone



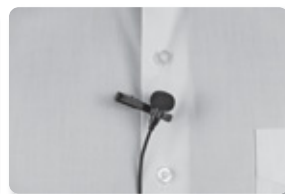
1. ☐



2. ☐



3. ☐



4. ☐



5. ☐



6. ☐



7. ☐



8. ☐



9. ☐

G. INTERCOM INSTRUCTIONS

Match the director's intercom instructions to the crew with the corresponding meaning.

- | | | |
|--|---|---|
| 1. Fade to 1 | • | • a. Camera 2 operator should frame both people in the shot. |
| 2. Cam 2, give me a two-shot of host and guest | • | • b. Give hand signal to host to begin action. |
| 3. Zoom in | • | • c. Remove the flowers from the set (unwanted, obtrusive). |
| 4. Tighten your shot | • | • d. Something/someone is obscuring camera 2's shot. |
| 5. Kill the flowers | • | • e. Use the zoom control on the lens to magnify the subject. |
| 6. Stand by for a rise (or sit) | • | • f. Make a floor mark to show the host a location point. |
| 7. Cue action | • | • g. Host has a minute left (hand signal). |
| 8. Clear 2's shot | • | • h. Gradual transition from video black to camera 1. |
| 9. Give the host a mark | • | • i. Host is about to stand (or sit). |
| 10. Stretch | • | • j. Tell host to go more slowly (there is time to spare). |
| 11. Give host a minute | • | • k. Slightly zoom in. |

MORE USEFUL WORDS

AUDIOVISUAL VOCABULARY *Vocabulário de audiovisual*

- **ambient light/noise** *luz/som ambiente*
- **amplifier** *amplificador*
- **analog** *análogo*
- **aperture** *abertura (da lente)*
- **alternating current (AC)** *corrente alternada*
- **audio processor** *processador áudio*
- **broadband** *banda larga*
- **cable** *cabo*
- **closed circuit television (CCTV)** *imagens de circuito fechado*
- **condenser microphone** *microfone condensador*
- **current** *corrente*
- **decibel** *decibel*
- **demodulator** *desmodulador*
- **differential-mode** *modo diferencial*
- **direct current** *corrente contínua*
- **direct sound** *som direto*
- **distributed sound** *som distribuído*
- **DTV (digital television)** *televisão digital*
- **DVI (digital visual interface)** *conector digital visual*
- **echo** *eco*
- **electromagnetic interference (EMI)** *interferências eletromagnéticas*
- **encoded** *encriptado*
- **equalizer** *equalizador*
- **feedback** *feedback*
- **fibre optic** *fibra ótica*
- **filter** *filtro*
- **focus** *focar*
- **frame** *enquadramento*
- **front screen projection** *ecrã de projeção frontal*
- **gain** *sinal eletrónico amplificado*
- **high definition television (HDTV)** *televisão de alta definição*
- **horns** *altifalantes de média a alta frequência*
- **infrared** *infravermelhos*

- **junction box** *caixa de derivação*
- **light emitting diode (LED)** *luzes LED*
- **loudspeaker** *altifalante*
- **matte white screen** *tela de focagem*
- **monophonic** *monofónico*
- **nit** *unidade de medida da luz*
- **overhead projector** *retroprojektor*
- **plasma display panel** *painel mostrador de plasma*
- **pixel** *pixel*
- **prism** *prisma*
- **radio frequency** *frequência rádio*
- **reflection** *reflexo*
- **refraction** *refração*
- **resolution** *resolução*
- **satellite television** *televisão por satélite*
- **wire** *fio/arame*
- **wireless local area network (WLAN)** *rede local sem fio*
- **zoom lens** *lente de zoom*

MULTIMEDIA VOCABULARY *Vocabulário de multimédia*

- **camcorder** *câmara de vídeo*
- **computer generated effects** *efeitos especiais gerados por computador*
- **copyright** *direitos de autor*
- **credits** *créditos finais*
- **digital camera** *câmara digital*
- **dolly** *carrinho para filmagem*
- **fade-in/-out** *aparição ou escurecimento gradual da imagem*
- **pan shot** *rotação horizontal*
- **scale** *escala*
- **set** *local de filmagem*
- **shooting angles** *ângulos de filmagem*
- **stationary** *fixo*
- **stock photography** *banco de imagens*
- **storyboard** *guião*
- **tilt shot** *rotação vertical*
- **trademark** *marca registada*

Social support

Name _____ No. _____ Class _____ Date _____

A. SOCIAL SUPPORT

1. Match the jobs with their description.

- | | | |
|---------------------------------------|---|---|
| a. geriatric social service assistant | • | • 1. diagnoses and treats mental health conditions |
| b. child and youth worker | • | • 2. supports patients suffering from psychiatric illness to manage family relationships, employment and other affected parts of their lives |
| c. community support worker | • | • 3. assists the elderly with basic activities, such as bathing and eating |
| d. youth activities assistant | • | • 4. helps patients and their families cope with terminal illness and links them to services offering grief counselling and support groups |
| e. care home entertainer | • | • 5. helps mental health and addiction professionals provide individual and group therapy, crisis intervention and case management |
| f. clinical social worker | • | • 6. helps to plan activities for children |
| g. youth correctional counsellor | • | • 7. provides assistance and counselling to children and adolescents going through difficult situations |
| h. substance abuse support worker | • | • 8. helps families get back on their feet following periods of unemployment, emotional, mental or physical crisis or financial distress |
| i. homecare assistant | • | • 9. specialises in entertainment for the elderly and the retired |
| j. children's day care worker | • | • 10. assists individuals from the community who are unable to live independently |
| k. mental health social worker | • | • 11. provides patients company, engages in conversation, sits down to share a meal together and assists with a variety of daily tasks |
| l. homeless support worker | • | • 12. assists in the counselling and rehabilitation of juvenile delinquents |
| m. hospice social service assistant | • | • 13. cares for several children, monitoring play time or teaching social skills, and provides pre-kindergarten lessons and activities for the children |
| n. family support workers | • | • 14. supports people who are homeless, secures accommodation, promotes independence and improves their quality of life |

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

animador/a em lares de terceira idade ☐ assistente social clínico/a ☐ cuidador/a doméstico ☐
 assistente social para os cuidados paliativos ☐ assistente social para a área da saúde mental ☐
 assistente social para a área das crianças e jovens em risco ☐ técnico/a de geriatria ☐
 conselheiro/a de jovens delinquentes ☐ técnico/a de apoio à comunidade ☐ monitor/a ☐
 técnico/a de ajuda a toxicodependentes ☐ técnico/a de apoio à infância ☐
 técnico/a de apoio aos sem-abrigo ☐ técnico/a de apoio à família ☐

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

Medical & health
social work

Substance abuse &
crime

Child and family
welfare

Community social
work

b

B. COMMUNICATIVE SITUATION

Listen to the dialogue between a homecare assistant and a patient. 🎧 CD 3 Tracks 9 • 10

Homecare assistant: Good morning, Mrs White!
How are you feeling today?

Patient: Good, morning, Jane. I'm quite comfortable,
thank you!

Homecare assistant: Did you sleep well?

Patient: Yes, I slept very well.

Homecare assistant: That's good to hear! I brought
your lunch... grilled chicken and some rice and salad.

Patient: Will I get some dessert?

Homecare assistant: Mrs White... you know that you are not supposed to eat dessert. Didn't you
listen to what the doctor said?

Patient: I know what the doctor said... I do not agree with him, though!

Homecare assistant: I'll leave the food near the microwave. In the meantime, I'll have a quick look
around your house.

Patient: Will the cleaning staff be here tomorrow to tidy up the house?

Homecare assistant: Yes, they will make up your bed and change the linen tomorrow.

Patient: Will you be here when they come? You know I don't feel comfortable with strangers
running around my house.

Homecare assistant: Yes, Mrs White, don't worry! I will be keeping you company while they are
here doing their job.... Do you need me to empty the rubbish bin?

Patient: Oh, yes, please! That would be nice!

Homecare assistant: Ok... I'll take it when I leave.

Patient: Could you help me sort out my laundry, Jane?

Homecare assistant: Sure, and I'll take it to the dry cleaner's today and bring it back tomorrow.
And do you need some groceries?

Patient: Yes, I can make a shopping list now. There are not many things I need... just some dairy
products and fruit, I think.

Homecare assistant: Ok! Is there anything else I can do for you?

Patient: No, thank you, Jane. I'm fine. See you tomorrow!



C. ROLE-PLAY

Look at the notes and role-play a similar dialogue between a community support worker and a patient.

Animal Care Project

- assist senior citizen with his/her pet
- deliver pet food to pet owner
- enquire about pet's health and assist with pet grooming and meal preparation
- walk pet which belongs to patient (a person with reduced mobility or someone who is bedridden)



D. WORK SETTINGS

Label the pictures with the most common work settings of a social worker.

child day care centres
hospitals

correctional facilities
nursing homes

disabled care homes
substance abuse rehabilitation facilities

homeless shelters
youth centres



1. _____



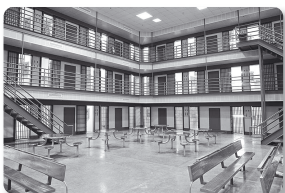
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

E. RECOVERY POSITION (lateral position)

Social work settings are often unpredictable. First aid training is an important skill.

Listen to the instructions and insert the missing words.

 CD 3 Tracks 11 • 12



Situation: you find someone unconscious but breathing

Kneel beside the victim and make sure that both **a.** _____ are straight. Place the **b.** _____ nearest to you out to your side. Bring the far arm across the **c.** _____ and hold the back of the hand against the victim's **d.** _____ nearest to you. With your other hand, grasp the far leg just above the **e.** _____ and pull it up, keeping the **f.** _____ on the ground. Keeping the victim's hand pressed against his/her cheek, pull on the far leg to roll the victim towards you on to his/her side. Adjust the upper leg so that both the **g.** _____ and knee are bent at right angles. Tilt the **h.** _____ back to make sure that the airway remains open.

F. SOCIAL SERVICES

Tick the correct answer.

1. The company Robert worked for closed down and now he is out of work. He can claim...

- a.** retirement benefit. ☐ **b.** unemployment benefit. ☐ **c.** social security contributions. ☐

2. Mary has had a baby and she isn't married. The baby's father has been sent to prison for three years. She can ask for...

- a.** child support. ☐ **b.** prison allowance. ☐ **c.** social assistance. ☐

3. Kelly is visually impaired. She is entitled to a...

- a.** retirement benefit. ☐ **b.** pension. ☐ **c.** social insurance. ☐

4. Sophie is 74 years old and her husband died. She wants to live in a residential home. Payment for the home will be covered by her...

- a.** State subsidy. ☐ **b.** social assistance. ☐ **c.** widow's pension. ☐

5. Asylum seekers and refugees rely on...

- a.** welfare benefits. ☐ **b.** asylum support. ☐ **c.** pensions. ☐

G. ART AS THERAPY

Label the pictures with the visual and performing artistic expressions in the box.

theatre (performing) dance (dancing) crafts (drawing / painting / sculpting)
poetry / literature (writing) music (singing / playing instruments)



1. _____



2. _____



3. _____



4. _____



5. _____

MORE USEFUL WORDS

- **abuse** *abuso*
- **ageism** *discriminação baseada na idade*
- **adolescence** *adolescência*
- **adulthood** *idade adulta/maioridade*
- **at-risk group** *grupo de risco*
- **assessment** *avaliação*
- **awareness** *sensibilização*
- **beneficence** *beneficência*
- **bias** *parcialidade/tendência*
- **bisexual** *bissexual*
- **budget** *orçamento/verba*
- **case** *processo*
- **case worker** *assistente social*
- **citizenship** *cidadania*
- **civil rights** *direitos cívicos*
- **code of ethics** *código deontológico*
- **community** *comunidade*
- **confidentiality** *confidencialidade*
- **counselling** *aconselhamento*
- **delinquent** *delinquente*
- **disability** *deficiência/incapacidade*
- **disadvantage** *em desvantagem*
- **discrimination** *discriminação*
- **disparity** *disparidade*
- **diversity** *diversidade*
- **elderly** *idoso*
- **empathy** *empatia*
- **empowerment** *empoderamento*
- **employment** *emprego*
- **ethnic minority** *minoría étnica*
- **evict** *despejar/desalojar*
- **exclusion** *exclusão*
- **foster** *acolher*
- **gay** *homossexual*
- **gender** *género*
- **ghetto** *gueto/bairro de periferia*
- **homophobia** *homofobia*
- **housing** *habitação/alojamento*
- **identity** *identidade*
- **impair** *prejudicar/afetar*
- **inequality** *desigualdade*
- **infancy** *infância*
- **institutionalise** *institucionalizar*
- **in need** *carenciados*
- **interaction** *interação*
- **intervention** *intervenção*
- **institution** *instituição*
- **justice** *justiça*
- **lesbian** *lésbica*
- **marginality** *marginalidade*
- **marginalisation** *marginalização*
- **minority** *minoría*
- **native** *nativo*
- **negotiate** *negociar*
- **nurture** *nutrir/cuidar/alimentar*
- **oppress** *oprimir*
- **oppression** *opressão*
- **peer group** *grupo de pares*
- **poverty** *pobreza*
- **prejudice** *preconceito*
- **privilege** *privilégio*
- **quadriplegic** *tetraplégico*
- **race** *raça*
- **racism** *racismo*
- **rehab** *reabilitação*
- **religious** *religioso*
- **segregate** *separar/segregar*
- **self-esteem** *autoestima*
- **sexism** *sexismo*
- **sexual orientation** *orientação sexual*
- **social class** *classe social*
- **socio-economic class** *classe socioeconómica*
- **status** *estatuto/condição*
- **stereotype** *estereótipo*
- **substance abuse** *uso de substâncias/drogas*
- **supremacy** *supremacia*
- **supervisor** *supervisor*
- **stigma** *estigma*
- **therapy** *terapia*
- **therapist** *terapeuta*
- **tolerance** *tolerância*
- **transgender** *transgénero*
- **unemployment** *desemprego*
- **wheelchair** *cadeira de rodas*
- **xenophobia** *xenofobia*

Answer keys

SPORTS

A. Sports jobs

1. a. 4 b. 6 c. 8 d. 9 e. 5 f. 11 g. 13 h. 14 i. 1 j. 12 k. 15 l. 10 m. 2 n. 7 o. 3

2. a. psicólogo/a desportivo/a b. fotógrafo/a desportivo/a c. repórter desportivo/a d. olheiro/a e. nutricionista f. dono/a de uma loja desportiva g. produtor/a de programas desportivos h. cientista desportivo/a i. vendedor/a de artigos desportivos j. responsável de marketing desportivo k. operador/a de painel de resultados l. fisioterapeuta m. diretor/a financeiro/a n. treinador/a desportivo/a o. massagista

3. **Professional sports teams:** d, g, j, k, l, m, n; **Health & Fitness:** a, e, o; **Sports Writing or Broadcasting:** b, c; **Sporting goods:** f, i

D. Sports facilities and equipment

1. a. pitch b. course c. ring d. rink e. pool f. court g. court h. field i. track j. slope k. table l. track

2. a. badminton b. rugby c. judo d. discus throwing e. rock climbing f. basketball g. football / soccer (USA) h. swimming i. golf j. pole vault

2.1 a. shuttlecock; racket b. gum shield; headguard c. judogi; belt d. measuring tape; marking flag e. chalk; climbing shoes f. hoop; backboard g. shin guards; goalkeeper gloves h. trunks; goggles i. club; tee j. crossbars; poles

E. Football

1. 17, 18, 1, 16, 3, 15, 14, 2, 4, 5, 6, 7, 8, 9, 11, 10, 13, 12

2. a. nil b. there are no winners c. score d. cannot e. in their own team f. is allowed g. an illegal h. begins i. to tackle

HEALTHCARE

A. Healthcare jobs

1. a. 5 b. 10 c. 1 d. 11 e. 4 f. 12 g. 7 h. 13 i. 9 j. 2 k. 15 l. 8 m. 14 n. 3 o. 6

2. a. assistente dentário b. assistente de veterinária c. assistente de cuidados ao domicílio d. transcritor médico e. auxiliar administrativo médico f. optometrista g. patologista da fala h. preparador de equipamentos médicos i. técnico de radiologia j. ajudante de terapia ocupacional k. assistente de cuidados paliativos l. assistente de farmácia m. quiroprático n. assistente de fisioterapia o. assistente de enfermagem

3. **Clinical jobs:** g, m; **Technical jobs:** i; **Healthcare support occupations:** a, b, c, f, h, j, k, l, n, o; **Administrative jobs:** d, e

D. Personal care skills

1. d 2. j 3. e 4. f 5. a 6. i 7. c 8. g 9. b 10. h

E. Items/equipment for primary care

1. tweezers 2. sterile gauze pads 3. incontinence nappys/diapers 4. protective equipment (gloves, aprons, eyewear, facemasks) 5. thermometer 6. wheelchair 7. blood pressure monitor 8. compress dressing 9. antiseptic wipes 10. scissors 11. band-aids

F. Basic life support (BLS)

1. A. 3 C. 7 D. 5 E. 2 F. 4 G. 6

G. Basic health-related vocabulary

1. a. earache b. headache c. stomach ache d. cough e. cold

AUDIOVISUAL AND MEDIA PRODUCTION

A. Audiovisual and media production jobs

1. a. 3 b. 10 c. 5 d. 11 e. 8 f. 12 g. 1 h. 9 i. 15 j. 6 k. 7 l. 14 m. 2 n. 13 o. 4

2. a. técnico/a de som b. guionista c. produtor/a e misturador/a de som d. operador/a de câmara e. técnico/a de iluminação f. fotógrafo/a g. técnico/a de transmissão de programas televisivos ou rádio h. artista de efeitos especiais i. assistente de edição de vídeo j. operador/a de som k. animador/a multimédia l. artista de rotoscopia m. técnico/a de audiovisuais n. editor/a de diálogos o. misturador/a de som e gravação

