

Inglês
8.º ano



Fly High

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ASA

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Teacher's Resource File

● Introduction

- *Fly High* project presentation
- Listening transcripts
- Roteiro  auladigital
- Digital resources overview

● Planning

- Term plan
- Semester plan
- Lesson plans
- Aprendizagens Essenciais (code key)

● Games section

- Songs & films that teach
- Games to practise grammar and vocabulary

● Writing activities made easy

- 10 Writing worksheets

● Focus on Skills and Language

- Reading worksheets (2 levels)
- Listening worksheets (2 levels)
- Vocabulary worksheets (3 levels)
- Grammar worksheets (2 levels)
- Writing worksheets (2 levels)
- Speaking worksheets (2 levels)
 - Production
 - Interaction

● Assessment

- Diagnostic tests
- Progress tests (1 per unit; 3 levels)
 - Writing assessment grids/test correction table
- Extensive reading test
- Speaking tests
 - Evaluation grids
- Minitests

● Assessment rubrics

- Assessment grids
Student's book speaking, writing and project activities

● Interdisciplinary projects



Apresentação do projeto *Fly High 8*

Fly High 8 é um projeto de continuidade que pretende rever e mobilizar conhecimentos adquiridos, tendo como um dos principais focos a consolidação e alargamento das aprendizagens desenvolvidas ao longo dos ciclos anteriores. Este projeto concorre para o desenvolvimento das áreas de competências definidas nas Aprendizagens Essenciais (AE) e nos descritores do Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO), operacionalizando, de forma realista, os conhecimentos, capacidades e atitudes (competências comunicativa, intercultural e estratégica) previstos nas AE de Inglês para o 8.º ano, que foram definidos tendo como referência os níveis de proficiência do Quadro Europeu Comum de Referência para as Línguas (QECRL), nomeadamente o nível B1.

Fly High 8 pretende responder às reais necessidades dos professores, num voo que os transporta para um vasto conjunto de materiais didáticos que proporcionam a construção de uma competência global de comunicação em inglês por parte dos alunos, para que a todos seja dada a devida oportunidade de desenvolver as potencialidades individuais. Estes recursos visam, ainda, dar resposta à heterogeneidade das turmas, que cada vez mais se apresenta como um dos maiores desafios do nosso sistema de ensino.

Fly High 8 apresenta, ainda, instrumentos de apoio aos professores para os diversos momentos da prática letiva: preparação e organização das aulas e adequação das estratégias às especificidades dos alunos (ritmos de aprendizagem, conhecimentos, interesses e motivações). Esta diversidade de recursos procura promover um maior envolvimento e estimular a autonomia dos alunos, enquanto intervenientes ativos no processo de desenvolvimento das diversas competências inerentes ao ensino e aprendizagem de uma língua estrangeira.

Componentes do projeto

∴ Para o aluno

Student's Book

O Manual está organizado em seis unidades.

- **Unit 0** – Are you ready to take off?
- **Unit 1** – The ABC of me
- **Unit 2** – Alive and kicking!
- **Unit 3** – My crew
- **Unit 4** – Our world, our future
- **Unit 5** – Just go for it!

Todas as unidades iniciam com duas páginas de abertura, que contemplam o título da unidade, com remissão para uma atividade **Find the page numbers for**, que visa motivar o aluno para o trabalho que se vai realizar na unidade, estimulando a sua curiosidade e levando-o a explorar algumas das páginas à procura das respostas às questões. Ainda nestas páginas surge um *quiz*, que pretende personalizar a temática da unidade, convocando-se experiências pessoais dos alunos. Assim, cumpre-se, também, o propósito de estimular a autonomia dos alunos e de os motivar para o estudo das unidades.

No início de cada **subunidade**, surge a indicação **What's in this subunit?**, onde estão elencados os conteúdos lexicais, gramaticais e culturais que serão abordados. Em banda lateral exclusiva do professor, surge a indicação das competências previstas nas AE (codificadas), as sugestões de resposta aos exercícios das páginas, sugestões de abordagem metodológica, sugestões de atividades de extensão e dicas sobre como rentabilizar o tempo em sala de aula ().

As subunidades desenvolvem-se em torno das seguintes rubricas:

- **Vocabulary** – Apresentação de vocabulário precedida da rubrica **BRAINSTORM**, que pretende diagnosticar, mobilizar e consolidar o léxico já adquirido, como ponto de partida para o alargamento lexical. O vocabulário é apresentado com o apoio de imagens, acompanhadas por exercícios contextualizados de *matching*, *gap filling*, *multiple choice*, ordenação de sequências, entre outros, que visam facilitar a interiorização dos tópicos trabalhados e, por conseguinte, alargar o repertório linguístico dos alunos. A apresentação do vocabulário é complementada, na componente multimédia, por *flashcards* interativos que apresentam as imagens legendadas, acompanhadas de áudio, para que os alunos possam treinar a pronúncia de forma autónoma e associar os termos aos seus referentes. A rubrica **HEY YOU!** surge em fim de página como um exercício de personalização e aproximação ao aluno. Através desta rubrica, solicita-se ao aluno que trabalhe o vocabulário apresentado em contexto, de uma forma personalizada.
- **Reading** – Os textos apresentam tipologias e temáticas variadas. Para além de recorrerem a assuntos que despertam o interesse dos alunos, porque se aproximam das suas motivações, pretendem, também, alargar os horizontes dos alunos, através de referências culturais e sociais que convidam à reflexão. Através deles, os alunos poderão aprofundar os conhecimentos acerca da cultura dos *English-speaking countries*. Na componente multimédia, todos os textos estão locucionados por falantes nativos e as faixas de áudio estão disponíveis em duas velocidades – *standard* e *slow*. Todos os textos dispõem ainda de uma animação. Como *warming up*, antes de cada texto, surge a rubrica  **BREAK THE ICE**, cujo objetivo é introduzir as temáticas que serão trabalhadas nos textos e antecipar uma reflexão sobre as mesmas. Após as questões de compreensão escrita sobre o texto, é habitual envolver-se os alunos na temática explorada, procurando saber a sua opinião escrita e/ou solicitar que a partilhem oralmente, em trabalho individual ou a pares, mais uma vez através da rubrica **HEY YOU!**
- **Listening** – Esta rubrica apresenta situações de compreensão oral, em suporte áudio, locucionadas por falantes nativos, e sem a presença do texto escrito. Estas atividades estão acompanhadas de exercícios de compreensão de resposta fechada e incluem também canções e outros textos autênticos, permitindo, assim, aprofundar a consciência fonológica e linguística de uma forma realista e funcional.
- **Watching** – Esta rubrica assenta no visionamento de pequenos *trailers* de filmes e excertos de vídeos em vários contextos comunicativos adequados à faixa etária e interesse dos alunos, seguindo-se propostas de atividades de compreensão oral de tipologia variada.
- **Speaking** – Atividades de produção/interação oral guiadas, que desenvolvem a capacidade de comunicar oralmente. Estas atividades apresentam, em primeiro lugar, modelos dos textos orais, com estruturas-chave bem identificadas que os alunos poderão depois usar como referência, mediante as instruções sugeridas em  **NOW YOU!**
As atividades de *spoken interaction* **Speaking in context** dispõem, na versão multimédia, de um vídeo com dramatização da situação feita por personagens reais em cenários autênticos. Estes vídeos têm associados diferentes *play modes*, que possibilitam trabalhar o vídeo de uma forma interativa. Algumas atividades de *spoken production* e *interaction* dispõem, também, de uma ajuda adicional, que consta no desdobrável  **SPEAKING TIPS**, onde os alunos encontrarão pistas linguísticas e estruturais para ajudar na resolução das atividades de oralidade.
- **Writing** – Esta rubrica promove o desenvolvimento da escrita através da apresentação de um modelo claro, para que o aluno possa depois redigir o seu texto, numa lógica de *do-it-yourself* usando as suas ideias, com o apoio de linhas orientadoras, diagramas e expressões úteis em  **NOW YOU!**
Algumas atividades de escrita dispõem, também, de uma ajuda adicional que consta no desdobrável  **WRITING TIPS**, onde os alunos encontrarão pistas linguísticas e estruturais para ajudar na resolução das atividades de produção e interação escrita.

Nota: De destacar que, em alguns momentos, se associam duas *skills*, como por exemplo “*Vocabulary / Listening*”, “*Reading / Writing*”, “*Listening / Watching*” ou “*Watching / Reading*”, desenvolvendo atividades próprias de *mixed-abilities* e estimulando a aprendizagem da língua como um conjunto dos vários domínios.

- **Grammar** – Os conteúdos gramaticais são abordados a partir de exemplos contextualizados e de sínteses claras e sucintas. Esta rubrica é complementada, na versão multimédia, por animações com explicação *step-by-step* e exemplos ilustrativos, atividades interativas, apresentações PowerPoint® e *quizzes*. Na versão multimédia, surge, também, o *MentorTuber*. Aqui podemos encontrar vídeos explicativos de alguns conteúdos gramaticais, realizados por um “mentor” jovem nativo, com um perfil de YouTuber.

Após a explicação de cada conteúdo, surgem exercícios de aplicação de tipologia diversificada, organizados por grau de dificuldade e em contexto, que incluem canções pop (com uma versão em *Karaoke*), citações, tiras de banda desenhada ou diálogos .

Associada a esta rubrica surge ainda a , que resulta da adaptação original de músicas do interesse dos alunos para os ajudar a memorizar e compreender melhor as regras gramaticais.

-  **SAVE** – Caixas com chamadas de atenção para determinadas estruturas gramaticais ou linguísticas que os alunos deverão recordar e/ou aprofundar e que poderão copiar para o caderno diário.
-  **LANGUAGE LIFT** – Caixas com alargamento de vocabulário/estruturas lexicais chave, que surgem junto a pequenos exercícios de escrita ou oralidade.
-  **STOP** – Caixa com informação sobre aspetos culturais e geográficos dos *English-speaking countries*, seguida de uma atividade e remissão para o jogo **Lost**, disponível na componente multimédia.
-  **Smile** – Piadas que representam um momento mais lúdico sobre as temáticas trabalhadas.
-  **LOOK AROUND YOU!** – Esta rubrica promove a consciência cívica e social e o espírito crítico, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais.
- **PROJECT** – Todas as unidades apresentam um **projeto** que visa a dinamização de atividades de natureza **interdisciplinar**, de acordo com o previsto no PASEO e na **flexibilidade curricular**, permitindo, desse modo, **articular domínios** que englobam diversas disciplinas.
- **CHECKPOINT** – **Teste de autoavaliação**, com todos os domínios. No final, o aluno poderá preencher uma grelha de verificação das aprendizagens para sua autorregulação. Como forma de estimular a autonomia dos alunos e de os auxiliar, no que ao método de estudo diz respeito, surge um QR code  com pistas extra. A caixa **CAN YOU REMEMBER...** pretende remeter os alunos para os conteúdos abordados na unidade, a título de consolidação.

O Manual inclui ainda os seguintes anexos:

- **Special days** – Aqui, abordam-se algumas **festividades típicas** dos *English-speaking countries*, com proposta de exercícios de alargamento lexical. Apresenta, também, um **Better world calendar**, para que os alunos tomem consciência de dias a assinalar no âmbito da cidadania e do respeito pelos direitos cívicos.
- **Extensive Reading** – Adaptação da obra **Anne of Green Gables**, acompanhada de exercícios de análise textual organizados em **Before you read** e **After you read**. Nesta versão moderna, adaptada do clássico de Lucy Maud Montgomery, os alunos irão conhecer uma Anne que vive nos dias de hoje. A jovem tem um blogue semelhante a um diário, no qual escreve sobre o seu dia a dia e sobre os assuntos que a preocupam e, em cada *post*, deixa aos seus leitores uma mensagem positiva e interpela-os a deixarem comentários.

- **Make it perfect** – Exercícios extra de aplicação e consolidação lexical e gramatical, para todas as unidades.
- **V VOCABULARY BANK** – Glossário com apresentação dos termos **em inglês/português** organizado, por unidades/subunidades, e **em português/inglês**, organizado alfabeticamente.
- **G GRAMMAR BANK** – Secção que apresenta a explicação das **regras gramaticais em português**. Constitui-se como um **instrumento de estudo autónomo** e de preparação para os momentos de avaliação.
- **Badanas da capa** – Incluem *Everyday Expressions* que os alunos poderão consultar para aprofundar uma utilização funcional e comunicativa da língua inglesa, acompanhadas de ilustração. Incluem, ainda, a **lista de verbos irregulares**.



Este componente é dirigido aos **fast finishers**. Apresenta um conjunto de atividades extra para que os alunos mais rápidos possam manter-se ocupados e motivados para a aprendizagem. Os exercícios constituem-se como uma extensão dos exercícios constantes no manual do aluno.

As soluções estão no final do *booklet* para permitir um trabalho mais autónomo por parte dos alunos.

Workbook

Este componente promove o trabalho autónomo do aluno, dentro e fora da sala de aula, e apresenta um conjunto diversificado de exercícios de reforço de vocabulário e de gramática e exercícios simplificados de escrita orientada (**Write it right!**). Tendo sido concebido em direta articulação com o Manual, o *Workbook* está igualmente estruturado em seis unidades. No final de cada uma delas, surge um *Practice test* com todos os domínios, complementar ao Manual.

Associado ao *Workbook* está, ainda, um conjunto de *bookmarks* destacáveis intitulados **Last minute**, úteis para o estudo sistematizado dos conteúdos gramaticais e lexicais abordados em cada unidade.

No final do *Workbook* apresentam-se soluções (destacáveis).

∴ Para o professor

Manual (Edição do Professor)

- Indicação das AE na banda lateral, de forma prática, em código, com respetivo documento de descodificação disponível neste *Teacher's Resource File*.
- Listagem dos recursos disponíveis no projeto.
- Soluções dos exercícios.
- Sugestões metodológicas: propostas de dinamização de jogos que podem ser realizados ao longo das aulas; dicas de como otimizar a gestão do tempo em sala de aula.
- As sugestões de utilização destes e de outros jogos, bem como a sua descrição, estão disponíveis na Games Section, pp. 98 a 101 deste *Teacher's Resource File*.

Booklet *English for all* (Edição do Professor; Edição do Aluno)

Este componente foi concebido para que os alunos estrangeiros (que por vezes evidenciam falta de pré-requisitos ao nível do domínio e conhecimento linguístico) e/ou os alunos com medidas adicionais (decreto-lei n.º 54/2018) possam acompanhar as atividades propostas no Manual, numa lógica de inclusão e de aprendizagem. É um *booklet* que permitirá ao professor uma gestão mais eficaz do planeamento das suas aulas e da implementação de recursos adequados às características destes alunos.

Este componente foi criado numa articulação próxima com o manual do aluno e são dadas pistas claras de como operacionalizar a sua utilização em sala de aula cumulativamente.

As soluções deste *booklet* – versão aluno – estão disponíveis em formato *Word* em  **auladigital**.

Teacher's Resource File – Totalmente editável em auladigital

Este dossiê contém um amplo conjunto de materiais *ready-to-use*:

- **Planning**
 - Year plan (two/three weekly lessons)
 - Term plan (two/three weekly lessons)
 - Semester plan (two/three weekly lessons)
 - Lesson plans (per sub-unit)
- **10 Writing activities made easy**
- **56 Focus on skills and language worksheets**
 - 5 Reading (1 per unit – two levels of difficulty)
 - 5 Listening (1 per unit – two levels of difficulty)
 - 17 Vocabulary (three levels of difficulty)
 - 19 Grammar (two levels of difficulty)
 - 5 Writing (1 per unit – two levels of difficulty)
 - 5 Speaking (1 per unit – 3 interaction and 2 production)
- **8 Songs & films that teach**
- **Games to practise grammar and vocabulary**
- **Assessment**
 - Diagnostic tests
 - 10 Listening tests (two levels of difficulty)
 - 15 Progress tests (three levels of difficulty)
 - 3 Speaking tests (production and interaction tests, with evaluation grids)
 - Extensive reading test
 - 5 Minitests (1 per unit)
 - Answer key and listening scripts
 - Writing assessment grids and correction tables
- **Assessment rubrics**
- **3 Interdisciplinary projects**

Fly High pack

- **180 *speaking cards*** (90 de *spoken production* + 90 de *spoken interaction/group work*), que podem ser utilizados para momentos formais de avaliação, ou para prática de *spoken production* e *spoken interaction* noutros contextos que não apenas os que estão contemplados no miolo do Manual (embora sempre de acordo com as situações temáticas trabalhadas em cada subunidade).
- ***Motivational stickers/Celebrations stickers*** para premiar os alunos pelo seu desempenho, ao longo do ano letivo. Poderão ser usados no caderno diário do aluno, em fichas de trabalho ou em trabalhos de casa.
- ***Tic-tac-toe***

Um jogo divertido, que todos gostam de jogar, e que visa estimular a concentração dos alunos, tornando mais fácil a memorização dos verbos irregulares.
- ***Eagle Eye***

Um jogo para toda a turma, também disponível em formato digital, para ajudar os alunos a aprender e a consolidar vocabulário numa corrida à descoberta do mais rápido na competição.
- ***Bingo***

Um jogo fácil de jogar, que serve de motivação para integrar os alunos na sua aprendizagem, ajudando-os na compreensão do *present perfect*.

Manual interativo

Esta ferramenta possibilita, em sala de aula, a fácil exploração do projeto e o acesso a um vasto conjunto de conteúdos multimédia associados ao Manual. Permite:

- a realização e a correção dos exercícios nas páginas do Manual;
- a visualização, *in loco*, de recursos digitais, tais como animações, canções, áudios e vídeos;
- a exploração, a partir das páginas do Manual, dos exercícios do *Workbook* com a respetiva correção;
- o acesso imediato a materiais editáveis (fichas, testes e apresentações PowerPoint®);
- o acompanhamento da progressão da aprendizagem.

Nota: o Manual Interativo está disponível *offline*.



auladigital (ver roteiro a partir da p. 24)

Listagem geral dos recursos multimédia do *Fly High 8*

- **Áudios** – Disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **18 Animações** – Animações dos textos das rubricas *Reading* e da *Extensive Reading*.
- **18 Gramáticas Interativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso, da forma e respetivos exemplos, e tabela de sistematização final.
- **18 Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **6 sets de Flashcards digitais** – Galeria de imagens de diferentes temas, com texto e áudio.
- **5 Vídeos para exploração gramatical (MentorTuber)** – Vídeos protagonizados por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos.
- **36 Vídeos** – Vídeos de apoio às rubricas *Watching*, *Break the Ice*, *Grammar in context*, *Look around you!* e *Project* com a possibilidade de apresentação de legendas em inglês ou em português. Destaque para vídeos culturais e *trailers* de filmes.
- **5 Vídeos para atividades de speaking, com diferentes play modes** – Vídeos protagonizados por adolescentes simulando situações reais, com inclusão de atividades intercaladas.
- **22 Links** – 20 sugestões de vídeos
- **5 Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada unidade.
- **11 Karaokes** – Vídeos das canções acompanhados das letras; disponíveis para as canções da rubrica *Hip-Hop Grammar* e para canções de exercícios de *grammar/vocabulary* nas rubricas *Grammar in context* e *Listening*. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário.
- **8 Apresentações PowerPoint®** – Recursos de apresentação de conteúdos de vocabulário e de gramática, tal como de exploração cultural com o Jogo *Lost*.
- **16 Testes interativos** – Testes com 6 itens de resposta fechada e correção automática para revisão de cada subunidade. Os 5 testes exclusivos do professor, disponíveis no final de cada unidade, apresentam 8 itens de resposta fechada.
- **5 Kahoots** – Quiz com perguntas de revisão, apresentados no final de cada unidade.
- **Webquest** – Exploração no tema *Christmas around the world*.
- **5 QR Codes** – QR codes para projeção de um guião de estudo autónomo no final de cada unidade.
- **23 Quizzes** – Quiz composto por 5 questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais e lexicais.
- **5 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Timer** – Cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - **Recorder** – Ferramenta que permite gravar registos áudio.
 - **Talking avatar** – Ferramenta de personalização de personagens, através da qual é possível escrever palavras e/ou frases, que aquelas reproduzem oralmente.
 - **Bingo** – Ferramenta de seleção aleatória de verbos no infinitivo.

Listening scripts – Student's Book

Unit 0 – Are you ready to take off?

Listening and grammar (pages 10-11)

B. (tracks 1-2)

Welcome to York Train station. The train from Newcastle to London will arrive on Platform 3 at 8:25.

Tom: I'm sorry, are you waiting for the train to London as well?

Sarah: Yes, I am...

Tom: Is it at 8:25 or 8:35? I was looking for my mobile phone, so I didn't understand the announcement...

Sarah: It's at 8:25.

Tom: OK! Thank you so much. We still have to wait for a bit... Are you alone?

Sarah: No, I'm with my parents. They are sitting on those chairs over there... My name is Sarah, by the way.

Tom: I'm Tom. Nice to meet you! So, are you going home or do you live here in York?

Sarah: I live in York and I'm going to visit my grandparents. They live in London. My parents and I went to Portugal on our summer holiday, an entire month in the Algarve, so I miss them very much! I brought a nice souvenir to give them! It's a handbag and a wallet made of cork! It's very traditional and I think they are going to love it!

Tom: I went to the Algarve once, when I was about 5 years old... I can't remember much, but I remember the beach and the grilled fish! Nice memories! Grilled fish is still my favourite dish today!

Sarah: That's nice! I also loved it in the Algarve. I ate sardines, but I prefer the desserts! "Dom Rodrigo" is my absolute favourite! We usually spend our summer holiday there every year. Do you also live here in York?

Tom: No, I live in London, so I'm going home. I came to York with my older sister, Julia, for the Harry Styles concert. We are huge fans! (singing) "Watermelon sugar hiiiiigh" – sing with me!

Sarah: Oh, no, I'm the worst singer in the world! If I sing, everybody will run away, terrified! (both laugh) How was the concert?

Tom: It was incredible! The best concert ever! It was my birthday present!

Sarah: When is your birthday? Is it today?

Tom: Yes, 15 years old!

Sarah: Oh, happy birthday!

Tom: Thank you! I love my birthday! Tomorrow I am going to have a birthday party with all my friends! I'm super excited because we are going to have a DJ playing music!

Sarah: Wow, that sounds great!

Tom: Would you like to come to the party? I don't think we have "Dom Rodrigos", but we sure have a birthday cake!

Sarah: Oh, thank you so much for the invitation. I'm sure it will be awesome! But I can't because I'm only staying for a day to visit my grandparents and I must return to London. Sorry...

Welcome to York train station. The train from Newcastle to London is about to arrive on platform 3. Please mind the gap between the train and the platform.

Sarah: It's our train! I must help my parents with the bags. It was really nice talking to you... Find me on Instagram: Sarah Turner. My profile picture is a rainbow.

Tom: (grabs the phone) Let me see if I can find you... Turner... oh, here you are – follow! I'll send you some photos from the party!

Sarah: Thanks! We'll chat later! Bye bye, Tom!

Tom: Bye, Sarah. It was great meeting you!

C. (tracks 3-4)

Welcome to York Train station. The train from Newcastle to London will arrive on Platform 3 at 8:25.

Tom: I'm sorry, are you waiting for the train to London as well?

Sarah: Yes, I am...

Tom: Is it at 8:25 or 8:35? I was looking for my mobile phone, so I didn't understand the announcement...

Sarah: It's at 8:25.

Tom: OK! Thank you so much. We still have to wait for a bit... Are you alone?

Sarah: No, I'm with my parents. They are sitting on those chairs over there... My name is Sarah, by the way.

Tom: I'm Tom. Nice to meet you! So, are you going home or do you live here in York?

Sarah: I live in York and I'm going to visit my grandparents. They live in London. My parents and I went to Portugal on our summer holiday, an entire month in the Algarve, so I miss them very much! I brought a nice souvenir to give them! It's a handbag and a wallet made of cork! It's very traditional and I think they are going to love it!

F. (tracks 5-6)

Tom: I went to the Algarve once, when I was about 5 years old... I can't remember much, but I remember the beach and the grilled fish! Nice memories! Grilled fish is still my favourite dish today!

Sarah: That's nice! I also loved it in the Algarve. I ate sardines, but I prefer the desserts! "Dom Rodrigo" is my absolute favourite! We usually spend our summer holiday there every year. Do you also live here in York?

Tom: No, I live in London, so I'm going home. I came to York with my older sister, Julia, for the Harry Styles concert. We are huge fans! (singing) "Watermelon sugar hiiiiigh" – sing with me!

Sarah: Oh, no, I'm the worst singer in the world! If I sing, everybody will run away, terrified! *(both laugh)*
How was the concert?

Tom: It was incredible! The best concert ever! It was my birthday present!

Sarah: When is your birthday? Is it today?

Tom: Yes, 15 years old!

Sarah: Oh, happy birthday!

Tom: Thank you! I love my birthday! Tomorrow I am going to have a birthday party with all my friends! I'm super excited because we are going to have a DJ playing music!

Sarah: Wow, that sounds great!

Tom: Would you like to come to the party? I don't think we have "Dom Rodrigues", but we sure have a birthday cake!

Sarah: Oh, thank you so much for the invitation. I'm sure it will be awesome! But I can't because I'm only staying for a day to visit my grandparents and I must return to London. Sorry...

Unit 1.1 – Time to spare

Listening (page 19)

A./B. (tracks 9-10)

1. What is Mark's favourite free time activity at the moment?

I was into gaming a lot... I'd even say I loved it more than anything! What happened in my life that made me find a different free time activity? Well, I realised I had no other hobby and playing video games such as *Valorant* or *Fortnite* was becoming my life. In fact, other online gamers from other countries helped me understand my language skills were a bit weak and I started spending my time on language blogs, learning apps or bilingual reading sites. But the biggest reason why I enjoy it a lot is the fact that I can do anything while learning a new language. If I love listening to music, I can listen to music, if I love reading, I can read in the new language I am learning, I can watch movies, I can write...

2. Which show will Carol choose to watch?

With a few exceptions, TV shows are not for me. I can't keep up with them and most of them seem like a waste of time because if you're watching a series, like *Stranger Things* or *Ricky and Morty*, it makes you need to watch every episode ever and that makes me stop watching the episodes in the middle of a season. As for cartoons, the same happens very often... But films are different, especially when you know what you enjoy. Films are always a lot better written, the acting is a lot better and they usually have a message for viewers, unlike most of the TV shows. Also, I'm a student and that fact makes me believe films are always a better choice to not keep my mind too busy with useless fiction.

3. Where does Sean say you should start flying a drone if you are a beginner?

Do you love drones? Then this hobby might be just right for you. I love drone racing as this is the perfect

hobby for those who want to build extremely fast and agile drones. You have to fly your drone through courses at a high speed. This became a growing sport worth thousands of dollars where 18 or more pilots compete each season to win a championship league. School campus, baseball or football pitches and even tennis courts are the ideal open areas to set up an outdoor drone race course, but if you are a beginner, start flying indoors in the school gym. I have a group of friends that participate in these races with me and that's absolutely hilarious.

Grammar in Context (page 23)

E. (tracks 12-13)

This is me, *The Greatest Showman* cast

I am not a stranger to the dark

"Hide away," they say

"'Cause we don't want your broken parts"

I've learned to be ashamed of all my scars

"Run away," they say

"No one'll love you as you are"

But I won't let them break me down to dust

I know that there's a place for us

For we are glorious

When the sharpest words wanna cut me down

I'm gonna send a flood, gonna drown them out

I am brave, I am bruised

I am who I'm meant to be, this is me

Look out 'cause here I come

And I'm marching on to the beat I drum

I'm not scared to be seen

I make no apologies, this is me

<https://genius.com>

Speaking (page 25)

B. (tracks 14-15)

Sally: Hi, Michael. Checking your *Instagram* again?

Michael: Yeah! I'm thinking about taking up a new hobby...

Sally: When I'm bored I watch *YouTube* videos or listen to music.

Michael: Oh, no, I want something different and exciting that really makes my day! Check this out!

Sally: What? You're joking! Are you out of your mind?

Michael: No, I'm not! NASA plans to send astronauts to Mars by 2030 and I want to be part of this journey, so I want to learn computer science and coding... The course starts next October! By learning coding, you can also make your own apps or create your own games. Isn't that out of this world?

Sally: That's definitely something out of the box! I think I want to try that, too. Let me speak to my parents about that! I think they will go bananas!

Michael: OK, but don't take too long. There's a free class today... Come and join me!

Sally: Really? Count me in!

Unit 1.2 – East or west, home is best!

Listening (page 32)

A. 2. (tracks 19-20)

Mari Copeny, also known as "Little Miss Flint", is a 13-year-old activist from Flint, Michigan. She wrote to President Barack Obama asking if he would meet with her and other citizens of Flint. At the time, the city was in the middle of a water crisis because the water was contaminated and poisoned. Obama responded to Copeny and ended up visiting the city.

Copeny also gave hundreds of thousands of water bottles to families and organised a campaign to donate backpacks and school supplies to children in Flint.

Mari likes drawing and loves reading. Her daily routine is a bit different from other teenagers around the world, when it comes to water consumption. Like many people in Flint, the water still makes her feel insecure. So, when water is distributed, she goes with her mother to the queue and they wait for a long time to get bottled water, which is the only water they can trust. No more bubble baths or turning on the tap to drink. Mari brushes her teeth with bottled water and her mother cooks with bottled water as well.

Mari Copeny is now working on her project called Flint Kids, which supports the children of Flint with the help of people from all over the world. Mari plans on running for president in 2044.

<https://www.maricopeny.com/about> (abridged and adapted)

B. (tracks 21-22)

Max Davis is a 14-year-old American boy whose mission is to help homeless people. It all started when he heard the sad story of a family friend who used to be homeless and lived under a bridge. Davis found out that many young people don't have a regular place to sleep at night and decided to take action. He wanted to change the law in the state of Massachusetts, so he began speaking regularly in front of Senate leaders and teamed up with local organisations. This law puts a system in place to provide young homeless people with housing, teaching and supportive services: not just a place to stay, but a place to grow.

His family supports and encourages him, which makes things easier. His mother works in social service and his older sister is also involved in service projects.

He has an ordinary routine: he gets up, has a quick shower and goes to school (Stoneham High School). He studies a lot because he wants to be a doctor. He spends time with his family and friends, but on weekends he helps at the local shelter and works on his projects. He is working on a funding campaign to finish his project now: a new shelter for homeless teenagers, with classrooms and bedrooms with private bathrooms.

His goal is to help as many people as possible and make the world a better place.

<https://www.jewishboston.com/read/a-teenager-on-a-homelessness-crusade/> (abridged and adapted)

Vocabulary (page 34)

B. (tracks 23-24)

1. I remember I was crazy about the contests and the Halloween parties we had at school. I still have the witch's costume I wore in 3rd grade.
2. I really liked the school's playground. Some of us played football there while others were having a snack.
3. I was the school supplies addict... I collected pencils and pens, rubbers and markers of all shapes and colours. Mrs Sinclair, from the stationer's, knew me well!
4. I remember the exchange programme we participated in the 3rd grade. We received a group of students from Turkey and it was great fun! I also remember our teacher... she was always singing the song "I hate U, I love U". My friend Val also sang it at a karaoke contest we had in 4th grade.

Grammar in context (page 37)

"Drivers license", by Olivia Rodrigo (track 25)

And I know we weren't perfect
But I've never felt this way for no one
And I just can't imagine
How you could be so OK now that I'm gone
Guess you didn't mean
What you wrote
In that song about me
'Cause you said forever
Now I drive alone past your street

And all my friends are tired
Of hearing how much I miss you, but
I kinda feel sorry for them
'Cause they'll never know you
The way that I do, yeah
Today I drove through the suburbs
And pictured I was driving
Home to you

Checkpoint (page 41)

A. (tracks 28-29)

Just like any other teenager, 17-year-old Wolf Cukier loves watching *Star Wars* films and loves playing with his dogs, but he did something a little bit bigger than most teenagers do: he discovered a planet!

NASA's Space Flight Center in Maryland has a programme of internships, in which students can get some practical experience during their summer holiday. In June, when most interns were just studying data or doing simple tasks, Wolf Cukier discovered a new planet! It was only his third day of internship and now everybody calls him the "Planet boy".

The planet he discovered is almost 7 times bigger than Earth, it orbits around 2 stars and it's 1300 light years away from Earth. Its name is TOI 1338B. It's not an appealing name, but it wasn't Wolf's choice. If he could choose, he would probably name it *Wolftopia*, as his brother suggested.

His plans for the future are finishing high school and going to the university to study Physics or Astrophysics. But, at the moment, he is working on a project to present at the State Science Olympiad. Good luck, Wolf!

Unit 2.1 – Good food, good mood!

Vocabulary and listening (page 47)

D. 1. (tracks 32-33)

Welcome to our annual cooking contest! Our contestants chose the ingredients and cooked the dishes and now my task is to taste them and choose the best!

Noah, you cooked a gluten-free dish. There are many students in this school with coeliac disease – I'm sure they would love your dish!

Hmmm these potatoes are incredible! They're so delicious! Nice job!

But you put too much salt on the steak – it's a bit salty. The sauce has a great texture, it's creamy and the vegetables are well cooked. Congratulations!

Now, Isla, it's time to try your vegetarian dish!

You put vinegar in your salad dressing. It's sour, but I like it!

The pasta tastes really good, but I think there is too much butter because it's a bit greasy. In general, it's a great dish. Good job!

Leo, I'm very curious about your vegan dish.

Oh, this rice is incredible! It's spicy, but not too much. The carrots are nicely cooked and very sweet. This lettuce is so fresh! It's a very tasty dish, Leo. Nice job!

D. 2. (tracks 34-35)

First of all, congratulations to all 3 contestants. It was a difficult challenge, but you did it! Your dishes were really fantastic! I'm very proud of you!

But the winner is... Leo! Congratulations, Leo! Was it difficult?

Leo: It was quite challenging because I love cooking, but I'm not a vegan... I usually cook fish and use ingredients such as butter, eggs or milk... But I'm happy with the result and I think I'm going to cook more vegan dishes from now on!

Listening and vocabulary (page 55)

A. 1. (tracks 39-40)

Are you a foodie?

Neil: Hello and welcome to 6 Minute English. I'm Neil.

Rob: And I'm Rob.

Neil: Now Rob, you look like you enjoy a good meal.

Rob: Ha. Well, I do like eating out and I like to think I know a good meal when I have one.

Neil: Well, that should give you an advantage with today's quiz. In 2016, which is the last year we have statistics for, how many restaurants and mobile food services were there in the UK? Was it: a) about 75,000; b) about 83,000, or c) about 93,000?

Rob: Well, I know there are a lot, so I'm going to say 93,000 – but that is just a guess.

Neil: I'll reveal the answer a little later in the programme. Today we're talking about being a foodie. Rob, what is a foodie?

Rob: Well I would describe a foodie as someone who has a strong interest in food. They like preparing it as well as eating it – they like using good ingredients and they're probably not fans of fast food.

A. 2. (tracks 41-42)

Neil: Angela Hartnett is one of Britain's top chefs. In the BBC podcast *The Bottom Line* she talked about this topic. In this first clip, how does she describe people who say they are foodies?

Angela Hartnett: I think people who say they are foodies buy the books, watch TV and will cook a little bit.

Rob: She is saying that people who say they are foodies may not actually know that much about food. They buy books and watch cookery programmes on TV and will cook a little bit.

Neil: A little bit is a common phrase that means "a small amount" and if you do something a little bit, it means you don't do it a lot. You could just say "a little", but adding "bit" to the phrase makes it very natural.

Rob: Well, we heard a little bit of Angela Hartnett there. Let's hear more now. What's her description of a foodie?

Angela Hartnett: My idea of a foodie is the very European idea that people go and shop every day, they understand one end of a pig from another. And maybe that's a bit romantic, but I look at my mother, I look at my grandmother and our background, you know. They made food, they knew about what was expensive, they knew about quality and stuff like that.

Neil: Rob, do you know one end of a pig from another?

Rob: I hope so, but the point Angela Hartnett is making is that a true foodie has a good understanding, for example, of the different parts of an animal that are used in cooking and what they are used for. She says that idea might be a bit romantic.

Neil: We normally think of the word *romantic* when we are talking about love and relationships, but that's not what it means here, is it?

Rob: No. Romantic can also describe a pleasant ideal – an imaginary perfect way of life that forgets about the difficult things of everyday life.

Neil: Let's hear some more from chef Angela Hartnett now. What is she worried about?

Angela Hartnett: I think we think we're foodies, but I think food is expensive in this country. I don't think it's affordable for lots of people and I think we are in danger of not knowing, you know, how to cook any more, how to make a meal for a family of four for five pounds.

Neil: So Rob, what is Angela Hartnett worried about?

Rob: She commented that food was very expensive here in Britain. Many people don't have enough money to buy it, as she said it's not affordable. She thinks we might be in danger of not being able to feed our families cheaply.

Neil: Can you say a bit more about the phrase in danger of?

Rob: Sure. The phrase *to be in danger of* is followed by a gerund and it means that there is the possibility of something bad happening. It's not happened yet, but it could happen.

Neil: Thanks, Rob. Right. Well, we're in danger of running out of time so let's get to the answer to the question I asked at the start of the programme. I asked 'how many restaurants or mobile food services there were in the UK in 2016'.

Rob: And I said – it was a guess – 93,000. But was I right?

Neil: I'm afraid you're 10,000 out! The answer is approximately 83,000.

Rob: Right. Well, I've still got a few more to get to before I can tick them all off my list!

<https://www.youtube.com/watch?v=yz4a2soLDI4> (adapted)

Unit 2.2 – Healthy is the new happy!

Vocabulary and Listening (pages 58-59)

C. (tracks 43-44)

7 Steps to healthy eating

1. Eat all the nutrients your body needs and have a balanced diet: variety and the right servings are the key!
2. Avoid sugar and fat to prevent obesity.
3. Don't sit for long periods without being active or you will become a sedentary person.
4. Consume food with no chemicals or other substances rather than processed food.
5. Cut down on junk food or convenience food. These are cooked in their packaging or in the microwave.
6. Unhealthy eating may turn into an addiction, so get some medical help if you can't control your eating habits.
7. You should have more than 3 meals a day. You can eat at least two snacks in between.

E. (tracks 45-46)

News presenter: The Duke and Duchess of Cambridge appeared in a new video message from the *Time to Change* mental health campaign to mark a cause close to their heart on Thursday. They think positive thinking and being able to smile are very important for your well-being. Let's hear them.

William: We wanted to say a big "thank you" to everyone who has shared their experiences and taken action through *Time to Change*, helping to challenge the stigma which surrounds mental health.

Kate: Movements like *Time to Change* have helped to transform attitudes and encourage more openness about mental health in schools, communities and the workplace.

William: Over the past 15 years, *Time to Change* champions have inspired and supported thousands of people across the country, and mental health has now, at last, moved into the mainstream as part of our daily lives.

Kate: However, the work isn't done yet and we cannot afford to stop here.

William: We need to keep talking, keep taking action and continue to stand up to the stigma.

Kate: It's so important that we value our mental health just as much as we value our physical health.

William: To everyone who has been a part of *Time to Change*...

Both: Thank you!

News presenter: In February, William and Kate lent their support to *Time to Change*'s Time to Talk campaign and shared a Google gif with the question, "Can a small conversation make a difference?". A small conversation can prevent all the stress in your lives and make a huge difference when it comes to mental health.

<https://www.hellomagazine.com/royalty/20210325109661/kate-middleton-prince-william-time-to-change-video-message/>
(abridged and adapted)

Listening and watching (page 65)

B. (tracks 49-50)

Stuff, stuff, the accumulation of stuff.

Stuff is contributing to our discontent in so many different ways.

We never really stop to question what is essential, what is necessary, how much of this stuff is actually adding any value to my life.

We have the opportunity to have so much.

Anything that you can think of you can get on your doorstep now within 24 hours. That's almost like magic. What if you removed one material possession from your life each day for a month? What would happen? I think we should all be allowed to say: you know I thought this is the life I wanted, but it's not and so I'm going to start over again.

Our memories are not in our things; our memories are inside us.

Both of us grew up poor (front door here); we really never had enough. I tried to fill that void the same way many people do – chasing the American dream, it cost me so much more than money. I might have been living the American dream, but it wasn't my dream.

Minimalism changed my life. It's given me the opportunity to be that person that I used to just talk about being. This deep knowing that all I was searching for I already had. Friends and family have acknowledged a profound change in me.

The reason the message of minimalism is so powerful is because we're binging on all the wrong things and dying of hunger for the things that really matter.

The Minimalists – official trailer (in https://www.youtube.com/watch?v=jn-xbOCZOiQ&ab_channel=Netflix)

Checkpoint 2 (page 69)

A. (tracks 51-52)

I know that what I do to my body now affects me for the rest of my life. A healthy lifestyle for me is being aware of what you take into your body, it's about

eating right and having a balanced diet... I mean, not “eating just for the simple act of just eating”, it’s about eating for energy and fuel!

There’s no body type. I don’t need to look perfect just because that’s what society considers to be perfect, but I must feel good with my body and for that I need to feel healthy. As a teen, we deal with anxiety problems and sometimes school stress makes me want to eat fatty or sugary foods. That’s when my mind needs to be healthy too. That’s when I need the strength to resist and realise that being mentally and physically fit should be top priorities in my life.

Unit 3.1 – My clothes, my choice

Vocabulary and listening (pages 74-75)

B. (tracks 55-56)

- I’m feeling really stylish! I’m wearing an oversize shirt. It’s a leopard print and it’s one of my favourite pieces of clothing. It’s vintage and it’s actually second-hand. I’m wearing it with black leather shorts and black sandals.
- I love practical clothes. Today I’m wearing a denim jacket and a T-shirt. My shoes are “oldie but goodie”, but really comfortable. I’m also a fan of sunglasses. I always wear jeans. Fashion tip of the day: jeans don’t always have to be blue. Try different colours.
- Do you like my outfit? This colourful dress fits perfectly and I love the brown belt on it! I’m wearing these high-heeled boots. I have some make-up on, but it’s just some lipstick and mascara. When it comes to make-up, sometimes less is more!

E. (tracks 57-58)

I had come into the university with all these dreams and goals that I was trying to achieve, so all my energy went towards that. This focus on productivity is such a strong message in our culture... and fashion is just one of the ways that it’s reinforced. Some of our most idolised and iconic figures are famous for the fact that they have uniforms. Take Mark Zuckerberg, for example. He wears the exact same grey T-shirt every day. Now, when he was asked about that in an interview, he said, and I quote: “I feel like I’m not doing my job if I spend any of my energy on things that are silly or frivolous about my life, so that way I can dedicate all of my energy towards just building the best products and services”. All right, so his wardrobe suffered so that you and I can have a platform to share cat videos on. And he’s not the only one, right? Steve Jobs also comes to mind: black turtleneck, dad jeans, white sneakers... I mean, these people are iconic, they’re so respected in our society and this was their opinion on the clothes we put on our backs.

What good is a longer life span when you’re spending most of that time working? We tend to forget that being happy requires work too and I was so stressed trying to be this productive student that I decided “Enough is enough! I need to shift some of this work

towards being happy”. And how did I do that? Well, I looked at that budding interest that I had in fashion and I decided to nurture it. I went into my closet and I dug out all those clothes that I was saving for special occasions and I just started wearing them to lectures or to work. I stopped spending all my money on skinny jeans and hoodies and I said “Maria, try something interesting, something different”. It got to the point where I was having so much fun dressing up that many Monday mornings, when the last thing I wanted to do was crawl out of bed for 8 a.m. calculus, I forced myself to. I had a duty: to show the good people of Toronto the fantastic outfit I had planned for the day!

But there’s something we rarely ever focus on and that’s how our clothes influence how we see ourselves. I noticed something that was happening around the same time as this new-found passion for fashion: I was walking with a bit more bounce in my step. I was more confident going outside of my comfort zone.

I felt like my clothes were helping me be my best self. You will need every single tool you can get to help you achieve your goals. Why is fashion not one of them? There’s a really common idea that dressing well is just for special occasions, but to that all I can say is that life is an occasion and everyday can be meaningful if you just dress like it.

<https://www.youtube.com/watch?v=nqTu3CYqWvo&t=777s>
(abridged)

Listening (page 84)

B. (track 61)

“Pretty Hurts”, by Beyoncé

“Ms Third Ward, your first question:

What is your aspiration in life?”

“Oh, well, my aspiration in life would be...

To be happy”

Mama said, “You’re a pretty girl
What’s in your head, it doesn’t matter
Brush your hair, fix your teeth
What you wear is all that matters”

Just another stage
Pageant the pain away
This time I’m gonna take the crown
Without falling down, down, down

Pretty hurts
We shine the light on whatever’s worst
Perfection is a disease of a nation
Pretty hurts, pretty hurts
Pretty hurts
We shine the light on whatever’s worst
We tryna fix something
But you can’t fix what you can’t see
It’s the soul that needs a surgery

Blonder hair, flat chest
TV says, “Bigger is better”
South beach, sugar free
Vogue says, “Thinner is better”

<https://genius.com/Beyonce-pretty-hurts-lyrics>

Speaking (page 85)

A. (tracks 62-63)

Shop Assistant (SA): Good morning! Can I help you?

Customer (C): Yes, please. I'm looking for a leather jacket, but I can't find my size. I usually wear an S.

SA: Let me check if we have any of your size in stock. What colour do you prefer?

C: Black, please. I like black because it goes with everything...

SA: (*moments later*) Here you are! Black leather jacket, size S.

C: Thank you so much, it's really cool!

SA: Would you like to try it on? The fitting rooms are here on the right.

SA: (*moments later*) So, do you like it? Does it suit you?

C: I think it suits me really well! How much is it?

SA: It's €158.90.

C: Ok, I'll take it. Can I take a look at those shirts? I need to buy a gift for my father...

SA: Sure! Colour and size, please?

C: He likes blue, and he is an L – he usually wears slim fit.

SA: We have these three options. Which one do you prefer?

C: I prefer this one, I think he will like it too! I'll take the shirt as well. Where can I pay?

SA: The cash desk is over there. Thank you and have a nice day!

Unit 3.2 – Don't worry, be YOU

Vocabulary and listening (page 86)

B. (track 64)

"Don't Worry, Be Happy", by Bobby McFerrin

Here's a little song I wrote

You might want to sing it note for note

Don't worry, be happy

In every life we have some trouble

But when you worry you make it double

Don't worry, be happy

Don't worry, be happy now

[Chorus]

Don't worry, be happy

Don't worry, be happy

Don't worry, be happy

Don't worry, be happy

Ain't got no place to lay your head

Somebody came and took your bed

Don't worry, be happy

The landlord say your rent is late

He may have to litigate

Don't worry, be happy (Look at me, I'm happy)

[Chorus]

Ain't got no cash, ain't got no style

Ain't got no gal to make you smile

But don't worry, be happy

'Cause when you worry your face will frown

And that will bring everybody down

So don't worry, be happy

Don't worry, be happy now

[Chorus]

Now there is the song I wrote

I hope you learned it note for note, like good little children

Don't worry, be happy

Now listen to what I said, in your life expect some trouble

When you worry you make it double

But don't worry, be happy, be happy now

[Chorus]

Don't bring everybody down like this

Don't worry, it will soon pass whatever it is)

Don't worry, be happy

I'm not worried

I'm happy

<https://genius.com/Bobby-mcferrin-dont-worry-be-happy-lyrics>

C. (tracks 65-66)

1. Social life and friendships

A few years back some stuff happened and the only group of people I want to talk to is uncomfortable around me because of it.

2. Relationship with parents and money issues

My parents make me feel worthless sometimes. When I ask them a question, they get mad; when I don't ask questions and make a wrong decision, they get mad; when I ask them about pocket money, they get mad...

3. School work and lack of time

Feel so behind on everything. I don't even want to go to school tomorrow just because it's such a big workload. And I'm spending the day with family tomorrow, so I can't spend too much time working.

4. Appearance

I've recently looked at myself in the mirror, inspected my face, and I asked, "Am I overweight?" However, I don't think I'm overweight. I know this in my head, but I involuntarily think that I am.

Reading (page 88)

C. (tracks 67-68)

Fangirl: can you read it only once?

I'm in love with the novel *Fangirl*. I've read the book written by Rainbow Rowell seven times and am, at this moment, heading for eight. Cath Avery, the main character, is an introvert and prefers staying in her bedroom writing fanfic than attending a party. With teenage years being some of the most weird and confusing, I've taken a thing or two (or four) from this story.

First, meeting new people is terrifying, but the coolest thing ever!

Sometimes people seem awkward, intimidating, or in Cath's case unattainable. But, once you give someone a chance, the ones you didn't care to be around in the first place can become the most important in your life. Go figure!

Secondly, great things can arise from taking risks, whether it's in school or just in life.

A teacher tells us to write something, so we do it, but we do it safely. We never break out of our usual, even if it's under our potential. Cath was like that! She wrote fan fiction! When she finally sat down and wrote her 10,000 word story, she ended up winning an award. Step out of your comfort zone and take a risk! Thirdly, growing up doesn't mean having everything together. It means figuring out how to get it that way. As we grow older, we feel like we must have our minds set, but that's not the case. All it can take is some time to settle your scrambled thoughts. After you've done that, go and buy yourself some ice cream. You deserve it.

Fourth, we think that those that are older are always wiser and the younger ones are immature. I've never seen that as an accurate statement. Cath made sure everything and everyone important to her always got put first. Don't let anyone tell you you're an immature child because your age shouldn't define you.

https://www.teenink.com/reviews/book_reviews/article/858993/Fangirl-By-Rainbow-Rowell (abridged and adapted)

Listening (page 89)

A. (tracks 69-70)

Lucile: Hi, Jackson... I heard you watched a movie that made you cry yesterday!

Jackson: Well, news travels fast! That's true... I watched a movie called *The Upside* with Kevin Hart. It's about Phillip, a wealthy quadriplegic who needs a caretaker to help him with his day-to-day routine in his New York penthouse. He decides to hire Dell, who's trying to reconnect with his ex and his young son. Despite coming from two different worlds, an unlikely friendship starts to blossom as Dell and Phillip rediscover the joy of living life to the fullest. But I also laughed and learned a lot about the value of true friendship during the film... Oh and it's based on a true story!

Lucile: Definitely! Films can entertain us even better when they can educate, entertain, make us cry and laugh at the same time... it happens to me a lot, too... I've recently read the book *A Street Cat Named Bob*, by James Bowen, and I also felt these mixed feelings: I felt sad and happy, excited and angry, anxious and calm... There's also a film, but I haven't seen it. The book is also based on a true story! It's about a stray ginger cat that changes the life of James, a homeless London street musician recovering from addiction. It's absolutely fantastic!

Jackson: Then, maybe I'll put it on my next list of "must-reads"!

Listening (page 93)

B. (tracks 74-75)

In today's programme of *America's teen voices*, we're going to talk about teens that inspire other teens through their actions. Many of these influencers lend their voice to raise awareness of the teen world and to

motivate teens when it comes to facing adolescence.

Nyeeam Hudson, known as "King Nahh", was born on 10th November 2005 in New Jersey, USA. He is an international motivational speaker, an artist and an author. He has captured global and national celebrity attention and audiences. He is considered one of the most motivational kids in America. He has been a motivational speaker since he was 10. Nyeeam has been interviewed and has appeared on countless media platforms. Nyeeam Hudson has written his first book *We Are All Kings – A Motivational Guide for Parents*. He shares his journey to encourage young boys to believe in themselves as "kings of greatness". For someone sitting at their desk at school or work feeling discouraged about some aspect of their life, his advice is:

First, always remember to enjoy your life. "Enjoy the moment! Don't get so wrapped up in things." To be happy, he says, "appreciate and value every moment you have. When troubles come along, remember that problems only mean you're alive, so find a way to smile no matter what."

Secondly, appreciate your accomplishments and believe in yourself. He points out that many people focus too much on what they haven't done instead of what they have achieved.

Thirdly, help other people. The obvious advice is to stay on the lookout for opportunities, but Nyeeam sees it differently. "Sometimes we're so focused on accomplishing our dreams that we forget about the people around us."

And finally, in one of his motivational videos he also points out the following:

Stop playing with your potential, stop playing with your dreams. I see so many people saying 'I don't have enough money to invest in my dreams. I can't afford to invest in my dreams', but you have to start thinking with the mindset of you don't have enough time. A person can have a billion dollars, but if they're on their death bed, they can't buy another hour, they can't buy any more time. Do it now! The time that you delay, could be the time that you have to be special. You could wake up one day and go back to sleep or you could wake up one day and keep delaying the moment that you have right now to make something special. So this video that I'm making right now, I don't know the impact that this video is gonna have, but I know one thing: I'm gonna make the video, I'm gonna produce it and gonna get it out there. You have to get up right now and make an impact and make something happen and get it out there. Do something! All I'm asking you is to please, please, make your dreams happen and stop playing with your potential because you could be accomplishing so much, you can do so much, but you keep delaying it yourself. The only thing holding you back right now is you.