3. **Pre-production:** b; **Production:** c, d, e, f, g, j, m; **Post-production:** h, i, k, l, n, o

D. The most common parts of video cameras

a. viewfinder b. power switch c. manual zoom control d. power zoom rocker switch e. focus control f. lens aperture control g. filter wheel h. shotgun microphone i. lens shade j. white/black balance

E. Handling the camera

a. 3 b. 1 c. 6 d. 2 e. 8 f. 7 g. 4 h. 9 i. 5

F. Sound

1. shotgun microphone 2. handheld or stick mic 3. shotgun microphone boom or fishpole 4. lapel or clip-on mic 5. earset mic 6. boundary microphone and pressure zone microphone (PZM) 7. lavalier microphone 8. hanging mic 9. surround sound microphone

G. Intercom instructions

1. h 2. a 3. e 4. k 5. c 6. i 7. b 8. d 9. f 10. j 11. g

SOCIAL SUPPORT

A. Social support jobs

1. a. 3 b. 7 c. 10 d. 6 e. 9 f. 1 g. 12 h. 5 i. 11 j. 13 k. 2 l. 14 m. 4 n. 8

2. a. técnico/a de geriatria b. assistente social para a área das crianças e jovens em risco c. técnico/a de apoio à comunidade d. monitor/a e. animador/a em lares de terceira idade f. assistente social clínico/a g. conselheiro/a de jovens delinquentes h. técnico/a de ajuda a toxicodependentes i. cuidador/a doméstico/a j. técnico/a de apoio à infância k. assistente social para a área da saúde mental l. técnico/a de apoio aos sem-abrigo m. assistente social para os cuidados paliativos n. técnico/a de apoio à família

3. **Medical & health social work:** a, f, k, m; **Substance abuse & crime:** g, h; **Child and family welfare:** d, j, n; **Community social work:** c, d, e, i, l

D. Work settings

1. hospitals 2. nursing homes 3. substance abuse rehabilitation facilities 4. homeless shelters 5. correctional facilities 6. disabled care homes 7. child day care centres 8. youth centres

E. Recovery position (lateral position)

a. legs b. arm c. chest d. cheek e. knee f. foot g. hip h. head

F. Social services

1. b 2. a 3. b 4. c 5. b

G. Art as therapy

1. crafts (drawing / painting / sculpting) 2. dance (dancing) 3. theatre (performing) 4. music (singing / playing instruments) 5. poetry / literature (writing)

EXTENSION
activities

Extension activity

Submodule 4.1

Name _____ No. _____ Class _____ Date _____

WATCHING – Jamie Oliver

1. While watching the video “How to make classic carbonara”, tick (✓) the ingredients used by Jamie Oliver in this episode’s recipe.



a.


☐

b.


☐

c.


☐

d.


☐

e.


☐

f.


☐

g.


☐

h.


☐

i.


☐

j.


☐

k.


☐

l.


☐

m.


☐

n.


☐

o.


☐

2. Answer the questions while watching the recipe.

- What is Jamie Oliver going to cook? _____
- What nationality is this dish? _____
- How long does the pasta take to cook? _____
- Where does he crack the peppercorns? _____
- What does Jamie add to the cracked egg in the bowl? _____
- Why does he use the water of the pasta? _____
- Does his recipe have actual cream in it? _____

Extension activity

Submodule 4.1

Name _____ No. _____ Class _____ Date _____

VOCABULARY – The weather

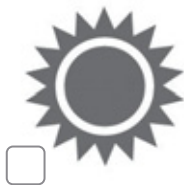
There are different ways of asking about the time:

- a. What's it like out(side)?
- b. How's the weather?
- c. What's the weather like?
- d. What's the temperature?
- e. What does the forecast say?

There are different types of weather:

Windy weather	breeze (gentle), blustery (strong), windy (continual), gale (very strong)
Cold weather	chilly, cold, hail (small ball fall), snow (frozen rain), sleet (snow with rain), blizzard (severe snow storm)
Rainy weather	damp (slightly wet), drizzle: light rain showers (short periods of rain), downpour (heavy rain)
Hot weather	boiling hot, hot, warm, mild cool
Cloudy weather	clear (no clouds), partially cloudy, cloudy, overcast (covered with clouds), gloomy (dark clouds and dull light)

1. What is the weather like? It's...



a. _____



b. _____



c. _____



d. _____



e. _____

Extension activity

Submodule 4.2

Name _____ No. _____ Class _____ Date _____

VOCABULARY – Cardinal and Ordinal numbers

1. Write the following in cardinal numbers.

- | | |
|-----------------------------------|--|
| a. eleven _____ | f. five thousand two hundred _____ |
| b. thirty-four _____ | g. fifty-five thousand one hundred and thirty-three _____ |
| c. ninety-one _____ | h. nine hundred and twenty thousand _____ |
| d. three hundred and five _____ | i. two million four hundred thousand two hundred and one _____ |
| e. eight hundred and twenty _____ | j. eight hundred and ten million one hundred thousand _____ |

2. Write the following cardinal numbers in full.

- | | |
|--------------|----------------------|
| a. 12 _____ | f. 4,630 _____ |
| b. 23 _____ | g. 10,241 _____ |
| c. 58 _____ | h. 320,000 _____ |
| d. 125 _____ | i. 5 815,388 _____ |
| e. 790 _____ | j. 110 467,083 _____ |

3. What place are these teams in the football ranking of FIFA (2018)? Write the ordinal numbers as in the example.

- a. France (1) – *1st first* _____
- b. Brazil (3) – _____
- c. Portugal (7) – _____
- d. Argentina (11) – _____
- e. Germany (15) – _____
- f. USA (22) – _____
- g. Australia (43) – _____
- h. Hungary (51) – _____
- i. Egypt (65) – _____
- j. New Zealand (119) – _____



4. Tick the correct option.

- | | | | | |
|---------------------|---|--------------------------|-------------------------------------|--------------------------|
| a. 106 | one hundred and six | ☐ | one hundreds and six | ☐ |
| b. 44 th | fortieth-four | ☐ | forty-fourth | ☐ |
| c. 78 | seventy-eight | ☐ | eighty-seven | ☐ |
| d. 12 th | twelfth | ☐ | twelveth | ☐ |
| e. 2,000 | two thousands | ☐ | two thousand | ☐ |
| f. 30 th | thirteenth | ☐ | thirtieth | ☐ |
| g. 512 | five hundred and two | ☐ | five hundred and twelve | ☐ |
| h. 5,695 | five thousand six hundred and ninety-five | ☐ | fifty-six hundred and nine and five | ☐ |

Extension activity

Submodule 4.2

Name _____ No. _____ Class _____ Date _____

VOCABULARY – Fractions and Decimal numbers

Fractions and decimals are useful in many situations and are a big part of daily life. They are important for cooking or baking when you're following a recipe. They're also important for maths and business English. Knowing them will improve your English conversation skills.

1. Watch the first part of the video "How to express fractions in English" (until 3.40') and match the fractions with the correct spelling.

- | | | | |
|----|-----------------|---|--------------------------|
| a. | $\frac{1}{2}$ | • | • 1. two fifths |
| b. | $\frac{1}{3}$ | • | • 2. three sevenths |
| c. | $\frac{1}{4}$ | • | • 3. one/a third |
| d. | $\frac{2}{3}$ | • | • 4. five sixths |
| e. | $\frac{2}{5}$ | • | • 5. one/a quarter |
| f. | $\frac{3}{7}$ | • | • 6. two and nine tenths |
| g. | $\frac{5}{6}$ | • | • 7. one/a half |
| h. | $2\frac{9}{10}$ | • | • 8. two thirds |



2. Get together in pairs. Take turns reading the sentences and pronouncing the fractions aloud. Then, check if you have expressed them correctly by watching the rest of the video.

- $\frac{4}{5}$ of Canadians speak English.
- $\frac{1}{3}$ of Korean men smoke.
- I went to $\frac{1}{4}$ of my English classes.
- My shoe size is $10\frac{1}{2}$.

3. Watch the video "How to express decimals in English" and write the correct spelling of the decimal numbers.

- 1.1 _____
- 1.12 _____
- 400.1 _____
- 0.02 _____
- 6.033 _____
- 10.9 _____



Extension activity

Submodule 4.2

Name _____ No. _____ Class _____ Date _____

VOCABULARY AND GRAMMAR – Time-related words

1. Revise the words we use to refer to periods of time.

SEASONS

S _____ G; S _____ R; A _____ N; W _____ R

MONTHS

J _____ Y; F _____ Y; M _____ H; A _____ L; M _____ Y;

J _____ E; J _____ Y; A _____ T; S _____ R; O _____ R;

N _____ R; D _____ R

DAYS OF THE WEEK

S _____ Y; M _____ Y; T _____ Y; W _____ Y;

T _____ Y; F _____ Y; S _____ Y

PARTS OF DAY

M _____ G; A _____ N; E _____ G; N _____ T

FESTIVITIES

C _____ S; E _____ R; C _____ L;

H _____ N; TH _____ G

2. Now answer the following questions with short answers using a period of time and the right preposition. Follow the example.

- What day do people celebrate Christmas? On 25th December.
- What month does Spring begin? _____
- What season do people usually go to the beach? _____
- What part of the day do you usually start school? _____
- What day do people celebrate Halloween? _____
- When do people usually wear masks and go to funny parades? _____
- What day of the week do people celebrate Easter? _____
- What season do people wear warm clothes and use umbrellas? _____
- What day is Labour Day celebrated all over the world? _____
- What month does school usually finish? _____

Extension activity

Submodule 4.3

Name _____ No. _____ Class _____ Date _____

LISTENING – Internet safety hip hop song

1. Listen to the song and fill in the blanks with the missing words. 🎧 CD 3 Track 13

I've got web smarts
Oh yeah? Where'd you get them?
I got them on the a. _____
Isn't that ironic?

Lisa's got permission to visit a dot com
It looks like Lisa's about to log on
For this site she needs a b. _____
And Lisa's using "grade4LisaLane"
Lisa, hit c. _____ right now
That username makes it easy to figure out
Who you are and your grade at d. _____
Keep personal info private
That's the first rule
No age, school or hometown either
I guess that's fine, so you like Justin Bieber

Now for your e. _____, what's this gonna be?
J-U-S no, no, no, don't tell me!
Don't tell anyone, it's a f. _____
And make one that no one can guess, I mean it
Use letters, g. _____ and even symbols
Make it tricky, like a riddle

Ok, Lisa, now you're h. _____
And you're going places like an airline
You can learn a lot and you look excited
But make sure to set your settings to i. _____
There are all types of people on the j. _____
And a hundred per cent of them you probably never k. _____
So don't respond if a stranger chats with you
Maybe you're ten but they can be forty-two
So don't send photos or share your address
That's the way to online safety l. _____
Getting online is amazing, you'll love it
But first get your web smarts to a hundred



**So you go online, right?
And you're surfing the web, like, every night
That's cool but make sure you think through
Where you go, what you do and with who**

Extension activity

Submodule 4.3

Name _____ No. _____ Class _____ Date _____

CITIZENSHIP – Digital Citizenship Quiz

Are you a good digital citizen? Do the quiz and find out. After you complete it, check your answers with the teacher and share your score with the class.

Score: _____

1. _____ is the online world of computers and the Internet.
☐ a. Spam ☐ c. Identity theft
☐ b. Hackers ☐ d. Cyberspace
2. Which of the following is something that is okay to share online?
☐ a. Your favourite sport. ☐ c. Your birthdate.
☐ b. Your password. ☐ d. The name of your school.
3. Which of the following people are safe to meet offline?
☐ a. Someone from your favourite online game. ☐ c. Someone from a chat room about music.
☐ b. It is never safe to meet someone offline. ☐ d. Someone who knows your cousin.
4. _____ is a crime that happens when someone gets the personal information of another person and uses it to steal money or pretend to be that person.
☐ a. Privacy ☐ c. Spam
☐ b. Identity theft ☐ d. Bystander
5. Which of the following is an example of good netiquette?
☐ a. HOW ARE YOU TODAY? ☐ c. How r u 2day?
☐ b. How are you today? ☐ d. HoW aRe YoU tOdAy?
6. Some websites use _____ (which means using false emails and fake websites) to collect your personal information.
☐ a. Cyberbullying ☐ c. Phishing
☐ b. Cyberspace ☐ d. Netiquette
7. Websites that are good for kids...
☐ a. ask for a credit card to use. ☐ c. have a lot of advertisements.
☐ b. have fun things to do that are safe for kids. ☐ d. ask for your personal information.
8. How can you help protect your computer from viruses or spam?
☐ a. Open all emails even if you don't know the sender. ☐ c. Don't enter any online contests.
☐ b. Complete an online survey. ☐ d. Give out your email when a site asks for it.
9. What is a bystander? Someone who...
☐ a. witnesses an event but takes no action. ☐ c. keeps walking by you while you are working.
☐ b. stands next to you in line. ☐ d. likes to stand up to type.

10. Which of the following is something you should NOT do if a cyberbully is bothering you?
- ☐ a. Save the evidence.
 - ☐ b. Block their emails.
 - ☐ c. Get an adult to help.
 - ☐ d. Send a mean message back to them.
11. When chatting online or texting you should...
- ☐ a. always be respectful, just like you would in person.
 - ☐ b. gossip about your classmates.
 - ☐ c. say whatever you want.
 - ☐ d. all of the above.
12. What you post and upload to the internet is there forever, even if you delete it.
- ☐ a. True
 - ☐ b. False
13. When you create passwords you should make them easy to guess.
- ☐ a. True
 - ☐ b. False
14. Popular sites are always safe from spyware, malware and other online threats.
- ☐ a. True
 - ☐ b. False
15. When online, you should be careful whenever approached by a new person or asked to provide personal information.
- ☐ a. True
 - ☐ b. False
16. You receive a funny text or an interesting chat invitation that asks you to pass it on to five of your friends.
- ☐ a. Pass it on.
 - ☐ b. Delete the text/invitation.
17. Malware is a common term used to describe a digital virus, worm, advertisement or dangerous program that puts your computer at risk.
- ☐ a. True
 - ☐ b. False
18. When Susan shops online, it's okay for her to enter a credit card number and personal information as long as she feels the online store is legitimate.
- ☐ a. True
 - ☐ b. False
19. You and a friend hear a new song on a streaming service that you love. You are going to...
- ☐ a. find a place to buy it even if it costs \$1.29.
 - ☐ b. find a place to get it for free, even though you know other people pay for it.
 - ☐ c. have a friend share their mp3 file, since that is easier.
 - ☐ d. wait for the song to come on again later and enjoy it then.
20. What is the best way to use social media?
- ☐ a. Limit what I share about myself.
 - ☐ b. Make sure my friends and followers are people I know in real life.
 - ☐ c. Limit what non-friends and non-followers can see on my profile.
 - ☐ d. All of the above.

Extension activity

Submodule 5.1

Name _____ No. _____ Class _____ Date _____

WATCHING – Teen dating abuse

1. While watching the video “Teen dating violence awareness”, choose the correct answer.

1.1 Dating abuse...

- a. does not hurt physically. ☐
- b. does not choose gender, age or sexual orientation. ☐
- c. does not only happen to older people. ☐

1.2 Abusive relationships...

- a. can have a tragic outcome. ☐
- b. are always exciting. ☐
- c. must be reported to the police immediately. ☐

1.3 According to Marjorie Gilbert, teen abusive relationships are...

- a. not as violent as adult relationships. ☐
- b. less frequent than adult abusive relationships. ☐
- c. as dangerous as adult abusive relationships. ☐

1.4 Teens involved in violent and abusive relationships need to...

- a. be secretive about what is happening to them. ☐
- b. break up the relationship and find another boy/girlfriend as soon as possible. ☐
- c. speak out and seek help. ☐

1.5 Whenever Bobby didn't answer his girlfriend's phone calls...

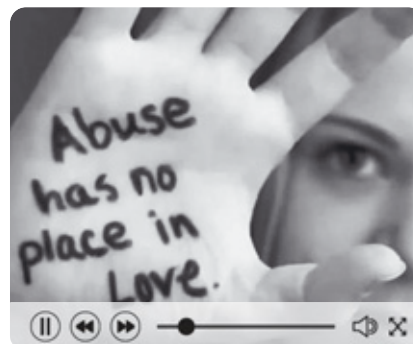
- a. he got numerous voicemail and text messages. ☐
- b. she just ignored him and started flirting with his friends. ☐
- c. his friends congratulated him on his brave attitude. ☐

1.6 Love...

- a. can be felt and defined only one way. ☐
- b. has many different definitions. ☐
- c. and abuse always go hand in hand. ☐

2. Answer the questions and discuss them in class.

- a. What's the aim of this video? _____
- b. What can you do if you are in an abusive relationship? _____



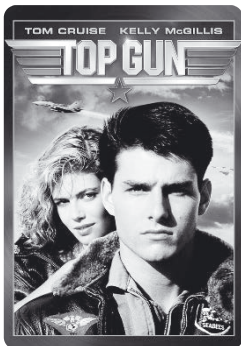
Extension activity

Submodule 5.1

Name _____ No. _____ Class _____ Date _____

LISTENING – TOP GUN AND TITANIC

1. Listen to the songs from two blockbusters of the 1980s and the 1990s and complete the lyrics with the missing words.



CD 3 Track 14

Take My Breath Away

Berlin

Watching every motion
In my foolish lover's **a.** _____
On this endless ocean
Finally lovers know no shame
Turning and returning
To some secret place **b.** _____
Watching in slow motion
As you turn around and **c.** _____

Take my breath away
Take my breath away

Watching I keep **d.** _____
Still anticipating **e.** _____
Never hesitating to become the fated ones
Turning and returning
To some secret place to **f.** _____
Watching in slow motion
As you turn to me and **g.** _____
My love

Take my breath away



CD 3 Track 15

My Heart Will Go On

Céline Dion

Every night in my **h.** _____
I see you, I feel you
That is how I know you go on

Far across the **i.** _____
And spaces between us
You have come to show you go on

Near, far, wherever you **j.** _____
I believe that the heart does go on
Once more you open the **k.** _____
And you're here in my **l.** _____
And my heart will go on and on

Love can touch us one **m.** _____
And last for a lifetime
And never let go till we're gone

Love was when I loved you
One true time I **n.** _____ to
In my life we'll always go on

Extension activity

Submodule 5.2

Name _____ No. _____ Class _____ Date _____



CITIZENSHIP – Finest minds at Oxford University

Oxford University has been educating world-changing leaders for over eight hundred years. Below you can find the finest minds from across the globe who studied at this renowned university.

1. Can you identify these leaders? Label the pictures with the names in the box.

Benazir Bhutto Bill Clinton Crown Prince Naruhito of Japan Desmond Tutu
Doris Lessing Kofi Annan Margaret Thatcher Nelson Mandela



a. _____



b. _____



c. _____



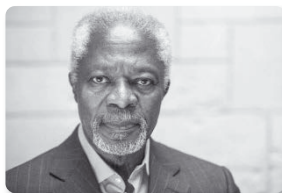
d. _____



e. _____



f. _____



g. _____



h. _____

2. Why did they become famous leaders? Match each mini biography with the corresponding person.

a. (1953-2007) Prime Minister of Pakistan, who became the first woman leader of a Muslim nation in modern history.

b. (1931) South African Anglican cleric who in 1984 received the Nobel Prize for Peace for his role in the opposition to apartheid in South Africa.

c. (1925-2013) British Conservative Party politician and Prime Minister (1979-90), Europe's first woman Prime Minister.

d. (1918-2013) Black nationalist and the first black president of South Africa (1994-99).

e. (1919-2013) British writer who was awarded the Nobel Prize for Literature in 2007.

f. (1960) Heir to the Japanese imperial throne, he will become the 126th emperor of the world's oldest monarchy.

g. (1946) 42nd president of the United States (1993-2001), who oversaw the country's longest peacetime economic expansion.

h. (1938) Nobel Peace Prize laureate (2001) and Secretary-General of the United Nations between 1997 and 2006.

Extension activity

Submodule 5.2

Name _____ No. _____ Class _____ Date _____

VOCABULARY – Entrepreneurship

Here are some of the most important startup-related buzzwords used in the business vernacular.



1. Match the words/expressions on the left with their corresponding definition.

- | | | |
|--------------------|---|---|
| a. angel investors | • | • 1. borrowing money or simply floating expenses on a line of credit |
| b. business plan | • | • 2. employees |
| c. capital gain | • | • 3. individuals who influence a large number of people and reach amazing visibility thanks to social networks |
| d. crowd funding | • | • 4. a contractual agreement joining together two or more companies for the purpose of executing a particular business undertaking |
| e. debt financing | • | • 5. investors who lend their own money to help smaller companies get started |
| f. dividend | • | • 6. profit realized from a sale |
| g. hub | • | • 7. it defines your idea, maps out business operations and predicts potential |
| h. human capital | • | • 8. when products or services are marketed online through direct selling or alliances with distributors |
| i. influencers | • | • 9. the method of raising money from a large number of individual investors, typically through the Internet, for a project or organisation |
| j. joint venture | • | • 10. one who owns shares of stock in a corporation |
| k. marketing | • | • 11. funds made available for startup firms and small businesses with exceptional growth potential |
| l. revenue growth | • | • 12. a taxable payment declared by a company's board of directors and given to its shareholders out of the company's current or retained earnings |
| m. sales channels | • | • 13. a team organised to study a particular subject and provide information, ideas and advice |
| n. shareholder | • | • 14. promoting products and services |
| o. think tank | • | • 15. increase in a company's sales |
| p. venture capital | • | • 16. a structure of investment where several different investment vehicles pool their assets into one central vehicle, even though each remains individually managed |

Extension activity

Submodule 5.3

Name _____ No. _____ Class _____ Date _____

WRITING – Poetic terms



1. Here are some of the most frequently used words to describe poetry.

Match the words on the left with their definition on the right.

- | | | |
|------------|---|---|
| a. imagery | • | • 1. a group of lines in a poem |
| b. line | • | • 2. a person who writes poems |
| c. metre | • | • 3. the use of details to help the reader imagine something (it can describe how something looks, sounds, tastes, smells or feels) |
| d. mood | • | • 4. the person telling the poem/narrating |
| e. poet | • | • 5. main topic or main idea of a poem |
| f. rhyme | • | • 6. a group of lines in a poem that form a single unit (comparable to a paragraph) |
| g. rhythm | • | • 7. how the poem makes the reader feel |
| h. speaker | • | • 8. a row of words in a poem |
| i. stanza | • | • 9. the pattern of sounds in a poem |
| j. theme | • | • 10. how the author feels about the subject |
| k. tone | • | • 11. the regular or repeating sound pattern of a poem |
| l. verse | • | • 12. when two words have the same end sounds (e.g. amuse/confuse) |

2. Read the figures of speech and their corresponding definitions and match each one with a representative example.

- | | | |
|--|---|---|
| a. alliteration : repetition of consonant sounds in a series of words in a line | • | • Whoosh! Splat! Click! |
| b. hyperbole : the use of exaggeration for emphasis | • | • Our next-door neighbour's dog is pretty ugly. |
| c. metaphor : the comparison of two unlike objects/things, which may have some common qualities | • | • My heart is like a singing bird. |
| d. onomatopoeia : the use of a word that sounds like what it is describing | • | • The stars winked at me. |
| e. oxymoron : two contradictory terms used together | • | • Shelly shivered in a sheer, short shirt. |
| f. personification : giving human qualities to animals / objects | • | • Computers are the vehicles of tomorrow. |
| g. simile : comparison between two things/objects by using "as" or "like" | • | • My teacher is so old she edited the bible for mistakes. |

Extension activity

Submodule 5.3

Name _____ No. _____ Class _____ Date _____

VOCABULARY – 10 common phobias

ophidiophobia

acrophobia

cynophobia

astraphobia

cyberphobia

claustrophobia

mysophobia

aerophobia

dentophobia

1. Which of the phobias above means that a person is afraid of...



a. dogs?



b. germs?



c. thunder and lightening?



d. dentists?



e. enclosed spaces?



f. computers and technology?



g. flying?



h. heights?



i. snakes?

Extension activity

Submodule 6.1

Name _____ No. _____ Class _____ Date _____

VOCABULARY – Environmental issues

There are nine recognised sources of pollution in the world. These sources not only have a negative impact on the natural world, but they can also have a measurable effect on the health of human beings.

1. Read the definitions and match them with each type of pollution.

air pollution	water pollution	soil pollution	noise pollution
personal pollution	thermal pollution	light pollution	visual pollution

- a. Contamination of the soil that prevents natural growth and balance in the land, whether it is used for cultivation, habitation or a wildlife reserve. _____
- b. Excess heat that creates undesirable effects over long periods of time. This type of pollution is confined to areas near their source. _____
- c. Undesirable levels of noises caused by human activity that disrupt the standard of living in the affected area. _____
- d. Over-illumination of an area that is considered obtrusive. _____
- e. Any contaminated water, whether from chemical, particulate, or bacterial matter that degrades the water's quality. _____
- f. Eyesores that can be caused by pollution or undesirable, unattractive views. _____
- g. Contamination of the atmosphere that disturbs the natural composition and chemistry of the air. _____
- h. Contamination of one's body and lifestyle with harmful actions (e.g. smoking, drug abuse...) _____

2. Link the sources of pollution mentioned above with the corresponding effects.

- | | | |
|----------------------|---|---|
| a. air pollution | • | • 1. changes in soil structure, decreased soil fertility, loss of wildlife habitat, food poisoning, desertification, chronic health problems and congenital illnesses |
| b. water pollution | • | • 2. degradation of the quality of life in residential areas |
| c. soil pollution | • | • 3. increase of temperatures and mild climatic changes |
| d. noise pollution | • | • 4. global warming, acid rain, smog, climate change, respiratory diseases |
| e. thermal pollution | • | • 5. negative impact in property values if the views are obstructed or unpleasant |
| f. light pollution | • | • 6. hearing loss, wildlife disturbances and a general degradation of lifestyle |
| g. visual pollution | • | • 7. ecological imbalance in rivers and lakes, contamination of food chain, destruction of ecosystems, diseases (e.g. cholera, skin rashes, etc.) |

Extension activity

Submodule 6.1

Name _____ No. _____ Class _____ Date _____

WATCHING – Top 10 worst man-made environmental disasters

1. Watch the video “Top 10 worst man-made environmental disasters” and match each disaster with the correct information.



Disaster

Information

- | Disaster | | Information |
|------------------------------|---|--|
| 10. Exxon Valdez Oil Spill | • | • a. It is located in China. |
| 9. Shrinking of the Aral Sea | • | • b. It happened in April 2010 off the coast of Louisiana. |
| 8. Bophal disaster | • | • c. It happened in the 1960s and 70s during a war. |
| 7. E-waste in Guiyu | • | • d. It happened on 1 st March 1954 in the Marshal Islands. |
| 6. Great smog of London | • | • e. A huge lake turned into a dry basin. |
| 5. BP oil spill | • | • f. It happened in 1991 and lasted for months. |
| 4. Castle Bravo | • | • g. It happened in December 1984 in India. |
| 3. Ecocide Vietnam | • | • h. It happened on 24 th March 1989 in Alaska. |
| 2. Kuwait oil fires | • | • i. It happened in 1952 and it lasted 5 days. |
| 1. Chernobyl disaster | • | • j. It was an explosion of an oil drill rig. |
| | | • k. It is the no.1 deadliest industrial disaster in history. |
| | | • l. It began in the 1960s. |
| | | • m. It happened on 26 th April 1986. |
| | | • n. It is the largest site of electronic waste in the world. |
| | | • o. It was a gas leak in a pesticide plant. |
| | | • p. A reactor malfunction caused a radiation leak. |
| | | • q. It was a mix of weather conditions and coal pollution. |
| | | • r. A mix of chemicals were sprayed to destroy the forests. |
| | | • s. The military set fire to the oil wells. |
| | | • t. It is the largest marine oil spill related to the oil industry. |
| | | • u. 12,000 people died as a direct result. |
| | | • v. It used to be a fertile rice production region. |
| | | • w. Hundreds of thousands of birds and mammals died. |
| | | • x. It was a trial of a hydrogen bomb. |
| | | • y. Hundreds of thousands of locals were relocated. |
| | | • z. It caused cancer, birth defects and nervous system disorders. |

Extension activity

Submodule 6.2

Name _____ No. _____ Class _____ Date _____

CITIZENSHIP – Celebrities fighting for the environment

1. Identify the celebrities on the left and match them with the environmental causes they fight for.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

1. She is a Goodwill Ambassador and has been actively promoting sustainable clothing over the past few years by collaborating with fair-trade fashion label People Tree.

2. She founded Mothers and Others, an environmental group informing about the presence of chemicals and pesticides in green produce. She is also a part of the Children Health Environment Coalition.

3. He donates a portion of his ticket sales to Global Cool, a UK-based climate change charity. He has been using biodiesel-powered buses for touring since 2008 and he also promotes solar power and recycling at concert venues.

4. She created an eco-friendly flip-flop line called Ipanema to help raise money for conserving the Amazon rain forest. She also initiated the Clean Water Project to restore vegetation and micro basins in her native country Brazil.

5. He advocates for Climate Change Awareness. In 1998 he established his own Foundation and he has produced two films on global warming – the 2007 docu-drama *11th Hour* and the 2017's documentary *Before the Flood*.

6. She has continually supported the ethical treatment of animals and other wildlife. She supports Global Green USA, an organisation fighting global climate change through green affordable housing initiatives.

Extension activity

Submodule 6.2

Name _____ No. _____ Class _____ Date _____

VOCABULARY – China one-child policy facts

1. Match the beginnings to the endings to learn more about what the *One-child policy* in China was.

- | | | |
|--|---|--|
| 1. China's one-child rule was made | • | • a. higher wages, better schooling and employment, and preferential healthcare assistance. |
| 2. When the one-child policy was adopted in 1979, | • | |
| 3. China was expected to achieve zero population growth by 2000, but | • | • b. to marry and have two children. |
| 4. China's one-child policy most strictly applied to | • | • c. have a second child if the first child was a girl. |
| 5. In rural areas, Han Chinese families could apply to | • | • d. enough young people to support the aging demographics. |
| 6. For families who observed the one-child rule, there were rewards: | • | • e. in 1979 by Chinese leader Deng Xiaoping. |
| 7. For families who violated the one-child policy, there were sanctions: | • | • f. China's population was about 972 million people. |
| 8. One major exception to the one-child rule allowed couples who were only children themselves | • | • g. fines, wage cuts, employment termination and difficulty in obtaining governmental assistance. |
| 9. If a first child was born with birth defects or major health problems, | • | • h. about 113 boys born in China for every 100 girls. |
| 10. In 2015 China had an estimated | • | • i. Han Chinese living in urban areas. |
| 11. China's sex ratio is very imbalanced as there are | • | • j. the couple was usually permitted to have a second child. |
| 12. The one-child policy ended after 2015, as China does not have | • | • k. 150 million single-child families. |
| 13. China's population is forecast to be | • | • l. stable and then decline slightly after 2030. |
| | | • m. it actually achieved that in 1993. |



Extension activity

Submodule 6.3

Name _____ No. _____ Class _____ Date _____

VOCABULARY – Alternative eco-friendly lifestyles

1. There are groups of people who have given up consumerism, animal killing, food waste or the destruction of the environment.

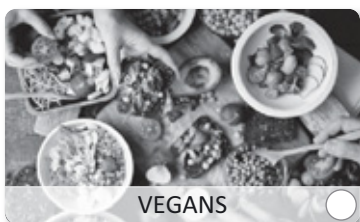
1.1 Read about four of these groups and match them with their description.



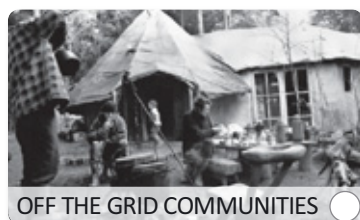
a. They changed to a simpler way of life. Families live together based on subsistence and exchange in harmony with nature. They use wood for warmth and cooking and a wind-powered generator and several solar panels provide them with electricity.



b. They eat, buy, use and support only things that don't harm animals. They eat no meat, no dairy, use no beauty products tested on animals or fur clothing.



c. They get rid of everything they don't need. Things like bookshelves, desks, extra shoes, clothes, extra forks and knives, TV. They prefer quality and not quantity. By spending less time taking care of the house, they have more time for family and friends.



d. They have alternative strategies for living. They have limited participation in the conventional economy and minimal consumption of resources. They go to dumpsters and pick up the food that restaurants and supermarkets throw away.

1.2 Now decide which group...

- a. would never wear handmade leather boots.
- b. would prefer to recycle than to buy.
- c. likes farming.
- d. wouldn't buy an expensive laptop.
- e. is against consumerism.
- f. would take a lunchbox to work.

Extension activity

Submodule 6.3

Name _____ No. _____ Class _____ Date _____

VOCABULARY – Recycling products

- There is a recycling colour code for each garbage bin, according to the items you place in each of them.

1.1 Write the colour of each bin according to the signs.

1.2 Write the items given in the box below in the bin you would put them into.

a wine bottle a newspaper rotten fruit a jam jar a coke can
cardboard boxes apple peel a milk carton a detergent bottle
a glass yoghurt jar vegetable leftovers junk mail

a. blue

b. _____

c. _____

d. _____



- _____
- _____
- _____

- _____
- _____
- _____

- _____
- _____
- _____

- _____
- _____
- _____

- Besides the bins mentioned above, are there any others you can think of, where other recyclables can be disposed of?

Answer keys

4.1 WATCHING – JAMIE OLIVIER

1. b, d, j, k, n
2. a. spaghetti carbonara b. Italian c. 8 minutes d. In the pestle and mortar. e. 20 g of pecorino cheese. f. To stop the frying process. g. No, it doesn't.

4.1 VOCABULARY – THE WEATHER

1. Possible answers: a. It's boiling hot. It's hot. b. It's partially cloudy. c. It's rainy with some showers. d. There is snow and it there will probably be a blizzard. e. It's windy but not a gale yet.

4.2 VOCABULARY – CARDINAL AND ORDINAL NUMBERS

1. a. 11 b. 34 c. 91 d. 305 e. 820 f. 5200 g. 55 133 h. 920 000 i. 2 400 201 j. 810 100 000
2. a. twelve b. twenty-three c. fifty-eight d. one hundred and twenty-five e. seven hundred and ninety f. four thousand six hundred and thirty g. ten thousand two hundred and forty-one h. three hundred and twenty thousand i. five million eight hundred and fifteen thousand three hundred and eighty-eight j. one hundred and ten million four hundred and sixty-seven thousand and eighty-three
3. b. third; 3rd c. seventh; 7th d. eleventh; 11th e. fifteenth; 15th f. twenty-second; 22nd g. forty-third; 43rd h. fifty-first; 51st i. sixty-fifth; 65th j. one hundred nineteenth; 119th
4. a. one hundred and six b. forty-fourth c. seventy-eight d. twelfth e. two thousand f. thirtieth g. five hundred and twelve h. five thousand six hundred and ninety-five

4.2 VOCABULARY – FRACTIONS AND DECIMAL NUMBERS

1. a. 7 b. 3 c. 5 d. 8 e. 1 f. 2 g. 4 h. 6
3. a. one point one b. one point twelve or one point one two c. four hundred point one d. zero point zero two or point zero two e. six point zero three three f. ten point nine

4.2 VOCABULARY AND GRAMMAR – TIME-RELATED WORDS

1. Seasons: spring; summer; autumn; winter
Months: January; February; March; April; May; June; July; August; September; October; November; December
Days of the week: Sunday; Monday; Tuesday; Wednesday; Thursday; Friday; Saturday
Parts of the day: morning; afternoon; evening; night
Festivities: Christmas; Easter; Carnival; Halloween; Thanksgiving
2. b. In March. c. In summer. d. In the morning. e. On 31st October. f. At Carnival. g. On Sunday. h. In winter. i. On 1st May. j. In June.