<https://www.forbes.com> and <https://www.youtube.com/watch?v=kT4grwHDDs0> (adapted and abridged)

C. (tracks 76-77)

Stop playing with your potential. Stop playing with your dreams. I see so many people saying “I don’t have enough money to invest in my dreams. I can’t afford to invest in my dreams,” but you have to start thinking with the mindset of *you don’t have enough time*. A person can have a billion dollars, but if they’re on their death bed, they can’t buy another hour, they can’t buy any more time. Do it now!

Listening (page 95)

B. (track 78)

“Girls like us”, by Zoe Wees

It's hard for girls like us
We don't know who we trust
Not even the ones we love
'Cause they don't know
Stuck here
Stuck here in these waters
So sick to my stomach
Is anybody there?
Red lights
Red lights in the darkness
Everyone's so heartless
Does anybody care?

It's so hard to explain
With your heart in a cage
Only whisper but you wanna shout
'Cause the second you wake
Too much pressure to take
Every part of you wants to cry out

It's hard for girls like us
We don't know who we trust
Not even the ones we love
'Cause they don't know
Try to numb this pain
'Cause we don't wanna get hurt again
Left alone out in the rain
They don't know

<https://genius.com/Zoe-wees-girls-like-us-lyrics>

Checkpoint 3 (page 101)

A. (tracks 79-80)

Interviewer: So, tell us about the new single, “Girls Like Us”. What a great song, at least here in the States. What a great time for that song to come out.

Zoe: Yeah, it’s just, like, I don’t know, I think it was, like, time for a song like that, you know. So it’s, like, basically about a girl who is walking through a world with blinded eyes. I just wanted to see like the girls who are just growing up, it’s really hard for them to grow up right now in a world that doesn’t feel, like, zap you. So I just wanted to show them we’re all beautiful.

Interviewer: So, tell everybody the message that you want people to take away from “Girls Like Us”.

Zoe: I just want everyone out there to see that you guys are beautiful. You know it’s so sad for me to hear that people think they’re not beautiful enough because they only see like the perfect pictures on

Instagram and the perfect girls and I don’t know about the boys but, like, I think they’re feeling the same, kind of, and I just want everyone to know out there that you guys are, that everyone is beautiful in their own ways, you know. It’s so important and my mum didn’t really take it serious when I told her “I feel, I don’t feel beautiful”, you know... she was like “all right, all right”, but I just want anyone out there to know I understand them and, yeah, I’m always there.

<https://www.youtube.com/watch?v=evY3zGjhWEU> (adapted)

Unit 4.1 – There is no planet B

Vocabulary (page 106)

B. (tracks 83-84)

Hi! My name is Gabriel Lopez, I’m 13 years old and I’m a planet lover! I live in the countryside, so I’m always in touch with nature. Next to my house there is a big pond, which freezes in the winter, and we can do ice-skating! It’s awesome! I always take incredible photos because the pond is beautiful... There is also a cave in the forest, not far from where I live. My friends and I like to go there to explore it, but we must be careful because it can be dangerous, especially when it rains. I want to be a professional nature photographer because I want to travel the world and capture nature in all its beauty. My dream is to go to a glacier and take amazing photos. Remember my name because my photos will be on the cover of *National Geographic* magazine! Never stop dreaming!

Listening (page 111)

A. (tracks 87-88)

Climate change. What can we do?

To stop global temperatures rising by more than 2 degrees, greenhouse gas emissions need to fall by 2.5 percent every year until they reach 0. In the UK that means cutting our emissions by 12 million tons in the first year. So, what can we do?

If every person in the UK planted a tree, we’d each cut carbon dioxide emissions by 2 kg per year. Added together that’s 128 thousand tons of CO₂. You can make a bigger difference by recycling. Every household in the UK which recycles saves 91 kg of carbon dioxide. If every household recycled, we’d save 2.4 million tons. Switching to energy saving light bulbs saves 150 kg per household. That’s 3.2 million tons of CO₂ in every home in the UK, if everyone followed suit. We can also help cut the energy used in the treatment of waste and water. If we all turned off the tap when brushing our teeth, we’d cut 7.9 million tons from the UK’s emissions. None of those examples would require a huge change in lifestyle, but if we did all of them, we’d save 13.6 million tons of CO₂ and we’d beat our target to reducing emissions by 2.5 percent in the first year. Beyond that, things get a little more drastic – giving up your car would make a huge difference. The average motorist creates 2 tons of CO₂ per year and there are 35 million cars on the

road. If we all gave up our cars, that's 70 million tons. If you don't fancy that, what about giving up meat? If you were veggie, you'd save 1241 kg of CO₂ per year. If the whole country did it, we'd save 79 million tons of CO₂ (more than 16 per cent of our total carbon emissions). Too drastic? Well, even giving up beef would make a big impact. Producing beef creates five times more greenhouse gas emissions than any other meat. So, could you give up that steak to help save the planet?

Sky News: <https://www.youtube.com/watch?v=1gFRHVVjsPO>

Watching and listening (page 114)

B. (track 89)

"How far we've come", by Now United

We all come from different places
Different smiles and different faces
We got dreams that we are chasing
And we won't stop until we get it all

Every day's a celebration
Living life like a vacation
When I feel that good vibration
And we won't stop until we get it all

Look at how far we've come now
We made it up to the top now
Look at how far we've come now
These moments we treasure will only get better

www.genius.com

Speaking in context (page 115)

B. (tracks 90-91)

Zara: Hi, Thomas!

Thomas: Hi, there, Zara! How are things?

Zara: I'm good. Listen... Now United are going to play two concerts here next Friday and Saturday. Would you like to go?

Thomas: Sure, sounds great! That will be my 15th Now United concert! But I'm having dinner with my cousins on Friday. I'm afraid I can't make it on Friday. Can we go on Saturday?

Zara: Saturday suits me fine! What time do you want to meet? The concert starts at 8:30. Let's meet in the usual place?

Thomas: So, how about 8 p.m. in front of the park?

Zara: Great! See you there! It's going to be a blast!

Unit 4.2 – A brand new city

Listening and watching (page 117)

A./B. (tracks 92-93)

What will the cities of the future look like? By 2050 the world's population is expected to reach 9.8 billion and nearly 70 percent of these people are expected to live in urban areas. In this video we are going to take a look at five of the most sustainable cities in the world which are currently under construction.

From smart high-tech cities to forest cities, we will take a closer look at what urban life is going to be like in 2050.

The world's first forest city created to fight pollution is now under construction in Liuzhou, China.

The futuristic forest city will be home to a community of about 30,000 people. It will be covered in green with 1 million plants and 40,000 trees that together absorb almost 10,000 tons of carbon dioxide.

As a result, the forest city will help to decrease the air temperature, improve local air quality, create noise barriers, nurture habitats and improve local biodiversity in the region.

Now over to the United Arab Emirates for a project called the Sustainable City, which has already been built.

The city has 500 homes, all powered by solar panels. All water is recycled on site, there are no cars and the complex grows its own vegetables in 11 bio greenhouses.

Also in the UEA, the Masdar city is set to be completed in 2025. The city developers have aspirations for this to be the most sustainable city on earth.

The city was designed to be zero carbon and zero waste, home to a population of 40,000 people with 50,000 commuters in an area of only six square kilometres.

The city remains around 15 °C cooler than the surrounding area because the streets and buildings of Masdar city are specially designed to be in line with the traditional Arab design which uses natural materials.

Architecture firm Bjark Ingles Group has designed a concept for a floating city of 10,000 people that could help populations threatened by extreme weather events and rising sea levels.

It is called the Oceanic City and the concept consists of a group of six islands separated to form villages.

Over again to China now, where they have designed an entirely car-free city called Net City. The city will be connected by bridges, ferries and the subway. It will accommodate 80,000 people and take around seven years to complete. Once in the city, commuters will be able to travel by bicycle or on foot.

Which was your favourite city from this video? Let us know...

The world in 2050, https://www.youtube.com/watch?v=T6mK-Ukr_ts&ab_channel=GoingGreen (abridged and adapted)

Grammar (page 120)

C. (track 96)

"Fix you", by Coldplay

And high up above, or down below
When you're too in love to let it go
But if you never try, you'll never know
Just what you're worth

Lights will guide you home
And ignite your bones
And I will try to fix you

www.genius.com (abridged)

Listening (page 124)

A. (tracks 98-99)

Mrs Sullivan: Well, my dear students, today I have a challenge for you: participate in a project called "Imagine! Make it real!". Does anyone have an idea of what the project might be about? Jade?

Jade: I guess it might be about letting our creativity flow...

Mrs Sullivan: Yes. Anyone else? Can you be a bit more specific? Cody?

Cody: Are we going to invent something?

Mrs Sullivan: Well done! You are going to imagine your life in a smart city! What could be different from now? Then, you should present one innovative gadget or a creative idea. Don't forget to follow the 6 steps rule:

- Think it – have a great idea;
- Explore it – investigate inventions and ideas of the past;
- Sketch it – draw pictures and diagrams to figure out how your city/inventions might work;
- Create it – build a prototype or model of your ideas;
- Try it – test your inventions;
- Sell it – convince your audience (classmates and teacher) that your ideas are the best.

B. (tracks 100-101)

Good morning, everyone! I'm Cody and I'm here today to talk about some important life-changing moments in my day in "my smart city" and to present you my innovative creation. I'm not giving my city a name because I'm going to let you think about it after my presentation.

Well, I consider myself a very lucky boy, as I wake up every morning in a smart city, where being environmentally friendly has become easy. My sister Chloe and I always take the bus that stops right at the corner. It's more convenient than the family car and it keeps the air clean as it doesn't run on gas. It is electric. People in this city avoid the use of private cars and chose alternative vehicles to move around, thus making streets less busy. Traffic lights are synchronised and become green at the right time. What a time saver, right?

In the neighbourhoods, buildings come to life and "feel"... that's right... "feel"... and they are able to share information. For example, flats and houses understand if they are too warm or too cold and they are able to set their own temperature.

"My smart city" consumes less non-renewable energy, such as petrol, because here everyone uses energy that never runs out, like the sun's heat. Oh, and like this we use the energy we need without wasting it.

C. (tracks 102-103)

Now, I'm sure you're all curious to hear about my invention... it's not an electric car, it's not a supersonic gadget or an incredibly flexible smart phone, it's an app. That's it! It's just an app! I called it "Voice wanted".

It's an app that has the ability to search by voice.

There's a virtual assistant designed to help people in different public spaces in the city. It can understand the identity, emotions and age of the users. I'll show you how it works in a while.

I hope you all liked my ideas. I'll now give you 2 minutes to suggest a name for my smart city. Who wants to start?

Checkpoint 4 (page 127)

A. (tracks 104-105)

Some people are very influential. Whether it's through movies, television, theater or music, they can make a big impact in our lives and in the world. When it comes to the environment, some famous people help protect the planet and even become powerful figures across the globe. To prove this point, here are 2 eco-friendly quotes by an actor and an actress who stick up for Earth and hope to influence others.

Leonardo DiCaprio:

"I became an actor at a very young age, but I also had a deep respect for nature and I think I was sort of a little biologist when I was younger. I watched documentaries on rainforest pollution and the loss of species and habitats for animals around the world. It affected me in a very hard core, emotional way when I was younger. So, later in life I wanted to continue that path more and investigate and learn more about ecological issues."

Shailene Woodley:

"I have this really intense passion for educating myself and other people on the environment and what we're doing to the planet... It's more than just recycling or picking up a piece of trash, or turning off the water when you're brushing your teeth. It's about treating everything with compassion and love, including humanity."

<https://econewsnetwork.org/2012/05/10-influential-environmental-quotes-by-celebrities/>

Unit 5.1 – Ready, steady, go!

Vocabulary (page 133)

E. (tracks 108-109)

1. Parkour is a city sport. In this sport, runners jump over urban structures.
2. In base jumping you use a parachute to jump from a fixed position. There is no reserve parachute as there is no time to use it! A free fall from 150 m takes less than 6 seconds!
3. Riding a wakeboard on the water is called wakeboarding. The rider is behind a motorboat. It's a mix of water skiing, surfing and snowboarding.
4. Bungee jumping is an activity which involves jumping from a tall structure, such as a crane, a building or a bridge. The person is tied to a large elastic cord.

Listening (page 140)

B. (track 115)

**“We are the people”, by Martin Garrix,
ft Bono & The Edge**

We're a million volts in a pool of light
Electricity in the room tonight
Born from fire
Sparks flying from the sun
Hey, I hardly know you, can I confess?
I feel your heart beating in my chest
You come with me,

Tonight is gonna be the one
'Cause you've faith and no fear for the fight
You pull hope from defeat in the night
There's an image of you in my mind
Could be mad but you might just be right

We are the people we've been waiting for
Out of the ruins of hate and war
Army of lovers never seen before
We are the people we've been waiting for
We are the people of the open hand
The streets of Dublin to Notre-Dame
We'll build it better than we did before
We are the people we've been waiting for
We are the people we've been waiting for

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Unit 5.2 – Time off!

Vocabulary (pages 142-143)

C. (tracks 118-119)

1. I could lie on a beach all day and simply do this!
Look at my tan!
2. I'll fly to Paris, of course! That's the fastest means
of transport, so that's what I prefer!
3. Hey! Come here! Take your camera out of your
backpack and record this moment!
4. I absolutely hate staying there! Insects, cold nights,
hard floor... that's all that comes to my mind when
I think of this place!
5. Yes, I enjoy travelling by that means of transport
a lot because it moves wherever I want and it's a
place I can sleep, cook and bathe. What else do we
need?

F. (tracks 120-121)

My parents love travelling and their passion has also
become my passion. I'm only 14 years old, but I've
already been to more than 40 different countries and
known places that will be part of my best memories
forever.

There's nothing wrong with a summer spent at the
beach. But if you want more than tan lines and sand-
covered clothes, consider embarking on one (or all) of
these incredible adventures. Whether you're a fan of
sun and sand, fresh mountain air, or hot desert views,
there's always a potential adventure for you.

I'm lucky enough to have tried so many that I consider
it to be an impossible mission to choose only one as

my favourite, so let me tell you about four of the most
memorable ones.

Europe has more than 800 theme parks to choose
from. Consider, for example, spending a weekend
in June, in the one that is on the top of the list:
Disneyland Park, in Paris. Among many other thrilling
attractions, go on a ride on the Space Mountain and
prepare yourself for a high-flying adventure to the
furthest reaches of space.

Then, leave Europe... learn to cook like a pro in
Thailand. You will love being guided around a local
market discovering new and exciting ingredients
before learning how to cook traditional dishes. How
much heat can you handle, that is the question...
Then, do something more dangerous... go on a safari
in Africa. Whether you choose to safari in Kenya,
Tanzania, Namibia or South Africa, parents often cite
African safaris as THE bucket list holiday choice before
teens get too cool to want to hang out with 'the olds'
and travel with their own friends instead.

Finally, go swim with sharks, sea lions and turtles in
Belize and the Galapagos.

Swimming with sharks may not be everyone's cup
of tea, but just how WOW is that for a teen like me
to brag about to his friends back home? Snorkelling
among these creatures is a unique experience.

I promise you will create summer stories you won't
forget. And the pictures you share on Instagram?
Well, they won't look like every other snapshot of
beach umbrellas and pool floats.

Listening (page 145)

A. (tracks 124-125)

This past summer, I had the opportunity to travel to
Italy with 13 other strangers. I suppose this sounds a
bit odd, but I can honestly say now that this trip was
life-changing. It was my first time abroad without my
parents, so I was a bit nervous.

Every day felt like a new adventure. Our trip leader
Hunt kept us in a bit of mystery the whole time.
On our travels, I saw the most once-in-a-lifetime
places, including the Vatican, the Colosseum, the
statue of David, and my favourite, the Tuscan town,
Montalcino. The views were breathtaking. We did
things like riding in a gondola in Venice and swimming
in the salty Mediterranean Sea. I took lots of
interesting photos.

But most importantly, along the way to these amazing
places, I met the most fantastic friends. We danced
in our hotel rooms, and ate breakfast together every
morning. There was never a dull moment.

I feel like I came back from this trip with a whole
different life perspective. I was visibly a more
energetic person. The world seemed a little bit
brighter. My counsellors had the most positive
outlook that I now aspire to possess. This was my
gateway to seeing the world and this trip was well
beyond worth it.

Checkpoint 5 (page 151)

A. (tracks 128-129)

1. Good afternoon passengers. This is the pre-boarding announcement for flight AA32 to Rome. We are now inviting those passengers with small children and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes time. Thank you.
2. This is an announcement for passengers on flight 232 to Milan. The flight is delayed due to bad weather conditions. The flight crew has arrived at the gate. Our new departure time is 10:50 a.m.
3. This is the final boarding call for passengers Erin and Fred Collins booked on flight 372A to Kansas City. Please proceed to gate 3 immediately. The final check-in is being completed and the captain will order the doors of the aircraft to close in approximately five minutes time. I repeat. This is the final boarding call for Erin and Fred Collins. Thank you.
4. Ladies and gentlemen, welcome on board Flight 4B7 from Hong Kong to San Francisco. We are currently third in line for take-off and are expected to be in the air in approximately seven minutes time. We ask that you please fasten your seatbelts at this time and secure all baggage underneath your seat or in the overhead compartments. Thank you for choosing Everflying Airlines. Enjoy your flight.
5. Good afternoon. This is your captain speaking. First I'd like to welcome everyone on Rightwing Flight 86A. We expect to land in Dublin approximately fifteen minutes before the predicted time. The weather in Dublin is clear and sunny, with a temperature of 25 degrees for this afternoon. If the weather is fine, we should get a great view of the city as we descend. The cabin crew will come around in about twenty minutes to offer you a light snack. I'll talk to you again before we reach our destination. Until then, sit back, relax and enjoy the rest of the flight.

Special days – Valentine's Day (page 156)

"You Make Me Happy", by My Sun and Stars (track 132)

Oh when I wake up, then just think of you
And I start to wonder if you might think of me too
I've never loved somebody this way
So here is what I need to say to you

You, you, yes you, yeah, you make me happy
You, you, yes you, yeah, you make me happy
'Cause nobody in this world
Can do what you do, when you do what you do
'Cause you, yes you, you make me happy

And when I see you, then I just start to smile
And I get this feeling that you are truly mine
Whenever you are by my side
Then suddenly it all feels right, so right

<https://www.lyrics.com>

Listening scripts – Workbook

Practice test 1 (page 19) (tracks 1-2)

Conversation 1

Sharon: What do you usually do at the weekends, Alex?

Alex: Well, I always do my homework on Friday evenings so I can play football with my friends on Saturday and Sunday. I also love playing video games, but I don't do it on Saturdays and Sundays. I usually do it during the week, after school.

Conversation 2

Joan: What time do you go to school, Shawn?

Shawn: School starts at 9:00, but I leave my house at 8:00 because I take a bus and it takes time. And you?

Joan: I'm lucky, because I don't walk to school and I don't need to go by bus. My mum drives me there, so I leave home at 8.30.

Conversation 3

Boy: So, Sue, how was your weekend? Did you go to Adele's concert like you said?

Sue: Well, I wanted to go with Ann, but she got sick. Besides the weather was awful and it was an open-air concert, so I opted for something indoors.

Boy: Oh, you mean like staying at home and watching series the whole weekend?

Sue: You know that's one of my favourite activities, but not MY favourite! I read a book called "Miss Peregrine's home for peculiar children" – you know how I love reading!

Conversation 4

Mum: Did you take a coat to the party last night, Tara?

Tara: A coat? That's non-sense, mum. I didn't need it... It was quite hot...

Mum: At the beach? Or did you go to a different place? Was the party in Lucinda's basement, as usual? That's a really hot place! We were there at her birthday party, remember?

Tara: No, mum, the party wasn't at the beach or at Lucinda's basement...it was in Tom's café, but there were no windows or doors open and it was hot as hell!

Practice test 2 (page 35)

A. (tracks 3-4)

More than 7.2 million British adults follow a meat-free diet.

Around 3.1 million adults are vegetarian and 1.3 million are vegan.

25% of 18-23 year olds plan to stop eating meat soon.
65% have already tried to eat vegan or vegetarian meals.

B./C. (tracks 5-6)

Do you usually think about your diet? Love fast food, but hate eating meat? Then there's a shop for you: Smug Nuggets. It opened in Camden, London, and it's the first takeaway that is totally meat-free. Choose from vegan nuggets, vegan kebabs or vegan burgers and squeeze your favourite sauce on top: there's vegan mayo, ketchup and sweet chilli!

"I couldn't believe it", said Alex from London, who usually loves chicken nuggets. "The taste and texture was absolutely the same as a chicken nugget!"

What about you? Would you swap chicken nuggets for vegan nuggets?

*Team, Mary Glasgow, January/February 2022 issue
(abridged and adapted)*

Practice test 3 (page 53)

A. (tracks 7-8)

Radio host: Today's programme of "Live and let live" is about a different concept of fashion.

The clothing industry produces 150 billion new outfits every year, but at what cost? What is it doing to the planet, for instance? A group of creative teens are fighting against fast fashion. Don't expect a catwalk show like the one you would find in Paris Fashion Week – this is Junk Kouture – a style in which the outfits aren't made of cotton or silk...they're made of rubbish! It began as a school fashion competition in Ireland and it's now in its 12th year. It has spread to five cities around the world, including Paris, New York and Abu Dhabi. Over 40.000 13 to 18-year-olds have learned to view waste in a new light, creating elaborate designs from plastic bags, drinks cans, orange peels or coffee pods...no recycled material is off-limits.

Sixteen-year-old Brid McSharry didn't have to go far to find out materials for her design. Let's hear what she has to say about this experience.

B. (tracks 9-10)

Brid: I wanted something powerful but simple to raise awareness about the damage we are doing to the ocean.

After collecting dozens of blue and white plastic bags, I had an idea: I cut the bags into strips and weaved them together. Four months later, I had a beautiful dress and won the Junk Kouture competition.

I had the opportunity to wear my dress at Cannes Film Festival. It was an amazing feeling to perform in front of my family and friends.

Radio host: It's great to know teens who take fashion to a different level. Since the competition's launch in 2009, the participants have made more than 15.000 designs. But when the fashion industry creates more than 92 million tonnes textile waste every year, are plastic bag dresses and trash outfits really the answer? Let's leave this discussion to the next programme. Thank you all for listening and don't forget to live and let live!

<https://junkkouture.com/> (abridged and adapted)

C. (tracks 11-12)

Well... are plastic bag dresses and trash outfits really the answer? That's a good question... let me tell you something... when I had this idea I was living a very difficult period of my teenage years. I was struggling with identity problems and I felt people didn't understand me most of the times. Every time I mentioned something about my worries and fears I felt no one listened to me...until the day I showed everyone I was doing something to fight for my goals and my beliefs. So, to answer your question... the solution to stop damaging the planet may not be only to create sustainable fashion, but that's a step forward to achieve that goal and we must value every single action that shows the world people care about it.

Practice test 4 (page 69)

A./B. (tracks 13-14)

There's a big chance you've heard a podcast about an environmental issue once in your life but today's podcast isn't only about what is wrong with our planet and what we can do about it... let's focus on eco protests or petitions or boycotts or strikes...or any other name you may want to give to what people do when they gather together to fight against something they believe in! Several cities throughout the world have been the stage for huge eco protests with the aim of raising awareness to important issues. But can protesters sometimes go too far? Here are my Top 3 examples and then YOU decide!

The first one is from a movement called "Extinction Rebellion". They want governments to act more quickly to stop climate change, prevent animal extinction and reduce carbon dioxide emissions. The group gains attention by protesting in costumes and taking direct action: they have climbed onto undergrounds, smashed windows and one man even glued himself to a plane.

The second one is "Fridays for Future". Teen activist Greta Thunberg argues that world leaders are destroying young people's futures by ignoring climate change. In 2018, Greta began to strike every Friday to demand that the Swedish government take action on climate change and she has inspired millions of students around the world to start their own school strikes.

And the third one is "Insulate Britain". They want the British government to pay to insulate all homes by 2030. That means protecting houses with a material that prevents the loss of heat. This will reduce carbon dioxide emissions and save people money. Protesters blocked motorways, a tunnel and two ports. Some activists glued themselves to the middle of busy roads, but the public reacted angrily to these actions. Now what? It's up to you. Do you think these protesters went too far or do you think the end justifies the means? Leave your comments on the comment section.

C. (tracks 15-16)

We are inviting everyone to be part of a very important protest next Sunday. This special event is called "Connect4Climate".

We ask that everyone in the community come to Evergreen Square and join the movement for a better climate. It is important that we try and raise our voices as loud as we can.

The earth's climate depends on us. If we stop harming our planet, we will reduce carbon dioxide in the atmosphere and stop global warming. Let's stop global warming!

The protest will start at ten o'clock in Evergreen Square and finish near the Town Hall's skyscraper. For more information, contact the activist Jenny Pearce through the email connect4climate@yahoo.com. See you on Sunday for a better future!

Practice test 5 (page 81) (tracks 17-18)

1. Toby

I've played football since I was six years old and now I want to do something different. My brother thinks I should join his basketball team, but I prefer a sport which is more challenging, so I've decided to try rugby. It's not as exciting as kayaking or as challenging as parkour, but I'm sure it'll be fun!

2. Larissa

I think that rock climbing is a thrilling but difficult sport. I need to be very careful when I go rock climbing and make sure I wear the equipment that keeps me safe: helmet, knee pads and gloves. Last week, as I was climbing in the Lake District, I lost one of my knee pads and I cut my leg on the rocks. Lucky for me, it wasn't a serious injury.

3. Freddy

I've always loved sports and one of my favourite is football. I'm a football fan and I have many idols: Ronaldo, Marcus Rashford, Paul Pogba, Sterling... Well I know everything about them. However, my favourite footballer is definitely Romelu Lukaku, not only because he is a great professional, but also because of his fight against racism in sports. He and some of my favourite players have done a lot to take football to a different level when it comes to accepting difference and that's something very important for our generation.

4. Bobby

I usually go on holidays to five-star resorts with my parents in places where the weather is always hot. This year we want to try something completely different, so first we've thought about a safari in Africa, but that's expensive and my parents don't want to spend a huge amount of money this year. One of my friends suggested we go camping. Absolutely not! That's too risky for us! I think we're going to end up going on a cruise, but my parents are still trying to find a good promotion.

5. Annabel

My friend Rita and I are going to the beach tomorrow. We arranged to meet at Rita's house first, but then she told me her mother would take her directly to the beach or we could meet in front of the shopping centre near my place. However, I prefer we go together... it's always more crowded by the beach or in front of the shopping centre! We ended up meeting in the ice cream shop opposite my house, it's a quiet place and at that time there aren't too many people there... we can even eat one of those giant ice creams before we go!

Digital Learning

Roteiro Aula Digital	25
Recursos multimédia disponíveis no projeto	40

Available in editable format at



aula digital



aula digital

Guia do utilizador • Professor

índice

- I. Aula Digital – o que é e como aceder?**
- II. Explorar os manuais digitais e os manuais interativos**
 - a. Manuais Digitais
 - b. Manuais Interativos **EM DESTAQUE**
- III. Explorar os recursos exclusivos do Professor**
 - a. Dossiê do Professor
 - b. Banco de Recursos
- IV. Explorar os recursos do Aluno**
- V. Criar e editar aulas e testes interativos**
- VI. Comunicar e orientar o estudo dos alunos**
 - a. Comunicar
 - b. Enviar e acompanhar a realização de trabalhos e testes interativos
 - c. Partilhar recursos

I. Aula Digital – o que é e como aceder?

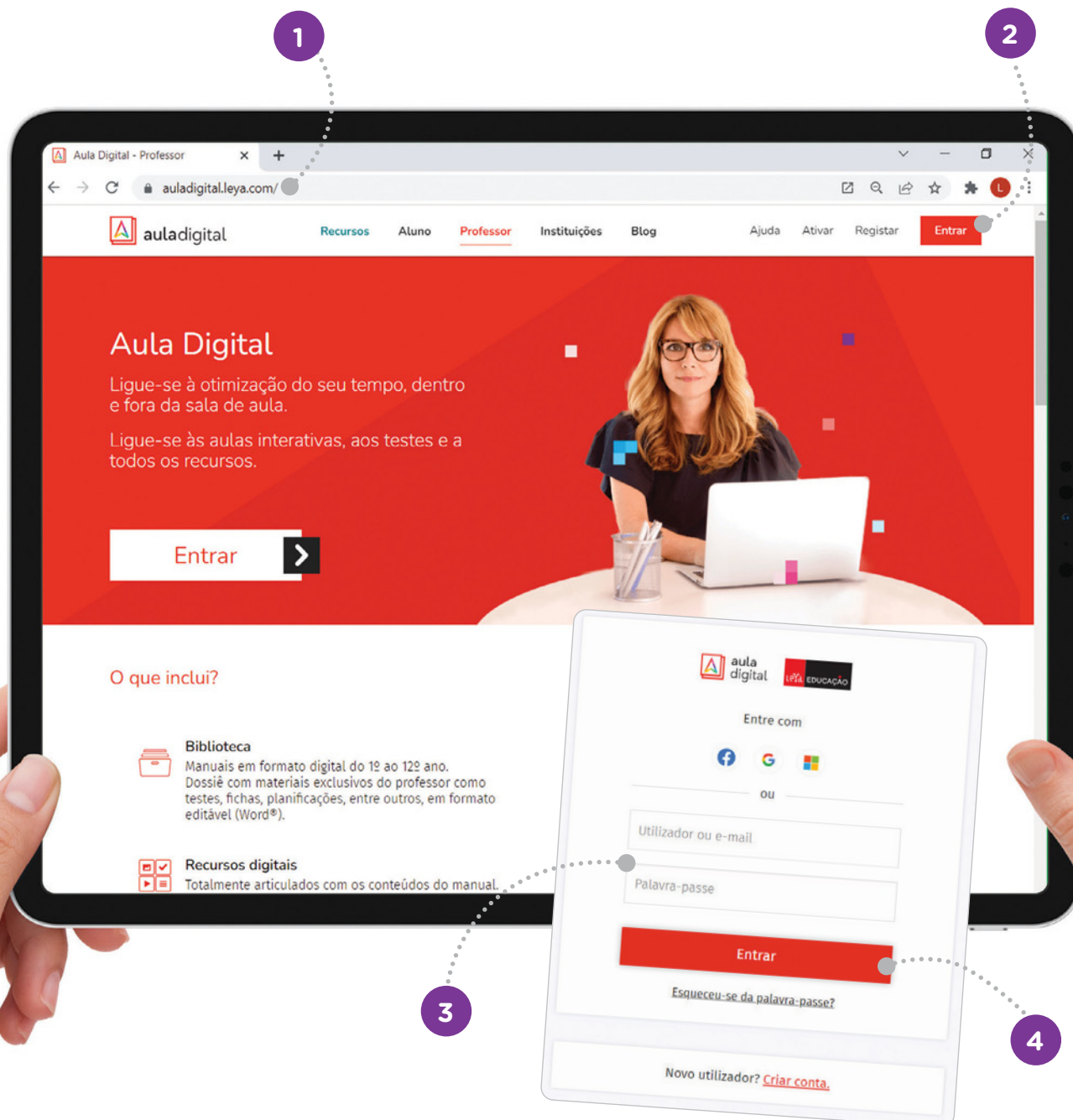
A Aula Digital, disponível em **auladigital.leya.com**, é a plataforma de ensino e aprendizagem da LeYa Educação.

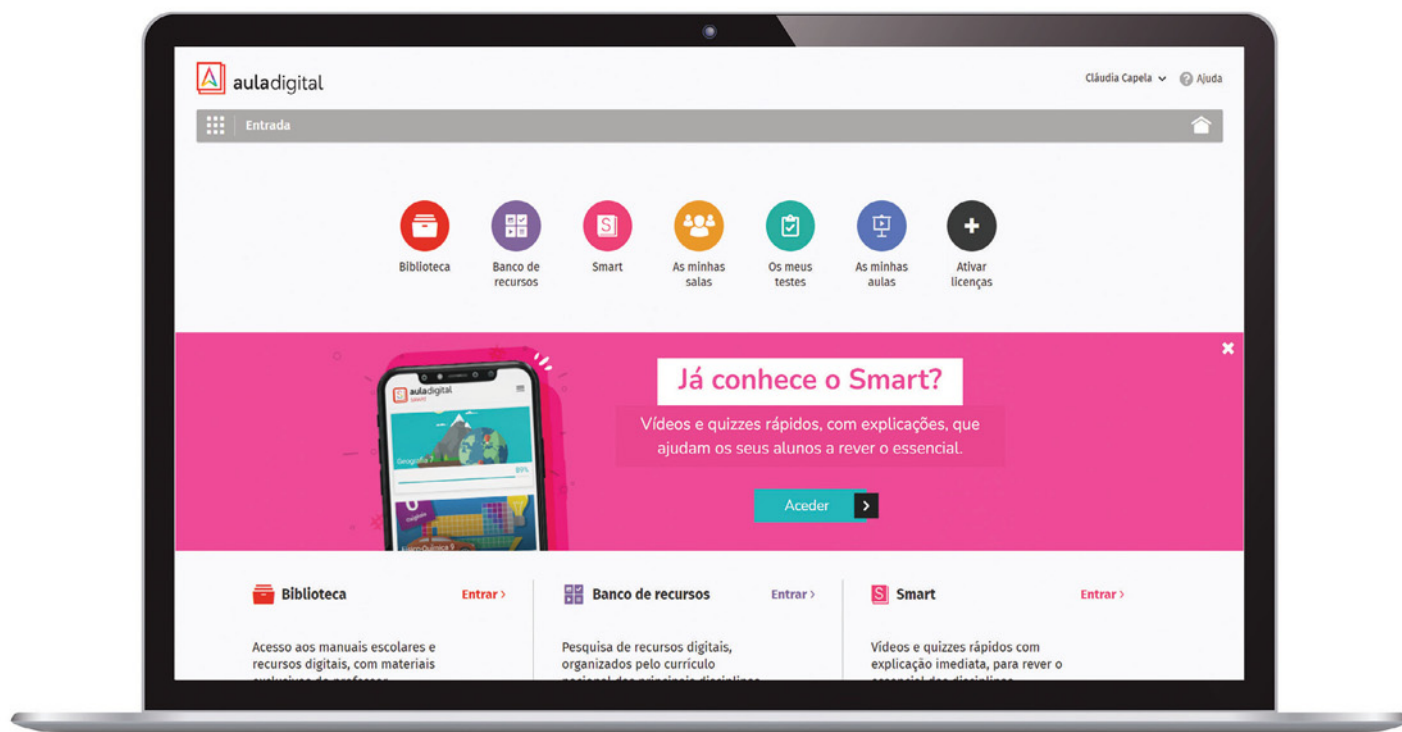
Aqui o Professor poderá aceder aos **projetos escolares** e a todos os **recursos** e **ferramentas digitais** a eles associados.

Para explorar os recursos disponíveis na plataforma, basta:

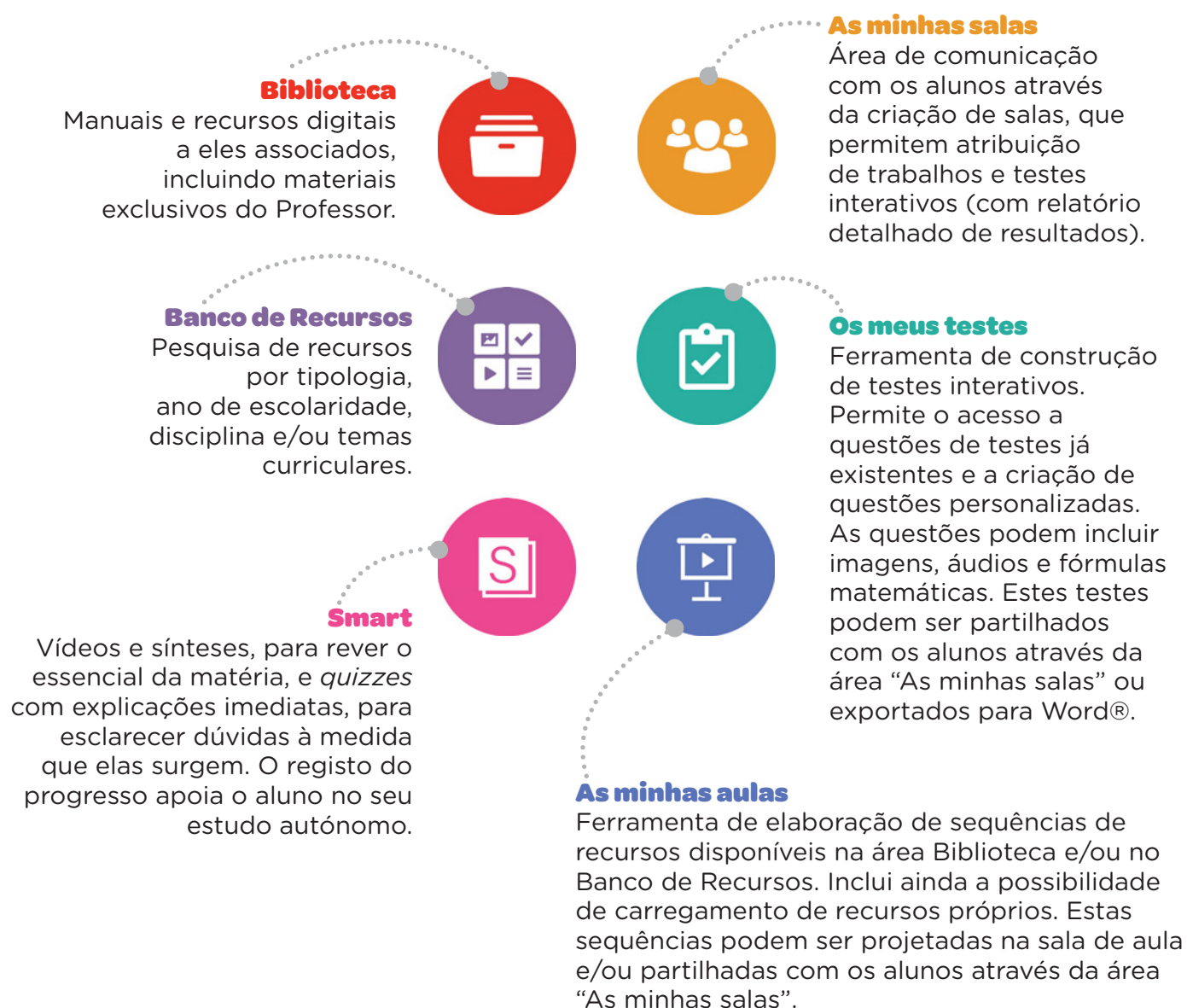
1. Aceder a **auladigital.leya.com**;
2. Clicar em **Entrar**;
3. Preencher os campos de **Utilizador** e **Palavra-Passe**;
4. Clicar em **Entrar**.

Tutorial: Registo e acesso do Professor





A Aula Digital está organizada nas seguintes áreas:

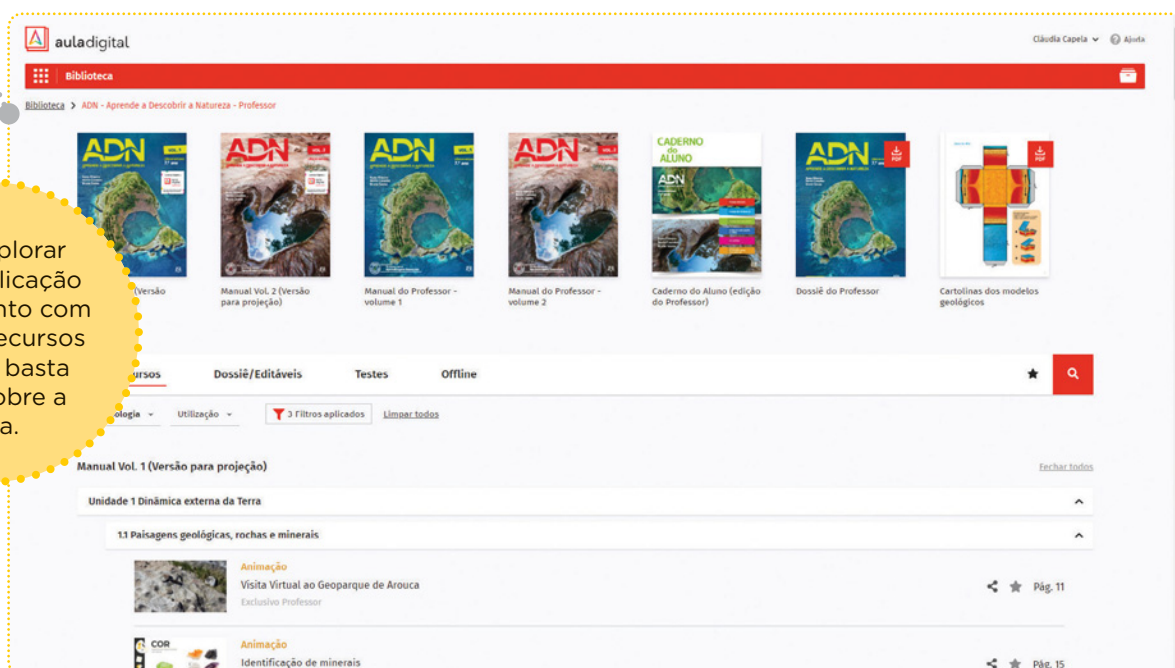
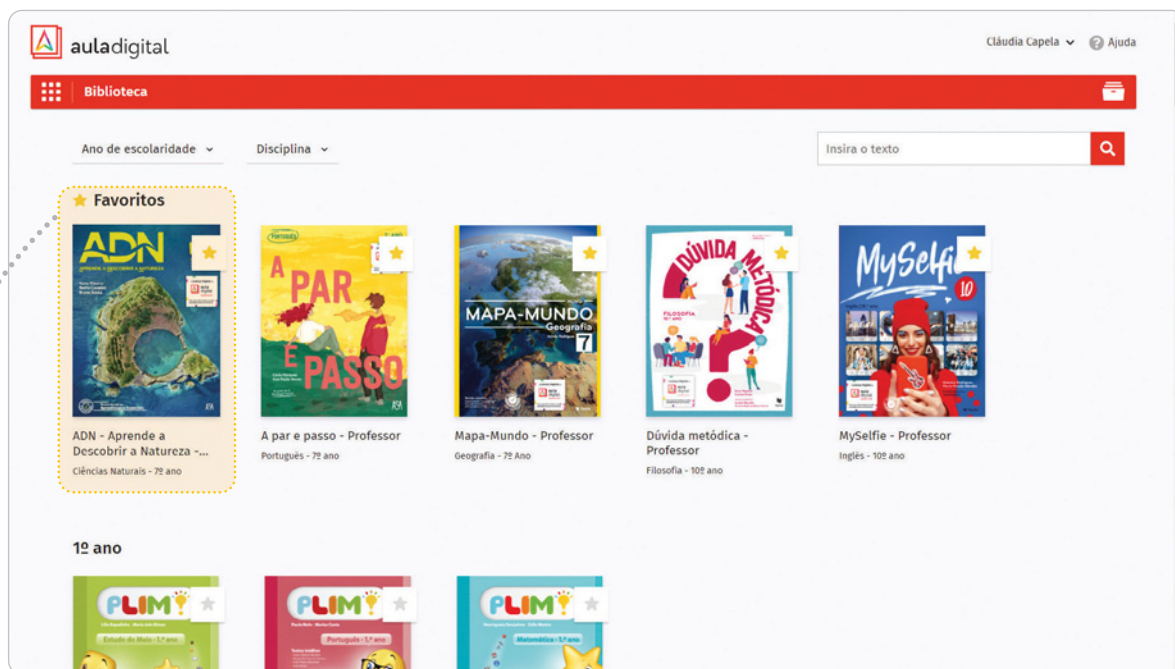


II. Explorar os manuais digitais e os manuais interativos

a. Manuais Digitais



Na **Biblioteca**, estão disponíveis todos os manuais em formato digital, assim como os recursos digitais a eles associados.



Para explorar uma publicação em conjunto com os seus recursos digitais, basta clicar sobre a capa.

A projeção do manual digital facilita a exploração dos conteúdos em sala de aula. Várias ferramentas apoiam o Professor nesta tarefa:

- Índice do manual
- Índice de recursos digitais
- Índice de notas e páginas marcadas

O zoom, o ajuste à largura/altura, a vista em página única/dupla e o *full screen* permitem ajustar a visualização e explorar texto, imagens ou esquemas com todo o detalhe.

- Desenho livre
 - Nota de texto
 - Marcador de página
- Todos os desenhos, notas e marcações ficam automaticamente guardados e acessíveis a partir de qualquer dispositivo.

Pesquisa

Como é constituído o interior da Terra?

A análise dos dados obtidos através dos métodos diretos e dos métodos indiretos de estudo do interior da Terra permitiu definir dois modelos da estrutura interna da Terra: **modelo geoquímico** e **modelo geofísico** (fig. 12).

Modelo geoquímico do interior da Terra
Baseia-se na composição química das diversas camadas do interior da Terra.

Modelo geofísico
Baseia-se nas propriedades físicas e no comportamento dos materiais do interior da Terra.

Crusta superior
Cil + Mat
Calcula a espessura (em km) de cada camada do modelo geofísico do interior da Terra. Identifica a camada mais espessa.

Crusta
Camada mais superficial do planeta. Pode ser dividida em crosta continental e crosta oceânica.

Crusta continental
(0 km - 67 km)
Constituída por rochas com grande percentagem de alumínio e de silicatos, como o granito.

Crusta oceânica
(0 km - 7 km)
Constituída por rochas com grande percentagem de sílica, magnetita e de ferro, como o basalto.

Manto
(67 km - 2900 km)
Camada intermédia, constituída por rochas ricas em ferro e em magnésio, como o peridotito.

Litosfera
(0 km - 280 km)
Camada mais superficial do planeta, que se encontra no estado sólido.

Astenosfera
(280 km - 700 km)
Camada com material parcialmente fundido, o que lhe confere maior plasticidade e um comportamento semelhante a um fluido viscoso.

Mesosfera
(700 km - 2900 km)
Camada intermédia, com material que se encontra maioritariamente no estado sólido.

Núcleo
(2900 km - 6371 km)
Camada central, constituída por ferro e por níquel.

Núcleo externo
(2900 km - 5150 km)
Camada no estado líquido.

Núcleo interno
(5150 km - 6371 km)
Camada no estado sólido.

Aplica

- Transcreve o esquema que se segue para o teu caderno e preenche-o com o nome das camadas do interior da Terra, segundo o modelo geoquímico.
- Indica a constituição química do manto.
- Transcreve o esquema que se segue para o teu caderno e preenche-o de acordo com as propriedades físicas de cada uma das camadas do interior da Terra, segundo o modelo geofísico. Segue o exemplo.

Modelo geoquímico do interior da Terra

a) _____
b) _____
c) _____

Modelo geofísico do interior da Terra

Litosfera (estado: sólido)
Astenosfera (estado: R)
Mesosfera (estado: b)
Núcleo externo (estado: c)
Núcleo interno (estado: d)

Aluno

- Animação: Modelos da estrutura interna da Terra
- Atividade: Modelo geoquímico
- Atividade: Modelo geofísico
- Quiz: Modelos da estrutura interna da Terra
- Jogo: Quem quer ser Geólogo? (III)
- Ficha, Documento: Ficha de trabalho: Visita Virtual ao Geopark Terras de Cavaleiros

Professor

- PPT: Apresentação: Modelos do interior da Terra
- Link: Kahoot: Estrutura Interna da Terra
- Animação: Visita Virtual ao Geoparque Terras de Cavaleiros
- Documento, Ficha: Ficha de trabalho: Visita Virtual ao Geopark Terras de Cavaleiros (Professor)
- Link: Link - Geopark Terras de Cavaleiros

38 de 104

A barra e as setas de navegação permitem encontrar rapidamente uma página específica.

É possível destacar com diferentes cores um excerto de texto selecionado.

Modelo geofísico

Baseia-se nas propriedades físicas e no comportamento dos materiais do interior da Terra.

Na banda lateral surge a indicação dos recursos digitais disponíveis. Animações, vídeos, atividades interativas ou fichas do Caderno de Atividades, por exemplo, são algumas das tipologias de recursos a que o Professor pode recorrer, sem sair da página que está a projetar.



b. Manuais Interativos **EM DESTAQUE**

Na **Biblioteca**, está também disponível o **Manual interativo**. Esta nova versão do manual permite uma exploração mais integrada, dinâmica e motivadora dos conteúdos e respetivos recursos digitais.

Com o Manual interativo, poderá:

1. acompanhar a leitura dos textos com locução e destaques em simultâneo;

The screenshot displays the 'voilà!' interactive manual interface. At the top, there is a navigation bar with a menu icon, the 'voilà!' logo, a star rating, and a page indicator showing '78 / 161'. Below this, a section titled '4 En famille' is highlighted. The main content area features a large, stylized title 'Timothée Chalamet' in red script. To the left of the title, there is a 'Lire' button and a numbered instruction '1 Lis attentivement le texte suivant.' Below the instruction are two audio speed controls: 'Standard' and 'Lente'. A progress bar and a timer '0:00 / 01:31' are also visible. The text 'EN FAMILLE' is followed by two paragraphs about Timothy Chalamet's family background. To the right of the text is a circular photograph of Timothy Chalamet with his family. Below the main content area, there is a smaller, tilted version of the same content, also featuring a numbered instruction '1' and a progress bar/timer.

7
voilà!

☆☆☆☆☆

< 78 / 161 >

4 En famille

Lire

1 Lis attentivement le texte suivant.

Standard Lente

Timothée Chalamet

▶ 0:00 / 01:31

EN FAMILLE

Timothée Chalamet est né le 27 décembre 1995 et il a grandi à New York, aux États-Unis. Son père est français et sa mère est américaine. Sa sœur s'appelle Pauline.

Timothée est né dans une famille d'artistes : sa mère était danseuse à Broadway, sa grand-mère était actrice, son oncle est réalisateur... Il découvre le théâtre à 13 ans, au lycée d'arts de LaGuardia à New York.

SA CARRIÈRE

1

▶ 0:00 / 01:31

EN FAMILLE

Timothée Chalamet est né le 27 décembre 1995 et il a grandi à New York, aux États-Unis. Son père est français et sa mère est américaine. Sa sœur s'appelle Pauline.

Timothée est né dans une famille d'artistes : sa mère

2. realizar as atividades propostas e aceder à sua correção de forma imediata;
3. apresentar, alínea a alínea, as soluções de uma atividade ou de todas as atividades propostas numa página;

The image shows a tablet displaying the MySelfie app interface. The screen displays a lesson titled "Mission Survive" under the "Watching & Speaking" section. The lesson includes a video player showing a scene with Bear Grylls and a text box with a reading comprehension exercise. The exercise asks the user to watch the video and complete the synopsis of the series. The text box contains a paragraph about the series, with several words in brackets for completion: "an a) [] and expert on b) [] - takes eight celebrities into the depths of a rainforest in Central America. On the survival mission, the c) [] need to be able to find d) [], hurt, build shelters, make e) [] fire, navigate difficult terrain and face lots of other f) [] challenges".

Numbered callouts highlight specific features:

- 2: A checkmark icon in the bottom right corner of the screen.
- 3: A plus icon in the bottom navigation bar.
- 4: A play button icon in the bottom right corner of the screen.
- 5: A sidebar menu titled "Exclusivo do Professor" (Professor's Exclusive) on the right side of the screen, containing options like "Mission Survive" and "Teacher's File: Speaking Cards".

4. explorar os recursos digitais, em contexto, a partir das páginas do manual;
5. aceder a fichas do **Caderno de Atividades** ou a outros recursos complementares exclusivos do Professor sem sair da página do manual.