4.3 LISTENING – INTERNET SAFETY HIP HOP SONG

1. a. web b. username c. delete d. school e. password f. secret g. numbers h. online i. private j. internet k. met l. success

4.3 CITIZENSHIP – DIGITAL CITIZENSHIP QUIZ

1. d 2. a 3. d 4. b 5. b 6. c 7. b 8. c 9. a 10. d 11. a 12. a 13. b 14. b 15. a 16. b 17. a 18. b 19. a 20. d

5.1 WATCHING – TEEN DATING ABUSE

- 1.1 b 1.2 a 1.3 c 1.4 c 1.5 a 1.6 b
2. Possible answers:
a. To create awareness about this problem. b. end the relationship; talk to someone you trust; go to the police if necessary; ask for help; don't try to solve things on your own and keep it to yourself

5.1 LISTENING – TOP GUN AND TITANIC

1. a. game b. inside c. say d. waiting e. love f. hide g. say h. dreams i. distance j. are k. door l. heart m. time n. hold

5.2 CITIZENSHIP – FINEST MINDS AT OXFORD

1. a. Bill Clinton b. Nelson Mandela c. Doris Lessing d. Margaret Thatcher e. Desmond Tutu f. Benazir Bhutto g. Kofi Annan h. Crown Prince Naruhito of Japan
2. a. Benazir Bhutto b. Desmond Tutu c. Margaret Thatcher d. Nelson Mandela e. Doris Lessing f. Crown Prince Naruhito of Japan g. Bill Clinton h. Kofi Annan

5.2 VOCABULARY – ENTREPRENEURSHIP

1. a. 5 b. 7 c. 6 d. 9 e. 1 f. 12 g. 16 h. 2 i. 3 j. 4 k. 14 l. 15 m. 8 n. 10 o. 13 p. 11

5.3 WRITING – POETIC TERMS

1. a. 3 b. 8 c. 11 d. 7 e. 2 f. 12 g. 9 h. 4 i. 6 j. 5 k. 10 l. 1
2. a. Shelly shivered in a sheer, short shirt. b. My teacher is so old she edited the bible for mistakes. c. Computers are the vehicles of tomorrow. d. whoosh / splat / click e. Our next-door neighbour's dog is pretty ugly. f. The stars winked at me. g. My heart is like a singing bird.

5.3 VOCABULARY – 10 COMMON PHOBIAS

1. a. cynophobia b. mysophobia c. astraphobia d. dentophobia e. claustrophobia f. cyberphobia g. aerophobia h. acrophobia i. ophidiophobia

6.1 VOCABULARY – ENVIRONMENTAL ISSUES

1. a. soil pollution b. thermal pollution c. noise pollution d. light pollution e. water pollution f. visual pollution g. air pollution h. personal pollution
2. a. 4 b. 7 c. 1 d. 6 e. 3 f. 2 g. 5

6.1 WATCHING – 10 TOP 10 WORST MAN MADE ENVIRONMENTAL DISASTERS

10. Exxon Valdez Oil Spill – h, w 9. Shrinking of the Aral Sea – e, l 8. Bophal disaster – g, k, o 7. E-waste in Guiyu – a, n, v 6. Great smog of London – i, q, u 5. BP oil spill – b, j, t 4. Castle Bravo – d, x 3. Ecocide Vietnam – c, r, z, 2. Kuwait oil fires – f, s 1. Chernobyl disaster – m, p, y

6.2 CITIZENSHIP – CELEBRITIES FIGHTING FOR THE ENVIRONMENT

- a. Meryl Streep – 2 b. Leonardo Dicaprio – 5 c. Gisele Bündchen – 4 d. Natalie Portman – 6 e. Adam Levine – 3 f. Emma Watson – 1

6.2 VOCABULARY – CHINA ONE CHILD POLICY FACTS

1. e 2. f 3. m 4. i 5. c 6. a 7. g 8. b 9. j 10. k 11. h 12. d 13. l

6.3 VOCABULARY – ALTERNATIVE ECO-FRIENDLY LIFESTYLES

- 1.1 freegans: d; minimalists: c; vegans: b; off the grid communities: a
1.2 a. vegans b. freegans c. off the grid communities d. minimalists e. all f. all

6.3 VOCABULARY – HOW WELL CAN YOU RECYCLE?

- 1.1 a. blue b. yellow c. green d. black/brown
1.2 a. a newspaper, junk mail, cardboard boxes b. a coke can, a detergent bottle, a milk carton c. a jam jar, a wine bottle, a glass yoghurt jar d. apple peel, vegetable leftovers, rotten fruit
2. Possible answers:
– battery recycle bin (usually red, to dispose of old batteries);
– oil recycle bin (usually found in supermarkets to dispose of used cooking oil);
– hazardous waste bin (usually found in hospitals, to dispose of needles, syringes, bandages, and other possible contaminating items);
– small appliances bin (usually found in supermarkets to dispose of small household appliance, like toasters, hairdryers, etc)

Hands on
TESTS

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to an expert on online security and fill in the blanks with the missing words.

 CD 3 Tracks 16 • 17

(10 × 1 p)

Most of us are active on one or more social media **a.** _____ daily. Sometimes hourly.

It's become a way of life; we don't even think twice about it anymore. But maybe we should.

Social networks like Facebook and Twitter have become a haven for **b.** _____

thieves, con artists, and scammers. So how can you stay **c.** _____ and still be social?

1. Keep your **d.** _____ security and antivirus software up-to-date.

2. Use strong passwords consisting of upper- and lowercase letters, numbers, and **e.** _____.

3. Be cautious with links and files. If you're not sure about the source, don't **f.** _____ or click on the link.

4. Remember: If you wouldn't say it or do it in public, don't **g.** _____ it online.

5. Be careful who you **h.** _____ or friend. It may feel good to have hundreds of friends, but in reality, you only know a fraction of those people.

6. Do a **i.** _____ on yourself; you may be surprised. If you feel you have too much information out there, you can always restrict your online **j.** _____.

<http://rubiconn.com> (accessed in August 2018)

2. Listen to the advice on what to do if you get your computer hacked and complete the sentences. CD 3 Tracks 18 • 19

(8 × 2,5 p)

a. A hacker attack can happen when you open an _____.

b. To access your data all the hackers rely on _____.

c. The first thing to do if you have a PC is to unplug the _____.

d. The second thing to do is to remove the _____.

e. Next you should transfer your data to a _____ or another hard drive.

f. You should transfer all your personal information like _____, _____ and _____.

g. After your hard disk is clean you can reinstall the _____.

h. You should also install a top quality _____.

READING

1. Read the following text.

Tips for safe social networking

Beware of TMI

Social networking means opening up and sharing information online with others, but there's some information you should never share online. Protecting yourself from sharing Too Much Information (TMI) can save you from identity theft and even keep you physically safe. So never
5 share your birth date, home address or home phone number. Of course, you should also safeguard all of your passwords, PIN numbers, bank account and credit card information.

Customise privacy options

Don't assume you have to take the default settings the site gives you. Check out the settings, configuration and privacy sections to see what options you have to limit who and what groups
10 can see various aspects of your personal information. If you've just joined a social networking site, or even if you have been a user for some time, log onto your account and view and adjust the privacy settings – new settings are often added over time.

Don't trust, just verify

There are lots of reasons why someone might falsify an identity online. It could be as a prank
15 or for "fun", such as those who impersonate a celebrity as satire. Falsifying an identity has a legitimate side too – it can be used by people who simply want to conceal who they are in order to protect their real identities. But it's also the first step of those who want to embarrass or insult someone else by impersonating them, or steal an identity for financial gain or other crimes.

20 Search yourself

It is a good idea to search for your name on Google and check out your profile as others see it on social networking sites. Understand where you show up and what information is available about you, and then adjust your profile, settings and habits appropriately. If you unexpectedly see your name in locations you don't frequent, it could give you a heads-up someone else is
25 using your identity online. Set up a Google alert with your name, which emails you when Google finds your name on sites.

<https://www.networkworld.com> (accessed in August 2018)

2. Go through the 1st and 2nd paragraphs and find equivalents for the following words. (5 × 4 p)

- a. maintain _____
- b. protect _____
- c. modify _____
- d. verify _____
- e. choices _____

3. Answer the following questions about the text.

(5 × 6 p)

- a. What kind of information should you never share online?

- b. Which sections of a site should you check out to customise your options?

- c. Give two reasons why people may falsify an identity online.

- d. Why should you search for your name on Google or check out your profile?

- e. What do you have to do to get warning emails when Google finds your name on sites?

VOCABULARY AND GRAMMAR

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

(10 × 2 p)

password video upload cell stays deactivate website
delete viewed profile

The illusion of security

The Internet is definitely not secure, no more secure than walking down a street in the middle of the day in a very large city, where you are routinely filmed without your knowledge by CCTV, a. _____ phone cameras and even the occasional TV camera. The Internet is the same only instead of b. _____, your every keystroke is recorded, every photo you c. _____ is archived. Did you know you cannot d. _____ a photo from Facebook? You can remove it from your e. _____, but Facebook keeps a copy. Did you know you cannot delete your Facebook account? You can f. _____ it but it will always be there and hackers love inactive accounts. The g. _____ never changes. And don't forget that every h. _____ on the Internet has a "system administrator" who can see and watch everything on their network. So, be sure of it, everything you put up on the Internet i. _____ on the Internet for a VERY long time and it can be j. _____ by a wide variety of people for many different reasons.

<https://turbofuture.com> (accessed in August 2018)

2. Circle the correct option.

(5 × 3 p)

- a. I **have / did** never thought about being a journalist.
- b. She **has / is** working at CNN at the moment.
- c. My sister **hasn't / doesn't** write for a newspaper but for a blog.
- d. To be a good reporter you **must / can** be curious and meticulous.
- e. If your computer gets hacked, your personal data **can / should** be stolen and used illegally.

3. Choose the correct preposition of time to complete the sentences.

(5 × 3 p)

- a. I usually text my friends _____ I am studying.
- b. Robert last updated his profile yesterday, _____ 9 p.m.
- c. My parents don't let me use the Internet late _____ night.
- d. I can't check my phone _____ meals. It's a house rule!
- e. I helped my grandfather open a Facebook account _____ Sunday. Can you believe it?

4. Rewrite the following sentences in reported speech.

(4 × 5 p)

- a. "You are here today to hear about online safety."
The expert told us _____
- b. "I want this speech to be memorable."
He also said _____
- c. "Why do you have the same password for these two email accounts?"
He asked me _____
- d. "Can I find more information about identity theft on your blog?"
I asked the expert _____

5. Choose the correct coordinating conjunction to complete the sentences.

(4 × 5 p)

- 5.1** Hackers can break into your computer _____ your cell phone data.
a. but b. or c. nor
- 5.2** The Internet can be a good source of information, _____ you have to be sure the sources are reliable.
a. but b. so c. and
- 5.3** My computer has already been hacked, _____ I am much more careful now when I open attachments.
a. but b. so c. for
- 5.4** I recently reinstalled my operating system _____ a new antivirus software.
a. but b. yet c. and

WRITING

Write a short "how to" article on how to be safe on social networks.

(30 p)

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to an expert on online security and fill in the blanks with the missing words.

 CD 3 Tracks 16 • 17

(10 × 1 p)

- Most of us are **a.** _____ on one or more social media sites daily. Sometimes hourly. It's become a way of life; we don't even think twice about it anymore. But maybe we should. Social **b.** _____ like Facebook and Twitter have become a haven for identity thieves, con artists, and scammers. So how can you stay **c.** _____ and still be social?
1. Keep your firewall security and antivirus **d.** _____ up-to-date.
 2. Use strong passwords consisting of upper- and lowercase letters, **e.** _____, and symbols.
 3. Be cautious with links and files. If you're not sure about the source, don't download or **f.** _____ on the link.
 4. Remember: If you wouldn't say it or do it in public, don't **g.** _____ it online.
 5. Be **h.** _____ who you follow or friend. It may feel good to have hundreds of friends, but in reality, you only know a fraction of those people.
 6. Do a **i.** _____ on yourself; you may be surprised. If you feel you have too much information out there, you can always **j.** _____ your online profile.

<http://rubiconn.com> (accessed in August 2018)

2. Listen to the advice on what to do if you get your computer hacked and complete the sentences. CD 3 Tracks 18 • 19

(8 × 2,5 p)

- a.** A hacker attack can happen when you click on an _____.
- b.** To access your data all the hackers rely on _____.
- c.** The first thing to do if you have a laptop is to disconnect from _____.
- d.** The second thing to do is to remove the _____.
- e.** Next you should transfer your data to a USB flash drive or another _____.
- f.** You should transfer all your personal information like _____, _____ and _____.
- g.** You should only reinstall the operating system after your hard disk _____.
- h.** You should also install a top quality _____.

READING

1. Read the following text.

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Beware of TMI

Social networking means opening up and sharing information online with others, but there's some information you should never share online. Protecting yourself from sharing Too Much Information (TMI) can save you from identity theft and even keep you physically safe. So never
5 share your birth date, home address or home phone number. Of course, you should also safeguard all of your passwords, PIN numbers, bank account and credit card information.

Customise privacy options

Don't assume you have to take the default settings the site gives you. Check out the settings, configuration and privacy sections to see what options you have to limit who and what groups
10 can see various aspects of your personal information. If you've just joined a social networking site, or even if you have been a user for some time, log onto your account and view and adjust the privacy settings – new settings are often added over time.

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There are lots of reasons why someone might falsify an identity online. It could be as a prank
15 or for "fun", such as those who impersonate a celebrity as satire. Falsifying an identity has a legitimate side too – it can be used by people who simply want to conceal who they are in order to protect their real identities. But it's also the first step of those who want to embarrass or insult someone else by impersonating them, or steal an identity for financial gain or other crimes.

20 Search yourself

It is a good idea to search for your name on Google and check out your profile as others see it on social networking sites. Understand where you show up and what information is available about you, and then adjust your profile, settings and habits appropriately. If you unexpectedly see your name in locations you don't frequent, it could give you a heads-up someone else is
25 using your identity online. Set up a Google alert with your name, which emails you when Google finds your name on sites.

<https://www.networkworld.com> (accessed in August 2018)

2. Go through the 1st and 2nd paragraphs and find equivalents for the following words. (5 × 4 p)

- a. be careful _____
- b. protect _____
- c. conceal _____
- d. verify _____
- e. different _____

3. Answer the following questions about the text.

(5 × 6 p)

- a. What kind of information should you never share online?

- b. Which sections of a site should you check out to customise your options?

- c. Give two reasons why people may falsify their identity online.

- d. What can it mean if you find your name in online locations you don't frequent?

- e. Why is it a good idea to set up a Google alert with your name?

VOCABULARY AND GRAMMAR

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

(10 × 2 p)

hackers video copy cell remove deactivate website
network viewed delete

The illusion of security

The Internet is definitely not secure, no more secure than walking down a street in the middle of the day in a very large city, where you are routinely filmed without your knowledge by CCTV, a. _____ phone cameras and even the occasional TV camera. The Internet is the same only instead of b. _____, your every keystroke is recorded, every photo you upload is archived. Did you know you cannot c. _____ a photo from Facebook? You can d. _____ it from your profile, but Facebook keeps a e. _____. Did you know you cannot delete your Facebook account? You can f. _____ it but it will always be there and g. _____ love inactive accounts. The password never changes. And don't forget that every h. _____ on the Internet has a "system administrator" who can see and watch everything on their i. _____. So, be sure of it, everything you put up on the Internet STAYS on the Internet for a VERY long time and it can be j. _____ by a wide variety of people for many different reasons.

<https://turbofuture.com> (accessed in August 2018)

2. Circle the correct option.

(5 × 3 p)

- a. I **haven't / didn't** checked my privacy settings yet.
- b. They **are / have** thinking about deleting their profile.
- c. My father **isn't / doesn't** like to spend too much time online.
- d. To make sure your personal information is safe, you **should / may** install a reliable antivirus.
- e. If you suffer any kind of online attack, you **can / must** report it to the authorities.

3. Choose the correct preposition of time to complete the sentences.

(5 × 3 p)

- a. I usually text my friends several times _____ the day.
- b. Robert last updated his profile _____ Tuesday morning.
- c. My parents don't let me use the Internet _____ we are eating.
- d. I last checked my email _____ 2 p.m.
- e. I usually turn off my wi-fi _____ the night.

4. Rewrite the following sentences in reported speech.

(4 × 5 p)

- a. "I am here today to talk about my work on online safety"
The expert told us _____
- b. "I want my speech to be memorable."
She also said _____
- c. "What is your password for this email account?"
He asked me _____
- d. "Do you have more information about identity theft on these leaflets?"
I asked the expert _____

5. Choose the correct coordinating conjunction to complete the sentences.

(4 × 5 p)

- 5.1** My computer has already been hacked, _____ I am much more careful now when I open attachments.
- a. but b. so c. for
- 5.2** I recently reinstalled my operating system _____ new antivirus software.
- a. but b. yet c. and
- 5.3** Hackers can break into your computer _____ your cell phone data.
- a. but b. or c. nor
- 5.4** The Internet can be a good source of information, _____ you have to be sure the sources are reliable.
- a. but b. so c. and

WRITING

Write a short "how to" article on how to be safe on social networks.

(30 p)

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to the text and fill in the blanks with the missing words.  CD 3 Tracks 20 • 21 (10 × 1 p)

Top Career Choices of the Future

Students pick occupations for many reasons, not always good ones. **a.** _____, prestige, and mystique are a few of the attractive factors that can enter into the equation. Yet choosing something that simply sounds **b.** _____ may not be the best option.

c. _____ no one can predict the future, it makes more sense to check trends in the economy and the **d.** _____ before making that critical decision. Picking the right field will make landing a dream job after school a **e.** _____. Having the ability to see the big picture is key. You should research the jobs that will be in **f.** _____ in 10 to 20 years to determine the best future careers.

The key word would be explore. Explore every option – don't **g.** _____ yourself. Think that you can do whatever you **h.** _____ to do. Don't sell yourself short. Think globally. Choosing a career can be complicated because of today's rapidly changing world. It takes more than **i.** _____ work and a little luck to find employment that can provide an adequate **j.** _____ and lifestyle.

www.teenink.com (accessed in September 2018)

2. Listen to the information on up-and-coming jobs and complete the sentences.

 CD 3 Tracks 22 • 23

(8 × 2,5 p)

- Up-and-coming jobs in healthcare include pharmacists, dentists, _____ and physician assistants.
- When choosing a career in healthcare, consider the salary, status and _____.
- Some jobs in health care require long hours, _____ and holidays.
- If you seek job security, there will be many professions in non-profit organisations and _____.
- These professions include school psychologists, urban planners, higher education _____ and professors.
- For human interaction jobs, consider occupational therapy, speech therapy, school counselling or _____.
- Some examples of the best jobs in engineering, science and computers are robotics, _____, virtual reality and gene therapy.
- Being a chef typically involves working _____ and weekends.

READING

1. Read the following text.

Choosing a Career

Exploring career options is an important step on the road to adulthood. As you enter high school, you will be faced with choices in which classes you take. The classes you take in high school affect the choices you have and the careers you can embark on. Having an idea of where you want to be in the next five to ten years will get you started in the right direction.

5 Asking the Right Questions

First, asking “Who am I?” helps you explore your likes and dislikes. Secondly, “How do I want to live my life?” helps you determine lifestyle issues. For example, helping others may be more of a priority than financial success. Being free to travel may be more important than being rooted in an office. Thirdly, asking “What do I have to give?” helps you examine your unique set
10 of skills and interests to find a place in society where they can be useful to others.

Education and Interests

Comparing classes you enjoy with those you don't can be a good guide to exploring career paths. What may be an obvious example is someone who excels in math and science looking at a career in those fields. What may not be so obvious is to explore the subjects within a class
15 that someone thrives on while not particularly enjoying the class as a whole. For example, you may be bored by the dates or political aspects of history, but completely intrigued by the personalities behind those events, leading to careers ranging anywhere from psychology to journalism.

Being Realistic

20 Coming to terms with what you want to do and what you're prepared to do is a major factor in ruling out inappropriate career choices. Someone with stage-fright, for example, will have some challenges to explore before seriously going on to become an actress or musician. Someone who consistently gets Ds in maths may have to reconsider a career in science or medicine.

25 Exploration

Once you begin to favour a career path, volunteering and other extracurricular activities can give you a taste for that career while giving you valuable hands-on experience. For example, working at a pet store or volunteering at a local animal shelter gives you first-hand experience of working with animals. Researching careers online and talking to people who work in that
30 field can also help you make the transition toward adulthood. School guidance teachers are also a valuable resource for exploring careers, as are career aptitude tests offered by high schools and colleges.

<https://work.chron.com> (accessed in September 2018)

2. Go through the text and find equivalents for the following words or expressions. (5 × 4 p)

- a. will encounter _____
- b. distinctive _____
- c. is very good at _____
- d. steadily _____
- e. practical _____

3. Answer the following questions about the text. (5 × 6 p)

- a. Why are the choices you make in high school important for your future?

- b. What aspects of yourself should you consider when you answer the suggested “right questions”?

- c. Which is the obvious choice for someone who is very good at maths and science?

- d. What should you also consider in order to rule out inappropriate careers for you?

- e. How can volunteering and extracurricular activities help you in terms of following a career?

VOCABULARY AND GRAMMAR

1. Complete the text with the words in the box. (10 × 2 p)

experience help worksite field preschool however
workforce studio resource chance

Job shadowing

A job shadowing experience can be a useful **a.** _____ in exploring your career choices. It lets you spend a day at a **b.** _____ related to your potential career interest. Someone who is interested in early childhood education could spend a day at a **c.** _____, or a student who is thinking of becoming an artist could explore a local **d.** _____ or gallery. If your school doesn't offer a formal programme, find a business you'd be interested in spending the day at and ask. It may **e.** _____ to have a recommendation from a parent or friend of the family. **f.** _____, if you're business-like, mature and passionate about your future career, you should be able to convince even a complete stranger to give you a **g.** _____.

A similar **h.** _____ is “Take Our Daughters and Sons to Work Day”. Even if you're certain you're not interested in your parents' **i.** _____ of work, it can be informative and eye-opening to spend a day in the **j.** _____. You may even find out about surprising career opportunities.

<https://teens.lovetoknow.com> (accessed in September 2018)

2. Choose the correct option to complete the sentences.

(4 × 3 p)

2.1 I won't go _____ any of your decisions if they might put your future at risk.

- a. by b. along with c. through

2.2 I get _____ all of my classmates.

- a. along with b. over c. on

2.3 My teachers are always complaining _____ my handwriting.

- a. about b. with c. on

2.4 I don't like it when people interfere _____ my work.

- a. on b. about c. with

3. Circle the correct option.

(5 × 3 p)

- a. You'd **rather / better** hurry, or you'll be late for school.
b. She'd **rather / better** attend a health course than a computer course.
c. My sister **would / had** better start studying in order not to fail her exams.
d. The psychologist **who / whose** helped me with my anxiety is a very nice doctor.
e. The poem **who / which** I read in the textbook was written in English.

4. Complete the sentences with **used to**, **be able to** or **have to** in the correct form.

(5 × 3 p)

- a. When I was a child I _____ read comic books.
b. If you are an entrepreneur, you should _____ set up a successful small business.
c. Most people _____ do a lot of different jobs before landing on a well-paid one.
d. Now I _____ understand the importance of making the right career choices.
e. In order to have the career you choose, you _____ make the right choices during your school years.

5. Rewrite the sentences using **be likely to**, **be about to** or **if-clauses type 3**.

(4 × 5 p)

- a. My parents will probably support my career choices.
My parents are _____
b. The results of the exams will be posted on the website in half an hour.
The results of the exams are _____
c. I didn't have an access key. I couldn't apply for the apprenticeship.
If I had _____
d. They forgot to sign the application form. They weren't accepted on the course.
If they hadn't _____

WRITING

Write an advice letter to a teenager who feels very anxious because he/she doesn't know what career path to choose yet.

(30 p)

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to the text and fill in the blanks with the missing words.  CD 3 Tracks 20 • 21 (10 × 1 p)

Top Career Choices of the Future

Students pick occupations for many reasons, not always good ones. Money, **a.** _____, and mystique are a few of the attractive factors that can enter into the equation. **b.** _____ choosing something that simply sounds exciting may not be the **c.** _____ option.

Although no one can predict the future, it makes more sense to check trends in the **d.** _____ and the workplace before making that **e.** _____ decision. Picking the right field will make landing a dream job after school a reality. Having the **f.** _____ to see the big picture is key. You should research the jobs that will be in demand in 10 to 20 years to determine the best future careers.

The key word would be **g.** _____. Explore every option – don't limit yourself. Think that you can do whatever you want to do. Don't sell yourself **h.** _____. Think globally. Choosing a career can be complicated because of today's rapidly **i.** _____ world. It takes more than hard work and a little luck to find employment that can provide an adequate income and **j.** _____.

www.teenink.com (accessed in September 2018)

2. Listen to the information on up-and-coming jobs and complete the sentences.

 CD 3 Tracks 22 • 23

(8 × 2,5 p)

- a. Up-and-coming jobs in healthcare include pharmacists, dentists, optometrists and _____.
- b. When choosing a career in healthcare, consider the salary, _____ and quality of life.
- c. Some jobs in health care require long hours, weekends and _____.
- d. If you seek job security, there will be many professions in _____ and government agencies.
- e. These professions include school psychologists, urban planners, higher education administrators and _____.
- f. For human interaction jobs, consider occupational therapy, _____, school counselling or physical therapy.
- g. Some examples of the best jobs in engineering, science and computers are robotics, artificial intelligence, _____ and gene therapy.
- h. Being a chef typically involves working late hours and _____.

READING

1. Read the following text.

Choosing a Career

Exploring career options is an important step on the road to adulthood. As you enter high school, you will be faced with choices in which classes you take. The classes you take in high school affect the choices you have and the careers you can embark on. Having an idea of where you want to be in the next five to ten years will get you started in the right direction.

5 Asking the Right Questions

First, asking “Who am I?” helps you explore your likes and dislikes. Secondly, “How do I want to live my life?” helps you determine lifestyle issues. For example, helping others may be more of a priority than financial success. Being free to travel may be more important than being rooted in an office. Thirdly, asking “What do I have to give?” helps you examine your unique set
10 of skills and interests to find a place in society where they can be useful to others.

Education and Interests

Comparing classes you enjoy with those you don't can be a good guide to exploring career paths. What may be an obvious example is someone who excels in math and science looking at a career in those fields. What may not be so obvious is to explore the subjects within a class
15 that someone thrives on while not particularly enjoying the class as a whole. For example, you may be bored by the dates or political aspects of history, but completely intrigued by the personalities behind those events, leading to careers ranging anywhere from psychology to journalism.

Being Realistic

20 Coming to terms with what you want to do and what you're prepared to do is a major factor in ruling out inappropriate career choices. Someone with stage-fright, for example, will have some challenges to explore before seriously going on to become an actress or musician. Someone who consistently gets Ds in maths may have to reconsider a career in science or medicine.

25 Exploration

Once you begin to favour a career path, volunteering and other extracurricular activities can give you a taste for that career while giving you valuable hands-on experience. For example, working at a pet store or volunteering at a local animal shelter gives you first-hand experience of working with animals. Researching careers online and talking to people who work in that
30 field can also help you make the transition toward adulthood. School guidance teachers are also a valuable resource for exploring careers, as are career aptitude tests offered by high schools and colleges.

<https://work.chron.com> (accessed in September 2018)

2. Go through the text and find equivalents for the following words or expressions.

(5 × 4 p)

- a. define _____
- b. is very successful _____
- c. unsuitable _____
- d. achieves _____
- e. direct _____

3. Answer the following questions about the text.

(5 × 6 p)

- a. Why are the choices you make in high school important for your future?

- b. What aspects of yourself should you consider when you answer the suggested “right questions”?

- c. Which is the obvious choice for someone who is very good at maths and science?

- d. What should you also consider in order to rule out inappropriate careers for you?

- e. How can volunteering and extracurricular activities help you in terms of following a career?

VOCABULARY AND GRAMMAR

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

(10 × 2 p)

however	opportunities	worksite	ask	experience	education
	similar	stranger	work	gallery	

Job shadowing

A job shadowing **a.**_____ can be a useful resource in exploring your career choices. It lets you spend a day at a **b.**_____ related to your potential career interest. Someone who is interested in early childhood **c.**_____ could spend a day at a preschool, or a student who is thinking of becoming an artist could explore a local studio or **d.**_____. If your school doesn't offer a formal programme, find a business you'd be interested in spending the day at and **e.**_____. It may help to have a recommendation from a parent or friend of the family. **f.**_____, if you're business-like, mature and passionate about your future career, you should be able to convince even a complete **g.**_____ to give you a chance. A **h.**_____ experience is “Take Our Daughters and Sons to Work Day”. Even if you're certain you're not interested in your parents' field of **i.**_____, it can be informative and eye-opening to spend a day in the workforce. You may even find out about surprising career **j.**_____.

<https://teens.lovetoknow.com> (accessed in September 2018)

2. Choose the correct option to complete the sentences.

(4 × 5 p)

- 2.1** If you go _____ with your hard work, I'm sure you'll be successful.
a. on b. through c. by
- 2.2** Last year David went _____ difficult times because of cyberbullying.
a. along with b. through c. on
- 2.3** Sheila was very sad because of the end of her relationship but she is getting _____ it.
a. on b. by c. over
- 2.4** There are friends that we know we can always count _____.
a. on b. about c. with

3. Circle the correct option.

(5 × 3 p)

- a. I'd **rather / better** buy a new laptop than a tablet. I like keyboards more than touchscreens.
- b. We'd **rather / better** be careful with our posts online. It can be dangerous to provide too much information
- c. Harriet **would / had** rather follow a sports course but her parents think she should study science.
- d. This is the school **which / whose** vocational courses are known all over the country for their quality.
- e. The teacher **who / which** helped me with my portfolio is very nice.

4. Complete the sentences with used to, be able to or have to in the correct form.

(5 × 3 p)

- a. When we were at primary school, we _____ have a lot of homework.
- b. As they put a lot of effort into the campaign, they _____ raise a lot of money in seed funding.
- c. After finishing 9th grade, you _____ decide what kind of course you were interested in.
- d. Did you _____ walk to school when you were a child?
- e. I really _____ start studying for the exams or I may fail.

5. Rewrite the sentences using be likely to, be about to or if-clauses type 3.

(4 × 5 p)

- a. The counsellor will probably advise me to follow a career in arts.
The counsellor is _____
- b. The number of vacancies for the course is going to be announced in an hour.
The number of vacancies for the course is _____
- c. I didn't choose the right field at school. I lost the chance to follow my dream career.
If I had _____
- d. We missed the deadline. We couldn't apply for the job vacancy.
If we hadn't _____

WRITING

Write an advice letter to a teenager who feels very anxious because he/she doesn't know what career path to choose yet. (30 p)

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to an environmental scientist explaining what global warming is and fill in the blanks with the missing words.  CD 3 Tracks 24 • 25 (10 × 1 p)

Global warming is the term used to describe a **a.** _____ increase in the average temperature of the Earth's atmosphere and its **b.** _____, which is believed to be permanently changing the Earth's **c.** _____.

There is great debate among many people, and sometimes in the news, on whether global warming is real. But climate scientists looking at the data and facts agree the **d.** _____ is warming. The scientific consensus on climatic changes related to global warming is that the average temperature of the Earth has risen **e.** _____ 0.4 and 0.8 °C over the past 100 years.

The increased volumes of carbon dioxide and other **f.** _____ gases released by the burning of fossil fuels, land clearing, **g.** _____ and other human activities are believed to be the primary **h.** _____ of the global warming that has occurred over the past 50 years. Scientists have recently predicted that average global temperatures could increase between 1.4 and 5.8 °C by the year 2100.

Changes resulting from global warming may include rising **i.** _____ levels due to the melting of the **j.** _____ ice caps, as well as an increase in occurrence and severity of storms and other severe weather events.

<https://www.livescience.com> (accessed in August 2018)

2. Listen to the text about global warming and correct the wrong information in each sentence.  CD 3 Tracks 26 • 27 (8 × 2,5 p)

- a. The levels of greenhouse gases are higher now than in the last 560,000 years. _____
- b. Scientists often use the term "weather change" instead of "global warming". _____
- c. 63% of our electricity comes from burning coal. _____
- d. Renewable energy sources are hydro, solar and gas. _____
- e. Renewable energy sources means less oxygen is emitted. _____
- f. Plants play an important role in regulating the climate because they absorb oxygen from the air. _____
- g. When vegetation is planted, the stored carbon is released back into the atmosphere as CO₂. _____
- h. Up to ¼ of global greenhouse gas pollution comes from deforestation. _____

READING

1. Read the following text.

Ocean pollution: the dirty facts

Covering more than 70% of our planet, oceans are among the Earth's most valuable natural resources. They govern the weather, clean the air, help feed the world and provide a living for millions. They are also home to most of life on Earth, from microscopic algae to the blue whale, the largest animal on the planet. Yet we're bombarding them with pollution. By their very nature – with all streams flowing to rivers, all rivers leading to the sea – the oceans are the end point for so much of the pollution we produce on land, however far from the coasts we may be. Our impact on the seas is degrading their health at an alarming rate. Here are some ocean pollution facts that everyone on our blue planet ought to know.

10 **Ocean acidification**

When we burn fossil fuels, we don't pollute just the air but the oceans, too. Indeed, today's seas absorb as much as a quarter of all man-made carbon emissions, which changes the pH of surface waters and leads to acidification. This problem is rapidly worsening. It's estimated that by the end of this century, if we keep pace with our current emissions practices, the surface waters of the ocean could be nearly 150% more acidic than they are now.

Trash in the ocean

The majority of the garbage that enters the ocean each year is plastic. That's because, unlike other trash, the grocery bags, water bottles, drinking straws and yogurt containers, among eight million metric tons of the plastic items we toss (instead of recycle), won't biodegrade. Instead, they can persist in the environment for a millennium, polluting our beaches, entangling marine life and getting ingested by fish and seabirds.

Oil from boats, airplanes, cars, trucks and even lawn mowers is also swimming in ocean waters. Chemical discharges from factories, raw sewage from water treatment systems and agricultural spills are other forms of marine-poisoning pollutants.

25 **Ocean noise**

The ocean is far from a "silent world". Sound waves travel farther and faster in the sea than they do in the air, and many marine mammals like whales and dolphins, in addition to fish and other sea creatures, rely on communication by sound to find food, mate and navigate. But increasing human-generated ocean noise pollution is altering the underwater acoustic landscape, harming – and even killing – marine species worldwide. Consider the incessant noise of around 60,000 commercial tankers and container ships that travel the seas at any given time. The underwater noise that results creates a kind of "smog" that reaches nearly every corner of the ocean and reduces the sensory range of marine wildlife.