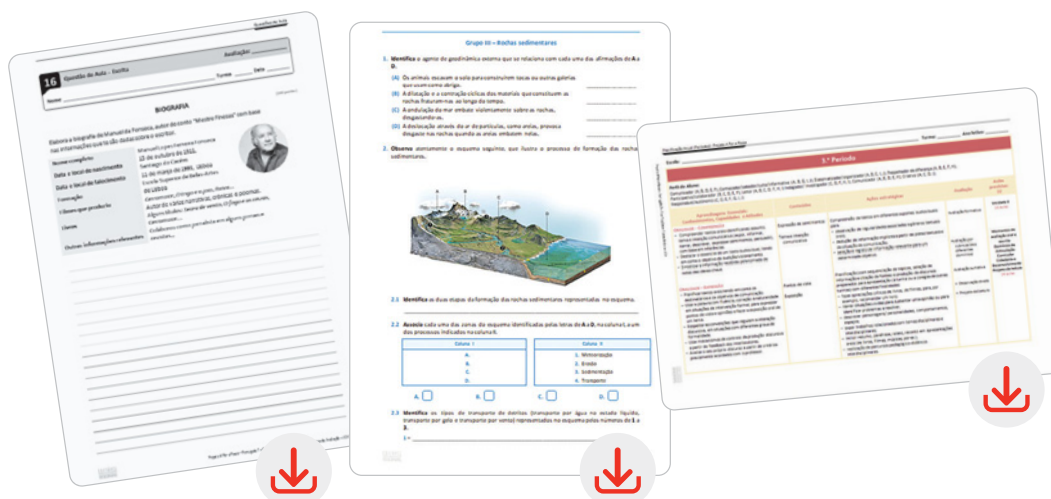
III. Explorar os recursos exclusivos do Professor

a. Dossiê do Professor

Na área **Dossiê/Editáveis** de cada projeto, é possível descarregar materiais exclusivos do Professor, totalmente **editáveis**, tais como planificações, grelhas de avaliação, fichas, testes ou materiais para alunos com dificuldades ou áudios.

Na pasta **Novidades** serão disponibilizados novos materiais ao longo do ano.

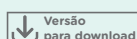
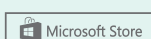
Na pasta **Novidades** serão disponibilizados novos materiais ao longo do ano.



OFFLINE



Todas as publicações e recursos digitais disponíveis na Biblioteca estão também acessíveis *offline* através da *app* Aula Digital, em computador, *tablet* ou *smartphone*.



b. Banco de Recursos



No **Banco de Recursos** o Professor encontra recursos digitais das suas disciplinas, que pode usar de forma complementar ou independente do manual escolar.

Tutorial: Explorar o Banco de Recursos



Filtrar por Temas Curriculares

Disciplina/Ano

Estes recursos podem ser pesquisados pelos **temas curriculares** ou por palavra chave.

auladigital

Banco de recursos

Mostrar favoritos

Filtrar por:

- Tipologia
- Ciclo de ensino
- Ano de escolaridade
- Disciplina
- Filtrar por Temas Curriculares
- Disciplina/Ano

Resultados: 30 / 4330

Título: A a Z

Recursos disponíveis:

- Animação: Composição da lava e tipos de atividade vulcânica
- Animação: Bons e maus condutores elétricos
- Animação: A arte da Grécia Antiga (Escultura, Pintura e Arquitetura)
- Vídeo: Circunferência
- Vídeo: Falácia informal VI
- Animação, Infográfico: A diversidade de animais do montado
- Animação: A I Guerra Mundial: frentes e batalhas
- Animação: «Ser poeta», Florbela Espanca
- Animação: A França cultural - La France culturelle
- Animação: Climas, formações vegetais e produções agrícolas (climas...)

Filtrar por:

Tipologia

Ciclo de ensino

Ano de escolaridade

Disciplina

Os **filtros** laterais ajudam a refinar a pesquisa por tipologia (vídeo, ficha, teste, ...), ciclo, ano ou disciplina.

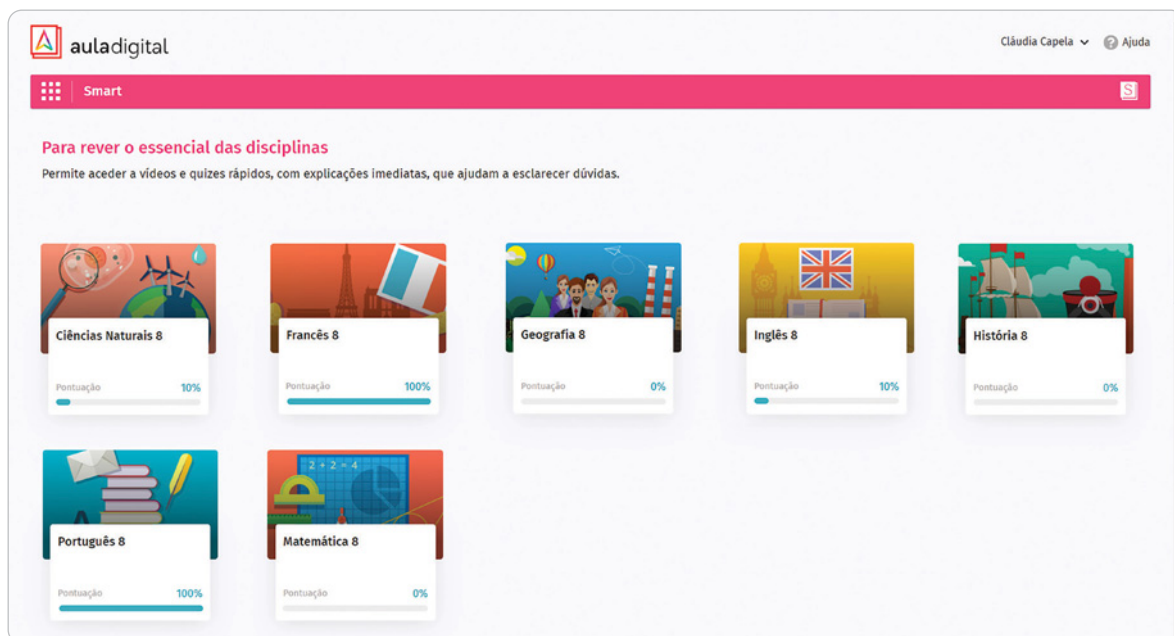


Todos os recursos da área **Banco de Recursos** e **Biblioteca** podem ser partilhados com os alunos através da área **As minhas salas** ou de qualquer outra plataforma de comunicação.

IV. Explorar os recursos do Aluno



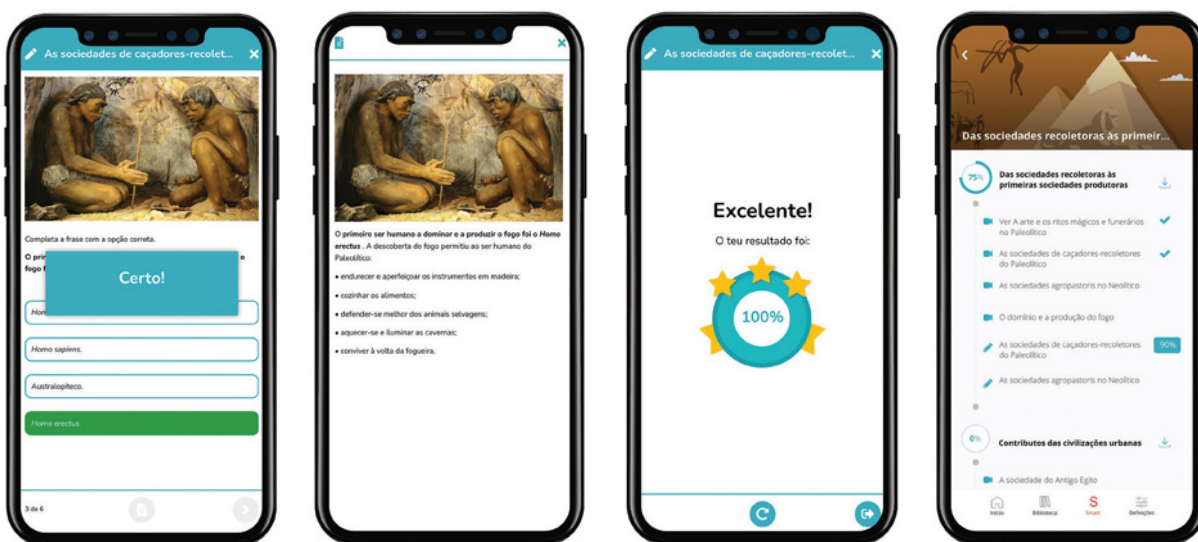
Na área **Smart**, disponibilizam-se aos alunos sequências de aprendizagem que permitem rever o **essencial de cada conteúdo**, **testar conhecimentos** e **esclarecer dúvidas**. Esta área está também disponível para o Professor, que assim poderá fazer recomendações de estudo.



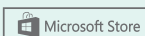
Vídeos, áudios e sínteses, organizados por temas curriculares, que ajudam a compreender a matéria.



Quizzes com explicações imediatas, que permitem esclarecer as dúvidas. A correção automática e o registo do progresso permitem autorregular a aprendizagem do aluno e melhorar os resultados.



Os conteúdos Smart podem também ser explorados a partir da **app Aula Digital**, disponível para computador, *tablet* ou *smartphone*, **com ou sem Internet**.



V. Criar e editar aulas e testes interativos



Nas áreas **Os meus testes** e **As minhas aulas**, o Professor pode personalizar os testes e as aulas, acedendo a propostas disponíveis na área **Biblioteca**, ou criar estes recursos de raiz.

Para **criar um novo teste interativo** com correção automática basta:

1. Entrar na área **Os meus testes**;
2. Clicar em **Novo teste**;
3. Preencher o título, as instruções e a duração do teste;
4. Adicionar questões ao teste, clicando em:
 - **Questão do banco** – para adicionar questões disponíveis na área **Biblioteca**;
 - **Nova questão** – para criar questões que podem incluir imagens, áudios e fórmulas matemáticas.
5. Clicar em **Gravar**.

Tutorial: Criar um teste interativo



auladigital Cláudia Capela ? Ajuda

Os meus testes

Os meus testes > Testes > Criar teste

Insira aqui o título do teste Visualizar Voltar Gravar

Instruções

Introduzir texto

Duração (min.)

Introduza o valor

* Preenchimento obrigatório

Adicionar:

Nova questão Questão do banco

Adicionar:

Nova questão Questão do banco

1	Das seguintes afirmações qual a correta. Escolha única	Peso	5	33.3 %	⊗
2	Observa o seguinte losango. Sabendo que P e Q são os pontos médios dos lados a que pertencem, qua	Peso	3	20.0 %	⊗
3	Observa o seguinte losango. Qual é a amplitude x, em graus? Resposta: _/105/_.	Peso	1	6.7 %	⊗
4	Observa a seguinte figura. Qual é a amplitude x, em graus? Resposta: _/130/_.	Peso	2	13.3 %	⊗
5	Completa o seguinte texto. Um polígono de quatro lados chama-se _/quadrilátero/trapézio/losango/	Peso	4	26.7 %	⊗

Ponderação do teste

Total	15	100 %
-------	----	-------

Depois de adicionar todas as questões ao teste é **possível** definir diferentes pesos para cada uma das questões.

Para **criar uma nova aula interativa**, ou seja, uma nova sequência pedagógica de recursos digitais, basta:

1. Entrar na área **As minhas aulas**;
2. Clicar em **Nova aula**;
3. Preencher o título, o sumário, a duração e carregar um plano (facultativo);
4. Adicionar recursos à aula, clicando em:
 - **Recursos** – para adicionar recursos da Biblioteca ou do Banco de Recursos;
 - **Páginas** – para adicionar páginas de qualquer livro disponível na Biblioteca;
 - **Testes** – para adicionar um teste interativo da Biblioteca, do Banco de Recursos ou da área Os meus testes;
 - **Ficheiro** – para adicionar os seus próprios recursos;
 - **Texto** – para adicionar texto;
 - **Link** – para adicionar *links* para páginas da Internet ou vídeos do YouTube.
5. Clicar em **Gravar**.

Tutorial: Criar uma aula interativa



3 Insira aqui o título da aula

Visualizar Voltar Gravar

Sumário

Inserir Texto

Duração (min.)

Introduza valor Carregar plano de aula

* Preenchimento obrigatório

Adicionar:

Recursos Páginas Testes Ficheiro Texto Link

3 **5** **4**

As aulas e os testes interativos criados pelo Professor também podem ser partilhados com os alunos através da área **As minhas salas**.

Os testes interativos podem ser exportados em formato Word®.

Teste
O que é a Filosofia? As questões da Filosofia (Versão I)

Copiar para Os meus testes

Aula
Aula nº 1

Copiar para As minhas aulas

As aulas e os testes interativos existentes na Biblioteca podem ser **copiados para as áreas de edição** - As minhas aulas e Os meus testes - para serem editados e adaptados à realidade das suas turmas.

VI. Comunicar e orientar o estudo



Na área **As minhas salas** o Professor pode comunicar com os alunos e orientar o seu estudo, tirando partido dos recursos que encontra na Aula Digital.

Tutorial: Criar uma sala e associar alunos



Para criar uma sala e associar alunos basta:

1. Entrar na área **As minhas salas** e clicar em **Nova sala**;
2. Preencher o nome da sala;
3. Clicar em **Criar Sala**;
4. Clicar em **Associar alunos**;
5. Disponibilizar o código da sala aos alunos (alternativamente, é possível associar alunos introduzindo os seus e-mails)

5

Associe Alunos à sala

Por código
Os alunos podem utilizar o código abaixo para se associarem a esta sala.

fcult

Por convite
Em alternativa, é possível convidar os alunos por e-mail.

Introduza aqui os endereços de e-mail. Caso pretenda convidar vários utilizadores, separe os endereços de e-mail por vírgulas.

Para ativar o código e aceder a esta sala, os alunos devem registar-se em <https://auladigital.leva.com> e entrar na área "As minhas Salas".

Enviar Cancelar

a. Comunicar

Na **Entrada** de uma sala, o Professor pode publicar informações importantes, lançar questões/tópicos de debate ou partilhar recursos, **criando um post** no mural.

Os alunos podem responder e colocar as suas questões num ambiente moderado pelo Professor.

b. Enviar e acompanhar a realização de trabalhos e testes interativos

Tutorial: Enviar um teste



A partir de uma sala o Professor pode enviar trabalhos e testes interativos, que os alunos podem realizar de acordo com as suas orientações.

Para **enviar um teste** basta:

1. No menu **Testes**, clicar em **Novo Teste**;
2. Definir as datas e as horas de início e de fim da realização do teste;
3. Clicar em **Adicionar teste** e seleccionar o teste interativo que pretende enviar;
4. Seleccionar os alunos a quem pretende enviar o teste.

auladigital Isabel Rodrigues ▾ Ajuda

As minhas salas

As minhas salas > Sala 172 A > Lista de testes > Criar teste

Voltar Gravar Enviar

Data de início 18/02/2022 00:00 Data de fim 19/02/2022 23:59

Adicionar Teste

Utilizadores

☐ Seleccionar todos

- ☐ 1 | Ana Catarina Ramalho
- ☐ 2 | André Silva Lopes
- ☐ 3 | Inês Mourato
- ☐ 4 | Pedro Soeiro
- ☐ 5 | Rosa Valentim
- ☐ 6 | Valter Rodrigues

Depois de concluído o teste, o Professor acede a um **relatório automático** individual para cada aluno.

Relatório do teste

Classificação: **64.8%** Total de questões: 9 Tempo: 0:04:03

Questão	11.1% / 11.1%
Questão 1	11.1% / 11.1%
Questão 2	3.7% / 11.1%
Questão 3	11.1% / 11.1%
Questão 4	0% / 11.1%

Observa a figura e selecciona as afirmações verdadeiras.

Respostas dadas:

- ☐ a. O ponto M dista 2 cm de B e 5 cm de C.
- ☒ b. O lugar geométrico colorido da figura é constituído pelos pontos do plano cuja distância a C é superior a 5 cm e a distância a B é inferior a 2 cm.
- ☐ c. O ponto A pertence à mediatriz de BC.
- ☐ d. O ponto C é equidistante de A e B.

Para **enviar um trabalho** basta:

1. No menu **Trabalhos**, clicar em **Novo Trabalho**;
2. Preencher o **Título** e o **Enunciado** do trabalho;
3. Definir a **data** e a **hora** de início e de fim da realização do trabalho;
4. Indicar se o trabalho terá avaliação;
5. Selecionar os recursos de apoio à realização do trabalho;
6. Selecionar os alunos a quem pretende enviar o trabalho.

Tutorial: Enviar um trabalho



c. Partilhar recursos através de qualquer plataforma

Todos os recursos disponíveis na **Biblioteca** e no **Banco de Recursos**, incluindo os recursos exclusivos do Professor, podem ser partilhados com os alunos.

Clicando no botão de partilha, disponível no cartão de identificação ou no interior do recurso, é possível partilhá-lo através:

Recursos multimédia disponíveis no projeto *Fly High 8*

Are you ready to take off?	
Apresentação de conteúdos	• Vídeo <i>Diary of a future President</i> Trailer da série
Aplicação/Consolidação	• Quiz <i>Monuments, museums and interesting places</i> Questões de resposta automática com <i>feedback</i> imediato • Simuladores: Talking Avatar Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor]
Unit 1 – The ABC of me	
1.1 Time to spare	
Apresentação de conteúdos	• Imagem <i>Free time activities</i> Galeria de imagens de exploração ao tema com legenda e áudio associados • Vídeos [Exclusivo para o Professor] <i>People who are at another level</i> <i>The world without India – what would it look like?</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português • Animação <i>Hobbies that turned into business ideas!</i> Animação do texto do manual • Gramática <i>Pronouns and determiners</i> Animação explicativa do conteúdo gramatical • Karaoke <i>Grammar in context: “This is me”</i> [Exclusivo para o Professor] Vídeo da canção acompanhado da letra • Link <i>“This is me”, The Greatest Showman</i> [Exclusivo para o Professor] Videoclipe completo da canção • Vídeo <i>Skater girl</i> Trailer do filme • Vídeo <i>Talking about starting a new hobby</i> Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas
Aplicação/Consolidação	• Quiz <i>Hobbies and free time activities</i> Questões de resposta automática com <i>feedback</i> imediato • Atividade <i>Pronouns and determiners</i> Exercícios interativos sobre conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas) • Apresentação PowerPoint® <i>Lost: India</i> [Exclusivo para o Professor] Apresentação de exploração cultural em formato de jogo • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Recorder
Avaliação	• Teste interativo <i>Time to spare</i> Teste com 6 itens de resposta fechada e correção automática

1.2 East or west, home is best!	
Apresentação de conteúdos	• Vídeos [Exclusivo para o Professor] <i>Smart house</i> <i>Teen digital life</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português • Animação <i>House swap, Life swap</i> Animação do texto do manual • Gramática <i>Present simple/Present continuous</i> Animação explicativa do conteúdo gramatical • Karaoke <i>Hip-Hop Grammar: Present simple and Present Continuous</i> Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental • Link <i>Mary-Copeny: fighting for clean water in the US</i> [Exclusivo para o Professor] Link externo com sugestão de vídeo para exploração do tema abordado
Aplicação/Consolidação	• Quiz <i>Daily activities</i> Questões de resposta automática com <i>feedback</i> imediato • Atividade <i>Present simple/Present continuous</i> Exercícios interativos sobre conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas)
Avaliação	• Teste interativo <i>East or west, home is best!</i> Teste com 6 itens de resposta fechada e correção automática
1.3 School life – Bits and pieces	
Apresentação de conteúdos	• Gramática <i>Past simple/Past continuous</i> Animação explicativa do conteúdo gramatical • Karaoke <i>Grammar in context: “Drivers license”, Olivia Rodrigo</i> [Exclusivo para o Professor] Vídeo da canção acompanhado da letra • Link “Drivers license”, Olivia Rodrigo [Exclusivo para o Professor] Videoclipe completo da canção • Vídeo <i>To All the Boys I’ve Loved Before</i> (Scene 1) [Exclusivo para o Professor] Excerto do filme • Vídeos [Exclusivo para o Professor] <i>How well do the cast of To All the Boys I’ve Loved Before know their own show?</i> <i>Sixteen-year-olds guess how much time they spend on their phones</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português
Aplicação/Consolidação	• Atividade <i>Past simple/Past continuous</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas) • Quiz <i>Past simple and past continuous</i> Questões de resposta automática com <i>feedback</i> imediato • Link <i>Kahoot: The ABC of me</i> [Exclusivo para o Professor] Quiz com perguntas sobre a unidade • Quiz: <i>The ABC of me</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade

Aplicação/ Consolidação	• QR code Guião de estudo autónomo de revisão dos conteúdos da unidade • Simulador Bingo [Exclusivo para o Professor]
Avaliação	• Teste interativo <i>School life: Bits and pieces</i> Teste com 6 itens de resposta fechada e correção automática • Teste interativo <i>The ABC of me</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática
2. Alive and kicking!	
2.1 Good food, good mood!	
Apresentação de conteúdos	• Imagem <i>Food</i> Galeria de imagens de exploração ao tema com legenda e áudio associados • Vídeos [Exclusivo para o Professor] <i>Florence Pugh eats 11 English dishes</i> <i>Harry Potter Walking Tour of London</i> <i>Bite Back</i> <i>Meet Bite Back 2030 Youth Board Member Christina</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português • Link <i>Florence Pugh eats 11 English dishes (complete video)</i> [Exclusivo para o Professor] Link externo com sugestão de vídeo para exploração do tema abordado • Animação <i>Florence Pugh, a food lover</i> Animação do texto do manual • Gramáticas <i>Countable and uncountable nouns</i> <i>Quantifiers</i> <i>So/such</i> Animações explicativas dos conteúdos gramaticais • Karaoke <i>Hip-Hop Grammar: Countable and uncountable nouns</i> Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental • Apresentação PowerPoint® <i>Containers: making the uncountable countable</i> [Exclusivo para o Professor] Apresentação de conteúdos de vocabulário e de gramática • Vídeo <i>At the restaurant</i> Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas
Aplicação/ Consolidação	• Apresentação PowerPoint® <i>Lost: The UK</i> [Exclusivo para o Professor] Apresentação de exploração cultural em formato de jogo • Atividades <i>Countable and uncountable nouns</i> <i>Quantifiers</i> <i>So/such</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas)

Aplicação/ Consolidação	• Quizzes <i>Food and drinks</i> <i>Countable and uncountable nouns</i> <i>Quantifiers</i> <i>So + such</i> Questões de resposta automática com <i>feedback</i> imediato • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Recorder
Avaliação	• Teste interativo <i>Good food, good mood!</i> Teste com 6 itens de resposta fechada e correção automática para revisão
2.2 Healthy is the new happy!	
Apresentação de conteúdos	• Link “Chews or Lose”: Michelle Obama answers food questions [Exclusivo para o Professor] <i>Link</i> externo com sugestão de vídeo para exploração do tema abordado • Animação <i>Blog posts: healthy living</i> Animação do texto do manual • Vídeo <i>Time to change</i> [Exclusivo para o Professor] Vídeo de apoio com a possibilidade de apresentação de legendas em inglês ou português • Gramáticas <i>Modal verbs</i> <i>Linking words</i> Animações explicativas dos conteúdos gramaticais • Vídeo <i>Grammar in context: Modal verbs</i> [Exclusivo para o Professor] Vídeo de compilação de trechos de filmes para exploração de estruturas verbais • Vídeo <i>The Minimalists: Less is now</i> <i>Trailer</i> do documentário • Link <i>Films and foods</i> [Exclusivo para o Professor] Vídeo de compilação de trechos de filmes para exploração do respetivo tema
Aplicação/ Consolidação	• Quizzes <i>Eating habits</i> <i>Modal verbs</i> <i>Connectors</i> Questões de resposta automática com <i>feedback</i> imediato • Atividades <i>Modal verbs</i> <i>Linking words</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas) • Link <i>Kahoot: Alive and kicking!</i> [Exclusivo para o Professor] Quiz com perguntas sobre a unidade • Quiz: <i>Alive and kicking!</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade • QR code Guião de estudo autónomo de revisão dos conteúdos da unidade

Avaliação	• Teste interativo <i>Healthy is the new happy!</i> Teste com 6 itens de resposta fechada e correção automática • Teste interativo <i>Alive and kicking!</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática
3. My crew	
3.1 My clothes, my choice	
Apresentação de conteúdos	• Imagem <i>Fashion</i> Galeria de imagens de exploração ao tema com legenda e áudio associados • Animação <i>What affects your sense of fashion?</i> Animação do texto do manual • Link <i>USA: 100 years of beauty</i> [Exclusivo para o Professor] Link externo com sugestão de vídeo para exploração do tema abordado • Gramáticas <i>Order of adjectives</i> <i>Degrees of adjectives: comparative</i> <i>Degrees of adjectives: superlative</i> Animações explicativas dos conteúdos gramaticais • Vídeos [Exclusivo para o Professor] <i>Fast fashion: who cares?</i> <i>Break up with fast fashion (part 1)</i> <i>Break up with fast fashion (part 2)</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português • Karaoke “Pretty hurts” [Exclusivo para o Professor] Vídeo da canção acompanhado da letra • Link “Pretty hurts”, Beyoncé [Exclusivo para o Professor] Videoclipe completo da canção • Vídeo Shopping for clothes Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas
Aplicação/Consolidação	• Apresentação PowerPoint® <i>Lost: The USA</i> [Exclusivo para o Professor] Apresentação PowerPoint® de exploração cultural em formato de jogo • Atividades <i>Order of adjectives</i> <i>Degrees of adjectives: comparative</i> <i>Degrees of adjectives: superlative</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas) • Quizzes <i>Fashion</i> <i>Looks</i> <i>Order of adjectives</i> Questões de resposta automática com <i>feedback</i> imediato • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Recorder
Avaliação	• Teste interativo <i>My clothes, my choice</i> Teste com 6 itens de resposta fechada e correção automática

3.2 Don't worry, be YOU!

Apresentação de conteúdos	• Links [Exclusivo para o Professor] <i>"Don't worry, Be Happy!"</i> <i>I made a clothing line for my school project</i> Links externos com sugestões de vídeos para exploração dos temas abordados • Vídeo <i>If I only owned 30 books...</i> [Exclusivo para o Professor] Vídeo de apoio com a possibilidade de apresentação de legendas em inglês ou português • Animação <i>Fangirl: can you read it only once?</i> Animação do texto do manual • Gramáticas <i>Present perfect</i> <i>Past simple/Present perfect</i> Animações explicativas dos conteúdos gramaticais • Vídeos <i>MentorTuber: Present perfect</i> <i>MentorTuber: Past simple/Present perfect</i> Vídeos protagonizados por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos • Karaoke <i>Hip-Hop Grammar: Present perfect</i> Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental. • Apresentação PowerPoint® <i>Time expressions – present perfect</i> [Exclusivo para o Professor] Apresentação de conteúdos de vocabulário e de gramática • Karaoke <i>"Girls like us", Zoe Wees [Exclusivo para o Professor]</i> Vídeo da canção acompanhado da letra • Link <i>"Girls like us", Zoe Wees [Exclusivo para o Professor]</i> Videoclipe completo da canção • Vídeo <i>Eighth Grade (official promo)</i> [Exclusivo para o Professor] Vídeo de promoção do filme • Vídeo <i>Eighth Grade Official trailer (first part)</i> [Exclusivo para o Professor] Excerto do <i>trailer</i> do filme • Vídeo <i>Eighth Grade (complete)</i> [Exclusivo para o Professor] <i>Trailer</i> do filme
Aplicação/Consolidação	• Quizzes <i>Feelings</i> <i>Present perfect</i> <i>Past simple vs Present perfect</i> Questões de resposta automática com <i>feedback</i> imediato • Atividades <i>Present perfect</i> <i>Past simple/Present perfect</i> Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas) • Link <i>Kahoot: My crew [Exclusivo para o Professor]</i> Quiz com perguntas sobre a unidade • Quiz: <i>My crew</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade • QR code Guião de estudo autónomo de revisão dos conteúdos da unidade • Simulador Bingo [Exclusivo para o Professor]

Avaliação	• Teste interativo <i>Don't worry, be YOU!</i> Teste com 6 itens de resposta fechada e correção automática • Teste interativo <i>My crew</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática
Unit 4 – Our world, our future	
4.1 There is no planet B	
Apresentação de conteúdos	• Links [Exclusivo para o Professor] <i>The breathtaking beauty of nature</i> <i>If we want to protect our planet, here what's you can do</i> Links externos com sugestões de vídeos para exploração dos temas abordados • Imagem <i>Environment</i> Galeria de imagens de exploração ao tema com legenda e áudio associados • Animação <i>New Zealand will ban most single-use plastics</i> Animação do texto do manual • Vídeos [Exclusivo para o Professor] <i>The unofficial 10 wonders of New Zealand</i> <i>Now United: Abu Dhabi Boot camp 2021</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português • Apresentação PowerPoint® <i>Future</i> [Exclusivo para o Professor] Apresentação de conteúdos de vocabulário e de gramática • Gramática <i>Future</i> Animação explicativa do conteúdo gramatical • Karaoke “How far we’ve come” [Exclusivo para o Professor] Vídeo da canção acompanhado da letra • Link “How far we’ve come”, Now United [Exclusivo para o Professor] Videoclipe completo da canção • Vídeo <i>Making arrangements</i> Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas
Aplicação/Consolidação	• Apresentação PowerPoint® <i>Lost: New Zealand</i> [Exclusivo para o Professor] Apresentação de exploração cultural em formato de jogo • Atividade <i>Future</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas) • Quizzes <i>Future with will</i> <i>Going green</i> <i>Environmental issues</i> Questões de resposta automática com feedback imediato • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor] Recorder
Avaliação	• Teste interativo <i>There is no planet B</i> Teste com 6 itens de resposta fechada e correção automática

4.2 A brand new city!

Apresentação de conteúdos	• Links [Exclusivo para o Professor] <i>Smart city of the future</i> <i>The human towers of Catalonia</i> <i>A 15-year-old entrepreneur impresses the sharks</i> Links externos com sugestão de vídeos para exploração dos temas abordados • Vídeos [Exclusivo para o Professor] <i>The world in 2050</i> <i>A #naturenow message from Greta Thunberg</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português • Animação <i>New buildings – a window to a futuristic life!</i> Animação do texto do manual • Gramáticas <i>If-clauses: first conditional</i> <i>If-clauses: second conditional</i> Animações explicativas dos conteúdos gramaticais • Vídeos <i>MentorTuber: if-clauses (first conditional)</i> <i>MentorTuber: if-clauses (second conditional)</i> Vídeos protagonizados por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos • Vídeo Finch [Exclusivo para o Professor] Trailer do filme • Karaoke <i>Hip-Hop Grammar: second conditional</i> Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental
Aplicação/Consolidação	• Atividades <i>If-clauses: first conditional</i> <i>If-clauses: second conditional</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas) • Quiz Conditionals Questões de resposta automática com <i>feedback</i> imediato • Link Kahoot: Our world, our future [Exclusivo para o Professor] Quiz com perguntas sobre a unidade • Quiz: Our world, our future Jogo de aplicação de conhecimentos sobre os conteúdos da unidade • QR code Guião de estudo autónomo de revisão dos conteúdos da unidade
Avaliação	• Teste interativo <i>A brand new city</i> Teste com 6 itens de resposta fechada e correção automática • Teste interativo <i>Our world, our future [Exclusivo para o Professor]</i> Teste com 8 itens de resposta fechada e correção automática

Unit 5 – Just go for it!	
5.1 Ready, steady, go!	
Apresentação de conteúdos	• Imagem <i>Extreme sports</i> Galeria de imagens de exploração ao tema com legenda a áudio associados • Links [Exclusivo para o Professor] <i>No Days Off (Cairo Zion)</i> <i>No Days Off (Dyslexia)</i> <i>The switch</i> Links externos com sugestão de vídeos para exploração dos temas abordados • Animação <i>Meet Cairo Zion: a rising sports star!</i> Animação do texto do manual • Gramática <i>Relative pronouns</i> Animação explicativa do conteúdo gramatical • Vídeo <i>MentorTuber: Relative pronouns</i> Vídeo protagonizado por adolescente ao estilo YouTuber, explorando conteúdos gramaticais com o apoio de imagens complementares e respetivos exemplos • Karaoke <i>Hip-Hop Grammar: relative pronouns</i> Vídeo de música adaptada ao conteúdo gramatical, com versão cantada e instrumental • Vídeos [Exclusivo para o Professor] <i>You can't stop our voice</i> <i>You can't be stopped</i> <i>Just a game!?</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português • Karaoke <i>We are the people [Exclusivo para o Professor]</i> Vídeo da canção acompanhado da letra • Link "We are the people", Martin Garrix ft. Bono & The Edge [Exclusivo para o Professor] Videoclipe completo da canção
Aplicação/Consolidação	• Atividade <i>Relative pronouns</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas) • Quiz <i>Relative pronouns</i> Questões de resposta automática com <i>feedback</i> imediato • Simuladores Timer [Exclusivo para o Professor] Random number generator [Exclusivo para o Professor]
Avaliação	• Teste interativo <i>Ready, steady, go!</i> Teste com 6 itens de resposta fechada e correção automática para revisão
5.2 Time off!	
Apresentação de conteúdos	• Imagem <i>Travelling</i> Galeria de imagens de exploração ao tema com legenda e áudio associados • Vídeo [Exclusivo para o Professor] <i>Travel for teens</i> <i>A tour of Irish castles</i> Vídeos de apoio com a possibilidade de apresentação de legendas em inglês ou português

Apresentação de conteúdos	• Animação <i>Travel reviews</i> Animação do texto do manual • Gramática <i>Phrasal verbs</i> Animação explicativa do conteúdo gramatical • Vídeo <i>Finding you</i> Trailer do filme • Vídeo <i>Checking in at a youth hostel</i> Vídeo protagonizado por adolescentes simulando uma situação real, com inclusão de atividades intercaladas
Apresentação de conteúdos	• Atividade <i>Phrasal verbs</i> Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas) • Quiz <i>Phrasal verbs</i> Questões de resposta automática com <i>feedback</i> imediato • Apresentação PowerPoint® <i>Lost: Ireland</i> [Exclusivo para o Professor] Apresentação de exploração cultural em formato de jogo • Link <i>Kahoot: Just go for it!</i> [Exclusivo para o Professor] Quiz com perguntas sobre a unidade • Quiz: <i>Just go for it!</i> Jogo de aplicação de conhecimentos sobre os conteúdos da unidade • QR code Guião de estudo autónomo de revisão dos conteúdos da unidade • Simulador Recorder
Avaliação	• Teste interativo <i>Time off!</i> Teste com 6 itens de resposta fechada e correção automática • Teste interativo <i>Just go for it!</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática
Special days	
Apresentação de conteúdos	• Vídeo <i>Halloween: The Big Bang Theory</i> [Exclusivo para o Professor] Vídeo de excerto de episódio da série • Link <i>Webquest: Christmas around the world</i> Apresentação de tarefa com <i>Links</i> que direcionam o aluno para páginas de internet com o objetivo de resolver desafios que exploram questões culturais • Link <i>Landmarks go green for St Patrick's Day</i> [Exclusivo para o Professor] Link externo com sugestão de vídeo para exploração do tema abordado
Extensive reading – Anne of Green Gables	
Apresentação de conteúdos	• Vídeo <i>Anne with an E (official trailer)</i> Trailer da série • Animações Animações de todos os textos da leitura extensiva com recurso a <i>highlights</i>, imagens e áudio associado.



Planning

- Term plan
- Semester plan
- Lesson plans
- Aprendizagens Essenciais (code key)

PLANNING

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Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Produção oral - Expressar-se, com correção, em situações previamente preparadas. - Falar sobre atividades escolares e de lazer. - Falar sobre o mundo dos adolescentes: hábitos e rotinas, <i>hobbies</i>, moda, estados emocionais, por exemplo, expressar a sua opinião. - Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia.	Subunit 2.2 – Healthy is the new happy! - Situações quotidianas/Hábitos de vida saudáveis - Healthy eating - Healthy lifestyles - The UK - Celebrating Christmas	- Modal verbs - Linking words	- na elaboração de um texto ou apresentação de uma solução face a um desafio; - na análise de textos em suportes variados com diferentes pontos de vista, concebendo e sustentando um ponto de vista próprio; - no uso de modalidades diversas para expressar as aprendizagens (por exemplo, imagens, esquemas, gráficos); - na criação de soluções estéticas criativa e pessoais.	Crítico/Analítico (A, B, C, D, G)	- listening tests, progress tests, speaking tests, Extensive reading test, minitests) - Interdisciplinary projects - English for all - Fly High Pack: Speaking cards - Stickers - Tic-tac-toe - Eagle Eye - Bingo  aula digital - Apresentações PowerPoint® - Links - Videos - Karokes - Hip-Hop Grammar - Animações de textos - Animações de gramática - Atividades interativas de gramática - Quizzes interativos - Testes interativos - Flashcards interativos - Kahoots - Videos de exploração gramatical – <i>MentorTuber</i> - Jogos - QR codes - Manual interativo	Autoavaliação
	Unit 3 – My crew Subunit 3.1 – My clothes, my choice! - Moda/O mundo dos adolescentes - Fashion - Fast fashion - The USA Subunit 3.2 – Don’t worry: be YOU! - Estados emocionais/O mundo dos adolescentes - Teen worries - Teen feelings - Celebrating Valentine’s Day Unit 4 – Our world, our future Subunit 4.1 – There is no planet B! - Problemas ambientais e soluções - Environment and nature - Environmental challenges - New Zealand Subunit 4.2 – A brand new city! - Problemas ambientais e soluções - The city of the future - Celebrating St Patrick’s Day	- Order of adjectives - Adjective degrees: comparative - Adjective degrees: superlative - Present perfect - Time expressions – present perfect - Present perfect and past simple - Future: <i>will</i> - Future: <i>be going to</i> <i>If</i>-clauses: first conditional <i>If</i>-clauses: second conditional				
	2.º período (28 aulas)					
Produção escrita - Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. - Escrever ou responder a uma carta informal, <i>email</i>, <i>tweet</i>. - Escrever uma notícia para o jornal da escola.	Competência intercultural - Conhecer alguns aspetos culturais de vários países de expressão inglesa. - Conhecer e descrever temas da atualidade. - Identificar problemas ambientais e soluções possíveis. - Descrever, de forma sumária, tradições do seu meio cultural. - Reconhecer a diversidade como uma oportunidade de aprendizagem para todos. - Identificar personalidades do meio artístico. - Identificar monumentos, museus e locais de interesse a visitar. - Identificar hábitos alimentares saudáveis.					

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Competência estratégica Comunicar eficazmente em contexto – Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. – Expressar situações hipotéticas. – Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou outros elementos da comunidade educativa. – Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. – Reagir a sentimentos e atitudes do interlocutor. Trabalhar e colaborar em pares e pequenos grupos – Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. – Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. – Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto – Comunicar com outros a uma escala local, nacional e internacional. – Pedir e dar informações por email. – Contribuir para projetos e tarefas de grupo interdisciplinares que se	Unit 5 – Just go for it! Subunit 5.1 – Ready, steady, go – Atividades de lazer/O mundo dos adolescentes ▪ Sports Subunit 5.2 – Time off! – Férias e viagens ▪ Holidays and travelling – Ireland – <i>Better World Calendar</i> Extensive Reading – <i>Anne of Green Gables</i> (adapted from the book by Lucy Maud Montgomery)	– Relative pronouns – Phrasal verbs	Promover estratégias que envolvam por parte do aluno: – tarefas de pesquisa sustentada por critérios, com autonomia progressiva; – incentivo à procura e aprofundamento de informação; – recolha de dados e opiniões para análise simples de temáticas em estudo. Promover estratégias que requeiram/induzam por parte do aluno: – apresentação, aceitação e/ou negação de pontos de vista diferentes; – estratégias que induzam respeito por diferenças de características, crenças ou opiniões; – confronto de ideias e perspetivas distintas sobre a abordagem de um dado problema e/ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. Promover estratégias que envolvam por parte do aluno: – tarefas de síntese; – tarefas de planificação, de revisão e de monitorização; – registo seletivo; – organização de conteúdos (construção de sumários, registos de observações,	Indagador/ Investigador (C, D, F, H, I) Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador/ Organizador (A, B, C, I, J)	– Quadro – Computador – Projetor multimédia	

Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Aprendizagens Essenciais Domínios aplicam ao contexto e experiências do quotidiano do aluno. - Participar num <i>WebQuest</i> e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>. Pensar criticamente - Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes. - Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões, associando as novas aprendizagens às anteriores. Relacionar conhecimentos de forma a desenvolver criatividade em contexto - Pesquisar para obter ideias novas e reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana, com impacto nos seus pares. - Desenvolver a literacia em língua inglesa, lendo textos publicitários, informativos e textos de leitura extensiva. - Desenvolver e participar em projetos e atividades interdisciplinares. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem - Discutir e selecionar objetivos de aprendizagem comuns e individuais e desenvolver uma atitude ativa e confiante relativamente à aprendizagem.		relatórios de visitas segundo critérios e objetivos); - promoção do estudo autónomo com o apoio do professor à sua concretização, identificando quais os obstáculos e formas de os ultrapassar. Promover estratégias que impliquem por parte do aluno: - questionamento de uma situação; - elaboração de questões para os seus pares sobre conteúdos estudados; - autoavaliação. Promover estratégias que impliquem por parte do aluno: - ações de comunicação unidirecional e bidirecional; - elaboração e organização de respostas; - ações de apresentação e iniciativa. Promover estratégias envolvendo tarefas em que, com base em critérios, se oriente o aluno para: - autoanálise; - identificação de pontos fracos e fortes das suas aprendizagens; - descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema; - melhoria ou aprofundamento dos saberes, a partir do <i>feedback</i> dos pares;	Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H) Autoavaliador (transversal às áreas)		

Fly High 8		Escola _____				Disciplina: Inglês Ano: 8.º (Nível B1) Ano letivo: _____	
YEAR/TERM PLAN – 3 WEEKLY LESSONS							
Aprendizagens Essenciais Domínios		Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Competência comunicativa		1.º período (42 aulas)					
		Unit 0 – Are you ready to take off? – Vocabulary (revision): ▪ Family members ▪ School facilities ▪ Parts of the house ▪ Physical description ▪ Jobs	Diversos itens gramaticais abordados no 7º ano (revisão): – Verb tenses – Pronouns – Degrees of adjectives – W/h-words	Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: – rigor, articulação e uso consistente de conhecimentos; – seleção de informação pertinente; – organização sistematizada da leitura e do estudo progressivamente autónomo; – análise de factos e situações, identificando os seus elementos ou dados; – tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; – relações de conteúdos intradisciplinares e interdisciplinares.	Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J)	– Student’s book – Vocabulary Bank – Grammar Bank – Special Days – Extensive Reading – Make it perfect – Language Lift – Checkpoint – Need a hand? – Workbook – Vocabulary – Grammar – Writing – Write it right – Tests – Fun activities – Last minute – Fast & Curious – Teacher’s Resource File – Focus on skills worksheets (reading, listening, writing, speaking, vocabulary, grammar) – Writing activities made easy – Games section (Songs & films that teach; Games to practise vocabulary and grammar) – Assessment (diagnostic tests, listening tests, progress tests,	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e da interação oral – leitura Desenvolvimento e apresentação de projetos interdisciplinares Autoavaliação
		Unit 1 – The ABC of me Subunit 1.1 – Time to spare – Situações quotidianas/ O mundo dos adolescentes ▪ Hobbies and free time activities – India	– Pronouns and determiners				
		Subunit 1.2 – East or west, home is best! – Situações quotidianas/ O mundo dos adollescentes ▪ Daily activities – House	– Present simple and present continuous				
		Subunit 1.3 – School life – bits and pieces – Situações quotidianas/ O universo escolar ▪ School memories – Celebrating Halloween	– Past simple and past continuous				
Interacção oral				Promover estratégias que envolvam a criatividade dos alunos: – na formulação de hipóteses face a um fenómeno ou evento; – na criação de situações nas quais um conhecimento determinado possa ser aplicado; – na proposta de alternativas a uma forma tradicional de abordar uma situação-problema;	Criativo (A, C, D, J)		
Interação escrita		Unit 2 – Alive and kicking! Subunit 2.1 – Good food, good mood! – Situações quotidianas/ O mundo dos adollescentes ▪ Food ▪ Adjectives to describe food	– Countable and uncountable nouns – Quantifiers – <i>So/such</i>				

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Produção oral – Expressar-se, com correção, em situações previamente preparadas. – Falar sobre atividades escolares e de lazer. – Falar sobre o mundo dos adolescentes: hábitos e rotinas, <i>hobbies</i>, moda, estados emocionais, por exemplo, expressar a sua opinião. – Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia. Produção escrita – Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. – Escrever ou responder a uma carta informal, <i>email</i>, <i>tweet</i>. – Escrever uma notícia para o jornal da escola. Competência intercultural – Conhecer alguns aspetos culturais de vários países de expressão inglesa. – Conhecer e descrever temas da atualidade. – Identificar problemas ambientais e soluções possíveis. – Descrever, de forma sumária, tradições do seu meio cultural. – Reconhecer a diversidade como uma oportunidade de aprendizagem para todos. – Identificar personalidades do meio artístico. – Identificar monumentos, museus e locais de interesse a visitar. – Identificar hábitos alimentares saudáveis.	Subunit 2.2 – Healthy is the new happy! – Situações quotidianas/ Hábitos de vida saudáveis ▪ Healthy eating ▪ Healthy lifestyles – The UK – Celebrating Christmas	– Modal verbs – Linking words	– na elaboração de um texto ou apresentação de uma solução face a um desafio; – na análise de textos em suportes variados com diferentes pontos de vista, concebendo e sustentando um ponto de vista próprio; – no uso de modalidades diversas para expressar as aprendizagens (por exemplo, imagens, esquemas, gráficos); – na criação de soluções estéticas criativa e pessoais.	Crítico/ Analítico (A, B, C, D, G)	- speaking tests, Extensive reading test, minitests) ▪ Interdisciplinary projects – English for all – Fly High Pack: Speaking cards – Stickers – Tic-tac-toe – Eagle Eye – Bingo –  aula digital ▪ Apresentações PowerPoint® ▪ Links ▪ Vídeos ▪ Karaoke ▪ Hip-Hop Grammar ▪ Animações de textos ▪ Animações de gramática ▪ Atividades interativas de gramática ▪ Quizzes interativos ▪ Testes interativos ▪ Flashcards ▪ Interativos ▪ Kahoots ▪ Vídeos de exploração gramatical – <i>MentorTuber</i> ▪ Jogos ▪ QR codes – Manual interativo – Quadro – Computador – Projetor multimédia	
	Unit 3 – My crew Subunit 3.1 – My clothes, my choice! – Moda/O mundo dos adolescentes ▪ Fashion ▪ Fast fashion – The USA	– Order of adjectives – Adjective degrees: comparative – Adjective degrees: superlative	Promover estratégias que desenvolvam o pensamento crítico e analítico dos alunos, incidindo: – na mobilização do discurso (oral e escrito) argumentativo simples; – na organização de debates simples; – na discussão de conceitos ou factos numa perspetiva disciplinar e interdisciplinar, incluindo conhecimento disciplinar específico; – na análise de textos com diferentes pontos de vista; – no confronto de argumentos para encontrar semelhanças e diferenças; – na análise de factos, situações, identificando os seus elementos ou dados, em particular numa perspetiva disciplinar e interdisciplinar.			
	Subunit 3.2 – Don't worry: be YOU! – Estados emocionais/O mundo dos adolescentes ▪ Teen worries ▪ Teen feelings – Celebrating Valentine's Day Unit 4 – Our world, our future Subunit 4.1 – There is no planet B! – Problemas ambientais e soluções ▪ Environment and nature ▪ Environmental challenges – New Zealand Subunit 4.2 – A brand new city! – Problemas ambientais e soluções ▪ The city of the future – Celebrating St Patrick's Day	– Present perfect – Time expressions – present perfect – Present Perfect and past simple – Future: <i>will</i> – Future: <i>be going to</i> – <i>If</i>-clauses: first conditional – <i>If</i>-clauses: second conditional				

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Competência estratégica Comunicar eficazmente em contexto - Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. - Expressar situações hipotéticas. - Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou outros elementos da comunidade educativa. - Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. - Reagir a sentimentos e atitudes do interlocutor. Trabalhar e colaborar em pares e pequenos grupos - Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. - Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. - Planejar, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto - Comunicar com outros a uma escala local, nacional e internacional. - Pedir e dar informações por email. - Contribuir para projetos e tarefas de grupo interdisciplinares que se aplicam	Unit 5 – Just go for it! Subunit 5.1 – Ready, steady, go - Atividades de lazer/O mundo dos adolescentes ▪ Sports Subunit 5.2 – Time off! - Férias e viagens ▪ Holidays and travelling - Ireland - <i>Better World Calendar</i> Extensive Reading - <i>Anne of Green Gables</i> (adapted from the book by Lucy Maud Montgomery)	3.º período (16 aulas) - Relative pronouns - Phrasal verbs	Promover estratégias que envolvam por parte do aluno: - tarefas de pesquisa sustentada por critérios, com autonomia progressiva; - Incentivo à procura e aprofundamento de informação; - recolha de dados e opiniões para análise simples de temáticas em estudo. Promover estratégias que requeiram/induzam por parte do aluno: - apresentação, aceitação e/ou negação de pontos de vista diferentes; - estratégias que induzam respeito por diferenças de características, crenças ou opiniões; - confronto de ideias e perspetivas distintas sobre a abordagem de um dado problema e/ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. Promover estratégias que envolvam por parte do aluno: - tarefas de síntese; - tarefas de planificação, de revisão e de monitorização; - registo seletivo; - organização de conteúdos (construção de sumários, registos de observações,	Indagador/ Investigador (C, D, F, H, I) Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador/ Organizador (A, B, C, I, J)		

Escola		YEAR/SEMESTER PLAN – 2 WEEKLY LESSONS					Disciplina: Inglês Ano: 8.º (Nível B1) Ano letivo: _____	
Aprendizagens Essenciais Domínios		Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação	
Competência comunicativa		1.º semestre (33 aulas)						
Compreensão oral – Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. – Acompanhar informações com algum pormenor. Compreensão escrita – Compreender textos informativos sobre temas abordados no domínio intercultural (personalidades do meio artístico, o mundo dos adolescentes). – Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada. – Identificar as principais conclusões em textos de opinião. – Ler textos adaptados de leitura extensiva. Interação oral – Responder de forma pertinente ao discurso do interlocutor. – Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. – Interagir, com correção, para obter bens e serviços.	Unit 0 – Are you ready to take off? – Vocabulary (revision): ▪ Family members ▪ School facilities ▪ Parts of the house ▪ Physical description ▪ Jobs Unit 1 – The ABC of me Subunit 1.1 – Time to spare – Situações quotidianas/ ▪ O mundo dos adolescentes ▪ Hobbies and free time activities – India Subunit 1.2 – East or west, home is best! – Situações quotidianas/ ▪ O mundo dos adolescentes ▪ Daily activities ▪ House Subunit 1.3 – School life – bits and pieces – Situações quotidianas/ ▪ O universo escolar ▪ School memories – Celebrating Halloween Unit 2 – Alive and kicking! Subunit 2.1 – Good food, good mood! – Situações quotidianas/ ▪ O mundo dos adolescentes ▪ Food ▪ Adjectives to describe food	Diversos itens gramaticais abordados no 7º ano (revisão): – Verb tenses – Pronouns – Degrees of adjectives – Wh-words – Pronouns and determiners – Present simple and present continuous – Past simple and past continuous – Countable and uncountable nouns – Quantifiers – So/such	Promover estratégias de aquisição de conhecimento, informação e outros saberes, relativos aos conteúdos das AE, que impliquem: – rigor, articulação e uso consistente de conhecimentos; – seleção de informação pertinente; – organização sistematizada da leitura e do estudo progressivamente autónomo; – análise de factos e situações, identificando os seus elementos ou dados; – tarefas de memorização, verificação e consolidação, associadas à compreensão e ao uso do saber; – relações de conteúdos intradisciplinares e interdisciplinares. Promover estratégias que envolvam a criatividade dos alunos: – na formulação de hipóteses face a um fenómeno ou evento; – na criação de situações nas quais um conhecimento determinado possa ser aplicado; – na proposta de alternativas a uma forma tradicional de abordar uma situação-problema; – na elaboração de um texto ou apresentação de uma solução face a um desafio; – na análise de textos em suportes variados com diferentes pontos de	Conhecedor/ Sabedor/Culto/ Informado (A, B, G, I, J)	– Student's book – Vocabulary Bank – Grammar Bank – Special Days – Extensive Reading – Make it perfect – Language Lift – Checkpoint – Need a hand? – Workbook ▪ Vocabulary ▪ Grammar ▪ Writing ▪ Write it right ▪ Tests ▪ Fun activities ▪ Last minute – Fast & Curious – Teacher's Resource File ▪ Focus on skills worksheets (reading, listening, writing, speaking, vocabulary, grammar) ▪ Writing activities made easy ▪ Games section (Songs & films that teach; Games to practice vocabulary and grammar)	Avaliação de diagnóstico Observação direta: – participação – interesse – envolvimento nas atividades da aula – uso da língua inglesa em contexto de sala de aula – pontualidade – assiduidade Avaliação formativa Avaliação sumativa: – testes de compreensão oral – testes escritos – avaliação formal da produção e da interação oral – leitura Desenvolvimento e apresentação de projetos interdisciplinares Autoavaliação		

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Interação escrita - Interagir de forma progressivamente mais elaborada, completando formulários, mensagens e textos. Produção oral - Expressar-se, com correção, em situações previamente preparadas. - Falar sobre atividades escolares e de lazer. - Falar sobre o mundo dos adolescentes: hábitos e rotinas, <i>hobbies</i>, moda, estados emocionais, por exemplo, expressar a sua opinião. - Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia. Produção escrita - Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano; - Escrever ou responder a uma carta informal, <i>email</i>, <i>tweet</i>. - Escrever uma notícia para o jornal da escola. Competência intercultural - Conhecer alguns aspetos culturais de vários países de expressão inglesa. - Conhecer e descrever temas da atualidade. - Identificar problemas ambientais e soluções possíveis. - Descrever, de forma sumária, tradições do seu meio cultural.	Subunit 2.2 – Healthy is the new happy! - Situações quotidianas/ Hábitos de vida saudáveis - Healthy eating - Healthy lifestyles - The UK - Celebrating Christmas	- Modal verbs - Linking words	vista, concebendo e sustentando um ponto de vista próprio; - no uso de modalidades diversas para expressar as aprendizagens (por exemplo, imagens, esquemas, gráficos); - na criação de soluções estéticas criativa e pessoais.		- Assessment (diagnostic tests, listening tests, progress tests, speaking tests, Extensive reading test, minitests) - Interdisciplinary projects - English for all - Fly High Pack: Speaking cards - Stickers - Tic-tac-toe - Eagle Eye - Bingo  aula digital - Apresentações PowerPoint® - Links - Vídeos - Karaokes - Hip Hop Grammar - Animações de textos - Animações de gramática - Atividades interativas de gramática - Quizzes interativos - Testes interativos - Flashcards interativos - Kahoots - Vídeos de exploração gramatical – <i>MentorTuber</i> - Jogos	
	Unit 3 – My crew Subunit 3.1 – My clothes, my choice! - Moda/O mundo dos adolescentes - Fashion - Fast fashion - The USA Subunit 3.2 – Don't worry: be YOU! - Estados emocionais/O mundo dos adolescentes - Teen worries - Teen feelings - Celebrating Valentine's Day	- Order of adjectives - Adjective degrees: comparative - Adjective degrees: superlative - Present perfect - Time expressions – present perfect - Present Perfect and past simple	Promover estratégias que desenvolvam o pensamento crítico e analítico dos alunos, incidindo: - na mobilização do discurso (oral e escrito) argumentativo simples; - na organização de debates simples; - na discussão de conceitos ou factos numa perspetiva disciplinar e interdisciplinar, incluindo conhecimento disciplinar específico; - na análise de textos com diferentes pontos de vista; - no confronto de argumentos para encontrar semelhanças e diferenças; - na análise de factos, situações, identificando os seus elementos ou dados, em particular numa perspetiva disciplinar e interdisciplinar.	Crítico/ Analítico (A, B, C, D, G)		
	Unit 4 – Our world, our future Subunit 4.1 – There is no planet B! - Problemas ambientais e soluções - Environment and nature - Environmental challenges - New Zealand	- Future: <i>will</i> - Future: <i>be going to</i>	Promover estratégias que envolvam por parte do aluno: - tarefas de pesquisa sustentada por critérios, com autonomia progressiva; - incentivo à procura e aprofundamento de informação; - recolha de dados e opiniões para análise simples de temáticas em estudo.	Indagador/ Investigador (C, D, F, H, I)		
	Subunit 4.2 – A brand new city! - Problemas ambientais e soluções - The city of the future - Celebrating St Patrick's Day Unit 5 – Just go for it! Subunit 5.1 – Ready, steady, go - Atividades de lazer/O mundo dos adolescentes - Sports	- If-clauses: first conditional - If-clauses: second conditional - Relative pronouns				

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
- Reconhecer a diversidade como uma oportunidade de aprendizagem para todos. - Identificar personalidades do meio artístico. - Identificar monumentos, museus e locais de interesse a visitar. - Identificar hábitos alimentares saudáveis. Competência estratégica Comunicar eficazmente em contexto - Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. - Expressar situações hipotéticas. - Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou outros elementos da comunidade educativa. - Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. - Reagir a sentimentos e atitudes do interlocutor. Trabalhar e colaborar em pares e pequenos grupos - Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. - Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião.	Subunit 5.2 – Time off! - Férias e viagens - Holidays and travelling - Ireland <i>Better World Calendar</i> Extensive Reading <i>Anne of Green Gables</i> (adapted from the book by Lucy Maud Montgomery)	Phrasal verbs	Promover estratégias que requeiram/induzam por parte do aluno: - apresentação, aceitação e/ou negação de pontos de vista diferentes; - estratégias que induzam respeito por diferenças de características, crenças ou opiniões; - confronto de ideias e perspetivas distintas sobre a abordagem de um dado problema e/ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. Promover estratégias que envolvam por parte do aluno: - tarefas de síntese; - tarefas de planificação, de revisão e de monitorização; - registo seletivo; - organização de conteúdos (construção de sumários, registos de observações, relatórios de visitas segundo critérios e objetivos); - promoção do estudo autónomo com o apoio do professor à sua concretização, identificando quais os obstáculos e formas de os ultrapassar. Promover estratégias que impliquem por parte do aluno: - questionamento de uma situação; - elaboração de questões para os seus pares sobre conteúdos estudados; - autoavaliação.	Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador/ Organizador (A, B, C, I, J) Questionador (A, F, G, I, J)	- QR codes - Manual interativo - Quadro - Computador - Projetor multimédia	

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
- Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto - Comunicar com outros a uma escala local, nacional e internacional. - Pedir e dar informações por email. - Contribuir para projetos e tarefas de grupo interdisciplinares que se aplicam ao contexto e experiências do quotidiano do aluno. - Participar num <i>WebQuest</i> e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>. Pensar criticamente - Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes. - Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões, associando as novas aprendizagens às anteriores. Relacionar conhecimentos de forma a desenvolver criatividade em contexto - Pesquisar para obter ideias novas. - Reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana, com impacto nos seus pares. - Desenvolver a literacia em língua inglesa, lendo textos publicitários,			Promover estratégias que impliquem por parte do aluno: - ações de comunicação unidirecional e bidirecional; - elaboração e organização de respostas; - ações de apresentação e iniciativa. Promover estratégias envolvendo tarefas em que, com base em critérios, se oriente o aluno para: - autoanálise; - identificação de pontos fracos e fortes das suas aprendizagens; - descrição de processos de pensamento usados durante a realização de uma tarefa ou abordagem de um problema; - melhoria ou aprofundamento dos saberes, a partir do <i>feedback</i> dos pares; - reformulação do trabalho individual ou em grupo a partir do <i>feedback</i> do professor. Promover estratégias que criem oportunidades para o aluno de: - colaboração com e apoio aos pares em diversas tarefas; - melhoria ou aprofundamento de ações, a partir do <i>feedback</i> obtido; - realização de e apoio a trabalhos de grupo. Promover estratégias e modos de organização das tarefas que impliquem por parte do aluno: - responsabilidade adequada ao que lhe for pedido; - organização e realização tendencialmente autónoma de tarefas;	Comunicador (A, B, D, E, H) Autoavaliador (transversal às áreas) Participativo/ Colaborador (B, C, D, E, F) Responsável/ Autônomo (C, D, E, F, G, I, J)		

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
informativos e textos de leitura extensiva. – Desenvolver e participar em projetos e atividades interdisciplinares. <u>Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem</u> – Discutir e selecionar objetivos de aprendizagem comuns e individuais. – Desenvolver uma atitude ativa e confiante relativamente à aprendizagem. – Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando e selecionando estratégias de aprendizagem eficazes para superar essas dificuldades e consolidar as aprendizagens. – Utilizar dicionários bilingues e monolíngues (<i>online</i> e em suporte papel). – Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino. – Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos. – Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.			– cumprimento de compromissos e contratualização de tarefas; – apresentação de trabalhos com auto e heteroavaliação. Promover estratégias que induzam: – ações de solidariedade para com outros nas tarefas de aprendizagem ou na sua organização; – posicionamento perante situações dilemáticas de ajuda a outros e de proteção de si; ▪ disponibilidade para o autoaperfeiçoamento.	Cuidador de si e do outro (B, E, F, G)		

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
Interagir, com correção, para obter bens e serviços. Interação escrita - Interagir de forma progressivamente mais elaborada, completando formulários, mensagens e textos. Produção oral - Expressar-se, com correção, em situações previamente preparadas. - Falar sobre atividades escolares e de lazer. - Falar sobre o mundo dos adolescentes: hábitos e rotinas, <i>hobbies</i>, moda, estados emocionais, por exemplo, expressar a sua opinião. - Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia. Produção escrita - Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. - Escrever ou responder a uma carta informal, <i>email</i>, <i>tweet</i>. - Escrever uma notícia para o jornal da escola. Competência intercultural - Conhecer alguns aspetos culturais de vários países de expressão inglesa. - Conhecer e descrever temas da atualidade. - Identificar problemas ambientais e soluções possíveis.	- School memories - Celebrating Halloween Unit 2 – Alive and kicking! Subunit 2.1 – Good food, good mood! - Situações quotidianas/ O mundo dos adolescentes - Food - Adjectives to describe food Subunit 2.2 – Healthy is the new happy! - Situações quotidianas/Hábitos de vida saudáveis - Healthy eating - Healthy lifestyles - The UK - Celebrating Christmas	- Countable and uncountable nouns - Quantifiers <i>So/such</i> + adjective - Modal verbs - Linking words	- na elaboração de um texto ou apresentação de uma solução face a um desafio; - na análise de textos em suportes variados com diferentes pontos de vista, concebendo e sustentando um ponto de vista próprio; - no uso de modalidades diversas para expressar as aprendizagens (por exemplo, imagens, esquemas, gráficos); - na criação de soluções estéticas criativa e pessoais. Promover estratégias que desenvolvam o pensamento crítico e analítico dos alunos, incidindo: - na mobilização do discurso (oral e escrito) argumentativo simples; - na organização de debates simples; - na discussão de conceitos ou factos numa perspetiva disciplinar e interdisciplinar, incluindo conhecimento disciplinar específico; - na análise de textos com diferentes pontos de vista; - no confronto de argumentos para encontrar semelhanças e diferenças; - na análise de factos, situações, identificando os seus elementos ou dados, em particular numa perspetiva disciplinar e interdisciplinar. Promover estratégias que envolvam por parte do aluno: - tarefas de pesquisa sustentada por critérios, com autonomia progressiva; - Incentivo à procura e aprofundamento de informação; recolha de dados e opiniões para análise simples de temáticas em estudo.	Crítico/ Analítico (A, B, C, D, G)	practise vocabulary and grammar) - Assessment (diagnostic tests, listening tests, progress tests, speaking tests, Extensive reading test, minitests) - Interdisciplinary projects - English for all - Fly High Pack: Speaking cards - Stickers - Tic-tac-toe - Eagle Eye - Bingo auladigital - Apresentações PowerPoint® - Links - Vídeos - Karaoke - Hip-Hop Grammar - Animações de textos - Animações de gramática - Atividades interativas de gramática - Quizzes interativos - Testes interativos - Flashcards interativos - Kahoots - Vídeos de exploração gramatical – <i>MentorTuber</i>	de projetos interdisciplinares Autoavaliação
	2.º semestre (50 aulas)					
	Unit 3 – My crew Subunit 3.1 – My clothes, my choice! - Moda/O mundo dos adolescentes - Fashion - Fast fashion - The USA Subunit 3.2 – Don't worry: be YOU! - Estados emocionais/ O mundo dos adolescentes - Teen worries - Teen feelings - Celebrating Valentine's Day	- Order of adjectives - Adjective degrees: comparative - Adjective degrees: superlative - Present perfect - Time expressions – present perfect - Present Perfect and past simple				

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
– Descrever, de forma sumária, tradições do seu meio cultural. – Reconhecer a diversidade como uma oportunidade de aprendizagem para todos. – Identificar personalidades do meio artístico. – Identificar monumentos, museus e locais de interesse a visitar. – Identificar hábitos alimentares saudáveis. Competência estratégica Comunicar eficazmente em contexto – Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. – Expressar situações hipotéticas. – Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou outros elementos da comunidade educativa. – Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. – Reagir a sentimentos e atitudes do interlocutor. Trabalhar e colaborar em pares e pequenos grupos – Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. – Pedir e dar informações e sugestões de modo a analisar um	Unit 4 – Our world, our future Subunit 4.1 – There is no planet B! – Problemas ambientais e soluções ▪ Environment and nature ▪ Environmental challenges – New Zealand Subunit 4.2 – A brand new city! – Problemas ambientais e soluções ▪ The city of the future – Celebrating St Patrick's Day Unit 5 – Just go for it! Subunit 5.1 – Ready, steady, go – Atividades de lazer/O mundo dos adolescentes ▪ Sports Subunit 5.2 – Time off! – Férias e viagens ▪ Holidays and travelling – Ireland – <i>Better World Calendar</i> Extensive Reading – <i>Anne of Green Gables</i> (adapted from the book by Lucy Maud Montgomery)	– Future: <i>will</i> – Future: <i>be going to</i> – <i>If</i>-clauses: first conditional – <i>If</i>-clauses: second conditional – Relative pronouns – Phrasal verbs	Promover estratégias que requeiram/induzam por parte do aluno: – apresentação, aceitação e/ou negação de pontos de vista diferentes; – estratégias que induzam respeito por diferenças de características, crenças ou opiniões; – confronto de ideias e perspetivas distintas sobre a abordagem de um dado problema e/ou maneira de o resolver, tendo em conta, por exemplo, diferentes perspetivas culturais, sejam de incidência local, nacional ou global. Promover estratégias que envolvam por parte do aluno: – tarefas de síntese; – tarefas de planificação, de revisão e de monitorização; – registo seletivo; – organização de conteúdos (construção de sumários, registos de observações, relatórios de visitas segundo critérios e objetivos); – promoção do estudo autónomo com o apoio do professor à sua concretização, identificando quais os obstáculos e formas de os ultrapassar. Promover estratégias que impliquem por parte do aluno: – questionamento de uma situação; – elaboração de questões para os seus pares sobre conteúdos estudados; – autoavaliação.	Respeitador da diferença/do outro (A, B, E, F, H) Sistematizador/ Organizador (A, B, C, I, J) Questionador (A, F, G, I, J) Comunicador (A, B, D, E, H)	▪ Jogos ▪ QR codes – Manual interativo – Quadro – Computador – Projetor multimédia	

Aprendizagens Essenciais Domínios	Áreas temáticas/situacionais	Grammar	Ações estratégicas de ensino orientadas para o Perfil dos Alunos	Descritores do Perfil dos Alunos	Recursos	Avaliação
informativos e textos de leitura extensiva. - Desenvolver e participar em projetos e atividades interdisciplinares. Desenvolver o aprender a aprender em contexto e aprender a regular o processo de aprendizagem - Discutir e selecionar objetivos de aprendizagem comuns e individuais. - Desenvolver uma atitude ativa e confiante relativamente à aprendizagem. - Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando e selecionando estratégias de aprendizagem eficazes para superar essas dificuldades e consolidar as aprendizagens. - Utilizar dicionários bilingues e monolíngues (<i>online</i> e em suporte papel). - Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino. - Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos. - Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.			- cumprimento de compromissos e contratualização de tarefas; - apresentação de trabalhos com auto e heteroavaliação. Promover estratégias que induzam: - ações de solidariedade para com outros nas tarefas de aprendizagem ou na sua organização; - posicionamento perante situações dilemáticas de ajuda a outros e de proteção de si; - disponibilidade para o autoaperfeiçoamento.	Cuidador de si e do outro (B, E, F, G)		

Lesson Plans

● Lesson Plan – Unit 0	74
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Os planos de aula serão disponibilizados na  auladigital, em formato editável e na íntegra, aos professores adotantes do projeto. Com esta medida, procuramos contribuir para a sustentabilidade ambiental.

Lesson Plan | Unit 0

• Unit 0 – (pp. 8-15)

Vocabulary and grammar review

CLASS: 8th / / SCHOOL YEAR: /

LESSONS No.

DATE:

CLASSES: 6

Summary: English-speaking countries: travelling. Quiz – Where in the English-speaking world would you like to live?

A dialogue at the train station: listening and grammar revision work – verb tenses, pronouns, *Wh*-questions, degrees of adjectives.

Diary of a Future President (trailer): watching/listening and vocabulary revision – school facilities, parts of a house, physical description and jobs.

Meet Louis Knight: text reading/listening and filling-in a personal fact-file.

Writing: a short text about yourself. Speaking activity: asking and answering personal questions.

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
Lexis and Grammar – Vocabulary and grammar review	Competência comunicativa <u>Compreensão oral</u> – Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. – Acompanhar informações com algum pormenor. <u>Interação oral</u> – Responder de forma pertinente ao discurso do interlocutor. – Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. <u>Produção escrita</u> – Produzir textos com vocabulário do quotidiano. Competência intercultural – Reconhecer aspetos culturais de vários países de expressão inglesa. Competência estratégica – Trocar informações relevantes e dar opiniões sobre problemas	- English-speaking countries and travelling: answering a personal quiz – <i>Where in the English-speaking world would you like to live?</i> Checking the answers. - Listening to a dialogue at a train station: checking predictions based on pictures (exercises A and B), gap filling (exercise C), matching pictures with person's names (exercise F), marking sentences as true (T) or false (F) (exercise G). Checking the answers. - Using the dialogue for grammar revision: verb tenses, pronouns, <i>Wh</i>-questions and degrees of adjectives (exercises D – completing a table and E – choosing the correct option to complete sentences). Checking the answers. * After listening, the teacher may use the game “What’s the next word?” (Games Section – <i>Teacher’s Resource File</i>). - Watching a trailer of the series <i>Diary of a Future President</i>: – pre-watching activity (exercise A): answering a quiz about The White House. Checking answers; – while – watching activity: completing a text (exercise B). Checking answers; – post-watching activities and vocabulary revision: labeling pictures with school facilities (exercise C); matching scenes with sentences and identifying the part of the house where the scenes are happening (exercise D); choosing the correct option to complete a text on physical description (exercise E); checking a list and choosing future jobs (exercise F); choosing the right option to interpret a statement and discussing its meaning in class (exercise G). Checking the answers. - The teacher may use the jobs from exercise F or other and make a class vote on who is most likely to have those jobs in the future.	– Student’s book, page 9 (Quiz <i>Where in the English-speaking world would you like to live?</i>) – Student’s book, page 10 –  auladigital ▪ Tracks 1–6 ▪ Talking avatar – Student’s book, page 12 –  auladigital ▪ Video – <i>Diary of a President</i> (trailer)	– Diagnostic test – Students’ involvement; oral participation – Feedback from students’ speech

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
	práticos quando questionado diretamente. – Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. – Participar em atividades de pares e grupos para atingir um objetivo a curto prazo.	7. Reading/Listening to the text “Meet Louis Knight”: – pre- and while-reading/listening activities: looking at a photo and making predictions based on questions (exercise A); reading/listening to the text to check predictions (exercise B). Checking the answers; – post-reading/listening activities: matching paragraphs with questions (exercise C); filling in a personal fact-file about the text’s character (exercise D). Checking the answers. 8. Writing: filling in a fact-file based on exercise D and using that information to write a short personal text (exercise E). 9. Speaking: using random personal questions suggested in the student’s book or creating new ones to ask and answer in class about personal information. 10. * The teacher may ask students to stand up and mingle. They should memorise a question and ask it to some classmates; when the teacher says “Change!”, they should change the question they were asking and ask the last question he/she was asked and continues mingling until you say “Change!” once again and game goes on this way.	– Student’s book, page 14 –  Digital Resources – Tracks 7-8	
Extra activities: Teacher’s Resource File/English for All				
Assessment: Diagnostic Test (pages 278-286); Writing activities made easy: Writing a short text about yourself (page 105); English for all (pages 2-5).				

NOTE: This plan was designed for three weekly lessons.

* These activities may not be accomplished in two weekly lessons. (However, the teacher should motivate students to use the digital flashcards and the Vocabulary Bank and Grammar Bank by themselves in order to practise vocabulary, grammar and pronunciation.)

Lesson Plan | Unit 1 | Sub-unit 1.1.

• Unit 1 (Sub-unit 1.1.) – The ABC of me – Time to spare (pp. 18-25)

Hobbies and free time activities | Pronouns and determiners | Present simple and present continuous | Past simple and past continuous

SCHOOL YEAR: _____

CLASS: 8th _____ / _____ / _____

LESSONS No. _____	Summary: Vocabulary: hobbies and free time activities – exercises. Listening: teens talking about their favourite activities. “Hobbies that turned into business ideas”: listening to and reading a text; comprehension exercises. Speaking: talking about starting a new hobby. India – watching a video and playing a game. Grammar: personal pronouns and determiners/possessive pronouns and determiners – exercises. Present simple and present continuous – exercises. Past simple and past continuous – exercises.
DATE: _____	
CLASSES: 6	

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
– Hobbies and free time activities Listening – Teens talking about favourite activities Reading – Hobbies that turned into business ideas Watching – Trailer of the film <i>Skater Girl</i> Speaking – Talking about starting a new hobby Intercultural Domain – India	Competência comunicativa <u>Compreensão oral</u> – Acompanhar informações com algum pormenor. <u>Compreensão escrita</u> – Compreender textos informativos sobre temas abordados no domínio intercultural. – Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada. <u>Produção oral</u> – Falar sobre os temas explorados: atividades de tempos livres. – Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia. <u>Interação oral</u> – Responder de forma pertinente ao discurso do interlocutor. – Trocar informações relevantes e dar opiniões sobre o tema em estudo quando questionado diretamente.	- Before starting the sub-unit 1.1., the teacher may ask students to answer a personal quiz that will introduce/motivate them to the topics of unit 1. - To introduce vocabulary, the teacher may ask students about the activities they like doing in their free time to brainstorm on it and add to the list – exercise A. - Hobbies and free time activities: crossing out the activities that don't match the pictures – exercise B. Checking the answers. - Hobbies and free time activities: completing sentences with the activities from exercise B. – exercise C. Checking the answers. * The teacher may ask the class to vote on the most relaxing, the funniest or the most boring hobbies. - Hobbies and free time activities: listening to teens talking about hobbies and choosing from a list of activities that are mentioned – exercises A. Checking the answers; answering questions by choosing the correct picture – exercise B. Checking the answers. - Hobbies and free time activities: filling in gaps to create a paragraph about one's favourite hobby. * The teacher may explore the adjectives in the <i>Language Lift</i> before asking the students to complete their paragraph. * Turning this activity into a spoken production one: students may share their texts with the class and the teacher may ask them a few questions suggested in the student's book. - Reading/Listening to the text “Hobbies that turned into business activities”: * <u>pre-reading activities/breaking the ice activities</u>: the teacher may use the video “People who are at another level” and the suggested questions to talk about people who spend their free time in an unusual way and to introduce the text; – <u>while and post-reading/listening activities</u>: identifying the right teenager; choosing the correct word/expression to replace words/expressions from the text; completing sentences according to the text; giving opinion about the teen one most admires. Checking the answers.	– Student's book, page 17 (Quiz – <i>What type of student are you?</i>) – Student's book, page 18 – Vocabulary Bank, page 200 – Make it perfect, page 174 – Workbook, 6-7  aula digital ▪ <i>Digital flashcards</i> ** – Student's book, page 19  aula digital ▪ Tracks 9-10 ▪ Quiz – <i>Hobbies and free time activities</i> – Student's book, pages 20-21  aula digital ▪ Tracks 11-12 ▪ Text animation ▪ Video – <i>People who are at another level</i> – Fast & Curious, page 3	– Students' involvement; oral participation – Feedback from students' speech

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
	Competência intercultural – Conhecer alguns aspetos culturais de vários países de expressão inglesa. – Conhecer e descrever temas da atualidade. – Reconhecer a diversidade como uma oportunidade de aprendizagem para todos. Competência estratégica – Trocar informações relevantes e dar opiniões sobre temas familiares quando questionado diretamente. – Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. – Reagir a sentimentos e atitudes do interlocutor sobre tempos livres. – Participar em atividades de pares para atingir um objetivo a curto prazo. – Planear, organizar e apresentar uma tarefa de pares, partilhando tarefas e responsabilidades.	11. Pronouns and determiners: completing a table with the missing object pronouns, possessive determiners and possessive pronouns (exercise A). Checking the answers. 12. Doing exercises: circling the correct object pronoun in sentences and identifying the noun/noun phrase it replaces (exercise B); completing sentences with possessive determiners (exercise C); choosing the correct possessive determiner or pronoun to complete sentences (exercise D); listening to the song This is me and filling in the gaps with the given pronouns and determiners (exercise E). Checking the answers. 13. Watching a trailer of the film <i>Skater Girl</i>: – pre-watching activity: using words in a box to speculate about the content of the film. Checking the answer; – while-watching activities: matching the sentences from the trailer with the correct scenes; choosing the correct option to answer a question. Checking the answers. 14. 1st STOP: watching the video <i>The world without India – what would it look like?</i> and telling the class about the funniest fact in the film; giving reasons to support choice; playing* <i>Lost</i> to find out more about India. Checking the answers. 15. Speaking activities: talking about starting a new hobby – completing a text with expressions from the box and listening to the dialogue to check the answers (exercises A and B); matching highlighted expressions in the text with their meaning (exercise C). Checking the answers. 16. * To help fixing the new expressions, the teacher may play “What’s the next word?” with them. 17. Creating a dialogue with a partner using the example in exercise A and some guidelines given (exercise D).	– Student’s book, pages 22-23 – Grammar Bank, page 188 – Make it perfect, page 174 – Workbook, pages 8-9 – Fast & Curious, page 4 –  auladigital – Interactive grammar activity – <i>Pronouns and determiners</i> – Track 13 – Karaoke – “This is me” – Link – “This is me” – Student’s book, page 24 –  auladigital – Video – <i>Skater Girl</i> – Video – <i>The world without India – what would it look like?</i> – Apresentação PowerPoint® – <i>Lost: India</i> – Student’s book, page 25 –  auladigital – Tracks 14-15 – Video with different play modes and interactive exercises – Games Section – <i>Teacher’s Resource File</i>	
Extra activities: Teacher’s Resource File/English for All Focus on skills and language – Vocabulary – Hobbies and free time activities (page 146); Grammar – Subject and object pronouns / Possessive determiners and pronouns (page 198); Speaking – Talking about different routines (page 245); Songs & films that teach: Hobbies that turned into business ideas (page 90); English for All (pages 6-9). NOTE: This plan was designed for three weekly lessons. * These activities may not be accomplished in two weekly lessons. (However, the teacher should motivate students to use the digital flashcards and the Vocabulary Bank and Grammar Bank by themselves in order to practise vocabulary, grammar and pronunciation.)				

Lesson Plan | Unit 1 | Sub-unit 1.2

- Unit 1 (Sub-unit 1.2.) – The ABC of me – East or west, home is best! (pp. 26-33)

Daily activities and digital routine/House/Smart houses| Present simple and present continuous

SCHOOL YEAR: _____

CLASS: 8th _____ / _____ / _____

LESSONS No. _____ DATE: _____ CLASSES: 6				
Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
– Daily activities and digital routine – The house: parts of the house, furniture and appliances; smart houses Listening – The routine of a young activists Reading – House swap: traditional vs. digital houses Speaking – Expressing opinion about the learnt topics Writing – Daily activities and social causes in the local community	Competência Comunicativa <u>Compreensão oral</u> – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas. – Acompanhar informações com algum pormenor. <u>Compreensão escrita</u> – Compreender textos narrativos sobre temas abordados no domínio intercultural. – Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada. <u>Produção oral</u> – Falar sobre os temas explorados: atividades do dia-a-dia, rotina digital, casas inteligentes, causas sociais. – Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia. <u>Interação oral</u> – Responder de forma pertinente ao discurso do interlocutor. – Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente.	1. Vocabulary Bank: teacher may use this in class or ask students to do it at home to practise vocabulary and pronunciation. 2. Brainstorming on daily activities based on three objects: a fork, a mobile phone and a broom (exercise A). 3. Completing a routine with the missing words; choosing the best option to complete a schedule (exercise B). Checking the answers. 4. Completing sentences with activities from exercise B (exercise C). Checking the answers. 5. Brainstorming about house objects and parts of a house (exercise A). 6. Completing a text with rooms/parts of the house (exercise B). Checking the answers. 7. Labelling pictures about a smart house (exercise C). Checking the answers. 8. Speaking: things one can control at home with a smartphone. Sharing ideas with teacher and classmates. 8. * <u>Pre-reading/listening activity:</u> Watching a video – <i>Smart house</i> – to choose the actions a smart house does (“Break the ice”, exercise A). Checking the answers. 9. <u>Post-reading/listening activities:</u> Labelling pictures according to the text (exercise C); marking false sentences (exercise D); answering questions about the text (exercise E); choosing someone to swap houses and stating reasons for that choice (exercise F). Checking the answers. 10. * On exercise E, the teacher may divide the class in two: one half answers questions 1 and 3 and the other half questions 2 and 4. After the given time, the whole class listens to the answers and writes them down. 11. LOOK AROUND YOU: Watching the video <i>Teens digital life</i> and completing sentences with numbers (exercise A). Checking the answers. 12. Speaking: discussing in groups the time spent on social media and electronic games and comparing personal experience with numbers from the video (exercise B). – Student’s book, pages 26-27 – Vocabulary Bank, page 200 – Make it perfect, page 174 – Workbook, pages 10-11 – Fast & Curious, page 5 – Students’ involvement; oral participation – Feedback from students’ speech – Teste interativo: East or west, home is best!		

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
	<u>Produção escrita</u> – Escrever um <i>email</i> formal sobre atividades do dia-a-dia/rotinas. Competência intercultural – Reconhecer realidades interculturais distintas. – Conhecer, com algum pormenor, o seu meio e identidade. – Estabelecer comparações entre as suas vivências e as dos outros. – Descrever, de forma sumária, tradições do seu meio cultural. – Reconhecer a diversidade como uma oportunidade de aprendizagem para todos. Competência estratégica – Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. – Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. – Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. – Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. – Pedir e dar informações por <i>email</i>.	13. Doing some revision on present simple and present continuous using the information and examples given. 14. * The teacher may use the <i>Hip-Hop Grammar</i> song as a motivation for better learning and memorizing. 15. Doing exercises: completing sentences with present simple (exercise A); writing sentences using the present continuous (exercise B); completing a text with the present simple or the present continuous of the verbs in brackets (exercise C); writing two sentences about a cartoon using the present simple and present continuous (exercise D). Checking the answers. 16. Listening to texts about two teen activists and solving the corresponding exercises: – Part A – thinking about how we use water on our daily life (exercise 1); marking sentences as true or false (exercise 2). Checking the answers. – Part B – choosing the correct option to complete the sentences. Checking the answers. – Part C – Labelling pictures according to the two texts. Checking the answers. – Part D – Speaking: talking about causes students work for or would like to work for; sharing ideas in class. 17. * The teacher may want to deepen students’ knowledge about Mari Coopeny and her activism by showing them a video about her. 18. Completing a formal email from a magazine with some given expressions (exercise A). Checking the answers. 19. * The teacher may ask students to tell the class about their daily routine. They can start with: <i>Hi! I’m _____ (name) and this is a day in my life.</i> 20. Writing: formal email to answer the one on exercise A using the given guidelines/topics (exercise B). 21. * 2 The students may write the daily routine part of the email as a “consequences” style game: each student writes one answer, folds the paper and passes it on. Then at the end all students open their paper and share their “crazy” answer in a small group.	– Student’s book, pages 30-31 – Grammar Bank, pages 188-189 – Workbook, pages 12-14 – Fast & Curious, page 6 –  auladigital ▪ Track 18 – <i>Hip-Hop Grammar</i> ▪ Karaoke – <i>Hip-Hop Grammar</i> ▪ Animação – <i>Present simple/ Present continuous</i> – Student’s book, page 32 –  auladigital ▪ Tracks 19-22 ▪ Link – <i>Mari Coopeny – fighting for clean water in the US</i> – Student’s book, page 33 –  auladigital ▪ Atividade – <i>Present simple/ Present continuous</i>	
Extra activities: Teacher’s Resource File/English for all				
Focus on skills and language – Vocabulary: Routines and daily activities (page 149); Grammar – Present simple and present continuous (page 200); Minitest – Unit 1 (page 393); English for all (pages 10-13).				

NOTE: This plan was designed for three weekly lessons.

* These activities may not be accomplished in two weekly lessons. (However, the teacher should motivate students to use the digital flashcards and the Vocabulary Bank and Grammar Bank by themselves in order to practise vocabulary, grammar and pronunciation.)

Lesson Plan | Unit 1 | Sub-unit 1.3

• Unit 1 (Subunit 1.3) – The ABC of me – School Life – Bits and pieces (pp. 34-43)

CLASS: 8th / / SCHOOL YEAR: / /

School memories/facilities and activities | Past simple and past continuous

LESSONS No. _____	Summary: Vocabulary: school memories, facilities and activities; Reading: "Messages and notices on a school notice board"; comprehension exercises;
DATE: _____	watching/listening to a scene from the film "To All the Boys I've Loved Before" – exercises.
CLASSES: 6	Speaking: participating in an online session. Grammar: past simple and past continuous – exercises.

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
– School memories – School facilities and activities Watching/Listening – School experiences and memories Reading – Messages and notices on a school notice board Speaking – Participating in an online session	Competência Comunicativa <u>Compreensão oral</u> – Identificar o conteúdo principal do que se ouve e vê, os intervenientes e a sequência do discurso, assim como informações específicas. – Acompanhar informações com algum pormenor. <u>Compreensão escrita</u> – Compreender textos narrativos sobre temas abordados no domínio intercultural. – Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada. <u>Produção oral</u> – Falar sobre os temas explorados: memórias da escola primária. – Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia. <u>Interação oral</u> – Responder de forma pertinente ao discurso do interlocutor. – Trocar informações relevantes e dar opiniões sobre problemas	- Vocabulary Bank: teacher may use this in class or ask students to do it at home to practise vocabulary and pronunciation. - Brainstorming about primary school memories using the given suggestions (exercise A). * The teacher may ask students to say a true or false sentence about themselves (e.g. <i>I cried on my first day at primary school</i>) and the class guesses if it's true or false. - Filling in a text with the vocabulary from exercise A (exercise B). Checking the answers. - Completing two personal sentences about memories from primary school (exercise C). Sharing the answers with the class. - Reading: reading messages and notices on a primary school notice board and choosing the correct option about the content of each message (exercise A). Checking the answers. - Doing some revision on past simple and past continuous using the information and examples given. - Doing exercises: filling in gaps with the past simple of the verbs in brackets (exercise A); completing a text with the past continuous of the verbs in brackets (exercise B); making sentences in the past simple or past continuous (exercise C); completing a song with the past simple or past continuous of the verbs given (exercise D). Checking the answers. * Using the content of the song from exercise D, the teacher can play a "consequences"-type game to write the story of a dream.	– Student's book, page 34 – Vocabulary Bank, page 200 – Make it perfect, page 176 – Workbook, page 15 –  aula digital ▪ Tracks 23-24 – Student's book, page 35 – Fast & Curious, page 7 –  aula digital – Student's book, pages 36-37 – Grammar Bank, page 190 – Make it perfect, pages 176-177 – Workbook, pages 16-18 – Fast & Curious, page 8 –  aula digital ▪ Quiz – Past simple and past continuous ▪ Gramática – Past simple/Past continuous ▪ Atividade – Past simple/Past continuous	– Students' involvement; oral participation – Feedback from students' speech – Assessment

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
	práticos quando questionado diretamente. Competência intercultural - Reconhecer realidades interculturais distintas. - Conhecer, com algum pormenor, o seu meio e identidade. - Estabelecer comparações entre as suas vivências e as dos outros. - Descrever, de forma sumária, tradições do seu meio cultural. - Reconhecer a diversidade como uma oportunidade de aprendizagem para todos. Competência estratégica - Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente. - Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada. - Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião. - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades. - Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro. - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades.	10. Watching a scene from the film <i>To All the Boys I've Loved Before</i>: - pre-watching activity: thinking about the 7th grade and answering some questions about it (feelings, teachers, marks, friends...) (exercise A); - while-watching activities: ordering events according to the scene (exercise B); matching actions with school places (exercise C). Checking the answers; - post-watching activity: watching the video <i>How well does the cast of To All the Boys I've Loved know their own show?</i> and identifying who said what (exercise D). Checking the answers. 11. Speaking: participating in an online session – preparation activities: identifying who says what on an online session (exercise A); reading/listening to an eTwinning online session and checking the answers from exercise A (exercise B); matching phrases with pictures (exercise C). Checking the answers. 12. Speaking activity: preparing an online session about the topic <i>crazes you remember from primary school</i> in groups of three or four students using the sentences from exercise A and the model from exercise B; role-playing the conversation in class (exercise D). 13. * The teacher can ask students to simulate an online session at home with their classmates and record it to be presented in class. 14. Project – <i>Screen Time</i>: preparation activities: watching the video <i>Sixteen-year-olds guess how much time they spend on their phones</i> and solving exercises: identifying who... (exercise A); checking one of the teens' screen time and choosing the false sentence (exercise B); asking students to check their individual screen time and commenting on it with a partner (exercise C). Checking the answers. 15. * Project – doing a class survey on screen time; processing the data using graphs and charts; filming some classmates giving their answers and their reactions; editing the video adding the graphs and charts and some advantages and disadvantages of spending time on one's mobile phone. 16. * This may be a cross-curricular project with subjects like Maths (for data organisation); ICT (for security and responsibility in digital environments); Citizenship (for the use of media). 29. Doing all the exercises on "Checkpoint 1", so that students become aware of what they know and what they need to revise. They can fill in the checklist "What am I taking from this unit in my suitcase?" and the remember box "Can you remember..." 30. *Need a hand? The teacher can ask students to use the QR code to open a study guide, with orientations and tips to study the contents of this unit.	- Track 25 - Karaoke – "Drivers license" - Vídeo da canção "Drivers license" acompanhado da letra - Link – "Drivers license" - Games Section – Teacher's Resource File - Student's book, page 38 - auladigital - Vídeo – <i>To All the Boys I've Loved Before</i> (scene I) - Vídeo – <i>How well does the cast of To All the Boys I've Loved know their own show?</i> - Student's book, page 39 - auladigital - Tracks 26-27 - Student's book, page 40 - auladigital - Vídeo – <i>Sixteen-year-olds guess how much time they spend on their phones</i> - Testes interativos – <i>School life: Bits and pieces; The ABC of me</i>	

Contents /Topics	Aprendizagens Essenciais	Procedure	Aids – Resources	Evaluation
	- Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto. - Comunicar com outros a uma escala local. - Contribuir para projetos e tarefas de grupo interdisciplinares que se aplicam ao contexto e experiências do quotidiano do aluno.			
Extra activities: Teacher's Resource File/English for all				
Focus on skills and language – Reading – Unit 1 (page 116); Writing – Unit 1 (page 136); Vocabulary: 4. School memories, experiences and events (Unit 1), page 155; Songs & films that teach: Pronouns and determiners / Past simple and past continuous / School memories (page 91); Assessment: Listening Test 1 (page 290); Progress Test 1 (page 292); English for all (pages 14-19).				

NOTE: This plan was designed for three weekly lessons.

* These activities may not be accomplished in two weekly lessons. (However, the teacher should motivate students to use the digital flashcards and the Vocabulary Bank and Grammar Bank by themselves in order to practise vocabulary, grammar and pronunciation.)

Aprendizagens Essenciais

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Aprendizagens Essenciais code key *Fly High 8*

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	U5	SD ER
Áreas temáticas/ situacionais	T-1	Atividades escolares e de lazer		18 20 25 34 35 38 39				132 134 139 141 142 144	
	T-2	Situações quotidianas	10 12 14	26 28 38	46 48 55 58 60 64 67	74 79 80 85 86 88 99	106 108		
	T-3	Serviços				85			
	T-4	Planos para o futuro	12	32 33			114 115 116 117 119 124 125		
	T-5	Hábitos e rotinas		26 28	46 58 60 64 67	76 79 92			
	T-6	Tipos de habitação		26 28					
	T-7	Eventos escolares e festividades		34 35					154 155 156 157 158
Competência comunicativa Compreensão oral	C-CO1	Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar.		19 24 32	46 52 55 65	74 93 95	111 114 121	132 138 140 148	154 161
	C-CO2	Acompanhar informações com algum pormenor.	10	19 24 32 38	46 52 55 58 65	74 81 84 86 93 95 98	111 114 121 124 126	134 138 140 142 148	156
Compreensão escrita	C-CE1	Compreender textos informativos sobre temas abordados no domínio intercultural (personalidades do meio artístico, o mundo dos adolescentes).	14	20 28 35	48 54 67	76 88	108 117 121	134 144	
	C-CE3	Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.			60 64	76			
	C-CE4	Identificar as principais conclusões em textos de opinião.			60	92			
	C-CE5	Ler textos adaptados de leitura extensiva.							161

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	U5	SD ER
Interação oral	C-IO1	Responder de forma pertinente ao discurso do interlocutor.	14	25			115 121	149	
	C-IO2	Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente.			60	74 80	115	149	
	C-IO3	Interagir, com correção, para obter bens e serviços.				85		149	
Interação escrita	C-IE1	Interagir de forma progressivamente mais elaborada, completando formulários, mensagens e textos.		46		79		139 142	155
Produção oral	C-PO1	Expressar-se, com correção, em situações previamente preparadas.			64	85 92		141	
	C-PO2	Falar sobre atividades escolares e de lazer.		33 39				141	
	C-PO3	Falar sobre o mundo dos adolescentes: hábitos e rotinas, <i>hobbies</i> , moda, estados emocionais, por exemplo, expressar a sua opinião.				74 80 86 92 95	106	141	
	C-PO4	Interagir, com linguagem de uso corrente, sobre assuntos do dia a dia.	15	25 39	58		115	138	
Produção escrita	C-PE1	Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano.	15		54	79 99	113 119	139	
	C-PE2	Escrever ou responder a uma carta informal, <i>email</i> , <i>tweet</i> .			67	99			
	C-PE3	Escrever uma notícia para o jornal da escola.					113 125		
Competência intercultural	I-1	Reconhecer realidades interculturais distintas							158
	I-1.1	Conhecer alguns aspetos culturais de vários países de expressão inglesa.		24	48 52 62 64	76 81	108		157
	I-1.2	Conhecer e descrever temas da atualidade.			52		113		
	I-1.3	Identificar problemas ambientais e soluções possíveis.				81	111 126		
	I-1.4	Descrever, de forma sumária, tradições do seu meio cultural.			64				154 155 156 157
	I-1.5	Reconhecer a diversidade como uma oportunidade de aprendizagem para todos.			62				158
	I-2	Sugestão de tópicos a serem trabalhados							
	I-2.1	Identificar personalidades do meio artístico.			48 60	83			
	I-2.2	Identificar monumentos, museus e locais de interesse a visitar.	12		48		108		
	I-2.3	Identificar hábitos alimentares saudáveis.			58 64				
Competência estratégica	E-1	Comunicar eficazmente em contexto							
	E-1.1	Trocar informações relevantes e dar opiniões sobre problemas práticos quando questionado diretamente.		28	52	80			
	E-1.2	Exprimir situações hipotéticas.			60	81	122		161

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	U5	SD ER
Competência estratégica (cont.)	E-1.3	Preparar, repetir e memorizar uma apresentação oral com confiança e criatividade, à turma e/ou outros elementos da comunidade educativa.				92			
	E-1.4	Responder com segurança a perguntas colocadas, revelando uma opinião crítica devidamente fundamentada.			60 64	84	106		
	E-1.5	Reagir a sentimentos e atitudes do interlocutor.			60	86			
	E-2	Trabalhar e colaborar em pares e pequenos grupos		40		100	126	150	
	E-2.1	Participar em atividades de pares e grupos para atingir um objetivo a curto prazo, revelando capacidade para se colocar na posição do outro.		28	52 68	85		149	158
	E-2.2	Pedir e dar informações e sugestões de modo a analisar um problema sob perspetivas novas e expressar a sua opinião.			68	80			
	E-2.3	Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo, partilhando tarefas e responsabilidades.			68	85			158
	E - 3	Utilizar a literacia tecnológica para comunicar		40	68	100	126	150	
	E-3.1	Comunicar com outros a uma escala local, nacional e internacional.			68	100	126		
	E-3.2	Pedir e dar informações por <i>email</i> .		33,			125		
	E-3.3	Contribuir para projetos e tarefas de grupo interdisciplinares que se aplicam ao contexto e experiências do quotidiano do aluno.			68	100	126	150	158
	E-3.4	Participar num <i>WebQuest</i> e aceder ao saber, recorrendo a aplicações informáticas <i>online</i> .		24	48	76	108	148	155
	E-4	Pensar criticamente.			60	100	126	150	
	E-4.1	Desenvolver a autonomia e a perseverança de forma a demonstrar atitudes mais tolerantes, reconhecendo e respeitando opiniões divergentes.			64	92	121		158
	E-4.2	Ouvir ativamente, compreender o outro e refletir criticamente sobre o que foi dito, justificando as suas conclusões, associando as novas aprendizagens às anteriores.	12		64				
	E-5	Relacionar conhecimentos de forma a desenvolver criatividade em contexto		40		100	126	150	
	E-5.1	Pesquisar para obter ideias novas.			68	100	126	150	
	E-5.2	Reinterpretar ideias existentes de modo a criar produtos adequados à sua realidade cultural e quotidiana, com impacto nos seus pares.				100	125 126		
	E-5.3	Desenvolver a literacia em língua inglesa, lendo textos publicitários, informativos e textos de leitura extensiva.			54				161
	E-5.4	Desenvolver e participar em projetos e atividades interdisciplinares.			68	100	126	150	158
	E-6	Desenvolver o aprender a aprender em contexto		41	69	101	127	151	
	E-6.1	Discutir e selecionar objetivos de aprendizagem comuns e individuais. Desenvolver uma atitude ativa e confiante relativamente à aprendizagem.			69	101	127	151	
	E-6.2	Monitorizar/avaliar progressos e dificuldades na língua inglesa, registando e selecionando estratégias de aprendizagem eficazes para superar essas dificuldades e consolidar as aprendizagens.			69	101	127	151	
	E-6.3	Utilizar dicionários bilingues e monolíngues (<i>online</i> e em suporte papel).				80			

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	U5	SD ER
Competência estratégica (cont.)	E-6.4	Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	12	18 22 26 30 34 36	46 50 53 58 56 62 66	74 78 82 83 90 94 96	110 112 116 120 122	132 136 142 146	
	E-6.5	Participar numa reflexão e discussão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e ao cumprimento dos mesmos.			69	81 101	127	151	
	E-6.6	Realizar atividades simples de auto e heteroavaliação: portefólios, diários de aprendizagem e grelhas de progressão.			69	101	127	151	



Games section

- Songs & films that teach
- Games to practise grammar and vocabulary
- Answer key

Games section

Songs & films that teach

1	Hobbies that turned into business ideas (Unit 1)	90
2	Pronouns and determiners / Past simple and past continuous / School memories (Unit 1)	91
3	Food (Unit 2)	92
4	Teen worries & feelings (Unit 3)	93
5	Present perfect and past simple (Unit 3)	94
6	The city / <i>If</i> -clauses: first and second conditionals (Unit 4)	95
7	Summer / Relative pronouns (Unit 5)	96
8	Revision work	97

Games to practise grammar and vocabulary

98

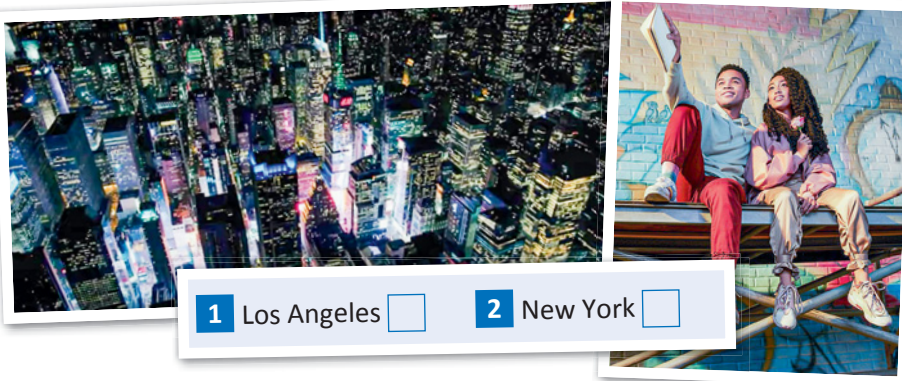
Answer key	102
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Available in editable format at



auladigital

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. The film *Sneakerella* takes place in a famous American city. Can you guess where? Tick (✓).

B. Read the synopsis of the film and complete it with the words/expressions from the box.

talent in love courage dream sneaker designer belonged friend

Sneakerella is a high-energy movie that gives a modern touch to the Cinderella fairy tale. El is an aspiring ¹_____ from Queens who works as a stock boy* in the shoe store that ²_____ to his late mother. He hides his artistic ³_____ from his stepfather and two mean stepbrothers. When El meets **Kira King**, the daughter of legendary basketball star **Darius King**, the two find out their mutual affinity for sneakers and fall ⁴_____. With a little help from his best ⁵_____, **Sami**, and the magic fairy Godfather, El finds the ⁶_____ to use his talent to pursue his ⁷_____ of becoming a professional sneaker designer.

<https://whatsondisneyplus.com> (abridged and adapted)

Vocabulary: *stock boy = a boy that stocks shelves



C. Watch the trailer of the film and tick (✓) the correct option to complete the sentences.

1. The shop owner is angry with El, because...

a) his sneaker designs were awful. ☐ b) he was late. ☐ c) he ruined some shoes. ☐

2. For Sami, El isn't only a stock boy. He is a legit...

a) basketball player. ☐ b) designer. ☐ c) member of royalty. ☐

3. El and Kira meet for the first time...

a) at the re-release of a pair of sneakers. ☐ b) at a dance. ☐ c) in the shoe store. ☐

4. El decides to design a pair of sneakers for the Kings' charity gala to...

a) earn some money. ☐ b) impress Kira. ☐ c) show his talent. ☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Fill in the gaps in these excerpts of songs by Adele with the correct **past simple** or **past continuous** form of the verbs in brackets.

Hello, it's me

I ¹ _____ (**wonder**) if after all these years
you'd like to meet

To go over everything

They say that time's supposed to heal ya

But I ain't done much healing

Hello, can you hear me?

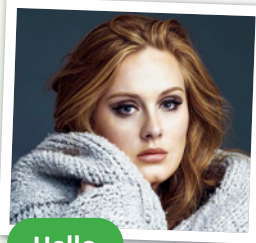
I'm in California dreaming about who we used to be

When we ² _____ (**be**) younger and freeI've forgotten how it ³ _____ (**feel**) before

the world fell at our feet

There's such a difference between us

And a million miles



Hello



Easy on me

Go easy on me, baby

I ⁴ _____ (**be**) still a child⁵ _____ (**not get**) the chance to

Feel the world around me

I ⁶ _____ (**have**) no time to chooseWhat I ⁷ _____ (**choose**) to do

So go easy on me



Someone like you

I ⁸ _____ (**hear**) that you're settled downThat you ⁹ _____ (**find**) a girl and you're married nowI heard that your dreams ¹⁰ _____ (**come**) trueGuess she ¹¹ _____ (**give**) you things,I ¹² _____ (**not give**) to you

Old friend, why are you so shy?

Ain't like you to hold back or hide from the light



B. Listen to the song extracts from exercise A and check your answers. Then identify...

Tracks 1-3

1. 2 possessive determiners _____ / _____.

2. 2 object pronouns _____ / _____.



C. Watch the video and correct the underlined words in the sentences.

1. Adele's inspiration when she was younger was her biology teacher.
She left when she was in year nine. _____

2. Her teacher also did street painting. They used to do it in the
playground. _____

3. Miss MacDonald is just dancing now. _____

4. Adele asks Miss MacDonald her address. _____

5. Adele still has all the photos from when she was her teacher. _____



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



A. Watch the film scenes (1-6) and match them with the food/drinks below.



a) burger and fries



c) pancakes



e) steak



g) milk



b) corn



d) shawarma



f) meatloaf



h) fruit



B. Watch the scenes again. Read the questions and tick (✓).

1. Why is it difficult for Darcy to understand Thor's hunger?

a) He ate a lot of tarts. ☐b) It wasn't lunch time. ☐c) He had coffee. ☐

2. What is Iron Man's wish?

a) To try a vegan burger. ☐b) To try shawarma. ☐c) To try chicken. ☐

3. What did Lucas and Dustin have for lunch?

a) Two bologna sandwiches. ☐b) Two hot dogs. ☐c) Two slices of pizza. ☐

4. What is Ron Weasley eating?

a) Corn. ☐b) Chicken. ☐c) Fruit. ☐

5. When did that fast food restaurant close in Peter Parker's universe?

a) 10 years ago. ☐b) 5 years ago. ☐c) 6 years ago. ☐

6. What does Emily suggest the chef to do first?

a) Cook a different steak. ☐b) Cook the steak longer. ☐c) Change the menu. ☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Some words/expressions were taken from the synopsis of the film *Butter* below. Put them in the correct place. Write the letters A-E.