<https://www.nrdc.org> (accessed in August 2018)

2. Go through the text and find equivalents for the following words or expressions. (4 × 5 p)

- a. the final destination _____
- b. very fast _____
- c. move at the same speed as _____
- d. constantly _____

3. Say if the following sentences are True or False and justify by quoting from the text. (5 × 6 p)

- a. Oceans cover more than half of the Earth's surface.

- b. Most of the pollution from the land flows into the oceans.

- c. Carbon emissions cause air pollution but don't endanger the oceans.

- d. Most of the plastic we don't recycle can biodegrade rapidly.

- e. Noise pollution affects marine wildlife because they use sounds for their basic needs.

VOCABULARY AND GRAMMAR

1. Complete the text with the words in the box. (10 × 1,5 p)

trash land plastic marine activity beauty
deep mysterious oil ecosystem

What is ocean pollution?

The ocean remains one of the most expansive, a. _____ and diverse places on Earth. Unfortunately, it is being threatened by pollution from people on b. _____ and from natural causes. c. _____ life is dying, and as a result the whole oceanic d. _____ is threatened simply by various sources of pollution. If we are to preserve the ocean and its natural e. _____, drastic measures have to be taken to combat pollution and keep what we hold most dear.

Before, it was assumed that because the ocean was so big, vast and f. _____, the effects of dumping g. _____ into the sea would only have minimal consequences. But as we have seen, this has proven to not be the case. While all four oceans have suffered as a result of human h. _____ for over millennia by now, it has accelerated in the past few decades. i. _____ spills, toxic wastes, floating j. _____ and various other factors have all contributed to the pollution of the ocean.

<https://www.conserve-energy-future.com> (accessed in August 2018)

2. Form a meaningful verb by adding a prefix or a suffix to the word given. (5 × 3 p)

- a. All of us should _____ (**use**) old items instead of throwing them away.
- b. Stores should _____ (**courage**) the use of fabric shopping bags.
- c. Factories have to _____ (**modern**) their air filter systems to reduce emissions.
- d. Scientists are not sure if it is possible to _____ (**do**) the damage to the environment.
- e. If scientists find a way to _____ (**pure**) the polluted air it will be a huge breakthrough.

3. Rewrite the sentences in the passive voice. (4 × 5 p)

- a. We will reverse the global warming process with sustainable living habits.
The global warming process _____
- b. Continuous habitat destruction kills many animal and plant species every day.
Many animal and plant species _____
- c. Factories contaminated rivers and waterways with sewage and toxic waste.
Rivers and waterways _____
- d. We should reduce the use of plastic packaging.
The use of plastic packaging _____

4. Choose the correct linking word to complete the sentences. (4 × 5 p)

- a. Many natural habitats are disappearing **because / that is why** forests are being wiped out.
- b. There are plenty of recycling points on the street **due to / in order to** encourage people to dispose of recyclables.
- c. **Although / As** tons of plastic are still thrown into waters and rivers, the threat to marine wildlife remains.
- d. Natural resources are being exploited to the limit **so that / because of** growing population rates.

5. Complete the sentences with the infinitive with or without to. (4 × 5 p)

- a. I never forget _____ (**sort**) my garbage into the suitable colour bins.
- b. We all should encourage friends and relatives _____ (**be**) more environmentally-friendly.
- c. The BBC documentary on sea pollution made me _____ (**understand**) how serious the pollution problem is.
- d. Some supermarkets are persuading customers _____ (**buy**) fewer plastic-packaged products.

WRITING

Write a short argumentative text about the different perspectives on the causes of climate change. Is it related to human activity or just a natural and cyclical process of change? (30 p)

Name _____ No. _____ Class _____ Date _____

LISTENING

1. Listen to an environmental scientist explaining what global warming is and fill in the blanks with the missing words.  CD 3 Tracks 24 • 25 (10 × 1 p)

Global warming is the term used to describe a **a.** _____ increase in the average temperature of the Earth's **b.** _____ and its oceans, which is believed to be permanently changing the Earth's climate.

There is great debate among many people, and sometimes in the news, on whether global warming is real. But climate **c.** _____ looking at the data and facts agree the planet is warming. The scientific consensus on climatic changes related to global warming is that the average temperature of the Earth has risen **d.** _____ 0.4 and 0.8 °C over the past 100 years.

The increased volumes of carbon dioxide and other greenhouse **e.** _____ released by the burning of **f.** _____ fuels, land clearing, agriculture and other **g.** _____ activities are believed to be the primary sources of the global warming that has occurred over the past 50 years. Scientists have recently predicted that average global temperatures could increase between 1.4 and 5.8 °C by the year 2100.

Changes resulting from global warming may include rising sea **h.** _____ due to the melting of the polar ice **i.** _____, as well as an increase in occurrence and severity of **j.** _____ and other severe weather events.

<https://www.livescience.com> (accessed in August 2018)

2. Listen to text about global warming and correct the wrong information in each sentence.  CD 3 Tracks 26 • 27 (8 × 2,5 p)

- a. The levels of greenhouse gases are lower now than in the last 650,000 years. _____
- b. Scientists often use the term "weather change" instead of global warming. _____
- c. 40% of our electricity comes from renewable energy sources. _____
- d. Renewable energy sources are hydro, solar and gas. _____
- e. Renewable energy sources mean more carbon is emitted. _____
- f. Plants play an important role in regulating the climate because they release carbon dioxide. _____
- g. When vegetation is removed, the stored carbon is released back into the atmosphere as oxygen. _____
- h. Up to 1/5 of global greenhouse gas pollution comes from vegetation. _____

READING

1. Read the following text.

Ocean pollution: the dirty facts

Covering more than 70% of our planet, oceans are among the Earth's most valuable natural resources. They govern the weather, clean the air, help feed the world and provide a living for millions. They are also home to most of life on Earth, from microscopic algae to the blue whale, the largest animal on the planet. Yet we're bombarding them with pollution. By their very nature – with all streams flowing to rivers, all rivers leading to the sea – the oceans are the end point for so much of the pollution we produce on land, however far from the coasts we may be. Our impact on the seas is degrading their health at an alarming rate. Here are some ocean pollution facts that everyone on our blue planet ought to know.

10 **Ocean acidification**

When we burn fossil fuels, we don't pollute just the air but the oceans, too. Indeed, today's seas absorb as much as a quarter of all man-made carbon emissions, which changes the pH of surface waters and leads to acidification. This problem is rapidly worsening. It's estimated that by the end of this century, if we keep pace with our current emissions practices, the surface waters of the ocean could be nearly 150% more acidic than they are now.

Trash in the ocean

The majority of the garbage that enters the ocean each year is plastic. That's because, unlike other trash, the grocery bags, water bottles, drinking straws and yogurt containers, among eight million metric tons of the plastic items we toss (instead of recycle), won't biodegrade. Instead, they can persist in the environment for a millennium, polluting our beaches, entangling marine life and getting ingested by fish and seabirds.

Oil from boats, airplanes, cars, trucks and even lawn mowers is also swimming in ocean waters. Chemical discharges from factories, raw sewage from water treatment systems and agricultural spills are other forms of marine-poisoning pollutants.

25 **Ocean noise**

The ocean is far from a "silent world". Sound waves travel farther and faster in the sea than they do in the air, and many marine mammals like whales and dolphins, in addition to fish and other sea creatures, rely on communication by sound to find food, mate and navigate. But increasing human-generated ocean noise pollution is altering the underwater acoustic landscape, harming – and even killing – marine species worldwide. Consider the incessant noise of around 60,000 commercial tankers and container ships that travel the seas at any given time. The underwater noise that results creates a kind of "smog" that reaches nearly every corner of the ocean and reduces the sensory range of marine wildlife.

<https://www.nrdc.org> (accessed in August 2018)

2. Find expressions in the text that mean the same as the following.

(4 × 5 p)

- a. the last stop _____
- b. very quickly _____
- c. move at the same speed as _____
- d. continually _____

3. Answer the following questions about the text.

(5 × 6 p)

- a. Oceans cover less than half of the Earth's surface.

- b. Most of the pollution from the land flows into the oceans.

- c. Carbon emissions not only cause air pollution but also endanger the oceans.

- d. Most of the plastic we don't recycle remains in the environment for over 1,000 years.

- e. Noise pollution affects marine wildlife because they use sounds for their basic needs.

VOCABULARY AND GRAMMAR

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

(10 × 1,5 p)

measures	toxic plastic	ecosystem natural	life vast	human trash	diverse
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What is ocean pollution?

The ocean remains one of the most expansive, mysterious and a. _____ places on Earth. Unfortunately, it is being threatened by pollution from people on land and from b. _____ causes. Marine c. _____ is dying, and as a result the whole oceanic d. _____ is threatened simply by various sources of pollution. If we are to preserve the ocean and its natural beauty, drastic e. _____ have to be taken to combat pollution and keep what we hold most dear.

Before, it was assumed that because the ocean was so big, f. _____ and deep, the effects of dumping g. _____ into the sea would only have minimal consequences. But as we have seen, this has proven to not be the case. While all four oceans have suffered as a result of h. _____ activity for over millennia by now, it has accelerated in the past few decades. Oil spills, i. _____ wastes, floating j. _____ and various other factors have all contributed to the pollution of the ocean.

<https://www.conserve-energy-future.com> (accessed in August 2018)

2. Form a meaningful verb by adding a prefix or a suffix to the word given. (5 × 3 p)

- a. If deforestation continues, we won't have enough trees to _____ **(new)** the air we breathe.
- b. Some world leaders _____ **(agree)** with the global measures to stop climate changes.
- c. Would it help if governments didn't _____ **(legal)** factories who don't comply with the rules?
- d. If pollution continues to _____ **(heat)** the Earth, the consequences might be unpredictable.
- e. If scientists find a way to _____ **(pure)** the polluted air it will be a huge breakthrough.

3. Rewrite the sentences in the passive voice. (4 × 5 p)

- a. We can reverse the global warming process with sustainable living habits.
The global warming process _____
- b. Continuous habitat destruction will kill many animal and plants species.
Many animal and plant species _____
- c. Factories dumped a lot of toxic waste into rivers and waterways.
A lot of toxic waste _____
- d. We use tons of plastic packaging every day.
Tons of plastic packaging _____

4. Choose the correct linking word to complete the sentences. (4 × 5 p)

- a. Forests are being wiped out **because of / that is why**, many natural habitats are disappearing.
- b. There are plenty of recycling points on the street **so that / however** people won't have to walk too far to dispose of recyclables.
- c. **Although / Since** tons of plastic are now being recycled, it is not enough to make it harmless.
- d. Natural resources are being exploited to the limit **due to / because** overpopulation.

5. Complete the sentences with the infinitive with or without to. (4 × 5 p)

- a. I never let my parents _____ **(throw)** recyclables into the common garbage bin.
- b. Everyone should try _____ **(be)** more environmentally-friendly.
- c. The BBC documentary on sea pollution persuaded me _____ **(join)** an environmental cause.
- d. We should all make decision-makers _____ **(realise)** that something needs to be done urgently.

WRITING

Write a short argumentative text about the different perspectives on the causes of climate change. Is it related to human activity or just a natural and cyclical change process? (30 p)

Correction table – MODULE 4 – Tests A and B

Class _____ Date ____/____/____

No.	NAME	Listening (30 p)				Reading (50 p)				Vocabulary and Grammar (90 p)					Writing (30 p)		Total
		1 10 × 1	2 8 × 2,5	Total	2 5 × 4	3 5 × 6	Total	1 10 × 2	2 5 × 3	3 5 × 3	4 4 × 5	5 4 × 5	Total	30			
1																	
2																	
3																	
4																	
5																	
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Correction table – MODULE 5 – Tests A and B

Class _____ Date ____/____/____

No.	NAME	Listening (30 p)				Reading (50 p)				Vocabulary and Grammar (90 p)						Writing (30 p)		Total
		1 10 × 1	2 8 × 2,5	Total	2 5 × 4	3 5 × 6	Total	1 10 × 2	2 4 × 5	3 5 × 3	4 5 × 3	5 4 × 5	Total	30				
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Correction table – MODULE 6 – Tests A and B

Class _____ Date ____/____/____

No.	NAME	Listening (30 p)			Reading (50 p)			Vocabulary and Grammar (90 p)					Writing (30 p)		Total
		1 10 × 1	2 8 × 2,5	Total	2 4 × 5	3 5 × 6	Total	1 10 × 1,5	2 5 × 3	3 4 × 5	4 4 × 5	5 4 × 5	Total	30	
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Answer keys

ANSWER KEY – MODULE 4

TEST A

LISTENING

1. a. sites b. identity c. safe d. firewall e. symbols f. download g. post h. follow i. search j. profile
2. a. attachment b. the Internet connection c. network cable d. hard drive e. USB flash drive f. images; data files; documents g. operating system h. antivirus software

READING

2. a. keep b. safeguard c. customise d. check out e. options
3. a. Your birth date, home address, home phone number, passwords, PIN numbers, bank account and credit card information. b. The settings, configuration and privacy sections. c. To play a prank or for “fun”; to protect one’s real identity; to embarrass or insult someone else; to steal an identity for financial gain or other crimes. d. To understand where you show up and what information is available about you. e. Set up a Google alert with your name.

VOCABULARY AND GRAMMAR

1. a. cell b. video c. upload d. delete e. profile f. deactivate g. password h. website i. stays j. viewed
2. a. have b. is c. doesn’t d. must e. can
3. a. while/when b. at c. at d. during e. on
4. a. (...) (that) we were there that day to hear about online safety. b. (...) (that) he wanted that speech to be memorable. c. (...) why I had the same password for those two email accounts. d. (...) if I could find more information about identity theft on his/her blog.
5.1 b 5.2 a 5.3 b 5.4 c

TEST B

LISTENING

1. a. active b. networks c. safe d. software e. numbers f. click g. post h. careful i. search j. restrict
2. a. ad by mistake b. the Internet connection c. the wi-fi d. hard drive e. hard drive f. images; data files; documents g. is clean h. antivirus software

READING

2. a. beware b. save c. keep to yourself d. check out e. various
3. a. Your birth date, home address, home phone number, passwords, PIN numbers, bank account and credit card information. b. The settings, configuration and privacy sections. c. To play a prank or for “fun”; to protect one’s real identities; to embarrass or insult someone else; to steal an identity for financial gain or other crimes. d. It can mean that someone else is using your identity online. e. Because Google will email you when it finds your name on sites.

VOCABULARY AND GRAMMAR

1. a. cell b. video c. delete d. remove e. copy f. deactivate g. hackers h. website i. network j. viewed
2. a. haven’t b. are c. doesn’t d. should e. must
3. a. during b. on c. while d. at e. during
4. a. (...) (that) he/she was there that day to talk about his/her work on online safety. b. (...) (that) she wanted her speech to be memorable. c. (...) what my password for that email account was. d. (...) if he/she had more information about identity theft on those leaflets.
5.1 b 5.2 c 5.3 b 5.4 a

ANSWER KEY – MODULE 5

TEST A

LISTENING

1. a. Money b. exciting c. Although d. workplace e. reality f. demand g. limit h. want i. hard j. income
2. a. optometrists b. quality of life c. weekends d. government agencies e. administrators f. physical therapy g. artificial intelligence h. late hours

READING

2. a. will be faced with b. unique c. excels d. consistently e. hands-on
3. a. Because they will affect the choices I have and the careers I can embark on. b. My likes and dislikes, my future lifestyle and my skills and interests. c. The obvious choice is to look at a career in those fields. d. I should consider my fears and personality and the things I am not very good at. e. They can give me hands-on and first-hand experience of a specific career or job.

VOCABULARY AND GRAMMAR

1. a. resource b. worksite c. preschool d. studio e. help f. However g. chance h. experience i. field j. workforce
2.1 b 2.2 a 2.3 a 2.4 c
3. a. better b. rather c. had d. who e. which
4. a. used to b. be able to c. have to d. am able to e. have to
5. a. My parents are likely to support my career choices. b. The results of the exams are about to be posted on the website. c. If I had had an access key, I could have applied for the apprenticeship. d. If they hadn’t forgotten to sign the application form, they would have been accepted on the course.

TEST B

LISTENING

1. a. prestige b. Yet c. best d. economy e. critical f. ability g. explore h. short i. changing j. lifestyle
2. a. physician assistants b. status c. holidays d. non-profit organisations e. professors f. speech therapy g. virtual reality h. weekends

READING

2. a. determine b. thrives c. inappropriate d. gets e. first-hand
3. a. Because they will affect the choices I have and the careers I can embark on. b. My likes and dislikes, my future lifestyle and my skills and interests. c. The obvious choice is to look at a career in those fields. d. I should consider my fears and personality and the things I am not very good at. e. They can give me hands-on and first-hand experience of a specific career or job.

VOCABULARY AND GRAMMAR

1. a. experience b. worksite c. education d. gallery e. ask f. However g. stranger h. similar i. work j. opportunities
2.1 a 2.2 b 2.3 c 2.4 a
3. a. rather b. better c. would d. whose e. who
4. a. used to b. were able to c. had to d. use to e. have to
5. a. The counsellor is likely to advise me to follow a career in arts. b. The number of vacancies for the course is about to be announced. c. If I had chosen the right field at school, I wouldn’t have lost the chance to follow my dream career. d. If we hadn’t missed the deadline, we could have applied for the job vacancy.

TEST A

LISTENING

1. a. gradual b. oceans c. climate d. planet e. between
f. greenhouse g. agriculture h. sources i. sea j. polar
2. a. The levels of greenhouse gases are higher now than in the last **650,000** years. b. Scientists often use the term “**climate** change” instead of “global warming”. c. **73%** of our electricity comes from burning coal. d. Renewable energy sources are hydro, solar and **wind**. e. Renewable energy sources means less **carbon** is emitted. f. Plants play an important role in regulating the climate because they absorb **carbon dioxide** from the air. g. When vegetation is **removed**, the stored carbon is released back into the atmosphere as CO₂. h. Up to **1/5** of global greenhouse gas pollution comes from deforestation.