A. Instead, his social media fame

B. so does his new friendship with Anna

C. the prettiest girl at school

D. Butter finally comes up with a crazy plan:

E. a smart, funny high school junior who is obese

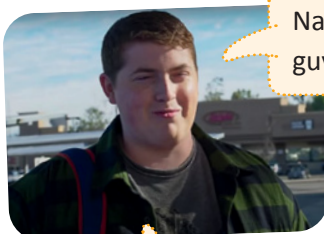
The film tells the story of Butter, ¹ _____. Butter manages to become friend of ² _____, Anna, via social media by pretending to be the captain of his soccer team at a private school. Butter fears he can never tell Anna, his secret crush, who he really is – he thinks she would never accept him and his obesity. Butter struggles with self-esteem and family issues, as his mother feels the only way she can show her love is by feeding him. Facing constant bullying at school, ³ _____ he is going to eat his final meal, on New Year's Eve, live on the Internet – with the whole school invited to watch. Butter expects insults and indifference. ⁴ _____ makes him a popular teen. As Butter's popularity grows, ⁵ _____. But as New Year's approaches, can he go through with his plans?



<https://www.movieinsider.com/m19967/butter> (abridged and adapted)

B. Can you identify 3 teen worries in the film synopsis?

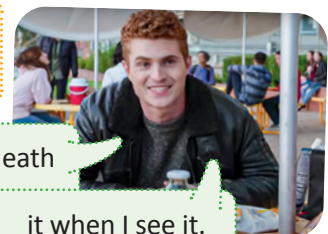
C. Watch the trailer of the film. Complete the lines below with the missing words.



Naturally, I didn't tell her I'm the ¹ _____ guy with the oversized desk.

He's going to ² _____ himself to death by not showing up.

I'll ³ _____ it when I see it.



Kids at school stopped ⁴ _____ about my website.



I can't wait to ⁵ _____ you, JP.

Sometimes we take a ⁶ _____ back before we take a step ⁷ _____.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Can you identify the verb tense of the verb forms in bold in the songs excerpts? Write the numbers.

Ooh
 When you're tired
 When you're lonely
 Can just reach out an arm
 Know I'll be there
 I'll help you weather the storm
 Us together
 Nothing ¹ **has** ever **felt** more like
 home
 Know I'll be there
 You will never be alone

You said you care
 And you ² **missed** me too
 And I'm well aware I write too many
 songs about you
 And the coffee's out
 At the Beachwood Café
 And it kills me 'cause I know ³ **we've** run
 out of things we can say

Past simple: _____

Present perfect: _____



B. Listen to the songs excerpts above. Match them with the corresponding song below.



1



2



Track 6

C. Underline the correct verb form to complete the song. Then, listen to it and check your answers.

I don't *wanna* talk
 About things we ¹ **'ve gone / went** through
 Though it's hurting me
 Now it's history
 I ² **played / 've played** all my cards
 And that's what you ³ **did / 've done** too
 Nothing more to say
 No more ace to play

The winner takes it all
 The loser's standing small
 Beside the victory
 That's her destiny
 I ⁴ **'ve been / was** in your arms
 Thinking I ⁵ **belonged / 've belonged** there
 I figured it ⁶ **has made / made** sense
 Building me a fence



The winner takes it all

ABBA

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Before watching the trailer of the film *Spider-Man: No Way Home*, try to guess which enemies he is going to fight against in the film. Tick (✓) the correct answer(s).

1. Mysterio ☐2. The Green Goblin ☐3. Dr. Octopus ☐

- B. Watch the trailer to check your answer to exercise A.

- C. Watch the trailer again. What can you see? Tick (✓).

a) skyscraper ☐d) roads ☐g) buildings ☐b) bridge ☐e) river ☐h) mountains ☐c) vehicles ☐f) zebra crossings ☐i) smart houses ☐

- D. Match to make true sentences.

1. Peter and MJ are... ☐

a) now Peter doesn't have to hide or lie to people.

2. The drones... ☐

b) the situation is hurting a lot of people.

3. MJ thinks that... ☐

c) killed Mysterio.

4. Peter is worried because... ☐

d) the problem is he trying to live two different lives.

5. He asks Doctor Strange... ☐

e) on the top of a building at the beginning of the trailer.

6. Doctor Strange thinks that... ☐

f) to make everyone forget that he is Spider-Man.

- D. Complete the following conditional sentences with the correct tense of the verbs in brackets.

If-clauses: first conditional

1. If you like superhero movies, you _____ (not want) to miss Tom Holland in *Spider-Man: No Way home*.

2. MJ _____ (recognise) the real Peter even if she _____ (see) more than one version of him.

If-clauses: second conditional

3. If Doctor Strange _____ (not help) Peter, he would never have a quiet moment in life again.

4. Peter _____ (not ask) for Doctor Strange's help if he _____ (know) what else to do.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



- A. Watch the trailer of the film *The Kissing Booth* 3. Which of the activities below were part of Elle and Lee's crazy summer bucket list? Tick (✓).

1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐

- B. Watch the trailer again. Order the pictures according to what you see. Write 1-3.



- C. Read these two sentences and underline the relative pronoun.

1. I can't figure out
who I am!



2. Some people fade into our
memories, but a few become
part of who you are.

- D. Fill in the gaps with: *who*; *which*; *whose*.

- It's the last summer at the beach house, _____ story makes part of Elle, Lee and Noah's memories.
- Elle has to make a decision _____ is going to make one of her two favourite people very unhappy. It was very hard for her to decide _____ she was going to leave.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

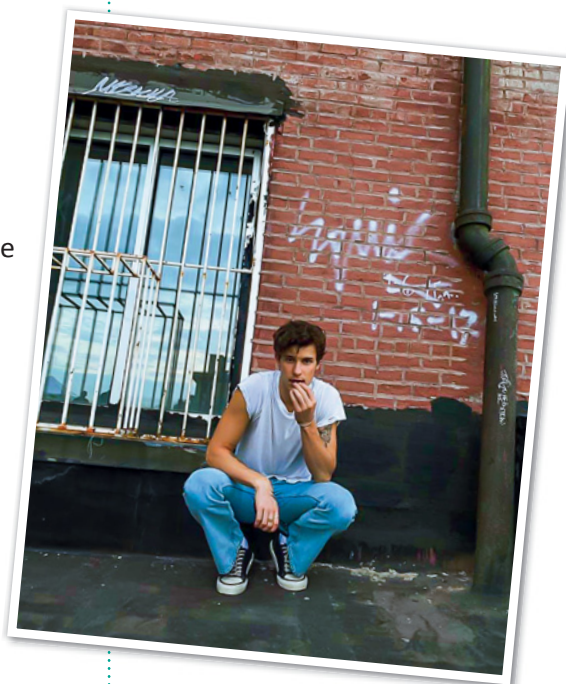
A. Read the lyrics of the song *It'll Be Okay*, by Shawn Mendes, in exercise B. Then find and write...

1. one verb in the present simple affirmative (3rd person singular) _____
2. one verb in the present simple negative (1st person plural) _____
3. one verb in the present continuous affirmative (3rd person singular) _____
4. one modal verb _____
5. one verb in the past simple _____
6. three verbs in the future with *will* _____
7. an object pronoun _____
8. an uncountable noun _____
9. an adjective in the comparative _____
10. a linking word that expresses contrast _____

B. Read the lyrics again and underline the conditional sentences you find. Are they first or second conditional sentences?

It'll be okay

Are we *gonna* make it?
 Is this *gonna* hurt?
 Oh, we can try to sedate it
 But that never works
 Yeah
 I start to imagine a world where we don't collide
 It's making me sick, but we'll heal and the sun will rise
 If you tell me you're leaving, I'll make it easy
 It'll be okay
 If we can't stop the bleeding
 We don't have to fix it, we don't have to stay
 I will love you either way
 Ooh-ooh, it'll be oh, be okay
 Ooh-ooh
 Oh, the future we dreamed of is fading to black
 Oh
 Oh, there's nothing more painful
 Nothing more painful, oh-woah
 I start to imagine a world where we don't collide
 And it's making me sick, but we'll heal and the sun will rise
 If you tell me you're leaving, I'll make it easy
 It'll be okay (It'll be okay)



C. Now listen to the song and sing. Enjoy!

Games to practise grammar and vocabulary

What was the last word? / What's the next word?

[Student's Book, pages 11; 25; 76; 145]

A great way to get students to really focus on a listening text. It works best if they have heard it at least once already.

- Play the text and EITHER:
 - (a) pause the audio after a series of key words in the text;
 - (b) pause the audio just before a series of key words (let your students know in advance which version of the game you are playing!).
- Students are divided into teams and the first team to write the word down on the group paper and hold it up gets a point.
- If you have a smaller class and plenty of space, one person from each team can run to the board to write the answer.

Consequences

[Student's Book, pages 37; 143]

This game is based on a traditional game, in which a group of people invent a text one sentence at a time to make a fun, nonsense short story! In this version, each student starts off with a blank sheet of paper. For the consequences game (e.g. the dream game on page 37), explain that you will ask the students a series of questions and they will write short, simple answers for each one. All the answers together will make a complete story.

Read out the first question (see below) and write it on the board. Give time for the students to write a simple answer at the top of the page and then ask them to fold the top of the page back so the answer is hidden behind. They then pass the page to the person on their left (or to the person at the beginning of the next row of desks).

Keep following this procedure until the last question is answered and the page is passed one last time. The students can then unfold the page and read the crazy "story".

Finally they tell the stories in groups of 4-5 and choose one story from the group to tell to the class (encourage them to join sentences together using conjunctions to make it more natural).

Questions for the Dream Story:

- Where were you in your dream?
- What were you doing?
- Who did you meet?
- What was he/she doing?
- What happened next?
- How were you feeling?
- What made you wake up?

Dictogloss

[Student's Book, page 75; 139]

The first time you do this, your students may be dismayed at how difficult it seems – then **they'll realise that they are capable of more than they imagined!**

- Choose a short text (the texts on page 24 are just short enough or use a shorter version).
- Read it out carefully and ask the students to concentrate but write nothing.
- Then when you finish, the students take pen and paper and write down everything they can remember – single words, numbers, small phrases, etc.
- When they have run out of ideas, read again (students only listen – no writing) and then when you finish, they can add to their lists. The idea is now to work in groups to reconstruct a text as close to the original as possible – reassure them it doesn't have to be identical!
- They work in small groups (3-4 students) and based on all their notes, they make one final text.
- Then each group reads out their text and they vote for which is the closest to the original.
- Finally, show the original and let them compare and ask questions about possible differences.

Disappearing Text

[Student's Book, page 115; 132]

A good way to get students to focus on sentence structure and syntax.

- Ask the students to read out model sentences from the book and write them on the board.
- Erase a word or two from each sentence and have them read out the sentences again, including the erased words. Now erase more words from each sentence and repeat.
- Continue until the students are reading out complete sentences with a prompt of only one or two words on the board – or none! For some students this will be a real confidence builder as they hear themselves saying complex, extended sentences that they would have said were beyond their level.

Extra classroom games

Yes/No Game

A fun way to practise questions and answers for basic, personal information (and indeed other areas!).

- Ask for one student to be a volunteer and demonstrate the game – ask the student a series of questions about themselves (some yes/no, some open-ended).
- The student must answer all the questions, but never use the words yes or no. If they do, they lose. Once students have the idea, they can play the game in pairs. (Hint: a great way to fool a good student is to ask right at the beginning – “Are you ready...?” They nearly always answer “Yes!”).

Physical Spelling

This is a fun, active way to get students to focus on spelling and to move as well – always welcome!

- Choose some words that students have difficulty with and, as a whole class, do the activity:
 - (a) show the word and a visual if possible;
 - (b) all the students stand and spell out the word in chorus;
 - (c) at the same time, they raise their arms for letters with a “stalk” going up – b, d, h, etc. –, fold their arms for letters with no stalk – a, c, i, etc. –, and lower their arms for letters with a stalk going down – g, j, p, etc.
- It’s surprisingly difficult and takes a lot of concentration – perfect to fix the spellings! To raise the challenge, take away the written prompt and spell it from memory – with actions!

Change Places

A great way to get a lively start to the lesson – with everyone paying attention!

- Explain that you will give a series of instructions starting with the words *Change places* if... (e.g. “Change places if you watched TV last night.”) and if that statement is true for any student, they must stand up and move to a different chair.
- After a few examples, ask individual students to provide their own instructions for the class.
- It can be noisy, but it is fun, intensive listening practice with an instant “response” – especially if there is one fewer chairs than there are students and they have to rush to find a place! (the one left standing provides the next instruction).

Connect 4 / Who Wants to Be a Millionaire?

A good way to keep students focused on tasks – especially ones like the Checkpoints.

- Draw your scheme on the board (a grid for playing *Connect Four* with the squares numbered or a “tower” to climb with amounts of money at each level for *Millionaire*).
- Divide the class into two teams and ask questions to alternate teams – use the tasks in the Checkpoint pages as your questions (use harder questions for higher levels of the tower).
- The winning team is the one that reaches the top of the tower or connects four spaces on the grid first – or is highest up the tower/has the most squares when all the questions are done.

Ping-Pong

Nominate a topic of vocabulary – for example, parts of the house or furniture, etc.

- Divide the class into two teams – the aim is for the teams to call out a word connected to the topic – they take turns to do this within a 5-second limit – this keeps the imaginary “ball” going back and forth between the teams – until one team has no more words. Then the other team wins a point.
- Choose a new topic and start again!

Running Sentences / Telephone

This is great for getting students to focus on sentence structure and help them gain confidence for speaking.

- Take sentences from the model for their speaking and EITHER:
 - (a) read the sentence out twice: students work in teams to run to the board (*Running Sentences*) and write one word each until the sentence is complete);
 - (b) Write it on a piece of paper and show it to the first person in each team who whispers it to the next person until the last person hears it and writes down what they think they heard (*Telephone*).
- Compare the sentence to the original and get all the students to repeat it.

Change it Round

The idea is to get students to see how easily they can adapt and personalize a model text.

- Display a short text about a familiar theme on the board (in a Word® document is good).
- Then explain to students that they will change the text bit by bit by taking out a word or a short phrase and replacing it with something new. It's good to give a direction for the new text (e.g. "Imagine this is one of the Avengers speaking!"; "This isn't in the city, but in the jungle!").
- When the students make a suggestion, insert their new words in a different colour.
- Keep going until all the possible changes have been made (coloured words cannot be changed) or until the class is happy with the result.
- It usually ends up with something a bit silly, funny and memorable!

Mime game

A mime game played in pairs (one miming, the other speaking, then change) is a good way to reinforce meaning of vocabulary. For example, one student chooses a vocabulary item and mimes doing an activity in that place – the other guesses what the place is. You can extend this game to all sorts of vocabulary.

Group Mimes

- This is like *Mime Game*, except you invite 4-5 students at a time to come to the front of the class and mime an activity each (e.g. city activities) all at the same time for about 10 seconds.
- Then say "Freeze!" and have the students stop in the middle of their mime.
- Now ask for suggestions from the class about what each one is (or was) doing: e.g. "Dinis is/was shopping... Lara is/was visiting a museum."
- The students who were miming confirm if the guess is correct or not. Then ask for more volunteers and play another round.

Answer key

SONGS & FILMS THAT TEACH

Worksheet 1, page 90

A. 2

B. 1. designer | 2. belonged | 3. in love |
4. friend | 5. courage | 6. dream
C. 1. b) | 2. b) | 3. a) | 4. c)

Worksheet 2, page 91

A.

1. was wondering | 2. were | 3. felt | 4. was |
5. didn't get | 6. had | 7. chose | 8. heard |
9. found | 10. came | 11. gave | 12. didn't give

B. 1. our; your | 2. me; you; us

C. 1. English; eight (8); year | 2. dancing; canteen |
3. looking after her family | 4. (phone) number |
5. books

Worksheet 3, page 92

A.

a) 5 | b) 4 | c) 1 | d) 2 | e) 6 | f) 3 | g) 3 | h) 4

B. 1. a) | 2. b) | 3. a) | 4. b) | 5. c) | 6. b)

Worksheet 4, page 93

A. 1. E | 2. C | 3. D | 4. A | 5. B

B. *Suggested answers:* Obesity/(lack of) self-esteem/
family issues/bullying/popularity...

C.

1. fat | 2. embarrass | 3. believe | 4. caring |
5. meet | 6. step | 7. forward

Worksheet 5, page 94

A. **Past simple:** 2; **Present perfect:** 1 and 3

B. 1. B | 2. A

C. 1. 've gone | 2. 've played | 3. 've done |
4. was | 5. belonged | 6. made

Worksheet 6, page 95

A. 2. The Green Goblin | 3. Dr. Octopus

C. a) skyscraper | b) bridge | c) vehicles |
d) roads | e) river | g) buildings

D. 1. e) | 2. c) | 3. a) | 4. b) | 5. f) | 6. d)

E. 1. won't miss | 2. will recognize/sees | 3. didn't
help | 4. wouldn't ask/knew

Worksheet 7, page 96

A. 2 | 3 | 4 | 6

B. 3 | 1 | 2

C. 1. who | 2. who

D. 1. whose | 2. which/who

Worksheet 8, page 97

A. *Suggested answers:* 1. works | 2. don't collide |
3. 's making / is fading | 4. can/will | 5. dreamed |
6. 'll heal/will rise/'ll make/'ll be/will love | 7. it/me/
you | 8. future/sun | 9. more painful | 10. but

B. If you tell me you're leaving, I'll make it easy | If we
can't stop the bleeding / We don't have to fix it, we
don't have to stay/I will love you either way | (First
conditional sentences)



Writing activities made easy

• 10 Writing worksheets

Writing activities made easy

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aula digital

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Teacher: _____

A. Complete the file with information about you. You can use words/expressions from the language box.

1. Name (<i>nome</i>)	
2. Age (<i>idade</i>)	
3. Place of birth (<i>local de nascimento</i>)	
4. Hometown (<i>local de residência</i>)	
5. Favourite activities (<i>atividades preferidas</i>)	
6. Part-time jobs (<i>empregos/trabalhos em tempo parcial</i>)	
7. Dreams/ambitions (<i>sonhos/ambições</i>)	
8. Biggest fear (<i>maior medo</i>)	

Language box



5. Favourite activities: playing football (*jogar futebol*); watching videos online (*ver vídeos*); posting and commenting on social media (*fazer publicações e comentar nas redes sociais*); playing the guitar (*tocar guitarra*); hanging out with friends (*estar com os amigos*); listening to music (*ouvir música*); watching TV (*ver televisão*)...
6. Part-time jobs: babysitter; dog walker (*passear cães*); hairdresser (*cabeleireiro*); waiter (*empregado de mesa*)...
7. Dreams/ambitions: to be famous (*ser famoso*); to be a YouTuber (*ser YouTuber*); to be a singer (*ser cantor*); to be happy (*ser feliz*); to have my own house (*ter a minha própria casa*); to have a dog (*ter um cão*)...
8. Fears: spiders (*aranhas*); snakes (*cobras*); dying (*morrer*); failing (*falhar*); storms (*tempestades*); the dark (*escuro*)...

B. Complete the text with information from exercise A, according to the instructions given.

Hi My name is ¹ _____ (*o teu nome*) and I'm ² _____ (*a tua idade*) years old. I was born in ³ _____ (*local de nascimento*) and (now) I live in ⁴ _____ (*local onde vives*). My favourite activities are ⁵ _____ (*as tuas atividades preferidas*).

Escolhe uma das seguintes opções:

☐ I've never had a part time job. (*nunca tive um emprego a tempo parcial*)

☐ I've worked as a ⁶ _____ (*emprego(s)/trabalho(s) que já tiveste/fizeste*).

My dream is ⁷ _____ (*o teu sonho*). My biggest fear is ⁸ _____ (*o teu maior medo*).

C. Rewrite the text in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

A. Complete the email, according to the instructions given. You can use words/expressions from the language box.

New message

To _____

Subject _____

Dear Sirs,

Thank you for your invitation. I would love to make a video with you about my daily routine, so let me give you some information about it.

First, in the morning, I ¹ _____
 _____ (atividades que fazes de manhã).

Then, in the afternoon, I ² _____
 _____ (atividades que fazes de tarde).

Finally, In the evening, I ³ _____
 _____ (atividades que fazes no fim do dia).

At the moment, I ⁴ _____
 _____ (causa/instituição para a qual contribuis).

I usually ⁵ _____ (atividades que realizas nesse âmbito).

I am looking forward to hearing from you soon.

Best regards,
 _____ (a tua assinatura)

Send [icon] [icon] [icon] [icon] [icon] [icon]

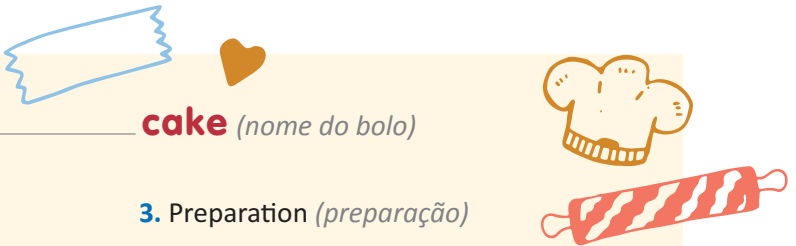
Language box

1. wake up (*acordar*); late (*tarde*); early (*cedo*); at (*às... horas*); have breakfast (*tomar o pequeno-almoço*); go to school (*ir para a escola*); have classes (*ter aulas*)...
2. have lunch (*almoçar*); finish classes (*terminar as aulas*); go home (*ir para casa*); do homework (*fazer os trabalhos de casa*); have... practice (*ter treino de...*)...
3. watch TV (*ver televisão*); play video games (*jogar videojogos*); have dinner (*jantar*); go to bed (*ir para a cama*)...
4. help in the animal shelter (*ajudar no canil/abrigo de animais*); help in the food bank (*ajudar no banco alimentar*)...
5. gather food for animals (*reunir comida para os animais*); help in campaigns (*ajudar em campanhas*); collect food supplies in supermarkets (*fazer a recolha de comida nos supermercados*)...

C. Rewrite the text in your notebook.

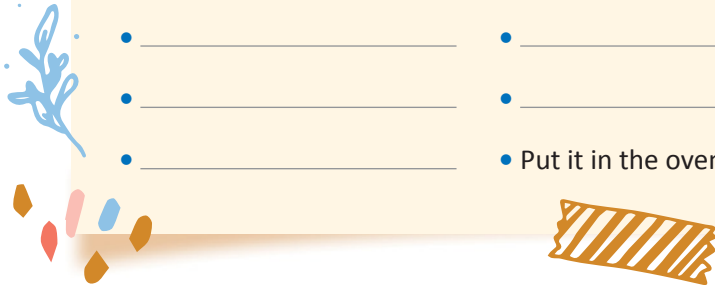
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Teacher: _____

A. Think of a cake you can bake or invent one. Complete the recipe, according to the instructions given. You can use words/expressions from the language box.



_____ **cake** (*nome do bolo*)

1. Ingredients / 2. Quantities (<i>ingredientes e quantidades</i>) • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____	3. Preparation (<i>preparação</i>) • _____ • _____ • _____ • _____ • _____ • _____ • _____ • Put it in the oven for _____ minutes.
---	---



Language box



1. flour (*farinha*); sugar (*açúcar*); butter (*manteiga*); oil (*óleo*); yoghurt (*iogurte*); milk (*leite*); chocolate powder (*chocolate em pó*)...
2. teaspoon (*colher de chá*); tablespoon (*colher de sopa*); yoghurt cup (*medida do copo de iogurte*); ml (*mililitros*), g (*gramas*)...
3. mix (*mistura*); add (*adiciona*); put (*coloca*); mixing spoon (*colher*); mixer (*batedeira*); dough (*massa*); bowl (*taça*); baking pan (*forma*)...

B. Rewrite the text in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

A. Complete the tweets, according to the instructions given. You can use words/expressions from the language box.



Account ✓
@username


This is _____ (*nome do cão*), my best friend!
Check out ¹_____ and _____
_____ (*pormenores da foto que queres evidenciar*).

Aren't we ²_____ (*adjetivo que descreva os dois*)?



Account ✓
@username


Good morning! _____ (*desenha um emoji*).

Nothing better than ³_____
_____ (*como tu preferes começar o dia*) to start the day!

_____ (*escreve um hashtag*).



Language box



1. striped caps (*bonés às riscas*); matching caps (*bonés a condizer*); matching outfit (*roupa a condizer*); outfit of the day (*roupa do dia*); style (*estilo*); plants (*plantas*); mobile (*telemóvel*)...
2. stylish (*com muito estilo*); happy (*felizes*); cute (*fofos*); funny (*engraçados*)...
3. healthy food (*comida saudável*); healthy meal (*refeição saudável*); breakfast (*pequeno-almoço*); toast (*torrada*); butter (*manteiga*); jam (*geleia*)...

B. Rewrite the tweets in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

- A. Complete the blog comment, according to the instructions given. You can use words/expressions from the language box.

15 COMMENTS ↓ SHOW ALL



_____ (o teu nome) 2 hours ago

Hi, Elijah! I loved your post!

Fashion is *(escolhe uma opção)* very important *(muito importante)* / important *(importante)* / not important *(nada importante)* in my life. I think clothes

¹ _____

(diz o que as roupas representam para ti).

In my daily life, I usually wear ² _____ *(adjetivo que descreva o tipo de roupa que vestes)* clothes. I wear ³ _____

_____ *(roupa, calçado e acessórios que normalmente usas).*

I buy my clothes ⁴ _____

(local/locais onde compras roupa).

And I usually go shopping with ⁵ _____ *(pessoa(s) com quem costumamos comprar roupa).*

Language box



1. can make me feel good *(podem fazer-me sentir bem)*; can make me feel insecure *(podem fazer-me sentir inseguro)*; are a way of expressing myself *(são uma forma de me expressar)*; have only a practical purpose and nothing more *(têm apenas um objetivo prático e nada mais)*; don't matter, what matters is the personality *(não têm importância, o que importa é a personalidade)*...
2. comfortable *(confortável)*; stylish *(com estilo)*; trendy *(na moda)*; formal *(formal)*; casual *(informal)*; sportswear *(desportiva)*; elegant *(elegante)*...
3. jeans *(calças de ganga)*; T-shirt *(T-shirt)*; sweater *(camisola)*; skirt *(saia)*; dress *(vestido)*; shirt *(camisa)*; tracksuit *(fato de treino)*; trainers *(sapatilhas)*; boots *(botas)*; sandals *(sandálias)*; shoes *(sapatos)*; cap *(boné)*; watch *(relógio)*; necklace *(colar)*; earrings *(brincos)*; bracelet *(pulseira)*...
4. shopping centre *(centro comercial)*; shops *(lojas)*; market *(mercado)*; second-hand shops *(lojas de roupa em segunda mão)*; online *(na internet)*...
5. my mother/father/aunt... *(minha mãe/pai/tia...)*; my sister/brother *(minha irmã/irmão)*; my friends *(os meus amigos)*...

- B. Rewrite the blog comment in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

A. Complete the letter, according to the instructions given in the language box.

Dear "Future Me",
How are you? It was great to hear from you!
I'm writing to answer the questions you asked me in your last letter.
The first lesson you've learned makes sense to me, because ¹

(razões pelas quais a lição n.º 1 faz sentido para ti).
The second lesson makes perfect sense to me, because ²

(razões pelas quais a lição n.º 2 faz sentido para ti).
The third lesson also makes sense to me, because ³

(razões pelas quais a lição n.º 3 faz sentido para ti).
☐ (escolhe esta opção caso as lições não façam sentido para ti) The lessons
you've learned don't make much sense to me because (razões pelas quais as
lições não fazem sentido para ti) ⁴

I've already ⁵
(coisas que tens feito para aprenderes as lições referidas na carta).
I hope I've answered all your questions.
Take care!
_____ (a tua assinatura)

Language box



- we think other people are always better than us but they are not (*pensamos sempre que as outras pessoas são melhores do que nós, mas não são*); we all have problems and concerns (*todos temos problemas e preocupações*); no one feels entirely happy all the time (*ninguém se sente inteiramente feliz a todo o momento*)...
- personality is more important than the way we look (*a personalidade é mais importante do que a aparência*); it's important to focus on being a good person (*é importante focarmo-nos em sermos boas pessoas*)...
- life isn't easy (*a vida não é fácil*); we need to work hard to achieve our goals (*precisamos de trabalhar arduamente para atingir os nossos objectivos*); we need to choose what's important to us (*precisamos de saber o que é mais importante para nós*); we shouldn't waste time on things that aren't important (*não devemos perder tempo com coisas que não são importantes*)...
- I think some people don't struggle to fit in (*acho que algumas pessoas não têm problemas em sentir-se inseridas*); some people are very confident (*algumas pessoas são muito confiantes*); the way people look is very important (*a aparência das pessoas é muito importante*); some things are easy to achieve (*algumas coisas são fáceis de atingir*)...
- tried to (*tentei*); stopped making comparisons with other people (*parei de fazer comparações com outras pessoas*); stopped wasting time on things that aren't meaningful to me (*parei de desperdiçar tempo com coisas que não têm significado para mim*)...

B. Rewrite the letter in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

A. Complete the newspaper article, according to the instructions given in the language box.

DAILY NEWS

10.10.2018 Nº 7674177203

1 _____ (title – *título*)

2 _____ (who – *quem*) launched, 3 _____ (where – *onde*), their

4 _____ (what – *o quê*). Their customers were asking for a vegan-friendly product,

so 5 _____ (why – *porquê*).

This product was launched 6 _____ (when – *quando*) and it's a huge success.

According to Kibo, 7 _____

_____ (how – *como*).

Kibo says 8 " _____

_____ " (quote – *citação*).

Language box



- **title** – Vegan trainers (*sapatilhas veganas*);
- **who** – the sustainable brand, *Kibo* (*a marca sustentável Kibo*);
- **what** – first vegan trainers (*as primeiras sapatilhas veganas*);
- **when** – in October (*em outubro*);
- **where** – in Hong Kong (*em Hong Kong*);
- **why** – they created these trainers that cause no harm to animals and are made from recycled waste (*eles criaram estas sapatilhas que não causam danos nos animais e são feitos de desperdício*);
- **how** – the use of recycled fibres reduces the shoe's environmental impact by 98% compared to conventional cotton materials (*o uso de fibras recicladas reduz o impacto Ambiental do sapato em 98% comparado com os materiais de algodão convencionais*);
- **quote** – "The new kicks are lightweight and feature orthopaedic insoles to offer support, and incorporate Micro-Fresh technology, which means they are anti-bacterial too." (*"As novas sapatilhas são leves e têm solas ortopédicas que oferecem suporte e incorporam tecnologia Micro-Fresh, que significa que também são antibacterianas."*).

Content: <https://www.greenqueen.com.hk/kibo-vegan-sneakers/>

B. Rewrite the newspaper article in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

A. Complete the text according to the instructions given. You can use words/expressions from the language box.

My futuristic building

I will live in a block of flats called _____ (*inventa um nome para o edifício*) on the _____ (*número do andar*) floor in _____ (*localidade, cidade, país onde fica*). The view from the ¹ _____ (*nome de uma divisão*) window will be ² _____ (*adjetivo que descreva a vista*). I will be able to see ³ _____ (*o que se conseguirá ver*) in the city centre. But it's a pain when ⁴ _____ (*o que te chateia no edifício*). There's a ⁵ _____ (*o que há perto do edifício*) nearby, which is great for ⁶ _____ (*por que razão será bom*).

Language box



1. living room (*sala de estar*); bedroom (*quarto*); kitchen (*cozinha*)...
2. awesome (*incrível*); beautiful (*bonito/a*); magnificent (*magnífico/a*); breathtaking (*de cortar a respiração*); relaxing (*relaxante*)...
3. the road (*a estrada*); the footpaths (*os passeios*); the cars (*os carros*); the people (*as pessoas*); the park (*o parque*); the river (*o rio*); the trees (*as árvores*); the museum (*o museu*)...
4. people make noise at night (*pessoas fazem barulho à noite*); there is too much traffic (*há demasiado trânsito*); it rains and we can't see the view (*chove e não se consegue ver a vista*)...
5. the shopping centre (*o centro comercial*); the stadium (*o estádio*); the park (*o parque*); the hospital (*o hospital*)...
6. going shopping (*ir às compras*); watching matches (*ver jogos*); playing football (*jogar futebol*); walking the dog (*passear o cão*); an emergency (*uma emergência*)...

B. Rewrite the text in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

- A. Complete the text according to the instructions given. You can use words/expressions from the language box.

Shark Tank – application



Hi, Sharks! I'm _____ (*o teu nome*), I'm
 _____ (*idade*) years old and I'm an inventor! I'm here to tell
 you all about ¹ _____ (*nome da tua invenção*).
 It's ² _____
 _____ (*descrição da invenção*).

My invention is great! Firstly ³ _____
 _____ (*primeiro argumento*).

Secondly ⁴ _____
 _____ (*segundo argumento*).

This is why my invention will be revolutionary! I hope you consider investing
 in this product. You won't regret it!

Language box



1.

- a) smart glasses (*óculos smart*);
- b) infinite pen (*caneta infinita*)...

2.

- a) pair of glasses that work as a monitor (*um par de óculos que se usa como monitor*);
- b) a pen that writes forever (*uma caneta que escreve para sempre*)...

3.

- a) we can connect it to our mobile phones and computers (*podemos conectá-los ao nosso telemóvel ou computador*); for example (*por exemplo*), to play games (*para jogar jogos*); to check out social media (*para ir às redes sociais*); to watch videos (*para ver vídeos*)...
- b) the pen "writes" using a laser and not ink (*a caneta "escreve" usando laser em vez de tinta*); it's eco-friendly (*é amiga do ambiente*); it reduces the use of plastic (*reduz o consumo de plástico*)...

4.

- a) it's light (*são leves*); we can take it anywhere (*podemos levá-los para qualquer lado*); it also protects us from the sun (*também nos protege do sol*)...
- b) it's cheaper because we only need to buy one pen (*é mais barata porque só temos de comprar uma caneta*); it lasts forever (*dura para sempre*)...

- B. Rewrite the text in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Teacher: _____

A. Complete one of the messages according to the instructions given. You can use words/expressions from the language box.

1. Accept.

2. Refuse.

Hi, _____

(nome do teu amigo)!

Thank you so much for the invitation!

1

(aceita o convite). I love watching football matches! 2*(sugere um dia)*? Where should we meet? 3*(sugere um local)*?

Talk to you soon!

*(a tua assinatura)*Hi, _____ *(nome do teu amigo)!*

Thank you so much for the invitation!

1

(recusa o convite). I love watching football matches, but 2*(justifica a tua recusa)*. Why don't we 3*(sugere outra atividade)*?

Talk to you soon!

(a tua assinatura)

Language box



Option 1 – Accept

1. I'd really love to go *(gostaria mesmo de ir)*; Of course, I'll go *(claro que eu vou)*; Great idea *(boa ideia)*...
2. Are you free on Saturday? *(estás livre no sábado?)*; How about on Sunday? *(que tal no domingo?)*...
3. At the stadium *(no estádio)*; At my place *(em minha casa)*; At the park *(no parque)*...

Option 2 – Refuse

1. I'm sorry, I can't *(desculpa, não posso)*; Unfortunately, I can't *(infelizmente, não posso)*...
2. I have a doctor's appointment *(tenho uma consulta)*; It's my mother's birthday *(é o aniversário da minha mãe)*...
3. go to the skatepark *(vamos ao skatepark)*; play football *(vamos jogar futebol)*; go to the shopping centre *(vamos ao centro comercial)*...

B. Rewrite the text in your notebook.



Focus on Skills and Language

- 5 Reading worksheets (2 levels)
- 5 Listening worksheets (2 levels)
- 17 Vocabulary worksheets (3 levels)
- 19 Grammar worksheets (2 levels)
- 5 Writing worksheets (2 levels)
- 5 Speaking worksheets (2 levels)
 - Production
 - Interaction
- Answer key and listening scripts

Focus on Skills and Language

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Speaking worksheets (two levels)

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Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the texts about three teenagers talking about their routines and hobbies.

My day

Text A

I get up around 7:00 a.m. The bus arrives at 7:45 a.m. and it doesn't wait long. My family lives in the suburbs, which is great. Life is calmer here and I can be with my friends every day after school. School ends at 3:30 p.m., so I have plenty of time to do my homework, play on my Xbox and go skateboarding. We have a skateboard park just around the corner and I meet my friends there in the afternoon. We spend hours together. I sometimes arrive late for dinner. Mum gets upset because I still have to take a shower, set the table and help with the laundry before dinner, but sometimes I just want to try that new trick one last time... Skateboarding is my passion.

Peter, 14, Canberra (Australia)



Text B

I don't mind getting up early on week days because I'm online from the moment I wake up. Every moment of my day can be a funny TikTok video – my outfit for the day, the healthy snacks I take to school, packing my school bag, hilarious things that happen on my way to school... In the morning, I walk to school with my best friend Lina, and we have classes until 1:00 p.m. We have lunch with our classmates, and we do some research for school projects in the library before going home. Then, I'm free to go online, chat and upload my videos. Mum says I need a digital detox, but I'm happy with my social life just as it is. I don't help much at home: I make my bed in the morning and I walk our dog Rufus twice a day. As you can imagine, he is already a TikTok star!

Sophie, 15, Liverpool (England)



Text C

Our stepfather drives my three brothers and me to school. We need to hurry in the morning. Four teens taking a shower, getting dressed and eating breakfast is a big mess! I have classes all morning and then I have Football Club at school three times a week. We usually don't have homework on school days, only at weekends. That gives me more time to relax and enjoy my latest passion – outdoor drone racing. I even go to competitions! At home, we share chores. I take the rubbish out and tidy up my bedroom at weekends. Mum is really cool and she lets us do the things we love, but she is also organised and we all respect schedules and our chores.

Emily, 15, Miami (USA)



A. Read the texts and find...

1. two examples of free time activities _____
2. two examples of daily routine activities _____
3. two examples of household chores _____

B. Tick (✓) the correct option(s).**Who...**

1. is sometimes late for dinner?
2. enjoys playing video games?
3. likes outdoor activities?
4. is a big fan of social media?
5. helps with some household chores?
6. goes to school by car?

Peter	Sophie	Emily	All
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

C. Read texts A and B and find words/expressions that mean...

1. a residential area around the city _____
2. bored _____
3. very funny _____
4. not using technology or social networks for a period of time _____

D. Read text C and complete the sentences with one or two missing words.

1. Emily lives with her stepfather, her mother and her _____.
2. She attends _____ at school.
3. Her favourite free time activity is outdoor drone racing, and she participates in _____.
4. Emily thinks her mum is cool and _____.

E. Answer the questions about texts A, B and C.

1. What time does Peter's school end?

2. Where does he go skateboarding?

3. What are Sophie's TikTok videos about? Give examples.

4. When does Emily tidy up her bedroom?

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the texts about three teenagers talking about their routines and hobbies.

My day

Text A

I get up around 7:00 a.m. The bus arrives at 7:45 a.m. and it doesn't wait long. My family lives in the suburbs, which is great. Life is calmer here and I can be with my friends every day after school. School ends at 3:30 p.m., so I have plenty of time to do my homework, play on my Xbox and go skateboarding. We have a skateboard park just around the corner and I meet my friends there in the afternoon. We spend hours together. I sometimes arrive late for dinner. Mum gets upset because I still have to take a shower, set the table and help with the laundry before dinner, but sometimes I just want to try that new trick one last time... Skateboarding is my passion.

Peter, 14, Canberra (Australia)



Text B

I don't mind getting up early on week days because I'm online from the moment I wake up. Every moment of my day can be a funny TikTok video – my outfit for the day, the healthy snacks I take to school, packing my school bag, hilarious things that happen on my way to school... In the morning, I walk to school with my best friend Lina, and we have classes until 1:00 p.m. We have lunch with our classmates, and we do some research for school projects in the library before going home. Then, I'm free to go online, chat and upload my videos. Mum says I need a digital detox, but I'm happy with my social life just as it is. I don't help much at home: I make my bed in the morning and I walk our dog Rufus twice a day. As you can imagine, he is already a TikTok star!

Sophie, 15, Liverpool (England)



Text C

Our stepfather drives my three brothers and me to school. We need to hurry in the morning. Four teens taking a shower, getting dressed and eating breakfast is a big mess! I have classes all morning and then I have Football Club at school three times a week. We usually don't have homework on school days, only at weekends. That gives me more time to relax and enjoy my latest passion – outdoor drone racing. I even go to competitions! At home, we share chores. I take the rubbish out and tidy up my bedroom at weekends. Mum is really cool and she lets us do the things we love, but she is also organised and we all respect schedules and our chores.

Emily, 15, Miami (USA)



A. Read the texts and find...

1. two examples of free time activities (**text A**) _____
2. two examples of daily routine activities (**text B**) _____
3. two examples of household chores (**text C**) _____

B. Tick (✓) the correct option(s). Follow the example.

Who...

- has homework during the week?
1. is sometimes late for dinner?
 2. enjoys playing video games?
 3. likes outdoor activities?
 4. is a big fan of social media?
 5. helps with some household chores?
 6. goes to school by car?

Peter	Sophie	Emily
☒	☒	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

C. Read texts A and B and choose the words/expressions from the box that mean...

1. a residential area around the city (**text A**) _____
2. bored (**text A**) _____
3. very funny (**text B**) _____
4. not using technology or social networks for a period of time (**text B**) _____

hilarious
digital detox
suburbs
upset

D. Read text C and underline the correct option to complete the sentences.

1. Emily lives with her stepfather, her mother and her **two brothers / three brothers**.
2. She attends **Racing Club / Football Club** at school.
3. Her favourite free time activity is outdoor drone racing and she participates in **competitions / online games**.
4. Emily thinks her mum is cool and **organised / boring**.

E. Correct the underlined information according to the texts.

1. Peter's school ends at 4:30 p.m.

2. He goes skateboarding in the local garden.

3. Sophie's videos on TikTok also talk about her cat Rufus.

4. Emily tidies up her bedroom on Mondays.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the text carefully.

The guide to healthy eating in real life

Depending on whom you ask, “healthy eating” may take any number of forms. Healthcare professionals, wellness influencers, co-workers and family members – everyone has an opinion on the healthiest way to eat. The truth is: healthy eating doesn’t have to be complicated. Food is meant to be enjoyed – not feared, counted or weighed. In general, eating healthy has nothing to do with diets or certain dietary rules. “Healthy eating” simply means prioritising your wellness by fuelling your body with nutritious foods.



Some tips to make your diet healthier:

- vary your diet and try to mostly eat foods that are high in nutrients like protein, fibre, healthy fats, vitamins, and minerals. These foods include veggies, fruits, nuts, seeds, beans, fatty fish and eggs.
- cut back on ultra-processed foods – you should limit your intake of junk food and drinks like candy, soda, and sugary cereals, but that doesn’t mean that you have to eliminate these items from your diet.
- slow down – food is one of the many puzzle pieces of your day-to-day life, so you should eat slowly to control your appetite and give your brain time to get the message that you’re full.
- avoid food restrictions and dieting on your own.
- cooking at home, grocery shopping, eating a lot of plant foods, choosing snacks can help you create and maintain a healthy eating pattern.

Try this today: check the foods you have in your fridge and pantry. If you’re low on veggies, whole grains, or protein sources, it’s time to run to the store... with a list and after eating a snack!!!

<https://www.healthline.com/nutrition/how-to-eat-healthy-guide#bottom-line>
(adapted and abridged)

A. Look at the pictures of tips mentioned in the text. Label them with the phrases from the box.

eat slowly avoid dieting eat foods that are high in nutrients
cut back on processed food



1. _____ 2. _____ 3. _____ 4. _____

B. In the first paragraph (ll. 1-13), find words that mean the same as the definitions below.

1. people you work with _____
2. a belief about something or someone _____
3. difficult to do or understand _____
4. putting something on the top of your list _____

C. Are the sentences true (T), false (F) or not mentioned (NM)?

1. People should feel pleasure while they eat. ☐
2. Junk food and soda should never be included in our diets. ☐
3. Burgers and pizzas are the unhealthiest foods ever. ☐
4. Dietary programmes based on vegetables are the best. ☐
5. Homemade food is a good alternative to eat healthily. ☐

D. Answer the questions about the text.

1. According to the text, what does healthy eating mean?

2. Find two examples of nutritious foods and two examples of ultra-processed foods in the text.

3. Why should we eat slowly? Give one reason from the text.

4. Write two healthy and two unhealthy foods you usually have in your fridge.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the text carefully.

The guide to healthy eating in real life

Depending on whom you ask, “healthy eating” may take any number of forms. Healthcare professionals, wellness influencers, co-workers and family members – everyone has an opinion on the healthiest way to eat. The truth is: healthy eating doesn’t have to be complicated. Food is meant to be enjoyed – not feared, counted or weighed. In general, eating healthy has nothing to do with diets or certain dietary rules. “Healthy eating” simply means prioritising your wellness by fuelling your body with nutritious foods.



Some tips to make your diet healthier:

- vary your diet and try to mostly eat foods that are high in nutrients like protein, fibre, healthy fats, vitamins, and minerals. These foods include veggies, fruits, nuts, seeds, beans, fatty fish and eggs.
- cut back on ultra-processed foods – you should limit your intake of junk food and drinks like candy, soda, and sugary cereals, but that doesn’t mean that you have to eliminate these items from your diet.
- slow down – food is one of the many puzzle pieces of your day-to-day life, so you should eat slowly to control your appetite and give your brain time to get the message that you’re full.
- avoid food restrictions and dieting on your own.
- cooking at home, grocery shopping, eating a lot of plant foods, choosing snacks can help you create and maintain a healthy eating pattern.

Try this today: check the foods you have in your fridge and pantry. If you’re low on veggies, whole grains, or protein sources, it’s time to run to the store... with a list and after eating a snack!!!

<https://www.healthline.com/nutrition/how-to-eat-healthy-guide#bottom-line>
(adapted and abridged)

A. Look at the pictures of tips mentioned in the text. Choose the correct option to label them.



1. eat foods that are high in nutrients / avoid dieting



2. cut back on processed food / eat slowly



3. eat slowly / cut back on processed food



4. avoid dieting / eat foods that are high in nutrients

B. Tick (✓) the words from the first paragraph (ll. 1-13) that mean the same as...

- | | | |
|--|--|---|
| 1. people you work with | a) influencers ☐ | b) co-workers ☐ |
| 2. a belief about something or someone | a) opinion ☐ | b) way ☐ |
| 3. difficult to do or understand | a) healthy ☐ | b) complicated ☐ |
| 4. putting something on the top of your list | a) prioritising ☐ | b) fuelling ☐ |

C. Are the sentences true (T) or false (F)?

- | | |
|--|--------------------------|
| 1. People should feel pleasure while they eat. | ☐ |
| 2. Junk food and soda should never be included in our diets. | ☐ |
| 3. Food restrictions and diets are always a good idea. | ☐ |
| 4. Homemade food is a good alternative to eat healthily. | ☐ |

D. Tick (✓) the correct option to answer the questions about the text.

- According to the text, what does healthy eating mean?
 - It means going on a diet and following dietary rules. ☐
 - It means taking care of your well-being and eating nutritious foods. ☐
- Look at the examples of nutritious and ultra-processed foods. Which is correct?
 - Nutritious foods – fruits and nuts; ultra-processed foods – candy and sugary cereals. ☐
 - Nutritious foods – candy and sugary cereals; ultra-processed foods – fruits and nuts. ☐
- Why should we eat slowly?
 - We should eat slowly to have more appetite and eat more. ☐
 - We should eat slowly to control our appetite and eat less. ☐

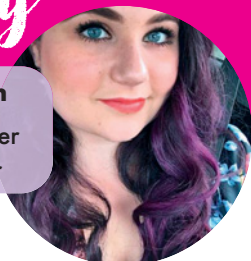
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the posts below from famous fashion bloggers.

TEXT A

*The teen runaway***Lauren Hohnman**

College student, blogger and fashion influencer

**How to have a designer wardrobe on a college budget**

In fashion, paying the retail price is a big mistake. For example, I wouldn't buy a \$300 designer top at a department store when I could buy it for \$70 at a discount or outlet store. Here are some ways to shop till you drop (without spending too much):

Discount stores

This week, I went to Saks Fifth Avenue OFF 5TH (their retail outlet) for a pair of flats, but they were out of stock. Suddenly, I saw an awesome leather jacket that I wanted for ages. Now it was on sale plus an extra 60% off! Patience pays off!

Sale seasons

Then there are the department store sales. As a smart shopper, I don't just buy anything. When I go to a department store my purpose can just be window shopping or simply check the trends out.

Consignment stores

You can find cool vintage or designer items. My favourite consignment shop is Poshmark, an online market place where users buy and sell clothes that are either new or gently used.

<https://theteenrunway.com/shopping-designer-on-a-budget/>
(abridged and adapted)

TEXT B

ONE DAPPER STREET**MARCEL FLORUSS**

Menswear blogger and influencer, businessman, named in the 2020 Forbes "30 under 30" list

Actively blue

There isn't anything like a good amount of stretch¹ in your jeans – oh how I envy you, women, having had the comfort of stretch jeans for years before us men could dream of it.

All of this talk because of a new pair of stretch jeans I picked up at Express last week, which makes my habit of jumping around on scaffolding² so much easier. I wore them with a casual shirt and a beautiful cotton coat.

Do note that I bought an extra small pair of jeans, when I would usually get a medium, so you're aware if you go shopping for yourself.

A nice pair of trainers and a few carefully selected accessories complete this look – great for anywhere you want to be comfortable but stylish.

<http://onedapperstreet.com/actively-blue/>
(abridged and adapted)

Vocabulary: ¹stretch = elasticidade;

²scaffolding = andaime

A. Label the pictures with the three shopping alternatives suggested by Lauren in text A.



1. _____ 2. _____ 3. _____

B. Match the words/expressions taken from text A with their meaning.
There is one extra option/definition.

- | | | |
|----------------------------------|--------------------------|--|
| 1. retail price (parag. 1) | ☐ | a) you spend time looking at the goods in the windows of shops without intending to buy anything |
| 2. shop till you drop (parag. 1) | ☐ | b) someone addicted to fashion |
| 3. smart shopper (parag. 3) | ☐ | c) do a large amount of shopping |
| 4. window shopping (parag. 3) | ☐ | d) the latest styles |
| 5. trends (parag. 3) | ☐ | e) the price of items for individual customers |
| | | f) someone who looks for good promotions |

C. Read text B again. Are the sentences below true (T) or false (F)?

- | | |
|---|--------------------------|
| 1. Marcel likes denim with some stretch. | ☐ |
| 2. Only women wore stretch jeans. | ☐ |
| 3. He bought his stretch jeans a long time ago. | ☐ |
| 4. Marcel usually wears medium size. | ☐ |
| 5. His look is formal and classic. | ☐ |



D. Answer the questions about texts A and B.

1. What did Lauren buy at Saks Fifth Avenue OFF 5TH?

2. What is Poshmark? What can you do there?

3. According to Marcel, why did this talk about men wearing stretch jeans begin?

4. What is Marcel wearing? Describe the look he talks about in his post.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

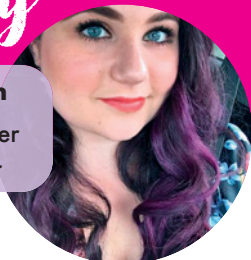
Read the posts below from famous fashion bloggers.

Text A

The teen runaway

Lauren Hohnman

College student, blogger and fashion influencer



How to have a designer wardrobe on a college budget

In fashion, paying the retail price is a big mistake. For example, I wouldn't buy a \$300 designer top at a department store when I could buy it for \$70 at a discount or outlet store. Here are some ways to shop till you drop (without spending too much):

Discount stores

This week, I went to Saks Fifth Avenue OFF 5TH (their retail outlet) for a pair of flats, but they were out of stock. Suddenly, I saw an awesome leather jacket that I wanted for ages. Now it was on sale plus an extra 60% off! Patience pays off!

Sale seasons

Then there are the department store sales. As a smart shopper, I don't just buy anything. When I go to a department store my purpose can just be window shopping or simply check the trends out.

Consignment stores

You can find cool vintage or designer items. My favourite consignment shop is Poshmark, an online market place where users buy and sell clothes that are either new or gently used.

<https://theteenrunway.com/shopping-designer-on-a-budget/>
(abridged and adapted)

Text B

ONE DAPPER STREET



MARCEL FLORUSS

Menswear blogger and influencer, businessman, named in the 2020 Forbes "30 under 30" list

Actively blue

There isn't anything like a good amount of stretch¹ in your jeans – oh how I envy you, women, having had the comfort of stretch jeans for years before us men could dream of it.

All of this talk because of a new pair of stretch jeans I picked up at Express last week, which makes my habit of jumping around on scaffolding² so much easier. I wore them with a casual shirt and a beautiful cotton coat.

Do note that I bought an extra small pair of jeans, when I would usually get a medium, so you're aware if you go shopping for yourself.

A nice pair of trainers and a few carefully selected accessories complete this look – great for anywhere you want to be comfortable but stylish.

<http://onedapperstreet.com/actively-blue/>
(abridged and adapted)

Vocabulary: ¹stretch = elasticidade;

²scaffolding = andaime

A. Label the pictures with the three shopping alternatives suggested by Lauren in text A: *discount stores, sale seasons or consignment stores.*



1. _____ 2. _____ 3. _____

B. Match the words/expressions taken from text A with their meaning.

- | | | |
|----------------------------------|--------------------------|--|
| 1. retail price (parag. 1) | ☐ | a) you spend time looking at the goods in the windows of shops without intending to buy anything |
| 2. shop till you drop (parag. 1) | ☐ | b) do a large amount of shopping |
| 3. smart shopper (parag. 3) | ☐ | c) the latest styles |
| 4. window shopping (parag. 3) | ☐ | d) the price of items for individual customers |
| 5. trends (parag. 3) | ☐ | e) someone who looks for good promotions |

C. Read text B again. Are the sentences below true (T) or false (F)?

- | | |
|---|--------------------------|
| 1. Marcel likes denim with some stretch. | ☐ |
| 2. Only women wore stretch jeans. | ☐ |
| 3. He bought his stretch jeans a long time ago. | ☐ |
| 4. Marcel usually wears medium size. | ☐ |
| 5. His look is formal and classic. | ☐ |



D. Complete the sentences about the posts with ONE word.

- Laura bought a leather _____ at Saks Fifth Avenue OFF 5TH.
- Poshmark is a market place where you can buy _____ items with huge discounts.
- According to Marcel, all this talk about wearing _____ jeans began because of a pair of jeans he bought that made his habit of jumping on scaffolding easier.
- To complete his look, Marcel chose a pair of _____ and some _____.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the text.

The effects of factory farming

1. Climate change

Factory farming is contributing to climate change, as it produces a lot of carbon dioxide and methane. We need to reduce greenhouse gas emissions in developed countries by at least 80% by 2050 to have a chance of stopping the temperature from rising more than 2 °C. Factory farming makes substantial greenhouse gas emissions – 14.5% of our total emissions in fact, which is more than all the transport in the world. These emissions are intensifying climate change and making the world more and more difficult to live in.



2. Pollution

With hundreds or often thousands of farm animals together, factory farms create pollution problems. Factory farming uses huge amounts of grain and protein-rich soya. These crops often receive pesticides and fertilizers to grow quickly. Pesticides and fertilizers are toxic and they can get into our water, so the quality and quantity of clean water decreases. Besides, this can kill plants and animals, and even leave huge “dead zones”, where nothing can survive.



3. Use of resources

Because so much food is needed for factory farming, other resources are needed to grow it. One of these is land – more land is needed to produce meat or dairy products than to produce vegetables, cereals or fruit. Then there's water, which is often used in agriculture, particularly in countries which have less rainfall. According to the World Wildlife Fund (WWF), farming animals uses around 23% of all water used in agriculture – equivalent to more than 1,150 litres per person per day.



<https://www.ciwf.org.uk/factoryfarming/environmentaldamage> (adapted and abridged)

A. What do these numbers refer to in the text? Tick (✓) the correct option.

1. 80% (parag. 1)
 - a) The reduction of greenhouse gas emissions needed by 2050. ☐
 - b) The countries that need to stay below a temperature rise of 2 °C in 2050. ☐
2. 14.5% (parag. 1)
 - a) The greenhouse gas emissions produced by the transport sector. ☐
 - b) The contribution of factory farming to greenhouse gas emissions. ☐
3. 23% (parag. 3)
 - a) The water used for farming animals from all water used in agriculture. ☐
 - b) The water used in agriculture to produce vegetables, cereals or fruit. ☐

B. Are the sentences true (T) or false (F)?

1. Factory farming produces low quantities of carbon dioxide and methane. ☐
2. Factory farming pollutes more than the transport industry. ☐
3. Pesticides and fertilizers used to produce food for animals contaminate water. ☐
4. Most land is used to produce vegetables, fruit and cereals. ☐
5. Water is specially needed for agriculture in countries where it rains a lot. ☐

C. Find in text two words that mean the same as...

1. plants that are cultivated on farms _____
2. rapidly _____
3. very harmful to one's health, even causing death _____
4. becomes less _____



D. Answer the questions about the text.

1. How does factory farming contribute to climate change?

2. Why are pesticides and fertilizers used in grain and soya crops?

3. What are the two main resources needed to produce food for animals in the factory farming industry?

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the text.

The effects of factory farming

1. Climate change

Factory farming is contributing to climate change, as it produces a lot of carbon dioxide and methane. We need to reduce greenhouse gas emissions in developed countries by at least 80% by 2050 to have a chance of stopping the temperature from rising more than 2 °C. Factory farming makes substantial greenhouse gas emissions – 14.5% of our total emissions in fact, which is more than all the transport in the world. These emissions are intensifying climate change and making the world more and more difficult to live in.



2. Pollution

With hundreds or often thousands of farm animals together, factory farms create pollution problems. Factory farming uses huge amounts of grain and protein-rich soya. These crops often receive pesticides and fertilizers to grow quickly. Pesticides and fertilizers are toxic and they can get into our water, so the quality and quantity of clean water decreases. Besides, this can kill plants and animals, and even leave huge “dead zones”, where nothing can survive.



3. Use of resources

Because so much food is needed for factory farming, other resources are needed to grow it. One of these is land – more land is needed to produce meat or dairy products than to produce vegetables, cereals or fruit. Then there's water, which is often used in agriculture, particularly in countries which have less rainfall. According to the World Wildlife Fund (WWF), farming animals uses around 23% of all water used in agriculture – equivalent to more than 1,150 litres per person per day.



<https://www.ciwf.org.uk/factoryfarming/environmentaldamage> (adapted and abridged)

A. What do these numbers refer to in the text? Match.

1. 80% (parag. 1) ☐ a) The water used for farming animals from all water used in agriculture.
2. 14.5% (parag. 1) ☐ b) The reduction of greenhouse gas emissions needed by 2050.
3. 23% (parag. 3) ☐ c) The contribution of factory farming to greenhouse gas emissions.

B. Three of the sentences below are false. Which ones? Tick (✓).

1. Factory farming produces low quantities of carbon dioxide and methane. ☐
2. Factory farming pollutes more than the transport industry. ☐
3. Pesticides and fertilizers used to produce food for animals contaminate water. ☐
4. Most land is used to produce vegetables, fruit and cereals. ☐
5. Water is specially needed for agriculture in countries where it rains a lot. ☐

C. Tick (✓) the correct words from the text that mean the same as the expressions below.

- | | | |
|---|--|---|
| 1. Plants that are cultivated on farms | a) crops ☐ | b) factory farming ☐ |
| 2. Rapidly | a) large ☐ | b) quickly ☐ |
| 3. Harmful to one's health, causing death | a) watercourses ☐ | b) toxic ☐ |
| 4. Becomes less | a) decreases ☐ | b) quantity ☐ |

D. Tick (✓) the correct answer for each question.

1. How does factory farming contribute to climate change?
- a) It produces methane and carbon dioxide emissions. ☐
- b) It makes temperatures rise 2 °C. ☐
2. Why are pesticides and fertilizers used in grain and soya crops?
- a) They are used to produce large quantities of food for animals fast. ☐
- b) They are used to contaminate water. ☐
3. What are the two main resources needed to produce food for animals in the factory farming industry?
- a) The two main resources are meat and dairy products. ☐
- b) The two main resources are land and water. ☐



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the texts.

Different sports-related holiday experiences

TEXT A



This year, my holidays were amazing! I had a great time with two friends on a multisport activity holiday in Andorra. We chose the programme *Andorra: Hike, Bike and Raft*, so we joined a group of ten teens from all over the world and an awesome Spanish guide, Juan. We spent a week together doing extreme sports and exploring the beautiful landscapes of Andorra. We visited the town of Soldeu, we cycled along the trails of Port de Cabús, we trekked through the Siscaro Reserve... But my favourite adventure was white-water rafting through the Pyrenees because it was so thrilling and challenging! The whole experience was just great with picnics in the wild and wonderful sunsets. I loved the fact that it was so multicultural. I could practise my Spanish and my French and I met new people. I would love to do it again... Let's see what my parents think about it...

Peter, 15 (London)

<https://www.trailfinders.com/tours/europe/andorra/tour-andorra-hike-bike-and-raft>
(abridged and adapted)

TEXT B



Tennis is my passion. I've played it since I was a child and my dream is to become a professional player. Therefore, I asked my parents for a different holiday this year. I joined a sports academy in Bradenton, Florida and I had professional training for three weeks. I had two training sessions per day, one in the morning and another one in the afternoon, I could enjoy the campus and have fun with other athletes for the rest of the day. I went on some excursions to the Busch Gardens, the Disney Magic Kingdom and the Universal Studios in Orlando, but the best part was my training sessions with expert coaches. The campus has 55 tennis courts and nutrition sessions for athletes! Isn't that out of this world? If you want to be a professional athlete, you need to practise hard and have a lot of discipline while you're having fun! I love tennis, so I'm just hoping to come back next year!

Susan, 14 (New Jersey)

<https://www.imgacademy.com/sport-camps/girls-tennis-camp>
(abridged and adapted)



A. Read the titles. Circle the numbers of the ones that best apply and then underline Text A or Text B.

1. Do you want to learn new languages? Andorra is waiting for you! **Text A / Text B**
2. Holidays and sports training: the perfect combination for athletes. **Text A / Text B**
3. Andorra: the ultimate experience for adventure lovers. **Text A / Text B**
4. Sports and theme park excursions: the holiday no one wants to miss. **Text A / Text B**

B. Tick (✓) the correct option(s).

Say who...

1. would like to repeat the experience.
2. went abroad on holiday.
3. went alone.
4. met other people during the holidays.
5. experienced nature and the wild.
6. thinks regular training and holidays are compatible.

Peter	Susan
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



C. Match the two halves to make true sentences.

1. Peter had a multicultural experience ☐ a) train hard and enjoy yourself at the same time.
2. Andorra has ☐ b) because his group had people from around the world.
3. Susan's dream is ☐ c) to be a professional tennis player.
4. She loved ☐ d) fantastic places to visit and experience.
5. In Susan's opinion, you can ☐ e) training with her coaches.

D. Answer the questions about the texts.

1. What type of holiday did Peter go on?

2. What was his favourite adventure? Why?

3. How many training sessions did Susan have every day?

4. According to her, why is the campus so amazing?

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Read the texts.

Different sports-related holiday experiences

TEXT A



This year, my holidays were amazing! I had a great time with two friends on a multisport activity holiday in Andorra. We chose the programme *Andorra: Hike, Bike and Raft*, so we joined a group of ten teens from all over the world and an awesome Spanish guide, Juan. We spent a week together doing extreme sports and exploring the beautiful landscapes of Andorra. We visited the town of Soldeu, we cycled along the trails of Port de Cabús, we trekked through the Siscaro Reserve... But my favourite adventure was white-water rafting through the Pyrenees because it was so thrilling and challenging! The whole experience was just great with picnics in the wild and wonderful sunsets. I loved the fact that it was so multicultural. I could practise my Spanish and my French and I met new people. I would love to do it again... Let's see what my parents think about it...

Peter, 15 (London)

<https://www.trailfinders.com/tours/europe/andorra/tour-andorra-hike-bike-and-raft>
(abridged and adapted)

TEXT B



Tennis is my passion. I've played it since I was a child and my dream is to become a professional player. Therefore, I asked my parents for a different holiday this year. I joined a sports academy in Bradenton, Florida and I had professional training for three weeks. I had two training sessions per day, one in the morning and another one in the afternoon, I could enjoy the campus and have fun with other athletes for the rest of the day. I went on some excursions to the Busch Gardens, the Disney Magic Kingdom and the Universal Studios in Orlando, but the best part was my training sessions with expert coaches. The campus has 55 tennis courts and nutrition sessions for athletes! Isn't that out of this world? If you want to be a professional athlete, you need to practise hard and have a lot of discipline while you're having fun! I love tennis, so I'm just hoping to come back next year!

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<https://www.imgacademy.com/sport-camps/girls-tennis-camp>
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B. Tick (✓) the correct option(s).

Say who...

1. would like to repeat the experience.
2. went abroad on holiday.
3. experienced nature and the wild.
4. thinks regular training and holidays are compatible.

Peter	Susan
☐	☐
☐	☐
☐	☐
☐	☐



C. Match the two halves to make true sentences.

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4. She loved ☐ d) fantastic places to visit and experience.

D. Tick (✓) the correct option to answer the questions.

1. What type of holiday did Peter go on?
 - a) Peter went on a visit to Andorra. ☐
 - b) Peter went on a sports activity holiday in Andorra. ☐
2. What was his favourite adventure?
 - a) Peter's favourite adventure was having a picnic in the wild. ☐
 - b) Peter's favourite adventure was white-water rafting through the Pyrenees. ☐
3. How many training sessions did Susan have every day?
 - a) Susan had two training sessions every day. ☐
 - b) Susan had one training session in the morning. ☐
4. According to her, why is the campus so amazing?
 - a) The campus is amazing because it has 55 tennis courts and nutrition sessions. ☐
 - b) The campus is amazing because it offers many excursions. ☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



A. Listen to Alex and Susan talking about what they usually do at weekends. Tick (✓) the free time activities that each friend mentions.

	Alex	Susan
1. playing video games	☐	☐
2. cooking	☐	☐
3. drawing	☐	☐
4. biking	☐	☐
5. learning a new language	☐	☐



B. Listen again and underline the correct option to complete the sentences.

- Susan's favourite activity at the moment is **volunteering at the local animal shelter / watching TV series on Netflix / taking the dogs for a walk**.
- She finds **drawing / learning a new language / watching TV series** very entertaining.
- Playing video games / Cooking / Playing Xbox** keeps Alex busy and relaxed.
- He thinks **playing video games / listening to music / surfing the net** is a waste of time.
- Alex usually goes biking **with his besties / alone / with Susan**.



C. Listen to Susan talking about her schedule on a typical school day. Complete the phrases with the missing words/expressions.

I never...	I sometimes...	I always...
1. Eat in the school _____.	3. _____ in the playground.	4. Drink a smoothie in the _____.
2. Go _____ in the evening.		5. Pack my _____ for the next day.
		6. _____ with the dishes.

D. Listen again and complete the timetable with the missing activities.

Monday

07:30 a.m. ¹	5:30 p.m. ⁴
09:00 a.m. morning classes start	7:30 p.m. have a shower
1:00 p.m. eat lunch	8:00 p.m. have dinner
2:30 p.m. ²	9:00 p.m. help Mum with the
3:00 p.m. ³	dishes and then ⁵
and pack schoolbag	10:30 p.m. ⁶

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



A. Listen to Alex and Susan talking about what they usually do at weekends. Tick (✓) the free time activities that each friend mentions.

	Alex	Susan
1. playing video games	☐	☐
2. cooking	☐	☐
3. drawing	☐	☐
4. biking	☐	☐
5. learning a new language	☐	☐



B. Listen again and underline the correct option to complete the sentences.

- Susan's favourite activity at the moment is **volunteering at the local animal shelter / watching TV series on Netflix**.
- She finds **drawing / learning a new language** very entertaining.
- Playing video games / Cooking** keeps Alex busy and relaxed.
- He thinks **playing video games / listening to music** is a waste of time.



C. Listen to Susan talking about her schedule on a typical school day. Look at the activities she does and write the numbers 1-6 in the correct column.

- drink a smoothie in the kitchen.
- eat in the school canteen.
- go online in the evening.
- help Mum with the dishes.
- pack my schoolbag for the next day.
- chat with friends in the playground.

I never...	I sometimes...	I always...
☐ ☐	☐	☐ ☐ ☐

D. Listen again and circle the correct option to complete the timetable.

Monday	
07:30 a.m. ¹ get up / wake up	5:30 p.m. ⁴ have guitar lessons / play video games
09:00 a.m. morning classes start	7:30 p.m. have a shower
1:00 p.m. eat lunch	8:00 p.m. have dinner
2:30 p.m. ² go home / leave home	9:00 p.m. help Mum with the dishes and then ⁵ watch TV / go online
3:00 p.m. ³ watch TV / do homework and pack schoolbag	10:30 p.m. ⁶ go online / go to bed

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



- A. Listen to the TikTok star Jessica Woo talking about a Japanese dish. Look at the pictures and order them according to what you hear. Write 1-4.



- B. Listen to Jessica Woo again and fill in the gaps with the missing words. The first letter is given.

Let's make some lunch for my kids! Today I used some white ¹ r_____ and I made some teriyaki ² c_____ wings. I'm going to make some zigzag cuts on the top of the ³ s_____. You just make cuts diagonally around the top. So cute! I'm slicing up an apple and then I cut out some stars. You can add a little bit of lemon ⁴ j_____. I'm using my star food picks to add the berries and the apple stars at the end. I'm making another one and then I'm going to add those to the bento box – that's the name given to a home-packed ⁵ m_____ of Japanese origin. I added a ⁶ y_____ drink and I'm going to leave a note saying "Somewhere inside all of us is the power to change the world".



- C. Listen to an interview with Jessica Woo and match to make complete sentences. There are three extra options.

- | | |
|---|---|
| 1. Jessica takes... | ☐ a) cauliflower, fried rice and fruit. |
| 2. One of the first lunches she cooked was... | ☐ b) "Among us" pancakes. |
| 3. Use dinner leftovers is... | ☐ c) under 30 minutes to make a bento lunch box. |
| 4. Her most viral <i>TikTok</i> box so far was... | ☐ d) cauliflower, fried chicken and fruit. |
| | e) "Among us" cookies. |
| | f) one of the tips she gives. |
| | g) under 13 minutes to make a bento lunch box. |

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



- A. Listen to the TikTok star Jessica Woo talking about a Japanese dish. Look at the pictures and order them according to what you hear. Write 2-4.



1



2



3



4



- B. Listen to Jessica Woo again. Underline the correct options to complete the text.

Let's make some lunch for my kids! Today I used some white ¹rice / pasta and I made some teriyaki ²turkey / chicken wings. I'm going to make some zigzag cuts on the top of the ³strawberries / apples. You just make cuts diagonally around the top. So cute! I'm slicing up an apple and then I cut out some stars. You can add a little bit of lemon ⁴jelly / juice. I'm using my star food picks to add the berries and the apple stars at the end. I'm making another one and then I'm going to add those to the bento box – that's the name given to a home-packed ⁵dish / meal of Japanese origin. I added a ⁶cold / yoghurt drink and I'm going to leave a note saying "Somewhere inside all of us is the power to change the world".



Bento box



- C. Listen to an interview with Jessica Woo and match to make complete sentences.

1. Jessica takes... ☐ a) cauliflower, fried rice and fruit.
2. One of the first lunches she cooked was... ☐ b) "Among us" pancakes.
3. Use dinner leftovers is... ☐ c) under 30 minutes to make a bento lunch box.
4. Her most viral TikTok box so far was... ☐ d) one of the tips she gives.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



A. Listen to Wisdom Kaye, TikTok star, model and fashion influencer. Complete the sentences with the correct information.

Wisdom Kaye was named ¹ _____ -² _____ star by *Vogue*.
His TikTok content is so ³ _____ because of fan engagement.
According to Wisdom, people like seeing that their ⁴ _____
can be heard and executed by a creator. His inspiration is based on his
wish to take things out of their recognised space and ⁵ _____
and ⁶ _____ things.

Wisdom leaves some advice on ⁷ _____:

- making the most with what you have is the greatest lesson;
- ⁸ _____ is not what you need to have style;
- everybody is beautiful – it all depends on how the ⁹ _____
looks on you;
- ¹⁰ _____ is the key – you have to make sure you are
¹¹ _____ with what you are wearing.



B. Listen to some advice on buying ethically with style. Are the sentences true (T) or false (F)?

1. Erin buys things on impulse. ☐
2. She wanted to buy a pair of jeans made of sustainable material, but also that fit. ☐
3. When she googled eco-friendly shops in her city, she found out that there were many available options. ☐
4. The jeans she bought are from a European brand called Naked & Famous Denim. ☐
5. The jeans were a good fit and had the cut Erin wanted, but they weren't made of organic cotton. ☐
6. Erin bought the jeans because she balances style and eco-friendly options. ☐



C. Listen to some teens' opinions about style and image. Who says what? Tick (✓) the correct option.

1. Fashion hasn't always been a concern.
2. You can dress in a simple way, but be happy about yourself.
3. Pop culture and stars influence my style constantly.
4. We must use the things we buy in different situations.
5. It's OK if you reuse clothes and buy second-hand items.
6. I choose the accessories for my outfit carefully.

Susan, 14	Peter, 15	Sophie, 13
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



A. Listen to Wisdom Kaye, TikTok star, model and fashion influencer.

Underline the correct option to complete the sentences.

Wisdom Kaye was named ¹ **best- / worst-** ² **worn / dressed** star by *Vogue*.
His TikTok content is so ³ **unique / boring** because of fan engagement.

According to Wisdom, people like seeing that their ⁴ **comments / suggestions**
can be heard and executed by a creator. His inspiration is based on his wish
to take things out of their recognised space and ⁵ **make / mix** and match
things.

Wisdom leaves some advice on ⁶ **trends / style**:

- making ⁷ **the worst / the most** with what you have is the greatest lesson;
- ⁸ **money / good taste** is not what you need to have style;
- everybody is beautiful – it all depends on how the ⁹ **piece / item** looks on you;
- ¹⁰ **confidence / style** is the key – you have to make sure you are comfortable with what you are wearing.



B. Listen to some advice on buying ethically with style. Are the sentences true (T) or false (F)?

There are three true sentences and three false sentences.

1. If Erin sees something she likes, she immediately buys it. ☐
2. She wanted to buy a pair of jeans that should be a good fit. ☐
3. She found out that there are many eco-friendly shops in her city. ☐
4. The jeans she bought are from a European brand. ☐
5. The jeans were a good fit, but they weren't made of organic cotton. ☐
6. Erin bought the jeans because she balances style and eco-friendly options. ☐



C. Listen to some teens' opinions about style and image.

Who says what? Tick (✓) the correct option.

1. Fashion hasn't always been a concern.
2. Pop culture and stars influence my style constantly.
3. We must use the things we buy in different situations.
4. I carefully choose the accessories for my outfit.

Susan, 14	Peter, 15
☐	☐
☐	☐
☐	☐
☐	☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



A. Listen to the text and complete the sentences with the missing information (use one, two or three words).

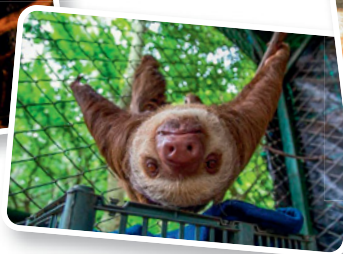
1. The game *Climate Change: Race Against Time* has five levels until you get to the _____ finish line.
2. On Level 1 – *Keep up the speed* – we need to rapidly _____.
3. If we keep acting slowly, global _____ and forest _____ will increase.
4. Level 2 – *The UK is in the driving seat* – The UK can lead the way to a cleaner, _____.
5. According to Level 3 – *You are not just a spectator* – the _____, how we travel, who we vote for – all make a difference.
6. Level 4 – *Choose the right fuel* – shows you that _____ is the answer to keep the global temperature rise below 1.5 degrees.
7. On level 5 – *Make Nature our Hero* – we learn that _____ and restoring nature is how we win the race.



B. Listen to three volunteers working for GoEco around the world and tick (✓) who...

1. wants to have a job related to sea animals.
2. has the chance to work with the local communities.
3. learnt a foreign language before the programme.
4. can freely suggest activities to do.
5. feels that he/she is making the difference in the local ecosystem.
6. sometimes sleeps on the beach at night to protect the animals.
7. doesn't work in the evening.
8. has special days during the week.

John (16, UK)	Lúsa (15, Portugal)	Marie (14, France)
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____



Track 16

A. Listen to the text and complete the sentences with the missing information from the box.

warming greener society
cut emissions
renewable energy zero-carbon
protecting
food we buy fires



1. The game *Climate Change: Race Against Time* has five levels until you get to the _____ finish line.
2. On Level 1 – *Keep up the speed* – we need to rapidly _____.
3. If we keep acting slowly, global _____ and forest _____ will increase.
4. Level 2 – *The UK is in the driving seat* – The UK can lead the way to a cleaner, _____.
5. According to Level 3 – *You are not just a spectator* – the _____, how we travel, who we vote for – all make a difference.
6. Level 4 – *Choose the right fuel* – shows you that _____ is the answer to keep the global temperature rise below 1.5 degrees.
7. On level 5 – *Make Nature our Hero* – we learn that _____ and restoring nature is the answer to winning the race.



Track 17

B. Listen to three volunteers working for GoEco around the world and tick (✓) who...

- wants to have a job related to sea animals.
1. learnt a foreign language before the programme.
 2. can freely suggest activities to do.
 3. feels that he/she is making the difference in the local ecosystem.
 4. sometimes sleeps on the beach at night to protect the animals.
 5. doesn't work in the evening.
 6. to has special days during the week.

John (16, UK)	Luís (15, Portugal)	Marie (14, France)
☐	☒	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____


Tracks
18-19-20

A. Listen to the interviews with three famous sportspeople and complete the table in note form.

	 Simone Biles	 Roger Federer	 Lewis Hamilton
started his/her career in...	1 _____	1995	1993
the highest point of his/her career so far was...	2013 World Championships	2005 season – 1 st in 4 _____ ranking	2008 – 1 st black 6 _____ to win a Formula 1 World Championship
the best thing about his/her job is...	2 _____	playing 5 _____ and making a living from it	winning through speed
the worst thing about success is...	3 _____	keeping the highest performance level	7 _____ exposure



Tracks 21

B. Simone Biles made history at the Tokyo Olympic Games, in 2021, when she quit the gymnastics finals and stood up for the importance of athletes' emotional and mental health. Listen and tick (✓) the correct option to complete the sentences.

- Simone Biles decided to step back because...
 - a) she was injured. ☐
 - b) she was too stressed and exhausted. ☐
 - c) the Olympic Games ended suddenly. ☐
- She feels these Olympic Games are stressful...
 - a) for many different reasons. ☐
 - b) only because there is no audience. ☐
 - c) because the audience puts a lot of pressure on her. ☐
- Simone's team...
 - a) had to replace her. ☐
 - b) gave up when Simone quit. ☐
 - c) did their best, but didn't win any medals. ☐
- According to Simone, athletes should put their mental health first...
 - a) to win a lot of Olympic medals. ☐
 - b) have fun, enjoy sport and succeed. ☐
 - c) to be famous around the world. ☐



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____


Tracks
18-19-20

- A. Listen to the interviews with three famous sportspeople and **circle** the correct option to complete the table.

	 Simone Biles	 Roger Federer	 Lewis Hamilton
started his/her career in...	¹ 2013 / 2003	1995	1993
the highest point of his/her career so far was...	2013 World Championships	2005 season – 1 st in ⁴ international / national ranking	2008 – 1 st black ⁶ driver / player to win a Formula 1 World Championship
the best thing about his/her job is...	² winning / travelling	playing ⁵ tennis / football and making a living from it	winning through speed
the worst thing about success is...	³ exposure / pressure	keeping the highest performance level	⁷ media / social exposure



Track 21

- B. Simone Biles made history at the Tokyo Olympic Games, in 2021, when she quit the gymnastics finals and stood up for the importance of athletes' emotional and mental health. Listen and tick (✓) the correct option to complete the sentences.

- Simone Biles decided to step back because...
 - a) she was injured. ☐
 - b) she was too stressed and exhausted. ☐
- She feels these Olympic Games are stressful...
 - a) for many different reasons. ☐
 - b) only because there is no audience. ☐
- Simone's team...
 - a) had to replace her. ☐
 - b) gave up when Simone quit. ☐
- According to Simone, athletes should put their mental health first...
 - a) to have fun, enjoy sport and succeed. ☐
 - b) to win a lot of Olympic medals. ☐



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the pictures using the hobbies from the box. There are two extra expressions/words.

skateboarding

watching TV

hanging out with friends

drawing

cooking

volunteering

learning new languages

chatting online



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B. Read the posts about free time activities and match them with the pictures from exercise A.



a) I love partying. Last weekend my friends and I had a lot of fun together. Sometimes we go to our favourite bar or grill in the park or go to the beach. ☐



b) I'm crazy about extreme sports. Meeting my friends to show my new tricks really makes my day! ☐



c) Hi, guys. Our activities usually take place at weekends. We clean forests, collect rubbish on the beach or plant trees. We want to take action to save our planet! ☐

C. Match the underlined words with its equivalent expressions.

1. I received a drone for my birthday! Isn't that fantastic?☐

a) out of the box

2. John is building model rockets because he wants to join NASA. He is crazy about this idea!☐

b) out of this world

3. I want to try something different! I thought about travelling the world with a backpack.☐

c) out of his mind

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the pictures using the hobbies from the box.

hanging out with friends cooking volunteering
learning new languages chatting online skateboarding



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B. Read the posts about free time activities and match them with the pictures from exercise A.



a) I love partying. Last weekend my friends and I had a lot of fun together. Sometimes we go to our favourite bar or grill in the park or go to the beach. ☐



b) I'm crazy about extreme sports. Meeting my friends to show my new tricks really makes my day! ☐

C. Tick (✓) the correct expression to replace the underlined word.

1. I received a drone for my birthday! Isn't that fantastic?a) out of this world ☐b) out of the box ☐2. John is building model rockets because he wants to join NASA. He is crazy about this idea!a) out of the box ☐b) out of his mind ☐3. I want to try something different! I thought about travelling around the world with a backpack...a) out of the box ☐b) out of this world ☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Underline the correct hobby to label the pictures.1. chatting with friends /
hanging out with friends2. volunteering / going
to the beach3. drawing / learning new
languages4. hanging out with friends /
watching TV series5. cooking / playing video
games6. surfing the net /
skateboardingB. Read the posts on forums about free time activities and choose the picture from exercise A that matches each comment. Circle the correct option.

a) I love partying. Last weekend my friends and I had a lot of fun together. Sometimes we go to our favourite bar or grill in the park or go to the beach.
Picture 2 / Picture 4



b) I'm crazy about extreme sports. Meeting my friends to show my new tricks really makes my day!
Picture 3 / Picture 6

C. Tick (✓) the correct expression to replace the underlined word.

1. I received a drone for my birthday! Isn't that fantastic?a) out of this world ☐b) horrible ☐2. John wants to travel to the moon. He is crazy about this idea!a) relaxed ☐b) out of his mind ☐3. I'm tired of the usual free time activities. I want to try something different!a) out of the box ☐b) out of hand ☐

Name: _____ No.: _____ Class: _____ Date: ____/____/____

A. This is John's daily routine. Complete the text with the missing activities using the pictures.

I wake up very early every day. I ¹ _____  , ² _____  and get dressed.

I usually ³ _____  at home because Mum cooks some yummy pancakes.

I ⁴ _____  at 8:00 a.m., but sometimes Dad drives me to school.

I have classes all morning. Breaks are short and I only have time to eat a light snack.

I arrive home after lunch around 2:30 p.m. I ⁵ _____  and then I can relax and chill out. I ⁶ _____  , eat a snack and ⁷ _____  with my friends. I usually have dinner with my family around 7:30 p.m.

Before I go to bed, I ⁸ _____  and I always ⁹ _____  before falling asleep.

B. What does John use his gadgets for? Complete the sentences with the verbs from the box. There are two extra verbs.

- _____ Instagram.
- _____ videos on YouTube.
- _____ to music on Spotify.
- _____ Google for school projects.
- _____ video games on his Xbox.
- _____ with friends, via video call.
- _____ some tweets on Twitter.

write watch walk
chat check use
play wash listen

**C. Think about your weekends and write five sentences about your schedules and activities on Saturday and Sunday. Use the time expressions from the box.**

always sometimes never on Saturday evening on Sunday morning

- _____
- _____
- _____
- _____
- _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. This is John's daily routine. Complete the text with the activities from the box.

do my homework
have a shower
go cyclinghave breakfast
walk my dog
catch the buswatch TV
brush my teeth
read

I wake up very early every day. I ¹ _____  , ² _____  and get dressed.

I usually ³ _____  at home because Mum cooks some yummy pancakes.

I ⁴ _____  at 8:00 a.m., but sometimes Dad drives me to school.

I have classes all morning. Breaks are short and I only have time to eat a light snack.

I arrive home after lunch around 2:30 p.m. I ⁵ _____  and then I can relax and chill out. I ⁶ _____  , eat a snack and ⁷ _____  with my friends. I usually have dinner with my family around 7:30 p.m.

Before I go to bed, I ⁸ _____  and I always ⁹ _____  before falling asleep.

B. What does John use his gadgets for?

Complete the sentences with the verbs from the box.

- _____ Instagram.
- _____ videos on YouTube.
- _____ to music on Spotify.
- _____ Google for school projects.
- _____ video games on his Xbox.
- _____ with friends, via video call.
- _____ some tweets on Twitter.

write
chat
play

watch
check
listen

use



C. Think about your weekends and write five sentences about your schedules and activities on Saturday and Sunday. Use the time expressions given.

- At weekends, I always _____
- I sometimes _____
- I never _____
- On Saturday evening, I _____
- On Sunday morning, I _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. This is John's daily routine. Underline the correct options to complete the text.

I wake up very early every day. I ¹ listen to music / have a shower  , ² brush my teeth / chat online  and get dressed.

I ³ ride my bike / catch the bus  at 8:00 a.m., but sometimes Dad drives me to school.

I have classes all morning. Breaks are short and I only have time to eat a light snack.

I arrive home after lunch around 2:30 p.m. I ⁴ have lunch / do my homework  and then I can relax and chill out. I usually have dinner with my family around 7:30 p.m.

Before I go to bed, I ⁵ watch TV / call my aunt  and I always ⁶ read / chat with my friends  before falling asleep.

B. What does John use his gadgets for? Circle the correct option to complete the list.

1. Do / Check Instagram.
2. Watch / Read videos on YouTube.
3. Listen to / Chat music on Spotify.
4. Write / Use Google for school projects.
5. Play / Call video games on his Xbox.
6. Go / Chat with friends, via video call.
7. Write / Chat some tweets on Twitter.



C. Think about your weekends and complete the sentences with expressions from the box.

stay up late watch TV series wake up early forget my homework
 relax chat with my friends work hard sleep the whole morning

1. At weekends, I always _____
2. I never _____
3. On Saturday evening, I _____
4. On Sunday morning, I _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. This is Susan and this is the house where she used to live. Label the picture with the rooms of the house.



- B. Susan lives in a smart house now. She can control some things with her mobile phone. Look at the picture and complete the sentences with the missing words/expressions from the box.

TV
washing machine

air conditioning
cameras

lights
gate

fridge
front door

windows

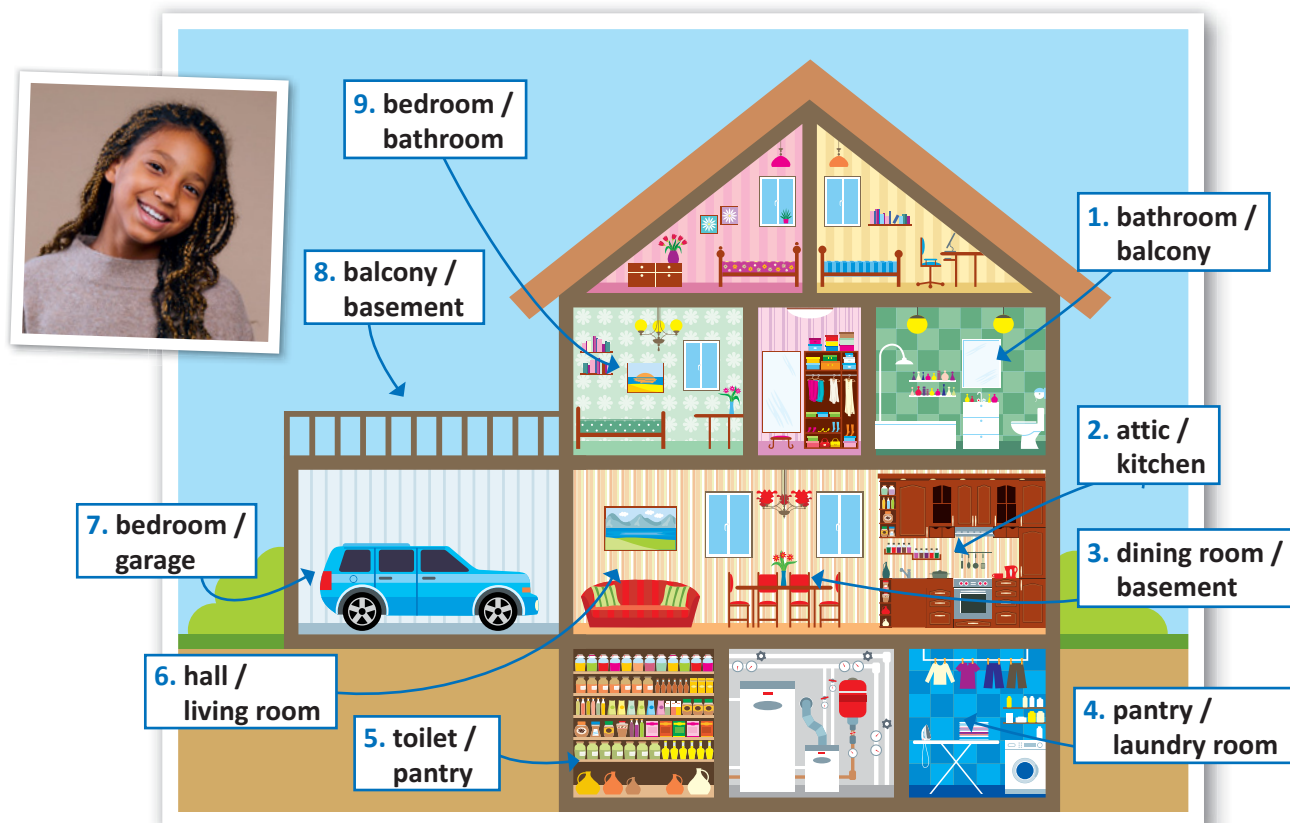
In her new house Susan can...

1. control the _____ and set the temperature.
2. control the security _____.
3. raise the volume of her _____.
4. open and close the garage _____.
5. lock and unlock the _____ without a key.
6. program her _____ to order food.
7. program her _____.
8. open and close the _____.
9. turn the _____ on and off.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. This is Susan and this is the house where she used to live. Check the house plan and circle the correct room to label the picture.



- B. Susan lives in a smart house now. She can control some things with her mobile phone. Look at the picture and underline the correct option to complete the sentences.

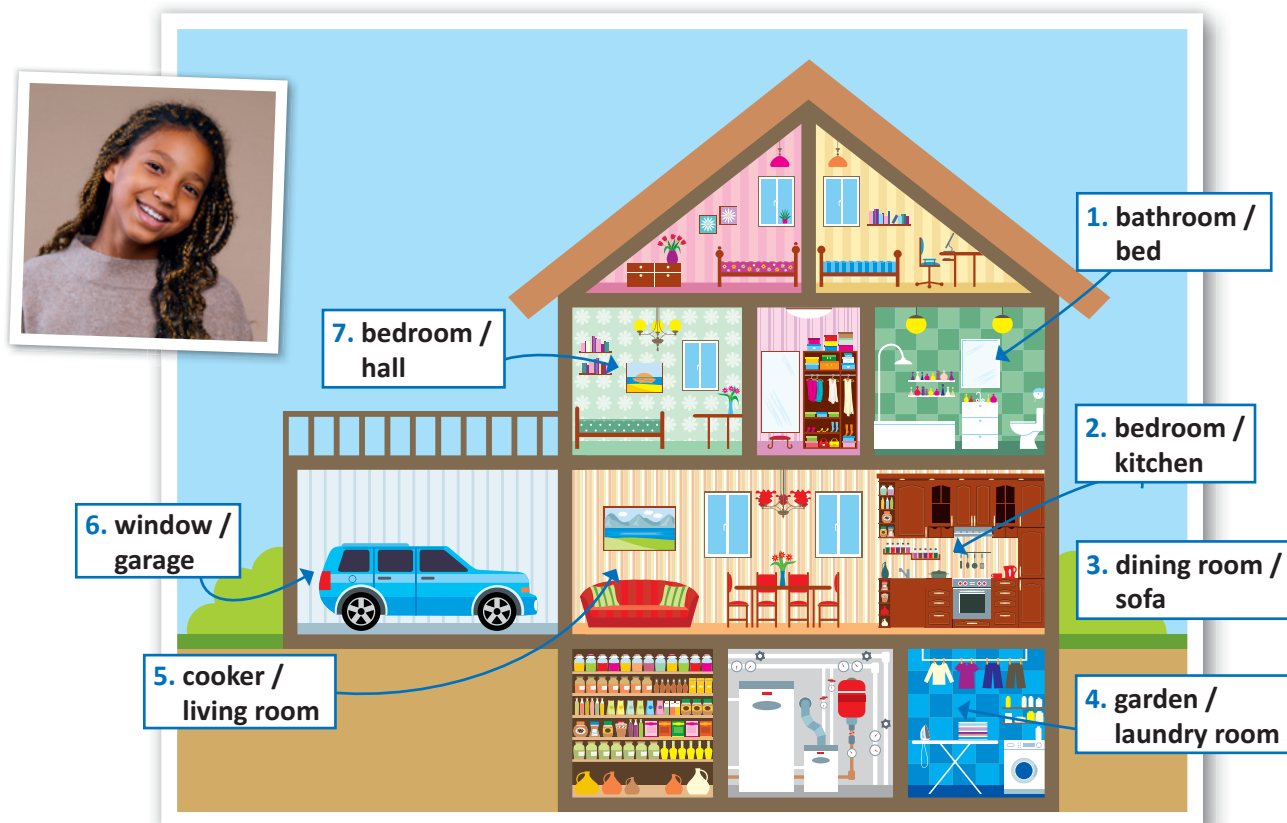
In her new house Susan can...

1. control the **coffee machine** / **air conditioning** and set the temperature.
2. control the security **mobile phone** / **camera**.
3. raise the volume of her **radio** / **TV**.
4. open and close the garage **window** / **gate**.
5. lock and unlock the **front door** / **refrigerator** without a key.
6. program her **fridge** / **oven** to order food.
7. program her **washing machine** / **robot vacuum**.
8. open and close the **doors** / **windows**.
9. turn the **lights** / **heating** on and off.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. This is Susan and this is the house where she used to live. Check the house plan and circle the correct option to label the picture.



- B. Susan lives in a smart house now. She can control some things with her mobile phone. Look at the picture and underline the correct option to complete the sentences.

In her new house Susan can...

1. control the **coffee machine** / air conditioning and set the temperature.
2. raise the volume of her **radio** / TV.
3. lock and unlock the **front door** / refrigerator without a key.
4. program her **fridge** / oven to order food.
5. program her **washing machine** / robot vacuum.
6. open and close the **doors** / windows.
7. turn the **lights** / camera on and off.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the school memories and write the name of the school facility.

I remember this place was huge and had amazing books! I spent many lunch breaks there reading! I was reader of the month several times.

Tom, Cleveland (USA)

1. _____

The snacks were amazing! I used to sit there with my besties and chat or play games while we were eating toast and drinking smoothies.

Emily, Manchester (England)

2. _____

I was the real pen and highlighter collector. Two pencil cases were not enough to keep all my stuff, so I was always there buying something new.

Ruth, Dublin (Ireland)

3. _____

PE classes were my favourite. I was in the volleyball school team and we used to have our training sessions there twice a week. Wow!! I miss those days!

Kate, Canberra (Australia)

4. _____

Well, we used to complain a lot about the food at school... But you know what? It wasn't that bad, except for the spinach soup...

Mary, Cardiff (Wales)

5. _____

B. Read the texts and complete them with the words from the box.

Drama Club
exchange programme

teachers
locker

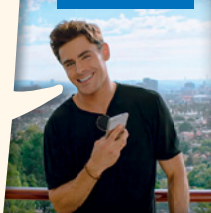
playground
homework

cinema festival
Halloween party

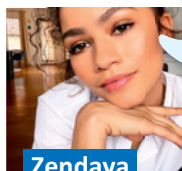
breaks
karaoke contest

The ¹ _____ were the best part of the day because the ² _____ was huge, so I spent my time playing football with my colleagues. There were other great things about my school. The classes were fun because the ³ _____ were fantastic. I remember an ⁴ _____ in the 8th grade with pupils from France. My class wrote and performed a theatre play and I guess that experience influenced my career choice! It was when I started acting in the school ⁵ _____ and I have never stopped since then.

Zac Efron



Zendaya
Coleman



I loved school. I remember the annual ⁶ _____ – long afternoons watching great films ☺ – and the ⁷ _____ at the end of school year. I have never won, but it was great to participate, as I love singing. I was a bit messy and sometimes I forgot my ⁸ _____ at home or my books in the ⁹ _____, but I learnt tons of things and I still miss the ¹⁰ _____ every year, because I love spooky costumes.

Name: _____ No.: _____ Class: _____ Date: ____/____/____

A. Read the school memories and choose the correct school facility from the box.

cafeteria canteen stationer's
gym library

I remember this place was huge and had amazing books! I spent many lunch breaks there reading! I was reader of the month several times.

Tom, Cleveland (USA)

1. _____

The snacks were amazing! I used to sit there with my besties and chat or play games while we were eating toast and drinking smoothies.

Emily, Manchester (England)

2. _____

I was the real pen and highlighter collector. Two pencil cases were not enough to keep all my stuff, so I was always there buying something new.

Ruth, Dublin (Ireland)

3. _____

PE classes were my favourite. I was in the volleyball school team and we used to have our training sessions there twice a week. Wow!! I miss those days!

Kate, Canberra (Australia)

4. _____

Well, we used to complain a lot about the food at school... But you know what? It wasn't that bad, except for the spinach soup...

Mary, Cardiff (Wales)

5. _____

B. Read the texts and complete them with the missing words from the boxes.

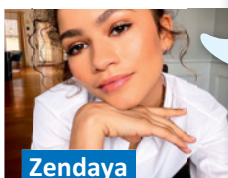
Drama Club teachers playground
breaks exchange programmecinema festival Halloween party
locker homework karaoke contest

The ¹ _____ were the best part of the day because the ² _____ was huge, so I spent my time playing football with my colleagues. There were other great things about my school. The classes were fun because the ³ _____ were fantastic. I remember an ⁴ _____ in the 8th grade with pupils from France. My class wrote and performed a theatre play and I guess that experience influenced my career choice! It was when I started acting in the school ⁵ _____ and I have never stopped since then.

Zac Efron



Zendaya Coleman



I loved school. I remember the annual ⁶ _____ – long afternoons watching great films ☺ – and the ⁷ _____ at the end of school year. I have never won, but it was great to participate, as I love singing. I was a bit messy and sometimes I forgot my ⁸ _____ at home or my books in the ⁹ _____, but I learnt tons of things and I still miss the ¹⁰ _____ every year, because I love spooky costumes.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the school memories and circle the correct school facility.

I remember this place was huge and had amazing books ! I spent many lunch breaks there reading! I was reader of the month several times.

Tom, Cleveland (USA)

1. library / classroom

The snacks  were amazing! I used to sit there with my besties and chat or play games while we were eating toast and drinking smoothies.

Emily, Manchester (England)

2. locker / cafeteria

I was the real pen  and highlighter collector. Two pencil cases were not enough to keep all my stuff, so I was always there buying something new.

Ruth, Dublin (Ireland)

3. corridor / stationer's

PE classes were my favourite. I was in the volleyball  school team and we used to have our training sessions there twice a week. Wow!! I miss those days!

Kate, Canberra (Australia)

4. gym / canteen

Well, we used to complain a lot about the food at school... But you know what? It wasn't that bad, except for the spinach soup... 

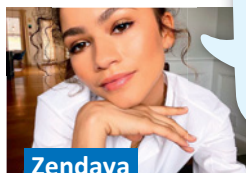
Mary, Cardiff (Wales)

5. locker / canteen

B. Read the sentences below and underline the correct words to complete them.

- The **breaks** / **classrooms** were the best part of the day.
- My friends and I played football in the **canteen** / **playground**.
- I loved my maths **teacher** / **doctor**, he was very funny.
- There was an **exchange programme** / **online test** with pupils from France.
- I'm an actor, so I loved the **Art Club** / **Drama Club**.

Zac Efron



Zendaya Coleman

- I remember the annual **cinema festival** / **Music Club** – long afternoons watching great films.
- As I love singing, my favourite event was the **karaoke contest** / **chess tournament**.
- Sometimes I forgot my **homework** / **school** at home.
- I kept my books in the **gym** / **locker**.
- I miss the **Halloween party** / **football matches** because I love spooky costumes.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the food items.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

B. Choose 3 ingredients from exercise A that you could use to cook each of the following dishes.

1. a pasta dish	2. a dessert	3. a fast-food dish	4. a soup
• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____

C. Read these teens' descriptions about their lunches and match them with the correct type of dish.

1. "Today my lunch includes a salad with lettuce, tomato, pepper, avocado, beans and quinoa. Fruit is also a must-have."

☐

a) vegetarian dish

Susan, 14 (Birmingham)

2. "Today I'm having egg and cheese sandwiches and a cold pasta salad with a homemade dressing. I usually drink ice tea."

☐

b) gluten-free dish

John, 13 (Manchester)

3. "My favourite dish? Salmon with lettuce and carrot salad. No bread or pasta included unless it has no wheat."

☐

c) vegan dish

Peter, 15 (London)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the food items with the words from the box.

peppers beans potatoes lemonade milk cheese
 pineapple eggs strawberries hamburgers chocolate
 mushrooms pasta onions broccoli bread



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

B. Choose 2 ingredients from exercise A that you could use to cook each of the following dishes.

1. a pasta dish	2. a dessert	3. a fast-food dish	4. a soup
• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____

C. Read these teens' descriptions about their lunches and match them with the correct type of dish.

1. "Today my lunch includes a salad with lettuce, tomato, pepper, avocado, beans and quinoa. Fruit is also a must-have."

Susan, 14 (Birmingham)

☐ a) vegetarian dish 

2. "Today I'm having egg and cheese sandwiches and a cold pasta salad with a homemade dressing. I usually drink ice tea."

John, 13 (Manchester)

☐ b) gluten-free dish 

3. "My favourite dish? Salmon with a lettuce and carrot salad. No bread or pasta included unless it has no wheat." Peter, 15 (London)

☐ c) vegan dish 

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Circle the correct word to label each food item.



1. milk / coffee



2. cauliflower / broccoli



3. pasta / rice



4. pineapple / orange



5. cookies / chocolate



6. potatoes / salad



7. soup / beans



8. tea / bread



9. hamburgers / hot dogs



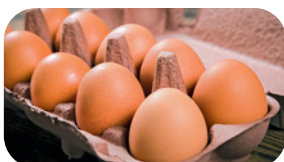
10. cheese / mushrooms



11. onions / potatoes



12. cheese / garlic



13. butter / eggs



14. peppers / tomato



15. blueberries / strawberries



16. coffee / lemonade

B. Choose 1 ingredient from exercise A that you could use to cook each of the following dishes.

1. a pasta dish	2. a dessert	3. a fast-food dish	4. a soup
• _____	• _____	• _____	• _____

C. Read these teens' descriptions about their lunches and match them with the correct type of dish.

1. "Today I'm having egg and cheese sandwiches and a cold pasta salad with a homemade dressing. I usually drink ice tea."
John, 13 (Manchester)

☐

a) vegetarian dish



2. "My favourite dish? Salmon with a lettuce and carrot salad. No bread or pasta included unless it has no wheat."
Peter, 15 (London)

☐

b) gluten-free dish



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the restaurant reviews and complete the customers' texts with the missing adjectives from the box.

A good experience overall. The steak was well ¹ _____, but the French fries were a bit ² _____. The staff was friendly and efficient.