READING

2. a. the end point b. at an alarming rate c. keep pace d. at any given time
3. a. T – “Covering more than 70% of our planet (...)” b. T – “(...) the oceans are the end point for so much of the pollution we produce on land (...)” c. F – “When we burn fossil fuels, we don’t pollute just the air but the oceans, too.” d. F – “(...) among eight million metric tons of the plastic items we toss (instead of recycle), won’t biodegrade.” e. T – “(...) rely on communication by sound to find food, mate, and navigate.”

VOCABULARY AND GRAMMAR

1. a. mysterious b. land c. Marine d. ecosystem e. beauty
f. deep g. trash h. activity i. Oil j. plastic
2. a. reuse b. encourage c. modernise d. undo e. purify
3. a. The global warming process will be reversed with sustainable living habits. b. Many animal and plant species are killed by continuous habitat destruction every day. c. Rivers and waterways were contaminated by factories with sewage and toxic waste. d. The use of plastic packaging should be reduced.
4. a. because b. in order to c. As d. because of
5. a. to sort b. to be c. understand d. to buy

TEST B

LISTENING

1. a. gradual b. atmosphere c. scientists d. between e. gases
f. fossil g. human h. levels i. caps j. storms
2. a. The levels of greenhouse gases are **higher** now than in the last 650,000 years. b. Scientists often use the term “**climate** change” instead of global warming. c. **14%** of our electricity comes from renewable energy sources. d. Renewable energy sources are hydro, solar and **wind**. e. Renewable energy sources mean **less** carbon is emitted. f. Plants play an important role in regulating the climate because they **absorb** carbon dioxide. g. When vegetation is removed, the stored carbon is released back into the atmosphere as **CO₂**. h. Up to 1/5 of global greenhouse gas pollution comes from **deforestation**.

READING

2. a. the end point b. at an alarming rate c. keep pace d. at any given time
3. a. F – “Covering more than 70 percent of our planet (...)” b. T – “(...) the oceans are the end point for so much of the pollution we produce on land (...)” c. T – “When we burn fossil fuels, we don’t pollute just the air but the oceans, too” d. T – “Instead, they can persist in the environment for a millennium (...)” e. T – “(...) rely on communication by sound to find food, mate and navigate.”

VOCABULARY AND GRAMMAR

1. a. diverse b. natural c. life d. ecosystem e. measures f. vast
g. trash h. human i. toxic j. plastic
2. a. renew b. disagree c. legalise d. overheat e. purify
3. a. The global warming process can be reversed with sustainable living habits. b. Many animal and plant species will be killed by continuous habitat destruction. c. A lot of toxic waste was dumped by factories into rivers and waterways. d. Tons of plastic packaging is used every day.
4. a. that’s why b. so that c. Although d. due to
5. a. throw b. to be c. to join d. realise

ORAL
presentations

Oral presentation

Module 4

Name _____ No. _____ Class _____ Date _____

GROUP TASK

Join in groups and do some research on one of the following mass media:

- newspapers
- radio
- television
- Internet

Give a presentation to the class about:

- its origin
- its history / development
- the changes it brought about in society
- predictions about its future
- ...



INDIVIDUAL TASK

Choose one of the Portuguese radio, TV or Internet personalities below or another one of your choosing and do some research on their personal and professional lives.

Give a 3-minute presentation to the class.



SofiaBBBeauty (Internet)



Pedro Ribeiro (radio)



Catarina Furtado (television)



SirKazzio (Internet)



Vasco Palmeirim (radio & television)

Oral presentation

Module 5

Name _____ No. _____ Class _____ Date _____

GROUP TASK

Working in groups do some research on one of the following topics:

- cyberbullying
- eating disorders
- Internet and online addiction
- substance abuse
- teen suicide
- obesity
- depression

Prepare a presentation to explain the causes, consequences and possible solutions for the problem.



INDIVIDUAL TASK

Prepare a 3-minute presentation to the class based on the following:

Pretend you are someone else and tell the class about a serious problem that you are having.

The class has to guess which problem you are talking about.

Use the following prompts to guide you.

Tell the class ...

- your name (a false one);
- how you are feeling because of this problem;
- the consequences if you don't find a solution;
- how other people will react when they find out about this;
- who would be the best person to help you;
- what you are going to do to solve this problem.

You can add any other ideas of your own.



Oral presentation

Module 6

Name _____ No. _____ Class _____ Date _____

GROUP TASK

Organise the class in six groups.

Each group is going to do research on one of the levels of vegetarianism below.

After the research, prepare a menu for breakfast, lunch and dinner and describe it to the class.

Vegan	Doesn't consume: - meat - meat by-products (gelatine, animal broths) - animal by-products (eggs, dairy, honey)
Lacto Vegetarian	Doesn't consume: - meat - meat by-products (gelatine, animal broths) - certain animal by-products (eggs)
Ovo Vegetarian	Doesn't consume: - meat - dairy by-products (milk, cheese) <i>Does consume eggs</i>
Lacto-Ovo Vegetarian	Doesn't consume: - meat <i>Does consume eggs and dairy</i>
Pollotarian	Doesn't consume: - red meat (beef, lamb, pork...) - fish and seafood <i>Does consume white meat, eggs, dairy</i>
Pescatarian	Doesn't consume: - red meat (beef, lamb, pork...) - white meat (chicken...) <i>Does consume fish, seafood, eggs, dairy</i>

INDIVIDUAL TASK

A sportswear brand wants you to choose an image for its advertising campaign on its new eco-friendly collection.

Choose an image and a slogan for the message you want to convey and, in a 3-minute presentation, explain your choices to the class.







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?

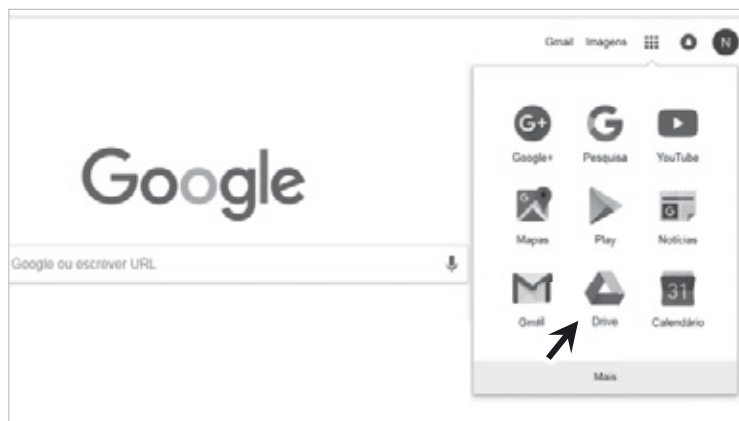
- Formative assessment.
- Self-assessment.
- A break from traditional classroom activities.
- Motivational strategies.
- Homework assignment.

WHAT SHOULD BE INCLUDED IN IT?

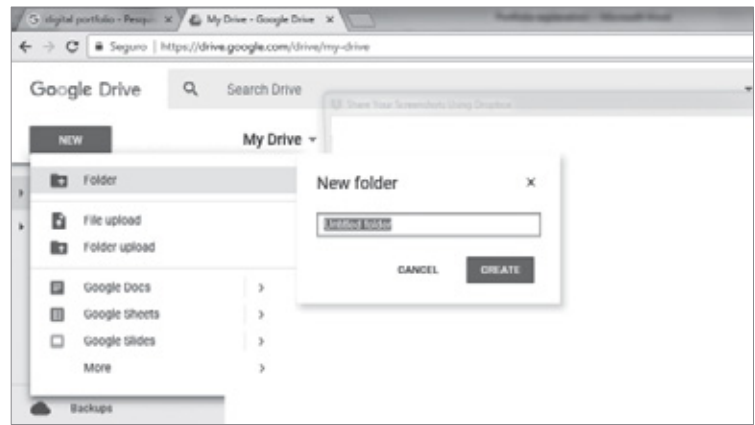
- Students should choose the content of their portfolios.
- They can insert all kinds of files: videos, images, written texts, audio texts, music.
- It must include examples of classroom-based learning.
- The items included should be a follow-up of classroom activities or the demonstration of a particular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

HOW DOES IT WORK?

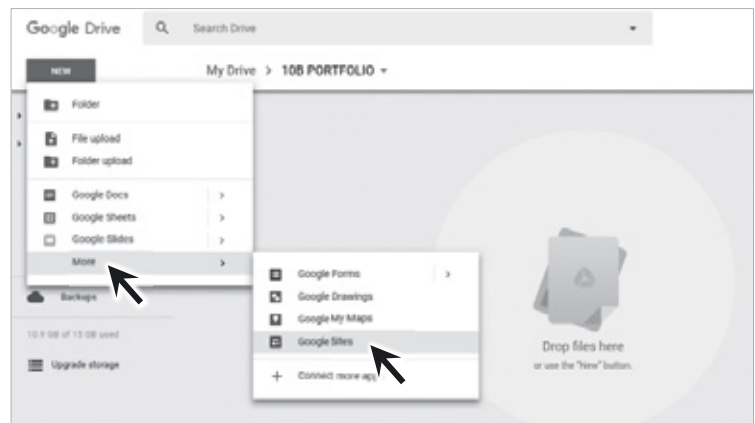
- There are several tools used to build digital portfolios.
- Google Sites is one of the easiest free accessible platforms.
- You need to have a Gmail account.
- Go to DRIVE.



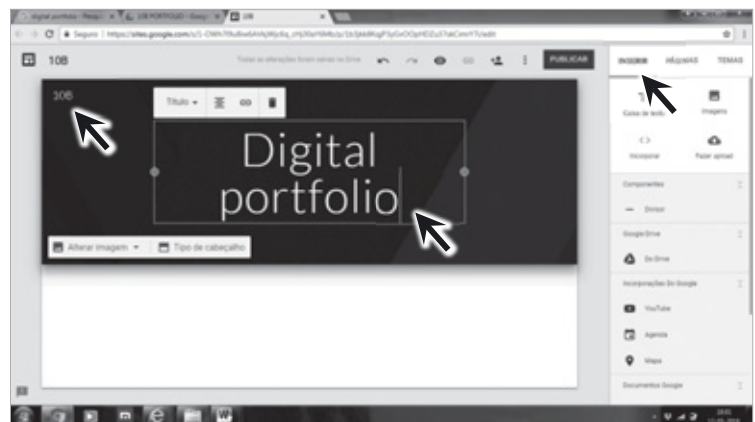
- Create a NEW FOLDER.
- Name the folder after your class, for example, **10B Portfolio**.



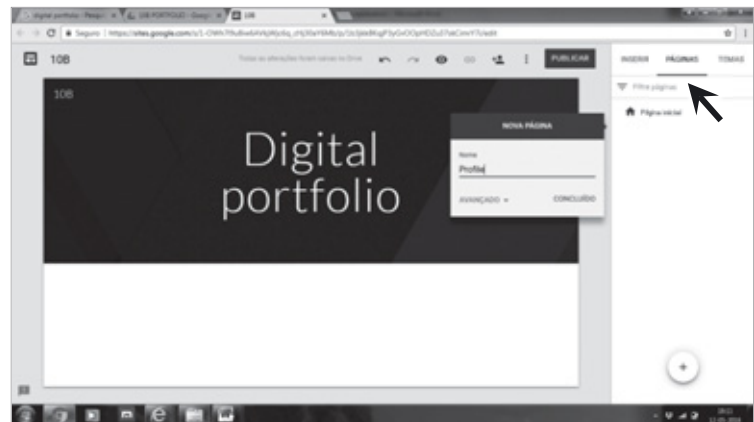
- Open the folder.
- Go to New, choose MORE and open GOOGLE SITES.



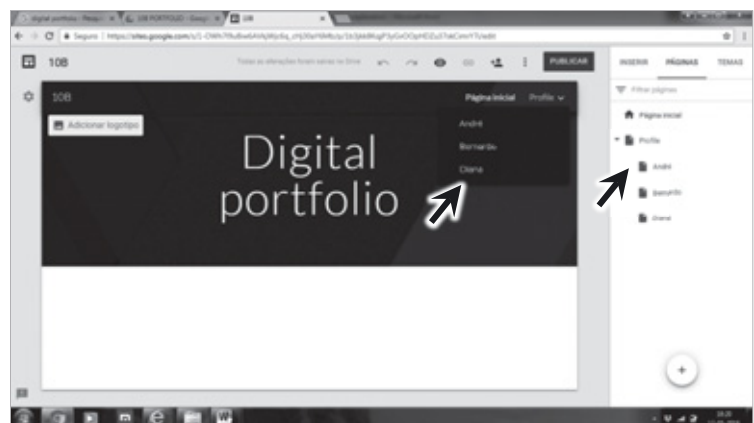
- You have now created a site. Name the site and the main page (you can edit the type, the colours or insert images using the icons on the right).



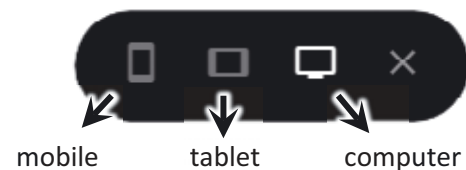
- Now create pages with topics in which to publish your students' selected items.
- Click on PAGES, then NEW PAGE and give it a name, for example, PROFILE, where you will publish your students' profiles.



- 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=0ljuM2VoLgU>

Publicar na Web

Endereço da Web

<https://sites.google.com/view/>

Quem pode ver meu site

Qualquer pessoa [GERENCIAR](#)

Configurações de pesquisa

☐ Solicitar que os mecanismos de pesquisa públicos não mostrem meu site [Saiba mais](#)

CANCELAR

PUBLICAR



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.

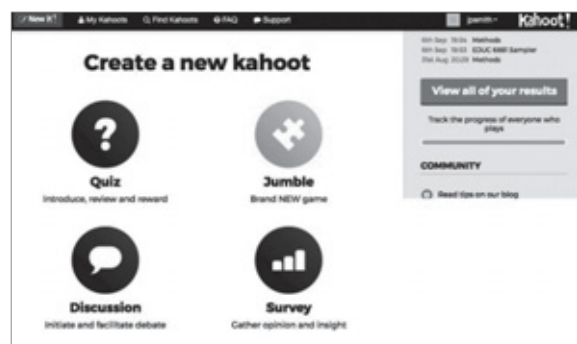
WHAT CAN I DO WITH IT?

- 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.

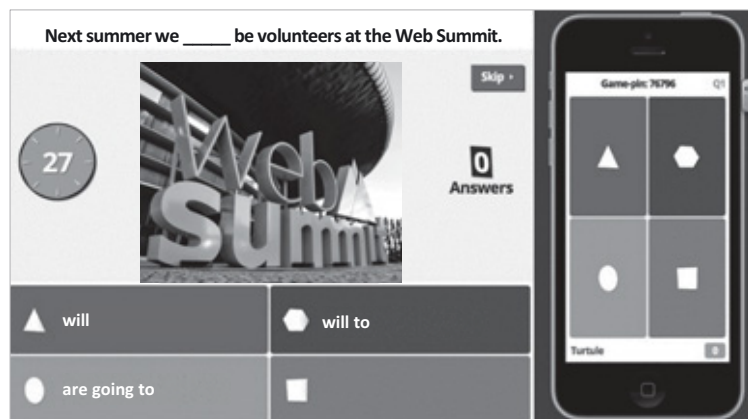
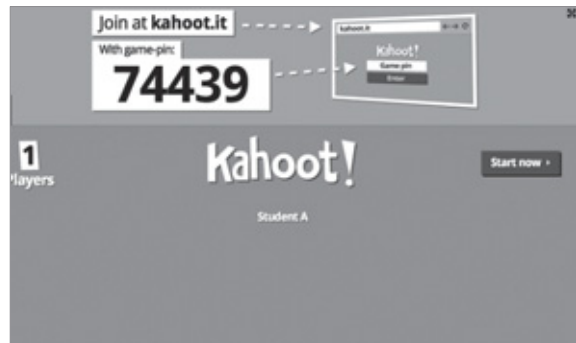


- Press JOIN KAHOOT!.
- You can find a previously generated Kahoot! or create a New Kahoot!.
- Select QUIZ.
- Name your Kahoot!.
- Choose the visibility, the language and the audience.
- Press OK, GO at the top hand right corner of the screen.
- Write the first question and provide the number of options 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 it Test.