I went to this place for a special occasion and was disappointed with the service and food. I ordered shrimp, but it was so ³ _____ that it burnt my mouth!

My chocolate ice cream was ⁴ _____ – as if it had no sugar in it at all!!



What a wonderful meal at a vegetarian restaurant! It was my first time there and I will go back! My salad was fresh with ⁵ _____ vegetables and the pancakes were ⁶ _____. The ⁷ _____ vanilla sauce on top was so tasty...

spicy creamy
grilled delicious bitter
greasy crunchy

B. Look at the pictures and complete the description to make four different ways of cooking potatoes.

1. _____
potatoes



2. _____
potatoes



3. _____
potatoes



4. _____
potatoes

C. Read the recipe for parmesan roasted potatoes. Replace the pictures with the correct cooking verb.

- Preheat oven to 180 °C.
- a)  _____ and  _____ 2/3 potatoes and 2/3 onions.
- Put the potatoes and the onions alternately in the baking tray.
- b)  _____ three teaspoons of butter in a pan.
- In a bowl, mix the olive oil, herbs, salt, pepper, parmesan and garlic.
- c)  _____ the mixture and put it over the potatoes and the onions.
- d) Put the potatoes in the oven and  _____ for an hour until they are crispy.

<https://www.eatwell101.com/garlic-parmesan-roasted-potatoes-recipe> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the restaurant reviews and **circle** the correct adjectives to complete the customers' texts.

A good experience overall. The steak was well ¹**grilled / delicious**, but the French fries were a bit ²**greasy / creamy**. The staff was friendly and efficient.



I went to this place for a special occasion and was disappointed with the service and food. I ordered shrimp, but it was so ³**crunchy / spicy** that it burnt my mouth! My chocolate ice cream was ⁴**bitter / greasy** – as if it had no sugar in it at all!!



What a wonderful meal at a vegetarian restaurant! It was my first time there and I will go back! My salad was fresh with ⁵**crunchy / bitter** vegetables and the pancakes were ⁶**grilled / delicious**. The ⁷**crunchy / creamy** vanilla sauce on top was so tasty...

B. Look at the pictures and complete the description to make four different ways of cooking potatoes. Use the words from the box.



1. _____
potatoes



2. _____
potatoes



3. _____
potatoes



4. _____
potatoes

roasted
fried
stewed
boiled

C. Read the recipe below for parmesan roasted potatoes. Replace the pictures with the correct cooking verb from the box.

bake stir put slice peel

- Preheat oven to 180 °C.
- a)  _____ and  _____ 2/3 potatoes and 2/3 onions.
- Put the potatoes and the onions alternately in the baking tray.
- b)  _____ three teaspoons of butter in a pan.
- In a bowl, mix the olive oil, herbs, salt, pepper, parmesan and garlic.
- c)  _____ the mixture and put it over the potatoes and the onions.
- d) Put the potatoes in the oven and  _____ for an hour until they are crispy.

<https://www.eatwell101.com/garlic-parmesan-roasted-potatoes-recipe> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the restaurant reviews and **circle** the correct adjectives to complete the customers' texts.

A good experience overall. The steak  was well ¹**grilled / delicious**, but the French fries  were a bit ²**greasy / creamy**. The staff was friendly and efficient.



I went to this place for a special occasion and was disappointed with the service and food. I ordered shrimp , but it was so ³**crunchy / spicy** that it burnt my mouth! My chocolate ice cream  was ⁴**bitter / greasy** – as if it had no sugar in it at all!!

B. Look at the pictures and tick (✓) the correct option.



1.

a) fried potatoes ☐b) boiled potatoes ☐

2.

a) fried potatoes ☐b) mashed potatoes ☐

3.

a) roasted potatoes ☐b) boiled potatoes ☐

4.

a) stewed potatoes ☐b) fried potatoes ☐

C. Read the recipe below for parmesan roasted potatoes and underline the correct cooking verb to replace the pictures.



- Preheat oven to 180 °C.

a)  **Peel / Cook** and  **bake / slice** 2/3 potatoes and 2/3 onions.

- Put the potatoes and the onions alternately in the baking tray.

b)  **Put / Cut** three teaspoons of butter in a pan.

- In a bowl, mix the olive oil, herbs, salt, pepper, parmesan and garlic.

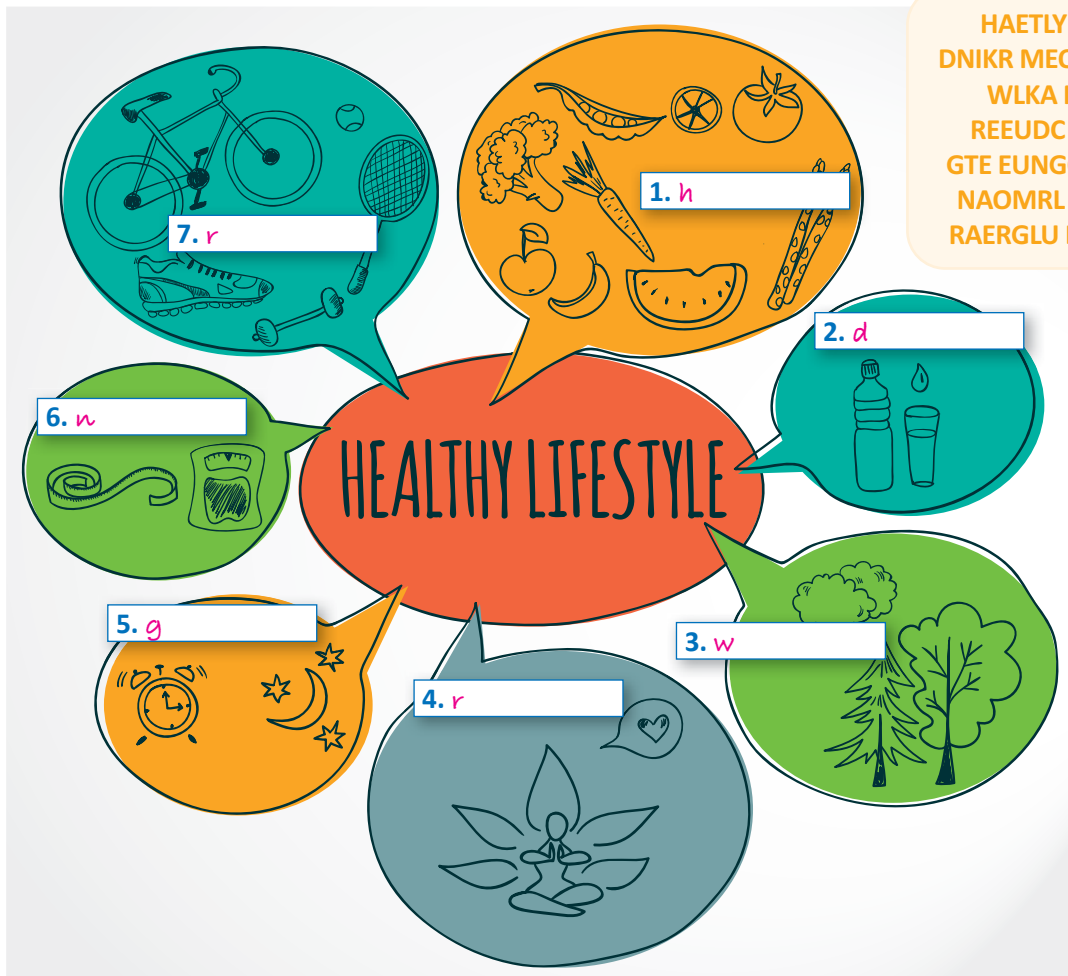
c)  **Slice / Stir** the mixture and put it over the potatoes and the onion.

d) Put the potatoes in the oven and  **peel / bake** for an hour until they are crispy.

<https://www.eatwell101.com/garlic-parmesan-roasted-potatoes-recipe> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Look at the diagram on tips for healthy living. Unscramble the phrases from the box and complete the diagram.



- B. Use the tips (1-7) from exercise A and write the correct titles for the texts below. Two of them are not needed.

1. _____

A great night of sleep between 7 and 9 hours recharges the body, repairs any damage and reduces the risk of depression.

2. _____

Keeping hydrated throughout the day is another healthy habit that can lead to a long life. Water maintains your body balance and makes you look younger.

3. _____

Too much of anything is never a good idea. Listen to your body and eat nutrient-rich foods that give you energy and satisfaction throughout the day.

4. _____

Not all of us can complete daily, high-intensity exercise, but people who exercise for 30 minutes can help reduce the risk of heart problems. Moderate regular exercise is an excellent way to get you healthy.

5. _____

The real problem with watching television isn't the actual viewing of shows or movies – it's the sitting. When people watch television, they are typically sitting on a couch or chair while not being active. So, turn off your TV and go outside, enjoy nature and take a nice walk.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Look at the diagram on tips for healthy living and complete it with the expressions from the box.



B. Circle the correct tip from exercise A for the titles below.

1. Regular exercise / Get enough sleep

A great night of sleep between 7 and 9 hours recharges the body, repairs any damage and reduces the risk of depression.

2. Healthy diet / Drink more water

Keeping hydrated throughout the day is another healthy habit that can lead to a long life. Water maintains your body balance and makes you look younger.

3. Healthy diet / Walk more

Too much of anything is never a good idea. Listen to your body and eat nutrient-rich foods that give you energy and satisfaction throughout the day.

4. Regular exercise / Reduce stress

Not all of us can complete daily, high-intensity exercise, but people who exercise for 30 minutes can help reduce the risk of heart problems. Moderate regular exercise is an excellent way to get you healthy.

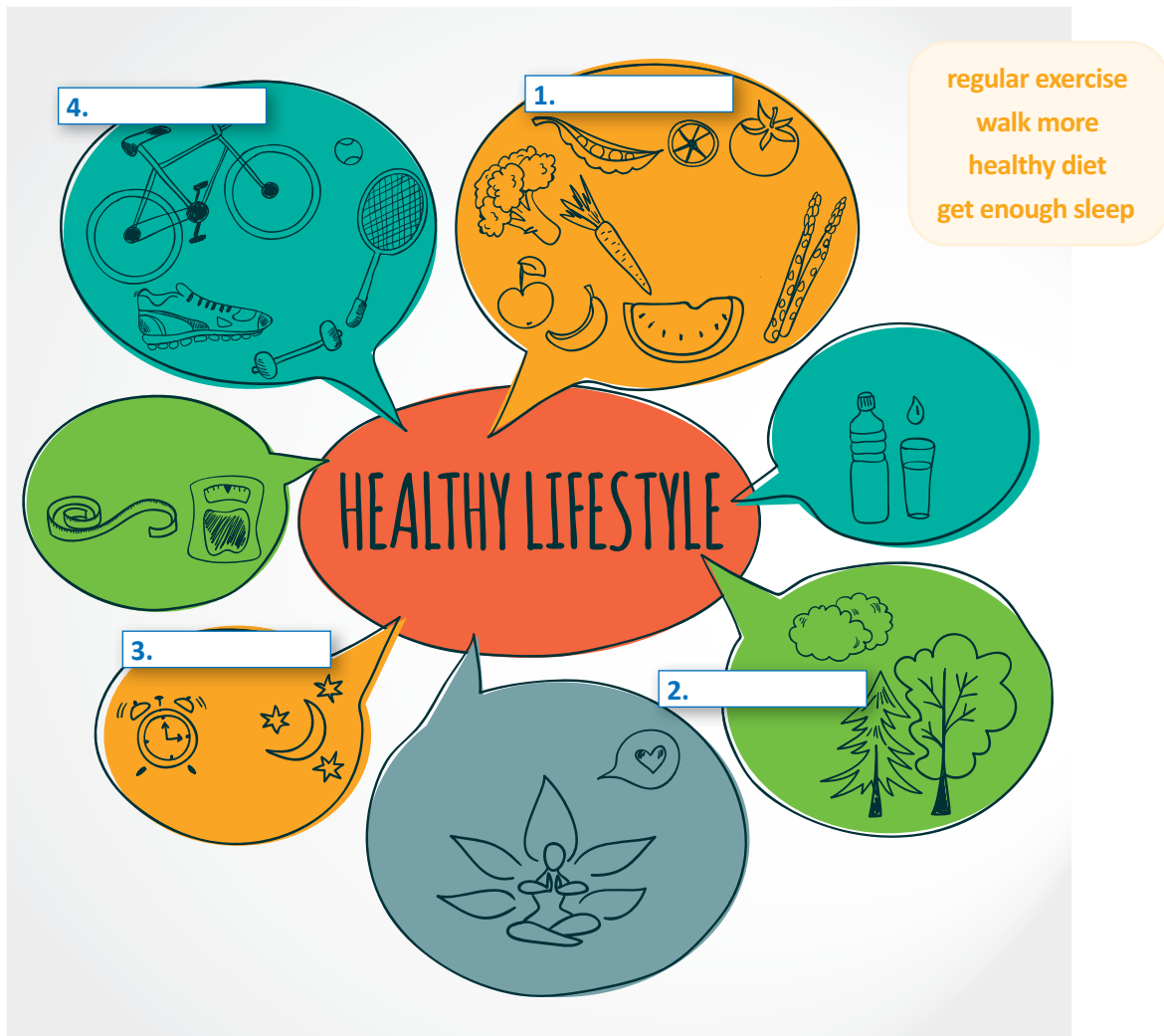
5. Normal weight / Walk more

The real problem with watching television isn't the actual viewing of shows or movies – it's the sitting. When people watch television, they are typically sitting on a couch or chair while not being active. So, turn off your TV and go outside, enjoy nature and take a nice walk.

<https://www.mybeautygym.com/healthy-lifestyle-habits-to-live-a-long-life/> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Look at the diagram on tips for healthy living and complete it with the expressions from the box.



B. Circle the correct option for the titles below.

1. Regular exercise / Get enough sleep

A great night of sleep between 7 and 9 hours recharges the body.

3. Regular exercise / Reduce stress

Moderate regular exercise is an excellent way to get you healthy.

2. Healthy diet / Walk more

Listen to your body and eat nutrient-rich foods that give you energy and satisfaction throughout the day.

4. Normal weight / Walk more

When people watch television, they are typically sitting on a couch or chair while not being active. So, turn off your TV and go outside, enjoy nature and take a nice walk.

<https://www.mybeautygym.com/healthy-lifestyle-habits-to-live-a-long-life/> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the pictures.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



6. _____ 7. _____ 8. _____ 9. _____ 10. _____

B. Look at the pictures and complete the descriptions with the words from the box. There are two extra words.

colourful

long

floral

flat

high-heeled

leather

comfortable

denim



1. a _____ blouse 2. a _____ skirt 3. _____ shoes



4. a _____ jacket 5. _____ trainers 6. a _____ shirt

C. Check the looks below and use the words from exercises A and B to complete the texts.

She is wearing a white shirt, some ¹ _____ trousers and high- ² _____ sandals. She finishes her look with some stylish black ³ _____ on her face.



He is wearing a ⁵ _____ ⁶ _____ on top of a white ⁷ _____. To create this practical look, he is wearing beige jeans and some white ⁸ _____.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the pictures with the words from the box.

shirt sweater sandals belt denim jacket
gloves shorts sunglasses trainers dress



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

B. Look at the pictures and complete the descriptions with the words from the box.



1. a _____ blouse



2. a _____ skirt



3. _____ shoes

colourful
high-heeled
comfortable
floral
denim
leather



4. a _____ jacket



5. _____ trainers



6. a _____ shirt

C. Check the looks below and use the words from exercises A and B to complete the texts.

She is wearing a white shirt,
some ¹ f trousers
and high- ² h sandals.
She finishes her look with
some stylish black ³ s
on her face.



He is wearing a denim
⁴ j on top of a white
⁵ s. To create this
practical look, he is wearing
beige jeans and some white
⁶ t.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Circle the correct option to label the pictures.



1. denim jacket / coat



2. boots / trainers



3. bracelet / gloves



4. belt / lipstick



5. coat / dress



6. sandals / shoes



7. blouse / sweater



8. shorts / skirt



9. sunglasses / tie



10. shirt / trousers

B. Are the descriptions right (✓) or wrong (✗)? Write ✓ or ✗.

1. a long skirt ☐2. a white blouse ☐3. high-heeled shoes ☐4. a denim jacket ☐5. comfortable trainers ☐6. a denim shirt ☐

C. Check the looks below and circle the correct words to complete the texts.

She is wearing a white shirt, some ¹leather / floral trousers and high- ² flat / heeled sandals. She finishes her look with some stylish black ³ gloves / sunglasses on her face.



He is wearing a denim ⁴ shirt / jacket on top of a grey ⁵ sweater / vest. To create this practical look, he is wearing beige jeans and some white ⁶ boots / trainers.



Name: _____ No.: _____ Class: _____ Date: ____/____/____

A. Find the words/expressions in the word snake to label the pictures.

v i n t a g e r v s p o r t s w e a r i a h i p h o p s m c h i c e i



1. _____



2. _____



3. _____



4. _____

B. Match the statements with the correct clothing style.

1. I usually wear dark clothes and dramatic make-up. I never leave the house without my black lipstick. I recently dyed my hair black and I love it. ☐ a) exotic
2. I love the Indian and Arabian elements mixed with regular style. I usually wear long flowing clothes and shiny jewellery. I love the glamour effect of my outfits. ☐ b) casual
3. I love a spontaneous and relaxed look for everyday occasions. I'm a fan of trainers and jeans with T-shirts and hoodies or maybe a nice shirt. ☐ c) gothic
4. I prefer outfits that never go out of style. There is nothing like a formal jacket with matching trousers in neutral colours. Accessories like belts, a good scarf and an elegant pair of shoes make all the difference. ☐ d) classic

C. How to create a sophisticated look? Complete the style tips with the missing sentence parts using the picture and the expressions from the box.

boots are also a top choice sends a message
less is more use elegant medium-small pieces
with a splash of colour

Your outfit ¹_____. To look sophisticated, you should choose neutral monochromatic clothes ²_____; elegant high heels or ³_____; accessories count, especially when it comes to golden jewellery – ⁴_____ and don't forget that ⁵_____!



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the pictures with the correct clothing style. Use the words/expressions from the box.

vintage sportswear hip-hop chic



1. _____



2. _____



3. _____



4. _____

B. Match the statements with the correct clothing style.

1. I usually wear dark clothes and dramatic make-up. I never leave the house without my black lipstick. I recently dyed my hair black and I love it. ☐ a) exotic
2. I love the Indian and Arabian elements mixed with regular style. I usually wear long clothes. ☐ b) casual
3. I'm a fan of trainers and jeans with T-shirts and hoodies or maybe a nice shirt. ☐ c) gothic
4. There is nothing like a formal jacket with matching trousers in neutral colours. Accessories like belts and an elegant pair of shoes make all the difference. ☐ d) classic

C. How to create a sophisticated look? Complete the style tips with the missing words using the picture and the words from the box.

boots message pieces
more colour

Your outfit sends a ¹ _____. To look sophisticated, you should choose neutral monochromatic clothes with a splash of ² _____; elegant high heels or ³ _____ are also a top choice; accessories count, especially when it comes to golden jewellery – use elegant medium-small ⁴ _____ and don't forget that less is ⁵ _____!



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Circle the correct option to label the pictures.



1. hip-hop / gothic 2. sportswear / vintage 3. chic / casual 4. sportswear / sophisticated

B. Match the statements with the correct clothing style.

1. I usually wear dark clothes and dramatic make-up. I recently dyed my hair black and I love it.


☐ a) exotic

2. I love the Indian and Arabian elements mixed with regular style. I usually wear long clothes.


☐ b) casual

3. I'm a fan of trainers and jeans with T-shirts and hoodies or maybe a nice shirt.


☐ c) gothic

C. How to create a sophisticated look? Complete the style tips with the missing words using the picture and the words from the box.

boots

pieces

colour

Your outfit sends a message. To look sophisticated, you should choose neutral monochromatic clothes with a splash of ¹ _____; elegant high heels or ² _____ are also a top choice; accessories count, especially when it comes to golden jewellery – use elegant medium-small ³ _____ and don't forget that less is more!



Name: _____ No.: _____ Class: _____ Date: ____/____/____

A. Match the emoji feeling faces with the correct adjective. Write the numbers 1-7 next to the adjectives.

Hi! Did you know that Tom is switching schools next term!? I was ¹ 😲 to hear that. I'm a bit ² 😞, I have to be honest...

He said nothing... ³ 😡 ⁴ 😞

Yeah... I can imagine... He's your BFF...

I had Maths test this morning. I was so ⁵ 😊 about it...I've studied so much. Then, I got ⁶ 😞. I started crying... How was your English test?

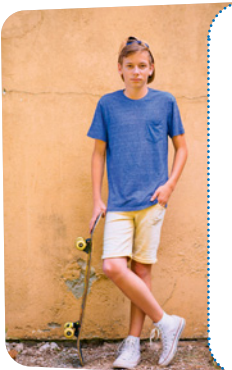
I'm ⁷ 😎!

a) confident ☐c) nervous ☐e) angry ☐g) disappointed ☐b) upset ☐d) surprised ☐f) excited ☐

B. Link the parts of the sentences using the words/expressions in the middle.

1. I don't get enough 2. My best friend is 3. I feel exhausted because of 4. I hate conflicts, but lately there has been a lot of 5. My parents are demanding and check my	• overweight • • grades • • pocket money • • school work • • friend drama •	a) , so she body-shames herself all the time. I'm really worried about her. b) and I know my grades are dropping, but I can't cope with everything. c) all the time. I feel I'm never up to their expectations. We fight a lot. d) to have lunch with my classmates outside school. I feel so embarrassed sometimes... e) and I feel apart from my group of friends. I'm lonely, but they don't get me.
---	--	--

C. Use the adjectives from exercise A and the words/expressions from exercise B to complete the text.



Teenage years are difficult times. Teens feel ¹ _____ about their final ² _____ because competition is huge and parents expect a lot from them. Others experience problems with appearance because they think they are ³ _____ or ugly. They are ⁴ _____ about their body image and they tend to isolate themselves. Besides, there are a lot of places to go to, clothes and high tech to buy and there isn't enough ⁵ _____ for everything. So, parents might get ⁶ _____ if their children ask for more. Another fight around the corner!

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Circle the correct option to replace the emoji feelings.

Hi! Did you know that Tom is switching schools next term!? I was ¹ 😲 to hear that. I'm a bit ² 😞, I have to be honest...

He said nothing... ³ 😠 ⁴ 😞

Yeah... I can imagine... He's your BFF...

I had Maths test this morning. I was so ⁵ 😲 about it...I've studied so much. Then, I got ⁶ 😞. I started crying... How was your English test?

I'm ⁷ 😎!

- | | | |
|-----------------------------|-----------------------------|----------------------|
| 1. surprised / disappointed | 4. disappointed / confident | 7. confident / upset |
| 2. anxious / upset | 5. angry / excited | |
| 3. excited / angry | 6. nervous / upset | |

B. Link the parts of the sentences using the words/expressions in the middle.

1. I don't get enough 2. My best friend is 3. I hate conflicts, but lately there has been a lot of 4. My parents are demanding and check my	• overweight • • grades • • pocket money • • friend drama •	a) , so she body-shames herself all the time. I'm really worried about her. b) all the time. I feel I'm never up to their expectations. We fight a lot. c) to have lunch with my classmates outside school. I feel so embarrassed sometimes... d) and I feel apart from my group of friends. I'm lonely and frustrated, but they don't get me.
--	--	---

C. Complete the text using the words from the box.

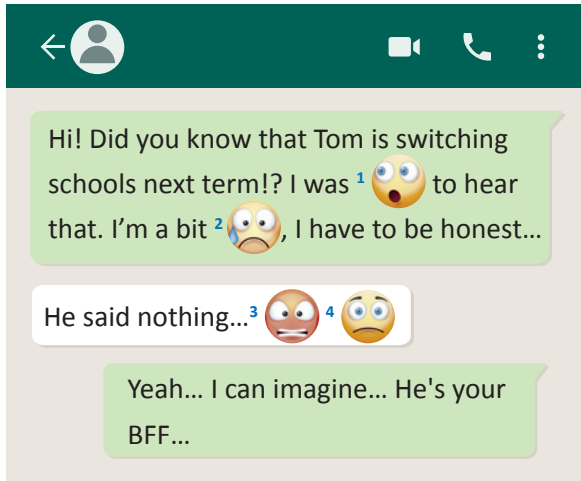


overweight grades disappointed nervous

Teenage years are difficult times. Teens feel ¹ _____ about their school ² _____ because competition is huge and parents expect a lot from them. Others experience problems with appearance because they think they are ³ _____ or ugly. They are ⁴ _____ about their body image and they tend to isolate themselves.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Circle the correct option to replace the emoji feelings.



1. surprised / happy
2. enthusiastic / upset
3. in love / angry
4. disappointed / happy

B. Match to make correct sentences.

- | | | |
|--|--------------------------|---|
| 1. I don't get enough pocket money | ☐ | a) so she body-shames herself all the time. |
| 2. My best friend is overweight, | ☐ | b) all the time. I feel I'm never up to their expectations. |
| 3. I hate conflicts, but lately there has been a lot of friend drama | ☐ | c) to have lunch with my classmates outside school. |
| 4. My parents are demanding and check my grades | ☐ | d) and I feel apart from my group of friends. |

C. Underline the correct option to complete the text.



Teenage years are difficult times. Teens feel ¹ **nervous / surprised** about their school ² **pocket money / grades** because competition is huge and parents expect a lot from them. Others experience problems with appearance because they think they are ³ **grades / overweight** or ugly. They are ⁴ **disappointed / confident** about their body image and they tend to isolate themselves.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read and complete the descriptions. Match them with the photos.



a) A wonderful view over the sea! This _____ is so high and amazing!



b) This _____ is an example of real biodiversity.



c) It was cold and dark inside this _____.

B. Unscramble the letters to make the correct word for each picture.



COANE



LNIASD



EGILCRA



ESRTED

1. _____ 2. _____ 3. _____ 4. _____

C. Fill in the gaps in the text about Portugal's top wonders with the words from the box. There are two extra words.

beach cliffs desert experience cave island mountain lakes

Sete Cidades

Sete Cidades in the Azores is a huge caldera with two beautiful twin ¹ _____. Surrounded by ² _____ covered with thick trees, this landscape has a fairy-tale quality.

Pico

The highest ³ _____ in Portugal is 2351 m high. A near-perfect cone, Monte Pico is the Azores' ultimate hiking ⁴ _____, depending on your level of fitness and experience.

Benagil

One of the Algarve's most emblematic sights, this huge natural seaside ⁵ _____ has a hole in its ceiling through which sunlight illuminates the sandstone and ⁶ _____ below.



<https://www.lonelyplanet.com/articles/portugal-top-natural-wonders> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read and complete the descriptions with the words from the box. Then, match the descriptions with the photos.

forest

cave

cliff



a) A wonderful view over the sea! This _____ is so high and amazing!



b) This _____ is an example of real biodiversity.



c) It was cold and dark inside this _____.

B. Unscramble the words to make the correct word for each picture.



COANE



LNIASD



EGILCRA



ESRTED

1. _____ 2. _____ 3. _____ 4. _____

C. Fill in the gaps in the text about Portugal's top wonders with the words from the box.

beach

cliffs

experience

cave

mountain

lakes

Sete Cidades

Sete Cidades in the Azores is a huge caldera with two beautiful twin ¹ _____. Surrounded by ² _____ covered with thick trees, this landscape has a fairy-tale quality.

Pico

The highest ³ _____ in Portugal is 2351 m high. A near-perfect cone, Monte Pico is the Azores' ultimate hiking ⁴ _____, depending on your level of fitness and experience.

Benagil

One of the Algarve's most emblematic sights, this huge natural seaside ⁵ _____ has a hole in its ceiling through which sunlight illuminates the sandstone and ⁶ _____ below.

<https://www.lonelyplanet.com/articles/portugal-top-natural-wonders> (adapted and abridged)



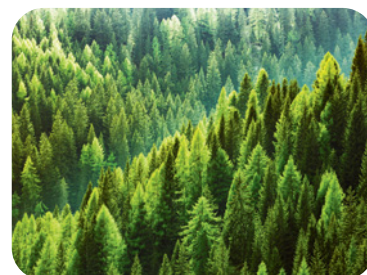
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the pictures with the words from the box.

forest

cave

cliff



1. _____ 2. _____ 3. _____

B. Unscramble the letters to make the correct word for each picture. The first letter is already given.



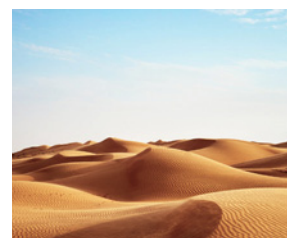
COANE



LNIASD



EGILCRA



ESRTED

1. O _____ 2. I _____ 3. G _____ 4. D _____

C. Circle the correct option to complete the texts about Portugal's top wonders.

Sete Cidades

Sete Cidades in the Azores is a huge caldera with two beautiful twin ¹lakes / oceans. Surrounded by ²houses / cliffs covered with thick trees, this landscape has a fairy-tale quality.

Pico

The highest ³pond / mountain in Portugal is 2351 m high. A near-perfect cone, Monte Pico is the Azores' ultimate hiking ⁴experience / resort.

Benagil

One of the Algarve's most emblematic sights, this huge natural seaside ⁵cave / desert has a hole in its ceiling through which sunlight illuminates the sandstone and ⁶river / beach below.



<https://www.lonelyplanet.com/articles/portugal-top-natural-wonders> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the descriptions about environmental organisations. Find out the problem they try to solve.

Organisation	How does it help the planet?	Environmental problem
 5GYRES	Promotes individual and collective actions against the global crisis of plastic pollution.	• <u>waste</u> <u>management</u>
 WWF	Charitable organisation dedicated to saving wildlife and wild places worldwide, especially the ones at risk of extinction.	1. <u>e</u> <u>s</u>
 ONE TREE PLANTED	Funds the planting of trees that help stabilise the climate and provide habitat for biodiversity.	2. <u>d</u>
 COOL EFFECT	The main mission is to reduce carbon emissions, by implementing clean energy programmes.	3. <u>c</u> <u>c</u>

B. Match the causes of global warming with the correct solutions.

1. Greenhouse gas emissions ☐ a) Plant trees.
2. Deforestation ☐ b) Turn off taps when brushing your teeth.
3. Water overconsumption ☐ c) Use public transport.

C. Fill in the gaps with the words from the box.

awareness preservation forests healthy change activist



Gisele Bündchen is a Brazilian model and ¹ _____. She became the “United Nations Environment Programme Goodwill Ambassador” in 2019 and has supported numerous environmental ² _____ campaigns since then related to climate ³ _____ impacts.



Leonardo DiCaprio is more than just an actor. Through the *Leonardo DiCaprio Foundation*, he raises ⁴ _____ for various environmental sustainability issues such as the preservation of ⁵ _____, renewable energy, ⁶ _____ oceans.

<https://www.ourendangeredworld.com/eco/celebrity-environmentalists/> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the descriptions about environmental organisations. Complete the problem they try to solve.

deforestation

endangered species

climate change

Organisation	How does it help the planet?	Environmental problem
	Promotes individual and collective actions against the global crisis of plastic pollution.	• <u>waste management</u>
	Charitable organisation dedicated to saving wildlife and wild places worldwide, especially the ones at risk of extinction.	1. _____ _____
	Funds the planting of trees that help stabilise the climate and provide habitat for biodiversity.	2. _____ _____
	The main mission is to reduce carbon emissions, by implementing clean energy programmes.	3. _____ _____

B. Fill in the diagram below. For each problem, underline the correct solution to stop global warming.

Causes
• Beef production
1. Greenhouse gas emissions
2. Deforestation
3. Water overconsumption



Solutions
• <u>Become a vegetarian</u> / Save water
a) Use public transport / Recycle
b) Plant more trees / Explore nature more
c) Use energy-efficient light bulbs / Turn off taps when brushing teeth

C. Circle the correct option.

Gisele Bündchen is a Brazilian model and ¹ **activist / politician**. She became the “United Nations Environment Programme Goodwill Ambassador” in 2019 and has supported numerous environmental ² **pollution / preservation** campaigns since then related to climate ³ **change / weather** impacts.

Leonardo DiCaprio is more than just an actor. Through the *Leonardo DiCaprio Foundation*, he raises ⁴ **awareness / opinion** for various environmental sustainability issues such as the preservation of ⁵ **forests / cities**, renewable energy, ⁶ **desert / healthy oceans**, access to clean water for everyone, etc.



<https://www.ourendangeredworld.com/eco/celebrity-environmentalists/> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the descriptions about environmental organisations. Circle the problem they try to solve.

Organisation	How does it help the planet?	Environmental problem
 5GYRES	Promotes individual and collective actions against the global crisis of plastic pollution.	• <u>waste management</u> / desertification
 WWF	Charitable organisation dedicated to saving wildlife and wild places worldwide, especially the ones at risk of extinction.	1. endangered species / water pollution
 ONE TREE PLANTED	Funds the planting of trees that help stabilise the climate and provide habitat for biodiversity.	2. desertification / deforestation

B. For each problem, underline the correct solution to stop global warming.

Causes
• Beef production
1. Greenhouse gas emissions
2. Deforestation



Solutions
• <u>Become a vegetarian</u> / Save water
a) Use public transport / Recycle
b) Explore nature more / Plant more trees

C. Circle the correct option.

1. **Gisele Bündchen** is a Brazilian model and **activist** / **politician**.
2. She became the "United Nations Environment Programme Goodwill Ambassador" in 2019 and has supported numerous environmental **pollution** / **preservation** campaigns.
3. These campaigns are related to climate **change** / **weather** impacts.



4. **Leonardo DiCaprio** raises **awareness** / **opinion** for various environmental sustainability issues through his foundation.
5. He works on the preservation of **forests** / **cities** and renewable energy.
6. He also cares about **polluted** / **healthy** oceans.

<https://www.ourendangeredworld.com/eco/celebrity-environmentalists/> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Look at the pictures from New York City and label them with the correct city feature. Use the words from the box. There are two extra words/expressions.

underground station
zebra crossing

bus stop
town square

skyscrapers
roundabout

footpath
park



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- B. Read the definitions and match them with the correct noun.

1. The residential area that surrounds a city.

☐ a) bridge

2. A structure to cross a river on foot or using a means of transport.

☐ b) pedestrian road

3. An area where cars are not allowed.

☐ c) residents

4. People living in a place permanently.

☐ d) suburbs

- C. Read the text and replace the adjectives in **bold** with an opposite so that it makes sense. There is one example.

I live in a **lively** – • peaceful and **noisy** – ¹ _____ neighbourhood in the suburbs of New York City. I love the Big Apple, but sometimes I feel that I need a more **stressful** – ² _____ life.

I take the underground to Manhattan Island every day. I love that part of the city. It is quite **dangerous** – ³ _____ at all times and the streets are very **dirty** – ⁴ _____. It is the **ugly** – ⁵ _____ heart of New York City, where everything happens. No wonder they call it “the city that never sleeps”.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Look at the pictures from New York City and label them with the correct city feature. Use the words from the box.

underground station
zebra crossing

skyscrapers
town square

footpath
park



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- B. Read the definitions and tick (✓) the correct option.

- | | | |
|--|---|---|
| 1. The residential area that surrounds a city. | a) suburbs ☐ | b) residents ☐ |
| 2. A structure to cross a river on foot or using a means of transport. | a) pedestrian road ☐ | b) bridge ☐ |
| 3. An area where cars are not allowed. | a) suburbs ☐ | b) pedestrian road ☐ |
| 4. People living in a place permanently. | a) residents ☐ | b) skyscraper ☐ |

- C. Read the text and replace the adjectives in bold with their opposite from the box.

relaxing

quiet

clean

magnificent

safe

~~peaceful~~

I live in a lively – • ~~peaceful~~ and noisy – ¹_____ neighbourhood in the suburbs of New York City. I love the Big Apple, but sometimes I feel that I need a more stressful – ²_____ life. I take the underground to Manhattan Island every day. I love that part of the city. It is quite dangerous – ³_____ at all times and the streets are very dirty – ⁴_____. It is the ugly – ⁵_____ heart of New York City, where everything happens. No wonder they call it “the city that never sleeps”.

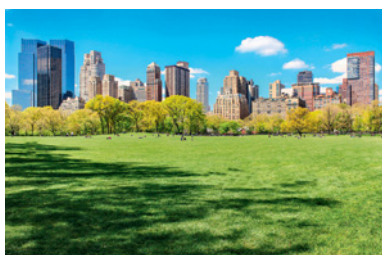
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Look at the pictures from New York City and circle the correct city feature.

1. footpath / town square

2. underground station /
skyscrapers

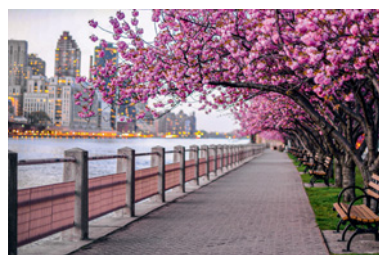
3. zebra crossing / park



4. park / footpath



5. skyscrapers / bridge



6. bus stop / footpath

B. Check the pictures and tick (✓) the correct option.



1.
a) suburbs ☐
b) residents ☐



2.
a) neighbourhood ☐
b) bridge ☐



3.
a) suburbs ☐
b) pedestrian road ☐



4.
a) skyscraper ☐
b) residents ☐

C. Read the text and underline the opposite of the adjective in blue.

I live in a • **lively** – peaceful / **polluted** and ¹ **noisy** – quiet / **digital** neighbourhood in the suburbs of New York City. I love the Big Apple, but sometimes I feel that I need a more ² **stressful** – modern / **relaxing** life. I take the underground to Manhattan Island every day. I love that part of the city. It is quite ³ **dangerous** – safe / **clean** at all times and the streets are very ⁴ **dirty** – clean / **flying**. It is the ⁵ **ugly** – **polluted** / **magnificent** heart of New York City, where everything happens. No wonder they call it “the city that never sleeps”.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. What is a smart city? Complete the definition with the words from the box. There are two extra words.

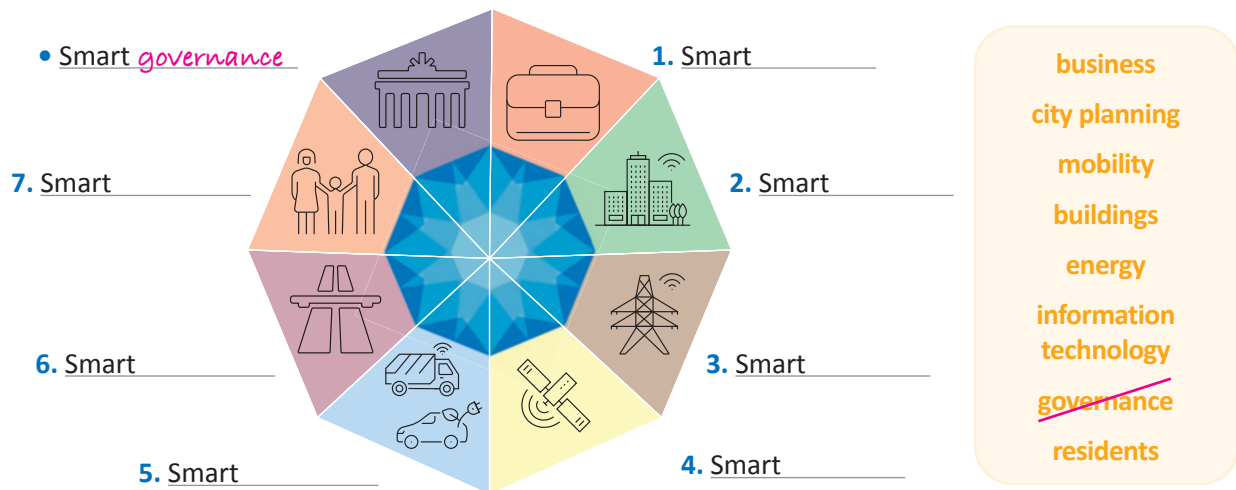
platforms buildings waste light technology
disabled control eco-friendly

A smart city is a place where traditional networks and services are more efficient because it uses digital ¹_____ for the benefit of its residents and business. A smart city has more ²_____ urban transport networks, better water supply and ³_____ disposal facilities and more efficient ways to ⁴_____ and heat ⁵_____. It also has a more interactive and responsive city administration and safer public spaces and it meets the needs of older and ⁶_____ people.

https://ec.europa.eu/info/eu-regional-and-urban-development/topics/cities-and-urban-development/city-initiatives/smart-cities_en (abridged and adapted)

- B. Look at the diagram and symbols and identify the areas that are improved with smart cities.

SMART DIAMOND TO DEFINE SMART CITY



<https://www.researchgate.net/figure/Smart-City-Definition> (adapted)

- C. Match the descriptions with the correct area from exercise B. Not all the areas are needed.

- Using renewable energies to produce electricity and heat. Smart energy
- 1. Creating sustainable houses that include several green areas. _____
- 2. Using autonomous vehicles and futuristic public transport networks. _____
- 3. Building robots to assist old and disabled people in their daily life. _____
- 4. Planning interconnected roads and areas for pedestrians. _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. What is a smart city? Complete the definition with the words from the box.

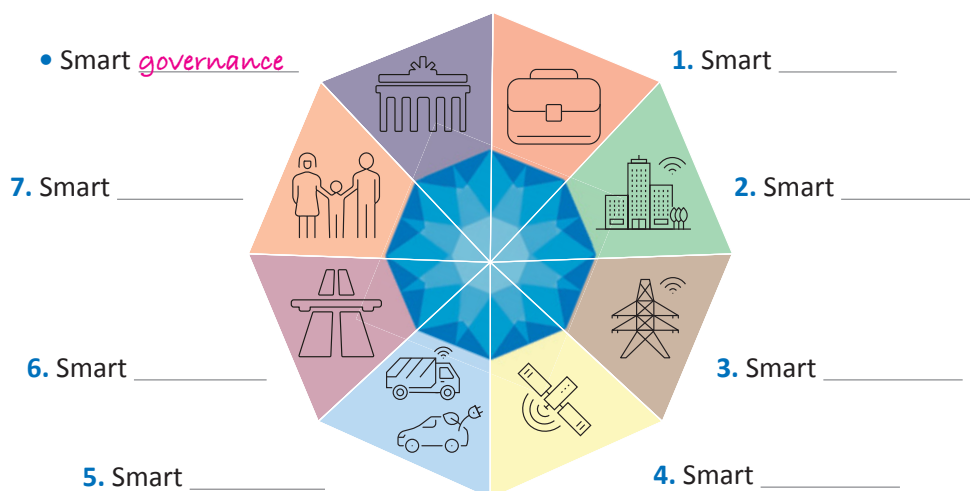
buildings waste light
technology disabled eco-friendly

A smart city is a place where traditional networks and services are more efficient because it uses digital ¹ _____ for the benefit of its residents and business. A smart city has more ² _____ urban transport networks, better water supply and ³ _____ disposal facilities and more efficient ways to ⁴ _____ and heat ⁵ _____. It also has a more interactive and responsive city administration and safer public spaces and it meets the needs of older and ⁶ _____ people.

https://ec.europa.eu/info/eu-regional-and-urban-development/topics/cities-and-urban-development/city-initiatives/smart-cities_en (abridged and adapted)

B. Look at the diagram and symbols and identify the areas that are improved with smart cities.

SMART DIAMOND TO DEFINE SMART CITY



business
city planning
mobility
buildings
energy
information
technology
~~governance~~
residents

<https://www.researchgate.net/figure/Smart-City-Definition> (adapted)

C. Tick (✓) the correct area from exercise B that match the descriptions.

1. Creating sustainable houses that include several green areas.

a) Smart buildings ☐b) Smart information technology ☐

2. Using autonomous vehicles and futuristic public transport networks.

a) Smart governance ☐b) Smart mobility ☐

3. Building robots to assist old and disabled people in their daily life.

a) Smart residents ☐b) Smart energy ☐

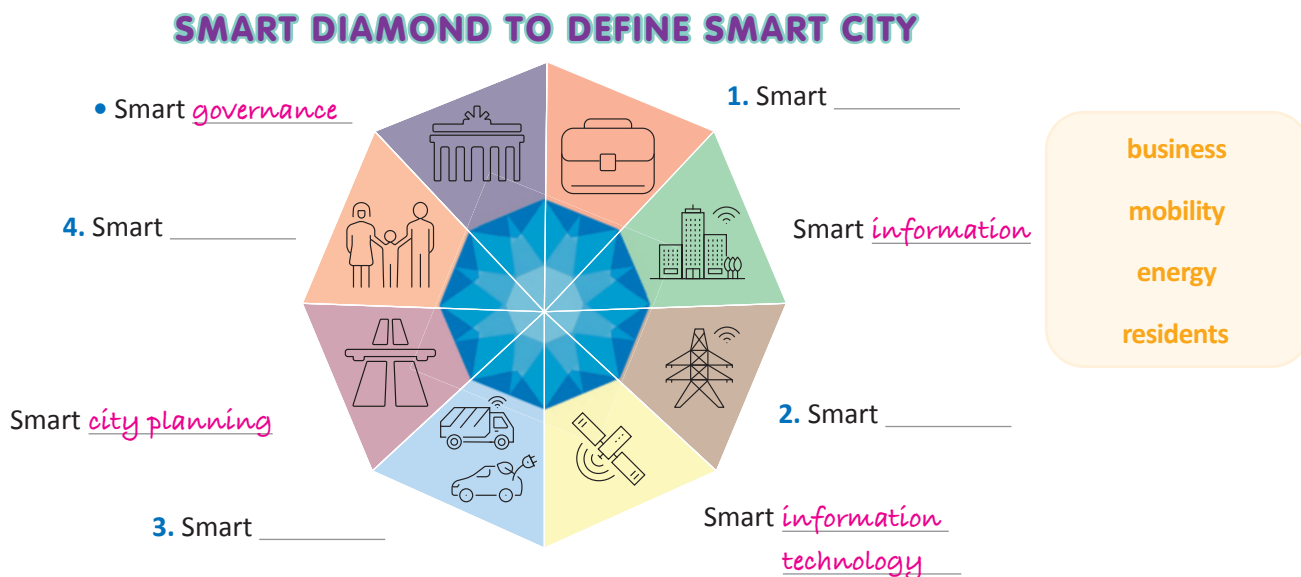
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. What is a smart city? Circle the correct words.

A smart city is a place where traditional networks and services are more efficient because it uses digital ¹ **technology** / **buildings** for the benefit of its residents and business. A smart city has more ² **old** / **eco-friendly** urban transport, better water supply and ³ **waste** / **food** disposal facilities and more efficient ways to ⁴ **light** / **open** and heat ⁵ **roads** / **buildings**. It also has a more interactive and responsive city administration and safer public spaces and it meets the needs of older and ⁶ **disabled** / **residents** people.

https://ec.europa.eu/info/eu-regional-and-urban-development/topics/cities-and-urban-development/city-initiatives/smart-cities_en (abridged and adapted)

B. Look at the diagram and symbols and identify the areas that are improved with smart cities.



<https://www.researchgate.net/figure/Smart-City-Definition-Frost-Sullivan> (adapted)

C. Tick (✓) the correct area from exercise B that match the descriptions.

1. Creating sustainable houses.

a) Smart buildings ☐b) Smart information technology ☐

2. Using autonomous vehicles.

a) Smart governance ☐b) Smart mobility ☐

3. Building robots to assist old and disabled people.

a) Smart residents ☐b) Smart energy ☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Unscramble the words to label the pictures.



MTGNCSYAIS

1. _____



BLKSLATBEA

2. _____



EIC CHYEKO

3. _____



WMINGSIM

4. _____



NTNISE

5. _____



YCLCIGN

6. _____

B. Where do you do these sports? Match.

- | | | |
|---------------|--------------------------|-----------|
| 1. football | ☐ | a) pool |
| 2. ice hockey | ☐ | b) court |
| 3. swimming | ☐ | c) course |
| 4. golf | ☐ | d) pitch |
| 5. tennis | ☐ | e) rink |



C. Read the sentences and complete them with the missing equipment. Use the pictures to help you.

1. I'm a professional swimmer. When I go swimming, I always wear my swimming cap and my _____



2. I go cycling with my best friends every Saturday. I always wear a _____ for safety reasons.



3. When you play ice hockey, you need a _____ and _____



4. I bought a new _____ because the one I had was too old.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Unscramble the letters to complete the words about sports. The first and the last letter are already in the correct place.



MTGNCSYAIS

1. G _____ S

BLKSLATBEA

2. B _____ L

EIC CHYEKO

3. I E H _____ Y

WMINGSIM

4. S _____ I

NTNISE

5. T _____ S

YCLCIGN

6. C _____ G

B. Where do you do these sports? Match.

- | | | |
|---------------|--------------------------|-----------|
| 1. football | ☐ | a) pool |
| 2. ice hockey | ☐ | b) court |
| 3. swimming | ☐ | c) course |
| 4. golf | ☐ | d) pitch |
| 5. tennis | ☐ | e) rink |



C. Read the sentences and complete them with the missing equipment. Use the pictures to help you and the words from the box.

1. I'm a professional swimmer. When I go swimming, I always wear my swimming cap and my _____



2. I go cycling with my best friends every Saturday. I always wear a _____ for safety reasons.



3. When you play ice hockey, you need a _____ and _____



4. I bought a new _____ because the one I had was too old.



helmet
goggles
stick
racket
gloves

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Label the pictures with the correct sport from the box.

cycling

basketball

swimming

ice hockey

gymnastics

tennis



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B. Where do you do these sports? Match.

1. ice hockey

☐

a) pool

2. swimming

☐

b) court

3. golf

☐

c) course

4. tennis

☐

d) rink

C. Read the sentences and circle the correct word to complete the equipment. Use the pictures to help you.

1. I'm a professional swimmer. When I go swimming, I always wear my swimming cap and my **helmet / goggles** .



2. I go cycling with my best friends every Saturday. I always wear a **helmet / stick** for safety reasons.



3. When you play ice hockey, you need a **stick / racket**

and **trainers / gloves**

4. I bought a new **puck / racket** because the one I had was too old.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Complete the diagram with 4 words that come to your mind when you think about extreme sports.



B. Label the pictures with the names of extreme sports.

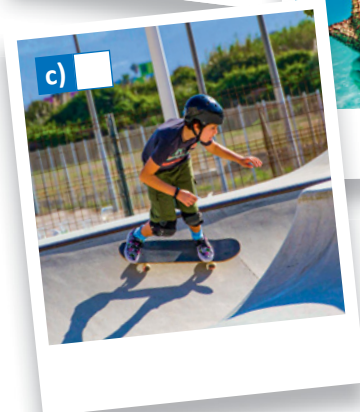


1. _____ 2. _____ 3. _____ 4. _____

C. Complete the definitions with the sports from the box. Match the definitions with the pictures. There are two extra words.

snorkelling skydiving rock climbing
kayaking skateboarding

- _____ is the practice of swimming while equipped with a diving mask and a breathing tube. The use of this equipment allows the person to observe underwater attractions for long periods with relatively little breathing effort.
- _____ is an action sport which began in the United States and involves riding and performing tricks using a specific board.
- _____ is a sport in which participants climb up, down or across natural rocks or artificial rock walls. The goal is to reach the top of a formation or route without falling.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Complete the diagram with 3 words that come to your mind when you think about extreme sports.



B. Unscramble the words to label the pictures of the extreme sports.



1. BSEA JIMUPGN



2. KNAGYIKA



3. PRAORKU

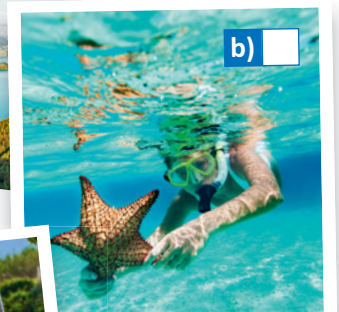


4. SINWOBARODGN

C. Complete the definitions with the sports from the box. Match the definitions with the correct picture.

snorkelling rock climbing skateboarding

- _____ is the practice of swimming while equipped with a diving mask and a breathing tube. The use of this equipment allows the person to observe underwater attractions.
- _____ is an action sport which began in the United States and involves riding and performing tricks using a specific board.
- _____ is a sport in which participants climb up, down or across natural rocks or artificial rock walls.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Complete the diagram with 3 words from the box about extreme sports.