Submodule 4.1 – New times, new media	
Activity: Playing a Kahoot! quiz	
Aim: • Revise grammar content: auxiliary verbs; modal verbs • Improve digital skills	
	<i>A kahoot! to revise and reinforce the contents of submodule 4.1</i>
Keys: 1.1 b 1.2 c 1.3 b 1.4 a 1.5 a 1.6 b 1.7 a 1.8 a 1.9 b 1.10 a 1.11 c 1.12 c	

Submodule 4.2 – Our online life	
Activity: Playing a Kahoot! quiz	
Aim: • Revise grammar content: prepositions of time; reported speech (statements and questions) • Improve digital skills	
	<i>A Kahoot! to revise and reinforce the contents of submodule 4.2</i>
Keys: 1.1 b 1.2 a 1.3 c 1.4 a 1.5 b 1.6 c 1.7 a 1.8 b 1.9 c 1.10 c 1.11 b 1.12 a	

Submodule 4.3 – Media ups and downs

Activity: Playing a Kahoot! quiz

- Aim:**
- Revise grammar content: coordinating conjunctions; phrasal verbs (with *look* and *bring*)
 - Improve digital skills



A Kahoot! to revise and reinforce the contents of submodule 4.3

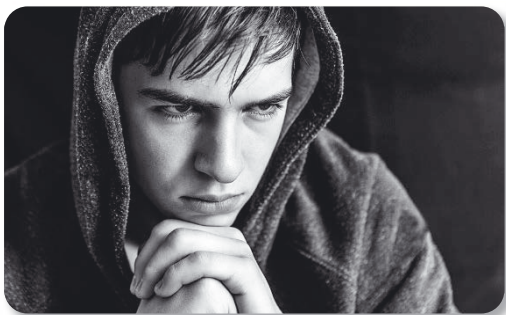
Keys:

1.1 a 1.2 c 1.3 a 1.4 c 1.5 b 1.6 b 1.7 b 1.8 b 1.9 a 1.10 c 1.11 a 1.12 c

Submodule 5.1 – Coming of age

Activity: Playing a Kahoot! quiz

- Aim:**
- Revise grammar content: phrasal verbs (with *go* and *get*); prepositional verbs; had better / would rather
 - Improve digital skills



A kahoot! to revise and reinforce the contents of submodule 5.1

Keys:

1.1 a 1.2 c 1.3 b 1.4 b 1.5 c 1.6 a 1.7 a 1.8 b 1.9 b 1.10 a 1.11 b 1.12 b

Submodule 5.2 – A time of choices

Activity: Playing a Kahoot! quiz

- Aim:**
- Revise grammar content: reciprocal pronouns: each other and one another; modal-related expressions: have to, be able to, used to
 - Improve digital skills



A kahoot! to revise and reinforce the contents of submodule 5.2

Keys:

1.1 b 1.2 a 1.3 c 1.4 a 1.5 b 1.6 c 1.7 a 1.8 b 1.9 c 1.10 c 1.11 b 1.12 a

Submodule 5.3 – Living up my teenage years

Activity: Playing a Kahoot! quiz

- Aim:**
- Revise grammar content: be likely to / that; be about to; if-clauses types 1, 2 and 3; relative pronouns
 - Improve digital skills



A kahoot! to revise and reinforce the contents of submodule 5.3

Keys:

1.1 a 1.2 b 1.3 b 1.4 c 1.5 c 1.6 b 1.7 a 1.8 a 1.9 c 1.10 b 1.11 c 1.12 a

Submodule 6.1 – Environmental threats

Activity: Playing a Kahoot! quiz

- Aim:**
- Revise grammar content: verbs with prefixes and suffixes; the passive voice
 - Improve digital skills



A kahoot! to revise and reinforce the contents of submodule 6.1

Keys: 1.1 a 1.2 c 1.3 b 1.4 a 1.5 b 1.6 a 1.7 b 1.8 c 1.9 a 1.10 a 1.11 c 1.12 a

Submodule 6.2 – An endangered world

Activity: Playing a Kahoot! quiz

- Aim:**
- Revise grammar content: linking words of cause, result, purpose and contrast
 - Improve digital skills



A kahoot! to revise and reinforce the contents of submodule 6.2

Keys: 1.1 b 1.2 a 1.3 b 1.4 c 1.5 b 1.6 c 1.7 b 1.8 c 1.9 a 1.10 c 1.11 a 1.12 b

Submodule 6.3 – Sustainable living

Activity: Playing a Kahoot! quiz

- Aim:**
- Revise grammar content: infinitive verb forms; adverbs of manner
 - Improve digital skills



A kahoot! to revise and reinforce the contents of submodule 6.3

Keys: 1.1 a 1.2 c 1.3 b 1.4 a 1.5 c 1.6 b 1.7 b 1.8 a 1.9 b 1.10 c 1.11 b 1.12 a

4.1 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

1.1 Teenagers _____ watch TV as much as they did in the past.



- a) doesn't
- b) don't
- c) isn't

1.2 Portuguese people _____ always watched soap operas.



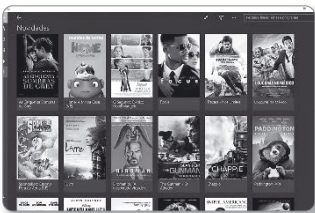
- a) has
- b) are
- c) have

1.3 _____ your teacher tell you about the documentary in yesterday's lesson?



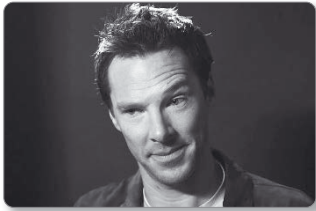
- a) Does
- b) Did
- c) Do

1.4 Most TV channels _____ developing their online channels and apps.



- a) are
- b) do
- c) have

1.5 This TV celebrity _____ usually appear on magazine covers.



- a) doesn't
- b) hasn't
- c) isn't

1.6 The students _____ never heard about this channel.



- a) has
- b) have
- c) are

1.7 A news anchor _____ work closely with directors and other production staff.



- a) must
- b) might not
- c) can't

1.8 A sound technician _____ prepare all the microphones and technical equipment.



- a) must
- b) can't
- c) may

1.9 A newsreader _____ present news either on television or on the radio.



- a) mustn't
- b) can
- c) should

1.10 A journalist _____ write or broadcast information which doesn't come from reliable sources.



- a) mustn't
- b) should
- c) must

1.11 A journalist _____ work with general issues or specialise in specific ones.



- a) should
- b) ought to
- c) can

1.12 A UX (User Experience) designer _____ create applications and sites that are easy to navigate.



- a) mustn't
- b) can't
- c) should

4.2 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

1.1 The percentage of internet users has increased _____ 2017.



- a) at
- b) in
- c) on

1.2 Statistics show that older people have been using the internet _____ a long time.



- a) for
- b) since
- c) during

1.3 In Portugal there are fewer people online _____ night.



- a) on
- b) in
- c) at

1.4 The lecture on digital literacy will be _____ 21st June.



- a) on
- b) in
- c) at

1.5 Some people use social networks _____ they are at work.



- a) on
- b) while
- c) during

1.6 Which country had the highest percentage of internet users _____ Christmas?



- a) on
- b) in
- c) at

1.7 The Minister of Education said that digital literacy _____ extremely important.



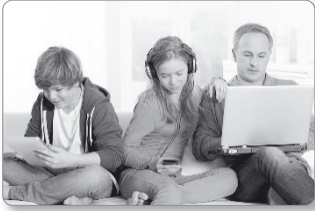
- a) was
- b) were
- c) had been

1.8 The teacher asked us _____ we knew about the conference.



- a) when
- b) whether
- c) weather

1.9 The minister said that most people _____ an internet connection at home.



- a) have access
- b) has
- c) had

1.10 The lecturer asked them what _____.



- a) are their names
- b) were their names
- c) their names were

1.11 The lady asked if they _____ a wi-fi spot.



- a) has
- b) had
- c) was

1.12 Thomas asked what kind of networks _____ in developing countries.



- a) there were
- b) were there
- c) was there

4.3 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

1.1 Mark Zuckerberg is very cautious _____ suspicious regarding online safety.



- a) and
- b) but
- c) so

1.2 Some people neither think _____ care about what they post on social networks.



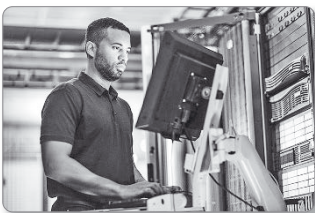
- a) for
- b) so
- c) nor

1.3 He soon learned all that his teacher could teach, _____ he was bright and quick, and had a good memory.



- a) for
- b) but
- c) and

1.4 Even professional users of the internet are caught out, _____ everyone is an easy victim.



- a) nor
- b) but
- c) so

1.5 I avoid putting my personal data _____ any professional information on the internet.



- a) nor
- b) or
- c) yet

1.6 People post a lot of photos on Facebook, _____ they are unaware they are leaving a permanent digital footprint behind.



- a) so
- b) yet
- c) and

1.7 Cybercriminals are usually looking _____ people who have weak passwords.



- a) after
- b) for
- c) into

1.8 The issue of digital natives was brought _____ in the meeting of the School Curriculum Planning Committee.



- a) about
- b) up
- c) out

1.9 While I _____ after my little brother, I usually play online with my friends.



- a) look
- b) bring
- c) brought

1.10 If you look it _____ in the dictionary, you will get the definition of hacker.



- a) at
- b) out
- c) up

1.11 The rise in the number of cybercriminals _____ about the need for specialised police.



- a) has brought
- b) has looked
- c) bring

1.12 My sister borrowed a laptop from me but I want her to bring it _____.



- a) about
- b) off
- c) back

5.1 KAHOOT!

Check it

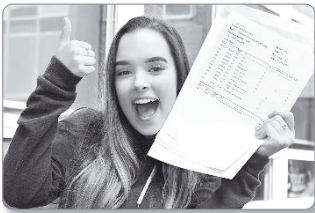
Name _____ No. _____ Class _____ Date _____

1.1 My parents didn't go _____ my sister's career choices.



- a) along with
- b) through
- c) on

1.2 After studying really hard, Mary got _____ her English examination.



- a) by
- b) on
- c) through

1.3 Teenagers will go _____ having some of the problems their parents once had.



- a) along with
- b) on
- c) by

1.4 Everyone knows that teenagers complain _____ everything.



- a) with
- b) about
- c) on

1.5 There are still many problems that teens find difficult to _____ with.



- a) interfere
- b) agree
- c) deal

1.6 Recovering from bullying _____ a lot on the support of teachers and parents.



- a) depends
- b) counts
- c) insists

1.7 Most teenagers _____ talk to their friends than to their parents.



- a) would rather
- b) had better
- c) would better

1.8 Teenage pregnancy is an issue that they _____ not think about.



- a) pretend
- b) would rather
- c) had better

1.9 If you want to understand teenagers you _____ read advice columns in magazines.



- a) ought
- b) had better
- c) rather

1.10 I'd rather you _____ all your free time watching series on TV.



- a) didn't spend
- b) not spend
- c) spend

1.11 She _____ rather not tell you about her problems now.



- a) had
- b) would
- c) has

1.12 Anorexia nervosa is an illness that I would _____ not have in my life.



- a) better
- b) rather
- c) prefer

5.2 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

1.1 In a good working environment all the members of the staff help _____.



- a) each other
- b) one another
- c) themselves

1.2 My schoolmate and I study together to prepare for the tests. We ask _____ questions.



- a) each other
- b) one another
- c) each other's

1.3 Bella's parents met _____ when they were on holiday.



- a) one another
- b) one another's
- c) each other

1.4 I think everyone should respect _____ no matter what their origin or gender.



- a) one another
- b) each other
- c) each other's

1.5 George and Jane often use _____ phones.



- a) one another's
- b) each other's
- c) each other

1.6 Last Christmas my mum and dad bought _____ presents.



- a) one another
- b) her
- c) each other

1.7 In an internship you _____ work long hours, but you get to learn quite a lot of things.



- a) have to
- b) used to
- c) were able to

1.8 When I was young I _____ dream of becoming a football manager.



- a) am able to
- b) used to
- c) had to

1.9 I _____ predict my future, but I will do everything I can to become a famous chef.



- a) don't have to
- b) didn't use to
- c) am not able to

1.10 Bella _____ update her website's content every day, so that it attracts more visitors.



- a) used to
- b) were able to
- c) has to

1.11 In the near future, everyone will _____ follow their passions instead of worrying about employment.



- a) used to
- b) be able to
- c) have to

1.12 Before George started to build his own camera-equipped drones, he _____ buy them.



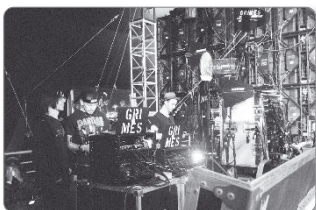
- a) used to
- b) was able to buy
- c) has to

5.3 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

1.1 The stage is ready. The crew _____ leave it.



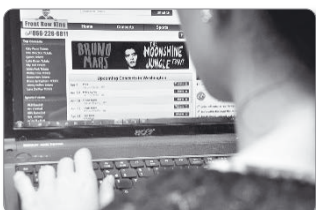
- a) are about to
- b) probably
- c) are likely

1.2 None of my friends _____ go to Happy Holi this year.



- a) are about
- b) is likely to
- c) is unlikely

1.3 If you buy the tickets online, you _____ find good deals.



- a) are about to
- b) are likely to
- c) are to

1.4 My friend Laura _____ make her dream come true: going to Coachella!



- a) is unlikely to
- b) is likely
- c) is about to

1.5 If I had known that the festival amenities were so good, I _____ a three-day ticket.



- a) will buy
- b) would buy
- c) would have bought

1.6 If we _____ to walk on the stage, the security guards would stop us.



- a) try
- b) tried
- c) had tried

1.7 I will go to the concert only if the reviews _____ good.



- a) are
- b) were
- c) had been

1.8 Do you mind if I _____ your mobile phone? My battery is dead!



- a) use
- b) used
- c) had used

1.9 That old lady _____ always comes with me to music festivals is already in her 70s.



- a) which
- b) when
- c) who

1.10 At the Cake Fest in Edinburgh we ate some amazing cakes _____ I had never tasted before.



- a) whose
- b) that
- c) who

1.11 This is the girl _____ sister suffers from a newly diagnosed disease called “selfitis”.



- a) whom
- b) who
- c) whose

1.12 The first concert _____ my father saw was in Vilar de Mouros in 1965!



- a) that
- b) when
- c) where

6.1 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

1.1 The government has legal _____ “organic products”, which must have a certification labelling.



- a) -ised
- b) -ate
- c) -ify

1.2 A Green Seal Certification _____ sures that an eco-friendly product meets rigorous standards.



- a) out-
- b) mis-
- c) en-

1.3 Can you activ _____ this device?



- a) -ify
- b) -ate
- c) -ise

1.4 Many consumers _____ trust their tap water and prefer to buy bottled water.



- a) mis-
- b) be-
- c) un-

1.5 Do you think we can still _____ do all the harm we have caused our planet?



- a) mis-
- b) un-
- c) over-

1.6 The destruction of habitats _____ by human action.



- a) is caused
- b) are caused
- c) causes

1.7 Organic foods _____ without any fertilizers or preservatives.



- a) grows
- b) are grown
- c) is grown

1.8 Energy _____ when you don't turn off the lights.



- a) are wasted
- b) wastes
- c) is wasted

1.9 Lots of animal species _____ by pollution.



- a) can be threatened
- b) threaten
- c) will threaten

1.10 The government's measures to stop pollution _____ a long time ago.



- a) were implemented
- b) are implemented
- c) implements

1.11 The sustainability of seahorse _____ by a renowned Belgian chocolate brand.



- a) are sponsored
- b) were sponsored
- c) will be sponsored

1.12 The tsunami in Thailand _____ millions of people.



- a) killed
- b) were killed
- c) kills

6.2 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

1.1 Most people didn't agree with China's one-child policy _____ it was unfair.



- a) because of
- b) because
- c) as a result

1.2 Polar ice caps are melting _____ climate change.



- a) due to
- b) as a result
- c) because

1.3 _____ CO₂ emissions are not getting any lower, some governments have decided to take extreme measures.



- a) Because of
- b) Since
- c) That's why

1.4 Developing countries need to lower birth rates; _____, organisations are preparing campaigns on family planning.



- a) because
- b) owing to
- c) therefore

1.5 Plastic bottles should be forbidden _____ decrease the production of plastic.



- a) in order not to
- b) to
- c) so that

1.6 Cities should have a lot of trees _____ they can clean the air.



- a) in order not to
- b) to
- c) so that

1.7 I recycle whenever I can _____ pollute the planet.



- a) in order to
- b) in order not to
- c) so that

1.8 We should use coffee mugs _____ use plastic cups.



- a) so that
- b) in order to
- c) in order not to

1.9 Overpopulation is affecting our life. _____, there are no solutions from governments.



- a) However
- b) Whereas
- c) Otherwise

1.10 Traffic in big cities has to stop, _____ CO₂ emissions will reach dangerous levels.



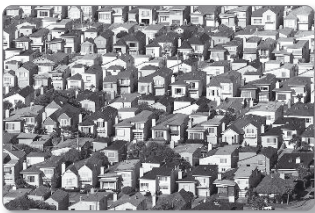
- a) while
- b) nevertheless
- c) otherwise

1.11 Economical light bulbs save energy, _____ regular ones don't.



- a) whereas
- b) however
- c) otherwise

1.12 _____ urban sprawl is becoming a huge environmental problem, there seems to be no other solution for the growing need of housing.



- a) However
- b) Although
- c) Otherwise

6.3 KAHOOT!

Check it

Name _____ No. _____ Class _____ Date _____

- 1.1 People should refuse _____ plastic packages, because it has a terrible impact on the environment.



- a) to use
- b) use
- c) used to

- 1.2 Governments must encourage factories _____ more environmentally-friendly products.



- a) not to produce
- b) produce
- c) to produce

- 1.3 I hear everyone _____ that climate change is affecting the seasons of the year.



- a) to say
- b) say
- c) not to say

- 1.4 I intend _____ my ecological footprint by adopting “greener” behaviour.



- a) to reduce
- b) reduce
- c) reducing

1.5 Factories are forbidden _____ carbon monoxide and nitrogen oxides into the air without chimney filters.



- a) emitted
- b) emit
- c) to emit

1.6 My parents can afford _____ an electrical vehicle thus helping the environment and reducing air pollution.



- a) buy
- b) to buy
- c) not to buy

1.7 I _____ believe that people must reduce their waste production and recycle more.



- a) firm
- b) firmly
- c) firmllly

1.8 My neighbour _____ threw his waste into the bin, without recycling anything.



- a) randomly
- b) random
- c) randombly

1.9 In Africa elephants are _____ killed for their ivory, which is sold for large sums of money.



- a) brutal
- b) brutally
- c) brutaly

1.10 Air pollution will _____ be reduced when we replace petrol-driven cars with electric ones.



- a) certain
- b) certainly
- c) certainly

1.11 Through clean vehicle and fuel technologies, we can _____ reduce air pollution.



- a) significant
- b) significantly
- c) signifcantly

1.12 I work _____ every day to promote “green” attitudes amongst students in my school.



- a) hard
- b) hardly
- c) hardely

DIGITAL
resource guide

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