B. Circle the correct name of the extreme sports.

1. golf / base jumping



2. hockey / kayaking



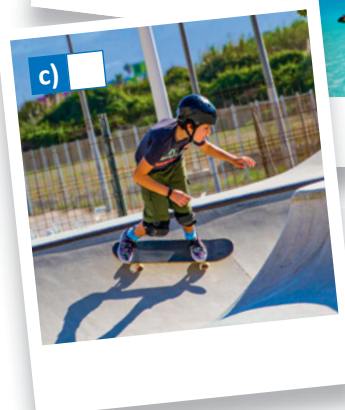
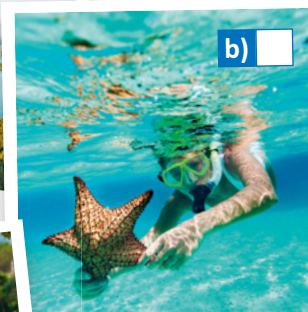
3. parkour / tennis



4. snowboarding / gymnastics

C. Underline the correct sport to complete the descriptions. Match them with the correct pictures.

- Kayaking / Snorkelling** is the practice of swimming while equipped with a diving mask and a breathing tube. The use of this equipment allows the person to observe underwater attractions.
- Snowboarding / Skateboarding** is an action sport which began in the United States and involves riding and performing tricks using a specific board.
- Rock climbing / Parkour** is a sport in which participants climb up, down or across natural rocks or artificial rock walls.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the definitions and identify the different types of accommodation.

Use the words/expressions from the box.

resort

campsite

youth hostel

bed and breakfast (B&B)

1. Sleeping accommodation for a night and a meal in the morning. _____
2. A place that provides accommodation, food, drinks, entertainment, recreation, sports and shopping on holidays. _____
3. A place that provides cheap accommodation for young people. _____
4. A place where people on holidays can put their tents or caravans, usually with toilets and washing facilities. _____

B. Label the pictures with holiday activities.1. b2. s3. s**C. Complete the review with the missing information from the box.**

Gallery

Itinerary

Dates/Prices

Accommodation

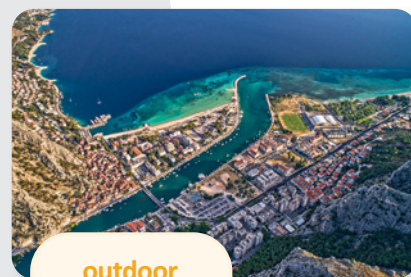
Reviews

FAQs

Omis active holidays

Feedback rating 94%

Omis is a stunning coastal town. It was the perfect area to try canoeing, ¹ _____ and rafting family adventure holidays in Croatia. Throughout an exciting week, my parents, my sister and I experienced ² _____ activities, as well as ³ _____ in incredible natural areas like the Krka National Park and the island of Hvar. It was just great because we had thrilling fun and we had time to ⁴ _____. Food was on a half-board basis, at a wonderful ⁵ _____ family-owned hotel. If you are looking for blue sea and blue skies, you won't be disappointed with your ⁶ _____.



outdoor
3-star
cycling
relax
choice
sightseeing

<https://www.teenageractivityholidays.com/family-adventure/climbing-kayaking-holidays-in-croatia/> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the definitions and underline the correct type of accommodation.

1. Sleeping accommodation for a night and a meal in the morning: **bed & breakfast (B&B) / caravan site**.
2. A place that provides accommodation, food, drinks, entertainment, recreation, sports and shopping on holidays: **guesthouse / resort**.
3. A place that provides cheap accommodation for young people: **campsite / youth hostel**.
4. A place where people on holidays can put their tents, usually with toilets and washing facilities: **guesthouse / campsite**.

B. Label the pictures with the holiday activities from the box.

sunbathing sightseeing buying souvenirs



1. _____



2. _____



3. _____

C. Circle the correct words to complete the text.

Gallery

Itinerary

Dates/Prices

Accommodation

Reviews

FAQs

Omisi active holidays



Feedback rating 94%

Omisi is a stunning coastal town. It was the perfect area to try canoeing, ¹ **reading / cycling** and rafting family adventure holidays in Croatia. Throughout an exciting week, my parents, my sister and I experienced ² **3-star / outdoor** activities, as well as ³ **sightseeing / shopping** in incredible natural areas like the Krka National Park and the island of Hvar. It was just great because we had thrilling fun and we had time to ⁴ **choose / relax**. Food was on a half-board basis, at a wonderful ⁵ **dirty / 3-star** family-owned hotel. If you are looking for blue sea and blue skies, you won't be disappointed with your ⁶ **choice / time**.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the definitions and underline the correct type of accommodation.

1. Sleeping accommodation for a night and breakfast: **bed & breakfast (B&B)** / **caravan site**.
2. A place that provides accommodation, food, drinks, entertainment, recreation, sports and shopping on holidays: **guesthouse** / **resort**.
3. A place that provides cheap accommodation for young people: **campsite** / **youth hostel**.
4. A place where people on holidays can camp: **guesthouse** / **campsite**.

B. Tick (✓) the correct holiday activity to label the pictures.



1.
 - a) taking photos ☐
 - b) buying souvenirs ☐



2.
 - a) sunbathing ☐
 - b) surfing ☐



3.
 - a) sightseeing ☐
 - b) swimming ☐

C. Circle the correct words to complete the text.

Gallery

Itinerary

Dates/Prices

Accommodation

Reviews

FAQs

Omis active holidays



Feedback rating 94%

Omis is a beautiful town. It was the perfect area to try canoeing and ¹ **reading / cycling** family adventure holidays in Croatia. My parents, my sister and I experienced ² **3-star/ outdoor** activities, as well as ³ **sightseeing / shopping** in incredible natural areas like the Krka National Park and the island of Hvar. It was just great because we had fun and we had time to ⁴ **choose / relax**. We slept in a wonderful ⁵ **dirty / 3-star** hotel. If you are looking for blue sea and blue skies, you won't be disappointed with your ⁶ **choice / time**.



<https://www.teenageractivityholidays.com/family-adventure/climbing-kayaking-holidays-in-croatia/> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Mike is talking about his primary school memories. Replace the underlined expressions with the correct subject pronoun: *I, you, he, she, it, we* or *they*. Some of them are not needed.

1. "My friends and I did fidget spinner competitions during breaks." _____
2. "Mary was my classmate and one of my best friends." _____
3. "The Internet connection was really bad at the time, but we took part in an exchange programme anyway." _____



B. This is Mike's daily routine when he was at primary school. Circle the correct option.

1. I walked to school with my neighbours. I met **they / them** in front of the baker's.
2. I always took a snack for the morning break. My mum put **it / him** in my schoolbag.
3. I was a member of the school rock band. Our music teacher taught **us / we** to perform live.

C. Read the dialogue between Mike and his friend Tom and fill in the gaps with the missing possessive determiners: *my, your, his, her, its, our* or *their*. Some of them are not needed.

Mike: Hi, Tom! How are things? I didn't see you at school today.

Tom: I didn't go this morning. ¹_____ mum has got a cold, so I had to stay home.

Mike: Ah, OK. Is she feeling better?

Tom: Yeah, she went to see ²_____ doctor and she has some medicine to take.

Mike: Great. So, are you coming to the skate park? The tricks contest is tomorrow.

Tom: I know... Maybe I'll show up later. ³_____ team is the best! You know that...

Mike: Well, Mr. Confidence... I know we are good, but Susan's team is also great. Have you seen ⁴_____ last moves?

Tom: Well, I'll see what I can do. I know Susan is great and she has a new skateboard. It was ⁵_____ birthday present this year.

Mike: Well, I also need a new skateboard. Let's see if ⁶_____ parents can give me one for Christmas... So, what time do we meet?

Tom: Perhaps around four, but I'll text you later. Bye.



D. Circle the correct option to complete the sentences.

1. Mike and Tom have a skateboard competition. **Their / Theirs** skateboards are old but fancy.
2. Susan loves **her / hers** new skateboard. I also like **my / mine** very much.
3. **Our / ours** best friend is a professional skateboarder. What about **your / yours**?

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Mike is talking about his primary school memories. Tick (✓) the correct subject pronoun to replace the underlined expressions.

1. "My friends and I did fidget spinner competitions during breaks." a) We ☐ b) They ☐
2. "Mary was my classmate and one of my best friends." a) He ☐ b) She ☐
3. "The Internet connection was really bad at the time, but we took part in an exchange programme anyway." a) It ☐ b) He ☐

B. This is Mike's daily routine when he was at primary school. Underline the correct option.

1. I walked to school with my neighbours. I met **your / them** in front of the baker's.
2. I always took a snack for the morning break. My mum put **it / them** in my schoolbag.
3. I was a member of the school rock band. Our music teacher taught **us / they** to perform live.

C. Read the dialogue between Mike and his friend Tom and circle the correct possessive determiners to complete the dialogue.

Mike: Hi, Tom! How are things? I didn't see you at school today.

Tom: I didn't go this morning. ¹ **His / My** mum has got a cold, so I had to stay home.

Mike: Ah, OK. Is she feeling better?

Tom: Yeah, she went to see ² **her / his** doctor and she has some medicine to take.

Mike: Great. So, are you coming to the skate park? The tricks contest is tomorrow.

Tom: I know... Maybe I'll show up later. ³ **Our / Their** team is the best! You know that...

Mike: Well, Mr. Confidence... I know we are good, but Susan's team is also great. Have you seen ⁴ **their / your** last moves?

Tom: Well, I'll see what I can do. I know Susan is great and she has a new skateboard. It was ⁵ **his / her** birthday present this year.

Mike: Well, I also need a new skateboard. Let's see if ⁶ **my / your** parents can give me one for Christmas... So, what time do we meet?

Tom: Perhaps around four, but I'll text you later. Bye.



D. Choose from the box to complete the sentences.

1. Mike and Tom have a skateboard competition. _____ skateboards are old but fancy.
2. Susan loves _____ new skateboard. I also like _____ very much.
3. _____ best friend is a professional skateboarder. What about _____?

her
mine
yours
their
our

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Complete the sentences about Kate's daily routine with the present simple of the verbs in brackets.

1. She always _____ (**wake up**) late at weekends.
2. Kate and Tom _____ (**eat**) in the school canteen. They _____ (**not arrive**) home before 4 p.m.
3. It _____ (**be**) great to arrive home and have a snack! Mum _____ (**make**) yummy sandwiches.
4. Kate _____ (**not chat**) with her friends in the evening, but she _____ (**watch**) her favourite Netflix TV series.
5. "What time _____ (**she / go**) to bed?"
"At 10:30 p.m. And you? _____ (**you / fall**) asleep late?"

B. This is Kate's first day as a volunteer. She filmed it and put it on her YouTube channel. Read the text and put the verbs in the present continuous to complete it.

Hi, everyone! Hope you're all fine. Today I want to show you something exciting!

I'm the newest volunteer at GreeNeighbourhood and this is what we ¹ _____ (**do**) right now. This is my mate John. He ² _____ (**plant**) some new trees in our Central Park.

Over there, you can see Mary and Sophie. They ³ _____ (**clean**) the water fountain today.

I ⁴ _____ (**help**) clean up the litter.

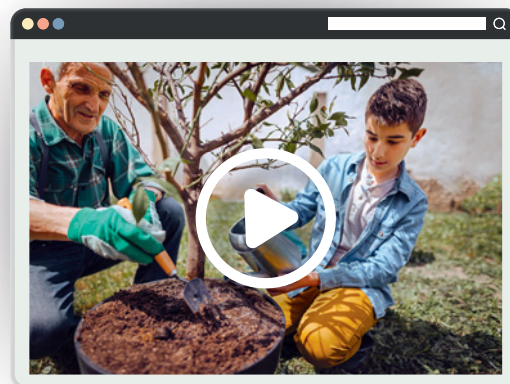
We ⁵ _____ (**try**) to do our best, but it's not easy...

Tomorrow our team ⁶ _____ (**plan**) a new action on the streets with homeless people!

I ⁷ _____ (**not come**) this time because it will be at night and I have classes early in the morning.

What about you? ⁸ _____ (**you / do**) anything for your neighbourhood?

Well, you can always join GreeNeighbourhood and make friends while you take action!

**C. Check some teens' opinions about free time activities and complete the texts with the present simple or the present continuous of the verbs in brackets.**

New languages are awesome. My bestie and I ¹ _____ (**learn**) Japanese this year and I ² _____ (**want**) to learn Italian, too. I ³ _____ (**not think**) it will be difficult.

I ⁴ _____ (**be**) a big fan of TV series but my mum ⁵ _____ (**not let**) me watch thrillers and horror.
I ⁶ _____ (**watch**) *Go!* right now and I love it.
⁷ _____ (**you / usually / watch**) TV?

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. **Circle** the correct option to complete the sentences about Kate's daily routine with the present simple.

1. She always **wake up / wakes up** late at weekends.
2. Kate and her brother **eat / eats** in the school canteen. They **don't arrive / doesn't arrive** home before 4 p.m.
3. It **are / is** great to arrive home and have a snack! Mum **make / makes** yummy sandwiches.
4. Kate **don't chat / doesn't chat** with her friends in the evening, but she **watch / watches** her favourite Netflix TV series.
5. "What time **do she go / does she go** to bed?"
"At 10:30 p.m. And you? **Do you fall / Does you fall** asleep late?"

B. This is Kate's first day as a volunteer. She filmed it and put it on her YouTube channel. Read the text and **underline** the correct present continuous forms to complete it.

Hi, everyone! Hope you're all fine. Today I want to show you something exciting!

I'm the newest volunteer at GreeNeighbourhood and this is what we ¹ **are doing / is doing** right now. This is my mate John. He ² **are planting / is planting** some new trees in our Central Park. Over there, you can see Mary and Sophie. They ³ **are cleaning / is cleaning** the water fountain today. I ⁴ **am helping / are helping** clean up the litter.

We ⁵ **are trying / is trying** to do our best, but it's not easy... Tomorrow our team ⁶ **is planing / is planning** a new action on the streets with homeless people!

I ⁷ **am not coming / are not coming** this time because it will be at night and I have classes early in the morning.

What about you? ⁸ **Are you doing / Is you doing** anything for your neighbourhood?

Well, you can always join GreeNeighbourhood and make friends while you take action!



C. Check some teens' opinions about free time activities. **Circle** the correct present simple or the present continuous form to complete the texts.

New languages are awesome. My bestie and I ¹ **learn / are learning** Japanese this year and I ² **want / am wanting** to learn Italian, too. I ³ **don't think / am not thinking** it will be difficult.

I ⁴ **am / am being** a big fan of TV series but my mum ⁵ **doesn't let / isn't letting** me watch thrillers and horror. I ⁶ **watch / am watching** *Go!* right now and I love it. ⁷ **Do you usually watch / Are you usually watching** TV?

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Complete the sentences with the past simple of the verbs in brackets.

1. Last Tuesday _____ (be) great. We _____ (visit) our primary school.
2. My former classmates and I _____ (spend) hilarious moments there.
3. I _____ (not play) football that much because I _____ (not be) keen on sports.
4. "_____ (you / wake up) early to catch the bus yesterday?"
"Yes, we _____ (catch) the bus at 7:30."

B. Complete the sentences with the past continuous of the verbs in brackets.

1. It _____ (rain), so we didn't go out for a walk.
2. What _____ (you / buy) when I met you at the supermarket?
3. I _____ (work) on my school project when John called me.
4. Peter and his brother _____ (not / read) while their mum _____ (prepare) lunch.

C. Build sentences with the past simple and the past continuous using the words in brackets.

- I / go / to school / yesterday / I / see / Peter. (when)

I was going to school yesterday when I saw Peter.

1. John / play football / with his friends / his brother / chat / online. (while)

2. my friends / not see / me / they / shop / at the shopping centre last weekend. (as)

3. what / you / cook / in the kitchen / early this morning / I / get / home? (when)

D. Complete the conversation with the past simple or past continuous form of the verbs in brackets.

- Ben:** Hey, Sophie! ¹ _____ (you / have) a nice weekend?
- Sophie:** Yeah! It ² _____ (be) OK. I ³ _____ (study) for the English test on Saturday. Then, in the evening, my cousin and I ⁴ _____ (go) to the cinema.
- Ben:** What ⁵ _____ (you/see)?
- Sophie:** *Jumanji 4 – The Final Level*. As we ⁶ _____ (arrive) at the shopping centre, we ⁷ _____ (meet) Peter and Steve. ⁸ _____ (you / do) anything special?
- Ben:** Not really... I ⁹ _____ (play) some video games on Saturday, but my computer ¹⁰ _____ (break) down while I ¹¹ _____ (download) the new Minecraft version. So, I ¹² _____ (not continue) playing...
- Sophie:** Well, at least you ¹³ _____ (not spend) all Saturday playing video games...



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Underline the correct past simple forms to complete the sentences.

1. Last Tuesday **is / was** great. We **visit / visited** our primary school.
2. My former classmates and I **spent / spend** hilarious moments there.
3. I **doesn't play / didn't play** football that much because I **isn't / wasn't** keen on sports.
4. "Do you **wake up / Did you wake up** early to catch the bus yesterday?"
"Yes, we **caught / catch** the bus at 7:30."

B. Choose the past continuous forms from the box to complete the sentences.

1. It _____, so we didn't go out for a walk.
2. What _____ when I met you at the supermarket?
3. I _____ on my school project when John called me.
4. Peter and his brother _____ while their mum _____ lunch.

was working
was raining
was preparing
weren't reading
were you buying

C. Circle the correct option to complete the sentences.

1. John **played / was playing** with his friends while his brother **chatted / was chatting** online.
2. My friends **didn't see / weren't seeing** me as they **shopped / were shopping** at the shopping centre last weekend.
3. What **did you cook / were you cooking** in the kitchen early this morning when I **got / was getting** home?

D. Underline the correct option – past simple or past continuous – to complete the text.

- Ben:** Hey, Sophie! ¹ **Did you have/ Were you having** a nice weekend?
- Sophie:** Yeah! It ² **was / was being** OK. I ³ **studied / was studying** for the English test on Saturday. Then, in the evening, my cousin and I ⁴ **went / were going** to the cinema.
- Ben:** What ⁵ **did you see / were you seeing**?
- Sophie:** *Jumanji 4 – The Final Level*. As we ⁶ **were arriving / arrived** at the shopping centre, we ⁷ **met / were meeting** Peter and Steve.
- ⁸ **Did you do / Were you doing** anything special?
- Ben:** Not really... I ⁹ **played / was playing** some video games on Saturday, but my computer ¹⁰ **broke / was breaking** down while I ¹¹ **downloaded / was downloading** the new Minecraft version. So, I ¹² **didn't continue / wasn't continuing** playing...
- Sophie:** Well, at least you ¹³ **didn't spend / weren't spending** all Saturday playing video games...



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Fill in the table with the words from the box.

apple
peabutter
informationmilk
breadegg
babysugar
love

Countable nouns [C]	Uncountable nouns [U]

B. For each pair of sentences, identify if the underlined word is countable [C] or uncountable [U].

- | | C | U | | C | U |
|---|--------------------------|-------------------------------------|--|-------------------------------------|--------------------------|
| • I don't like <u>coffee</u> . | ☐ | ☒ | Could you bring us two <u>coffees</u> , please? | ☒ | ☐ |
| 1. I always eat roast beef and Yorkshire <u>pudding</u> at my parents'. | ☐ | ☐ | Lisa has made a delicious Yorkshire <u>pudding</u> for dinner! | ☐ | ☐ |
| 2. I have just eaten two <u>ice creams</u> ! | ☐ | ☐ | I love <u>ice cream</u> . Strawberry is my favourite. | ☐ | ☐ |
| 3. I didn't have <u>time</u> for lunch! I'm starving. | ☐ | ☐ | We have been to this restaurant three <u>times</u> and we love it. | ☐ | ☐ |

C. Complete the text with the missing words. Use the pictures to help you. Some words might be used in the plural form.

When I get home from work, I usually drink a ¹ _____
 of tea with two ² _____  of sugar. I also
eat two ³ _____  of whole wheat bread. My
dinner is usually light. I eat a nice ⁴ _____ 
of soup, some ⁵ _____  and one or two
boiled ⁶ _____  with toast.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Fill in the table with the words from the box.



Countable nouns [C]	Uncountable nouns [U]

B. For each pair of sentences, identify if the underlined word is countable [C] or uncountable [U].

	C	U		C	U
• I don't like <u>coffee</u> .	☐	☒	Could you bring us two <u>coffees</u> , please?	☒	☐
1. I always eat roast beef and Yorkshire <u>pudding</u> at my parents'.	☐	☐	Lisa has made a delicious Yorkshire <u>pudding</u> for dinner!	☐	☐
2. I have just eaten two <u>ice creams</u> !	☐	☐	I love <u>ice cream</u> . Strawberry is my favourite.	☐	☐
3. I didn't have <u>time</u> for lunch! I'm starving.	☐	☐	We have been to this restaurant three <u>times</u> and we love it.	☐	☐

C. Underline the correct options to complete the text. The pictures can help you.

When I get home from work, I usually drink a ¹ glass / cup



of tea with two ² kilos / spoonfuls



of sugar.

I also eat two ³ slices / bags



of whole wheat bread.

My dinner is usually light. I eat a nice ⁴ bowl / bottle



of soup and some ⁵ vegetables / fruit



and one or

two boiled ⁶ potatoes / eggs



with toast.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Link the sentence parts with the correct quantifier. Write the sentences in your notebook.

• I didn't buy	any	• sweets at the supermarket because my favourite ones were sold out. I'll buy them next week.
1. There are	many	a) healthy and delicious options that you can cook at home with this book. It's impossible to cook them all.
2. There are only	much	b) sugar to taste the real flavours.
3. I drink my tea with	little	c) pasta at dinner. It was really spicy, so I only tasted it.
4. I didn't eat	a few	d) apples in the fridge. Could you buy some more?

Example: I didn't buy **any** sweets at the supermarket because my favourite ones were sold out.

B. Correct the underlined mistakes in the sentences. Use *much* (2x), *many* (2x), *any*, *little* or *a few* to correct the sentences.

Sentence	Correction
• Ann doesn't have <u>many</u> sisters. She has two brothers.	<i>any</i>
1. Do we have <u>some</u> yoghurts left in the fridge? I need them for my morning snacks.	
2. I don't eat <u>many</u> bread in the morning. I prefer a bowl of wholewheat cereals.	
3. I need <u>a little</u> lemons for this dessert to make it fresh and delicious.	
4. How <u>many</u> sugar did you use to cook this pie? I just can't eat it!	
5. I drink my milk with <u>few</u> coffee.	
6. This restaurant has <u>much</u> vegetarian alternatives. I love it!	
7. How <u>much</u> cookies did you eat? The jar is empty!	

C. Complete the sentences about famous Portuguese chefs with *so* or *such*.

- José Avillez cooks _____ delicious food that he has already opened many restaurants in Lisbon.
- Henrique Sá Pessoa has _____ an interesting cookery show about Portuguese traditional dishes named *Comtradição*.
- I have cooked one of Chef Justa Nobre's dishes. It was _____ tasty that I will cook it again.
- Miguel Rocha Viera became _____ famous because he was the first Portuguese chef to win three Michelin stars.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Circle the correct quantifier to complete the sentences.

- I didn't buy any / **some** sweets at the supermarket because my favourite ones were sold out. I'll buy them next week.
- There are **much** / **many** healthy and delicious options that you can cook at home with this book. It's impossible to cook them all.
- There are only **a few** / **a little** apples in the fridge. Could you buy some more?
- I drink my tea with **little** / **few** sugar to taste the real flavours.
- I didn't eat **much** / **many** pasta at dinner. It was really spicy, so I only tasted it.

B. The sentences have an underlined mistake. Correct the underlined mistake by using *many*, *a few*, *any*, *much* or *little*.

Sentence	Correction
• How <u>many</u> sugar did you use to cook this pie? I just can't eat it!	<i>much</i>
1. Do we have <u>some</u> yoghurts left in the fridge? I need them for my morning snacks.	
2. I don't eat <u>many</u> bread in the morning. I prefer a bowl of whole wheat cereals.	
3. I need <u>a little</u> lemons for this dessert to make it fresh and delicious.	
4. I drink my milk in the morning with <u>few</u> coffee.	
5. This restaurant has <u>much</u> vegetarian alternatives. I love it!	

C. Complete the sentences about famous Portuguese chefs with *so* or *such*.

Remember

so + adjective**such** (+ *a/an*) + adjective + noun

- José Avillez cooks _____ delicious food that he has already opened many restaurants in Lisbon.
- Henrique Sá Pessoa has _____ an interesting cookery show about Portuguese traditional dishes named *Comtradição*.
- I have cooked one of Chef Justa Nobre's dishes. It was _____ tasty that I will cook it again.
- Chef Miguel Rocha Viera became _____ famous because he was the first Portuguese chef to win three Michelin stars.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Underline the correct option to complete the sentences according to the use on the right.

1. You can / must follow your doctor's diet instructions.	Obligation
2. You shouldn't / may not watch so much TV. Go outside and get some fresh air!	Advice
3. It may / would be sunny tomorrow, so I'm going for my morning walk.	Future possibility
4. May / Can I bring you anything to eat? I bet you're starving!	Offer (informal)
5. You mustn't / might not eat or drink inside the building. It's strictly forbidden.	Prohibition
6. I changed my lifestyle radically. Now I can / should run long distances without feeling exhausted.	Ability

B. Complete the dialogue between Filipa Martins, a well-known Portuguese gymnast, and her English friend Abby with the missing modal verbs. Use *should/shouldn't, must, can/can't, wouldn't, couldn't or might*.

Abby: Hi! I haven't seen you since Monday. Are you OK?

Filipa: I have been busy lately. I started a new training programme and I ¹ _____ follow it strictly.

Abby: Oh, I see... Are you preparing for another gymnastics competition?

Filipa: Yeah... It ² _____ happen next May, but I'm not sure yet.

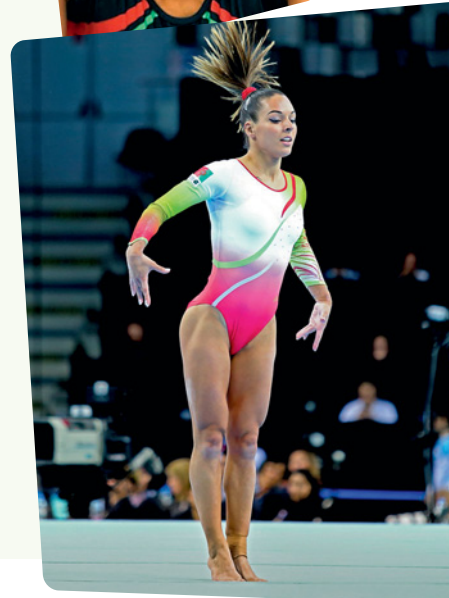
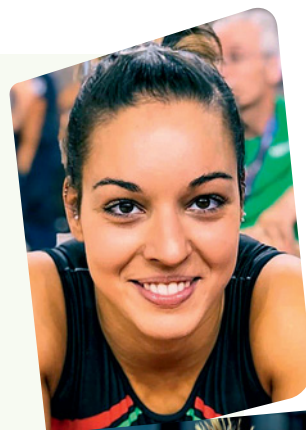
Abby: Well, you still have time... You ³ _____ take some rest, eat well and sleep. You look tired...

Filipa: I know, but I had to study hard this week, too. I had exams and projects and I ⁴ _____ rest as much as I needed, but next week will be lighter.

Abby: That's a good opportunity to rest. You ⁵ _____ always recover a bit. You ⁶ _____ skip sleeping hours. That's my advice. I always sleep eight hours and I feel great.

Filipa: I sleep quite well, but sometimes I just ⁷ _____ have a fixed schedule. Training sessions end late sometimes, but I ⁸ _____ change a thing in my routine. I love what I do!

Abby: Ok. Get some rest and good luck. You're great. See you soon!



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Underline the correct option to complete the sentences according to the use.

1. You shouldn't / must follow your doctor's diet instructions.	Obligation
2. You shouldn't / can watch so much TV. Go outside and get some fresh air!	Advice
3. It may / mustn't be sunny tomorrow, so I'm going for my morning walk.	Future possibility
4. Shouldn't / Can I bring you anything to eat? I bet you're starving!	Offer (informal)
5. You mustn't / should eat or drink inside the building. It's strictly forbidden.	Prohibition
6. I changed my lifestyle radically. Now I can / shouldn't run long distances without feeling exhausted.	Ability

B. Circle the correct option to complete the dialogue between Filipa Martins, a well-known Portuguese gymnast, and her English friend Abby.

Abby: Hi! I haven't seen you since Monday. Are you OK?

Filipa: I have been busy lately. I started a new training programme and I ¹ **must** / **may** follow it strictly.

Abby: Oh, I see... Are you preparing for another gymnastics competition?

Filipa: Yeah... It ² **would** / **might** happen next May, but I'm not sure yet.

Abby: Well, you still have time... You ³ **could** / **should** take some rest, eat well and sleep. You look tired...

Filipa: I know, but I had to study hard this week, too. I had exams and projects and I ⁴ **may not** / **couldn't** rest as much as I needed, but next week will be lighter.

Abby: That's a good opportunity to rest. You ⁵ **can** / **could** always recover a bit. You ⁶ **shouldn't** / **might not** skip sleeping hours. That's my advice. I always sleep eight hours and I feel great.

Filipa: I sleep quite well, but sometimes I just ⁷ **can't** / **might not** have a fixed schedule. Training sessions end late sometimes, but I ⁸ **may not** / **wouldn't** change a thing in my routine. I love what I do!

Abby: Ok. Get some rest and good luck. You're great. See you soon!



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Complete the sentences with the linking words from the box.

because

so

however

or

1. This steak is really delicious. _____, I prefer vegetarian options.
2. I always buy gluten-free bread _____ I'm allergic to gluten.
3. I have decided to follow a healthier lifestyle, _____ I'm having yoga and relaxation sessions every week. I feel much better.
4. Cooking at home _____ eating out? Well, we prefer homemade options!

B. Join the sentences about the BBC1 *MasterChef* winners using the linking word in brackets. Make the necessary changes.

- Thomas Frake won *MasterChef* 2020. He has appeared on famous TV shows. **(therefore)**
Thomas Frake won MasterChef 2020. Therefore, he has appeared on famous TV shows.
- 1. Irini Tzortzoglou is worried about university students' eating habits. She designed a programme of nutrition and cooking classes online. **(as)**

- 2. Kenny Tutt loves keeping active. He loves travelling with his family to experience new cuisines. **(and)**

- 3. Saliha Ahmed is a doctor. She was the winner of Best Chef at the British Restaurant Awards 2019. **(but)**

C. Complete the text with the missing linking words: *therefore, and, however, because*.

Thomasina Miers was the first winner of BBC1 *MasterChef*. She is a cook, a writer, a radio presenter ¹_____ she has opened 17 restaurants in the UK so far.

Thomasina's passions are food and the environment. Her first restaurant *Wahaca* has won several awards for food sustainability. She is also the co-founder of the project "The Pig Idea" ²_____ she is worried about food waste. She is involved in many projects related to food and the environment. ³_____, she won an OBE (Order of the British Empire) in 2019 for what she has done to help the food industry.

She is the mother of three and has a very busy life. ⁴_____, she still has many ideas and future projects about sustainable food.



<https://www.bbc.co.uk/programmes> (abridged and adapted)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Circle the correct linking word to complete the sentences.

1. This steak is really delicious. **Therefore** / **However**, I prefer vegetarian options.
2. I always buy gluten-free bread **but** / **because** I'm allergic to gluten.
3. I have decided to follow a healthier lifestyle, **but** / **so** I'm having yoga and relaxation sessions every week. I feel much better.
4. Cooking at home **or** / **but** eating out? Well, we prefer homemade options!

B. Match the sentence parts below about the BBC1 *MasterChef* winners.

- | | | |
|---|--------------------------|---|
| 1. Thomas Frake won the <i>MasterChef</i> edition 2020. Therefore, | ☐ | a) she is worried about university students' eating habits. |
| 2. Irini Tzortzoglou designed a programme of nutrition and cooking classes online because | ☐ | b) she was the winner of Best Chef at the British Restaurant Awards 2019. |
| 3. Kenny Tutt loves keeping active and | ☐ | c) he has appeared on famous TV shows. |
| 4. Saliha Ahmed is a doctor, but | ☐ | d) travelling with his family to experience new cuisines. |

C. Underline the correct linking words to complete the text.

Thomasina Miers was the first winner of BBC1 *MasterChef*. She is a cook, a writer, a radio presenter ¹ **and** / **or** she has opened 17 restaurants in the UK so far.

Thomasina's passions are food and the environment. Her first restaurant *Wahaca* has won several awards for food sustainability. She is also the co-founder of the project "The Pig Idea" ² **but** / **because** she is worried about food waste. She is involved in many projects related to food and the environment. ³ **However**, / **Therefore**, she won an OBE (Order of the British Empire) in 2019 for what she has done to help the food industry.

She is the mother of three and has a very busy life. ⁴ **However**, / **But** she still has many ideas and future projects about sustainable food.

<https://www.bbc.co.uk/programmes> (abridged and adapted)



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Write the adjectives from the box in the correct column to describe the clothes, footwear and accessories from the table.

brand-new golden denim beautiful large Brazilian

	OPINION ADJECTIVES	DESCRIPTIVE ADJECTIVES					+ NOUN
		Size	Shape	Age	Colour	Origin	
1.			square				bracelet
2.		small		new			T-shirt
3.			high heel		pink		sandals
4.	stylish						cap
5.				old		French	dress
6.					white		trainers

- B. In these sentences, the adjectives are not in the right place. Rewrite the sentences using the correct adjective order.

- My best friend is wearing a tight, black, new suit today.

My best friend is wearing a tight, new, black suit today.

1. Peter met a young, tall, Swedish model.

2. We drank a new, delicious, orange cocktail at the party.

3. We stayed in a tiny, horrible, old hotel in the city centre.

4. There's a golden, rectangular, metal necklace I want to buy.

- C. Put the adjectives into the correct order.

1. a huge / round / orange _____ pumpkin

2. a leather / comfortable _____ sofa

3. curly / blonde _____ hair

4. a Japanese / fashionable / modern _____ restaurant

5. a French / yellow / silk _____ tie

6. an ancient / enormous _____ monument



Name: _____ No.: _____ Class: _____ Date: ____/____/____

- A. Write the adjectives from the box in the correct column to describe the clothes, footwear and accessories in the table.

golden denim beautiful Brazilian

	OPINION ADJECTIVES	DESCRIPTIVE ADJECTIVES					+ NOUN
		Size	Shape	Age	Colour	Origin	
1.			square				bracelet
2.		small		new			T-shirt
3.			high heel		pink		sandals
4.				old		French	cap

- B. In these sentences, the adjectives are not in the right place. Rewrite the sentences using the correct adjective order.

- I bought an wooden, incredible wardrobe for my new house.

I bought an incredible wooden wardrobe for my new house.

- Peter met a Swedish, young model.
- We drank a orange, delicious cocktail at the party.
- We stayed in a old, tiny hotel in the city centre.
- There's a metal, rectangular necklace I want to buy.

- C. Tick (✓) the correct option.

1. a) a huge round orange pumpkin ☐

b) a round orange huge pumpkin ☐

2. a) a leather comfortable sofa ☐

b) a comfortable leather sofa ☐

3. a) blond curly hair ☐

b) curly blond hair ☐

4. a) a yellow French silk tie ☐

b) a French silk yellow tie ☐

5. a) an enormous ancient monument ☐

b) an ancient enormous monument ☐



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Use the comparative of superiority or equality to complete the sentences.

1. The heels on the silver shoes are _____ (**high**) the pink shoes.2. The pink shoes are _____ (**practical**) the silver shoes.3. The coat is _____ (**warm**) the denim jacket.4. The denim jacket is _____ (**light**) the coat.5. The T-shirt _____ (**informal**) the shirt.6. The shirt is _____ (**good**) the T-shirt for cold weather.7. The gloves are _____ (**useful**) the scarf in winter.8. The scarf is _____ (**colourful**) the gloves.

B. Fill in the labels about interesting fashion facts using the superlative of the adjectives in brackets.

1. The New York Fashion Week is _____ (**old**) in the world.

2. Harry Winston designed _____ (**expensive**) shoes ever.

3. Vogue is one of _____ (**famous**) fashion magazines.

4. The little black dress is one of _____ (**trendy**) fashion items ever.

5. Clothing production is one of _____ (**big**) industries in the world.

C. Use the comparative of superiority or the superlative to complete the sentences below.



Mark Zuckerberg



Ariana Grande



Lady Gaga



Justin Bieber

1. Mark Zuckerberg is wearing _____ (**casual**) clothes of the four.2. Lady Gaga has _____ (**extravagant**) outfit.3. Ariana Grande's dress is _____ (**short**) Lady Gaga's dress.4. Justin Bieber's suit is _____ (**elegant**) Mark Zuckerberg's sweater.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Underline the comparative of superiority or equality to complete the sentences.

1. The silver shoes are **higher than / as high as** the pink shoes.
2. The pink shoes are **more practical than / as practical as** the silver shoes.



3. The coat is **warmer than / as warm as** the denim jacket.
4. The denim jacket is **lighter than / as light as** the coat.



5. The T-shirt **more informal than / as informal as** the shirt.
6. The shirt is **better than / as good as** the T-shirt for cold weather.



7. The gloves are **more useful than / as useful as** the scarf in winter.
8. The scarf is **more colourful than / as colourful as** the gloves.

B. Circle the correct superlative form to complete the information.

1. The New York Fashion Week is **the oldest / the most old** in the world.

2. Harry Winston designed **the expensivest / the most expensive** shoes ever.

3. Vogue is one of **the famousest / the most famous** fashion magazines.

4. The little black dress is one of **the trendiest / the most trendy** fashion items ever.

5. Clothing production is one of **the biggest / the most big** industries in the world.

C. Underline the comparative or the superlative to complete the sentences.

Mark Zuckerberg



Ariana Grande



Lady Gaga



Justin Bieber

1. Mark Zuckerberg is wearing **more casual / the most casual** clothes of the four.
2. Lady Gaga has **more extravagant / the most extravagant** outfit.
3. Ariana Grande's dress is **shorter than / the shortest** Lady Gaga's dress.
4. Justin Bieber's suit is **more elegant than / the most elegant** Mark Zuckerberg's sweater.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Each sentence has a mistake. Correct it.

1. I haven't heard anything about Peter lately. He used to attend my music class. _____
2. I has just finished *The Lord of the Rings* trilogy. Great books. Reading is my therapy. _____
3. Sue has left yet. She is still inside preparing her online presentation with her teacher. _____
4. We have tellen some of our friends to join us for the school band concert tomorrow. _____

B. Complete the sentences with the time expressions *for* or *since*.

1. I've been a fan of J. R. R. Tolkien _____ many years.
2. My favourite singer is Ariana Grande. I haven't seen her live _____ 2017 when she performed in Lisbon.
3. I have tried to save some money _____ the last couple of months. I want to travel abroad.
4. My best friend has tried new styles _____ she attended a workshop on fashion.

**C. Read some teens' opinions about books they have recently read. Fill in the gaps with the present perfect. Choose from the time expressions and verbs from the box.**

ever / think ~~always / live~~ not decide have
never / meet build always / believe write

Clap When You Land is a bestseller that tells the story of two sisters who have always lived in different countries and ¹ _____ until a plane crash changes their lives forever. An amazing reading experience!

John, 14 (New York)

Avery ² _____ the typical life of a high school student for years when billionaire Tobias Hawthorne leaves her all his fortune. However, she doesn't know why and she doesn't even know who he is... *The Inheritance Games* is a thrilling and exciting plot that Barnes ³ _____. Just loved it!

Mary, 13 (London)

⁴ _____ about a battle over fast food family businesses on Twitter? Pepper and Jack lead this viral Twitter war while they are falling in love on an anonymous app that Jack ⁵ _____. *Tweet Cute* is a hilarious book about real and digital life.

Michael, 14 (Ottawa)

You Should See Me in a Crown tells the story of a black girl who ⁶ _____ she was too poor to succeed until someone reminds her of the scholarship for prom king and queen... A story for those who ⁷ _____ to quit their dreams yet.

Susan, 15 (Leeds)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Each sentence has an underlined mistake. Read the correction options and tick (✓) the correct one.

- I have maden many friends in my new school. My self-esteem is high.
a) have made ☐ b) have maken ☐
- I has just finished *The Lord of the Rings* trilogy. Great books. Reading is my therapy.
a) haves ☐ b) have ☐
- Sue has left yet. She is still inside preparing her online presentation with her teacher.
a) haven't ☐ b) hasn't ☐
- We have tellen some of our friends to join us for the school band concert tomorrow.
a) told ☐ b) tell ☐

B. Complete the sentences with the time expressions *for* or *since*.

Remember

for = period of time**since** = specific point in time

- I've been a fan of J. R. R. Tolkien _____ many years.
- My favourite singer is Ariana Grande. I haven't seen her live _____ 2017 when she performed in Lisbon.
- I have tried to save some money _____ the last couple of months. I want to travel abroad.
- My best friend has tried new styles _____ she attended a workshop on fashion.

C. Read some teens' opinions about books they have recently read. Underline the correct option.

Clap When You Land is a bestseller that tells the story of two sisters who ¹ **have always lived / has always live** in different countries and ² **have always meet / have never met** until a plane crash changes their lives forever. An amazing reading experience!
John, 14 (New York)

Avery ³ **have had / has had** the typical life of a high school student for years when billionaire Tobias Hawthorne leaves her all his fortune. However, she doesn't know why and she doesn't even know who he is... *The Inheritance Games* is a thrilling and exciting plot that Barnes ⁴ **have wrote / has written**. Just loved it!

Mary, 13 (London)

⁵ **Have you ever thought / has you ever think** about a battle over fast food family businesses on Twitter? Pepper and Jack lead this viral Twitter war while they are falling in love on an anonymous app that Jack ⁶ **has built / have built**. *Tweet Cute* is a hilarious book about real and digital life.
Michael, 14 (Ottawa)

You Should See Me in a Crown tells the story of a black girl who ⁷ **has always believed / have never believe** she was too poor to succeed until someone reminds her of the scholarship for prom king and queen... A story for those who ⁸ **haven't decided / has decided** to quit their dreams yet.
Susan, 15 (Leeds)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Use the time expressions from the box to complete the sentences.

1. "My best memory? Definitely _____ my sister was born. It was _____. She still cries a lot at night, but she is the cutest little baby ever."

Sadie, 12 (New Jersey)

last year already yesterday never
in 2000 when just a month ago

2. "_____ I asked my parents for a smartphone for Christmas. The answer was 'NO WAY!' Well, this year I decided to ask again. Guess what? Dad has _____ told me I'm about to get one! It was the happiest day ever!"

Susan, 15 (Cork)

3. "I have _____ travelled abroad but my older brother has _____ visited other countries. He went to London on his first travel experience _____. It was a long time ago. _____ evening he asked me to join him on his next trip to Australia!!! I can't believe it! It was that WOW moment!"

Michael, 14 (Cardiff)

B. Past simple or present perfect? Underline the correct verb tense in each sentence.

- Meghan **didn't study / hasn't studied** for her English test yesterday.
- She **had / has had** a school project last week and she **got / has got** sick over the weekend.
- Since Monday, she **didn't sleep / hasn't slept** much because she has a lot to do. I **already told / have already told** her that she needs to chill out more and relax.
- She **went / has gone** to Sophie's party two weeks ago and she **met / has met** her friends only once since then.



C. Complete the text with the past simple or present perfect of the verbs in brackets.



¹ _____ (you / ever / consider) having your own clothing line as a teenager? Despina Kotsis, a Greek-American designer, ² _____ (make) her dream come true when she was still a teenager and she is now a successful business young woman. Kotsis ³ _____ (start) designing when she ⁴ _____ (be) around 9 years old, sketching and colouring dresses and outfits. She ⁵ _____ (ask) for a sewing machine at age 14. She ⁶ _____ (not know) how to use it, but that ⁷ _____ (never / stop) her from chasing her dream. She ⁸ _____ (launch) "The MINX New York Collection" in 2020. It is a New York City-inspired streetwear brand and it ⁹ _____ (be) a tremendous success since its release. To create this collection, Despina ¹⁰ _____ (take) a great deal of inspiration from her home city, New York, as well as her Greek roots.

<https://www.seventeen.com/fashion/style-advice> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____/____/____

A. Circle the correct time expression to complete the sentences.

1. "My best memory? Definitely **when / already** my sister was born. It was **a month ago / never**. She still cries a lot at night, but she is the cutest little baby ever."

Sadie, 12 (New Jersey)

2. "**Last year / Always** I asked my parents for a smartphone for Christmas. The answer was 'NO WAY!' Well, this year I decided to ask for it again. Guess what? Dad has **yesterday / recently** told me I'm about to get one! It was the happiest day ever!"

Susan, 15 (Cork)

3. "I have **in 2000 / never** travelled abroad but my older brother has **when / already** visited other countries. He went to London on his first travel experience **in 2000 / just**. It was a long time ago. **Yesterday / Always** evening he asked me to join him on his next trip to Australia!!! I can't believe it! It was that WOW moment!"

Michael, 14 (Cardiff)

B. Past simple or present perfect? Underline the correct verb tense to complete the sentences.

- Meghan **didn't study / hasn't studied** for her English test yesterday.
- She **had / has had** a school project last week and she **got / has got** sick over the weekend.
- Since Monday, she **didn't sleep / hasn't slept** much because she has a lot to do. I **already told / have already told** her several times that she needs to chill out more and relax.
- She **went / has gone** to Sophie's party two weeks ago and she **met / has met** her friends only once since then.



C. Circle the past simple or present perfect of the verbs to complete the text.



¹ **Did you ever consider / Have you ever considered** having your own clothing line as a teenager? Despina Kotsis, a Greek-American designer, ² **made / has made** her dream come true when she was still a teenager and she is now a successful business young woman. Kotsis ³ **started / has started** designing when she ⁴ **was / has been** around 9 years old, sketching and colouring dresses and outfits. She ⁵ **asked / has asked** for a sewing machine at age 14. She ⁶ **didn't know / hasn't known** how to use it, but that ⁷ **never stopped / has never stopped** her from chasing her dream. She ⁸ **launched / has launched** "The MINX New York Collection" in 2020. It is a New York City-inspired streetwear brand and it ⁹ **was / has been** a tremendous success since its release. To create this collection, Despina ¹⁰ **took / has taken** a great deal of inspiration from her home city, New York, as well as her Greek roots.

<https://www.seventeen.com/fashion/style-advice> (adapted and abridged)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the sentences and match them with the correct use.

1. "I'll help you with your project on endangered marine species. How about later this evening?" ☐ a) On-the-spot decision
2. "I won't cycle to school this morning. I feel exhausted." ☐ b) Promise
3. "More species will disappear because of pollution and wrong waste disposal." ☐ c) Request
4. "Our neighbours think they will soon dig a landfill site close to where we live. I hope they are wrong..." ☐ d) Future prediction (based on opinion)
5. "Will you tell John that I asked if he wants to join the park clean-up tomorrow?" ☐ e) Future prediction

B. Complete the sentences with *will/won't* and the correct form of the verbs in brackets.

1. I think I _____ (**join**) the school campaign to clean up the beach.
2. I'm sure it _____ (**have**) an impact on people's attitudes.
3. Local actions _____ (**help**) protect nature.
4. Plastic is a major cause of pollution on the beach. I hope politicians _____ (**put**) a ban on plastic soon.
5. At home, we separate our food, plastic, paper and glass. I _____ (**not forget**) to take the paper and glass to the recycling bins later.
6. What about you? What _____ (**you / do**) to improve your green footprint?

**C. Write predictions about the environment and our planet in the future. The pictures will help you.**

By 2050...

- All means of transport will be electric.

1. _____
_____2. _____
_____3. _____
_____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the situations and tick (✓) the correct use.

- "I'll help you with your project on endangered marine species. How about later this evening?"
a) Promise ☐ b) Request ☐
- "I won't cycle to school this morning. I feel exhausted."
a) Future prediction (based on opinion) ☐ b) On-the-spot decision ☐
- "More species will disappear because of pollution and wrong waste disposal."
a) Future prediction ☐ b) Request ☐
- "Our neighbours think they will soon dig a landfill site close to where we live. I hope they are wrong..."
a) Future prediction (based on opinion) ☐ b) Promise ☐
- "Will you tell John that I asked if he wants to join the park clean-up tomorrow?"
a) On-the-spot decision ☐ b) Request ☐

B. Complete the sentences with *will/won't* + the infinitive of the verbs in brackets.

- I think I will join (join) the school campaign to clean up the beach.
- I'm sure it _____ (have) an impact on people's attitudes.
 - Local actions _____ (help) protect nature.
 - Plastic is a major cause of pollution on the beach. I hope politicians _____ (put) a ban on plastic soon.
 - At home, we separate our food, plastic, paper and glass. I _____ (not forget) to take the paper and glass to the recycling bins later.
 - What about you? What _____ (you / do) to improve your green footprint?

C. Write predictions about the environment and our planet in the future. Use the words given to help you.

By 2050...

- we / not use plastic anymore
 - We won't use plastic anymore.
- some endangered species / disappear

 - people / not stop eating beef

 - governments / control individual water consumption



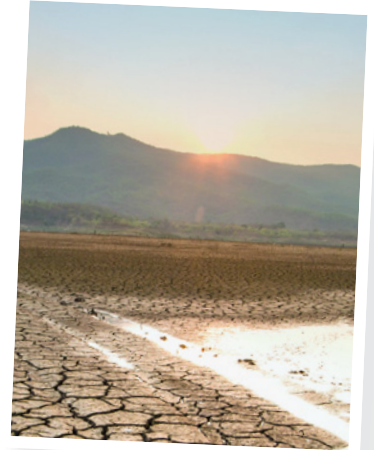
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the sentences and match them with the correct function.

- | | | |
|---|--------------------------|---------------------------------|
| 1. I am going to travel around the world and join Greenpeace as a volunteer next year. | ☐ | a) Future plan |
| 2. Air pollution is increasing in big cities. We are going to have serious health problems if we don't rethink our actions. | ☐ | b) Prediction based on evidence |

B. Underline the correct verbs to complete the sentences.

1. I **am going to start** / **am going to have** a picnic with my friends this Sunday.
2. Tomorrow Susan **is going to move** / **is going to start** a workshop on vegetarian cooking.
3. We have made up our minds and we **are going to decrease** / **are going to buy** an electric car.
4. We **are going to move** / **are going to celebrate** to the countryside. We are looking for a more relaxing lifestyle.
5. Have you seen the latest natural disasters? Climate change **is not going to start** / **is not going to slow down** soon!
6. Where **are you going to celebrate** / **are you going to decrease** your birthday? Have you planned anything special? There's a new veggie restaurant downtown. I think you would love it.
7. More people are using public transport nowadays. The number of cars in the city centre **is going to decrease** / **is going to move** sooner than later.

**C. Put the words in order to build sentences with *be going to*.**

- in the sea / forever / Waste disposal / marine life / destroy /.

Waste disposal in the sea is going to destroy marine life forever.

1. global warming / hotter / Our planet / because of / get /.

2. do / you / to protect wildlife / What / ?

3. to go shopping / reusable bags / Susan / take / .

4. We / any more / plastic bottles / not buy /.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the sentences and match them with the correct function.

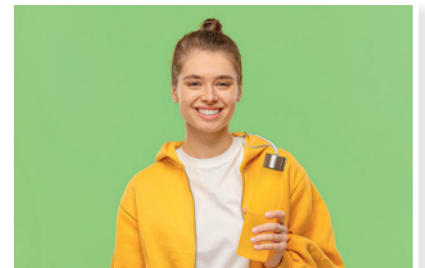
1. I am going to travel around the world and join Greenpeace as a volunteer next year. ☐ a) Future plan
2. Air pollution is increasing in big cities. We are going to have serious health problems if we don't rethink our actions. ☐ b) Prediction based on evidence

B. Underline the correct verbs to complete the sentences.

1. I **am going to have** / **are going to have** a picnic with my friends this Sunday.
2. Tomorrow Susan **am going to start** / **is going to start** a workshop on vegetarian cooking.
3. We have made up our minds and we **are going to buy** / **is going to buy** an electric car.
4. We **is going to move** / **are going to move** to the countryside. We are looking for a more relaxing lifestyle.
5. Have you seen the latest natural disasters? Climate change **is not going to slow down** / **am not going to slow down** soon!
6. Where **are you going to celebrate** / **are you going to celebrate** your birthday? Have you planned anything special? There's a new veggie restaurant downtown. I think you would love it.
7. More people are using public transport nowadays. The number of cars in the city centre **is going to decrease** / **are going to decrease** sooner than later.

C. Complete the sentences with the correct form of the verbs in brackets using *be going to*.

- Next weekend I am going to participate (participate) in a beach clean-up.
1. Waste disposal in the sea _____ (destroy) marine life forever.
2. Our planet _____ (get) hotter because of global warming.
3. What _____ (you / do) to protect wildlife?
4. Susan _____ (take) reusable bags to go shopping.
5. We _____ (not buy) plastic bottles anymore.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the sentences and tick (✓) the correct use.

- We are going to plant new trees in the forest next to our school.
a) Plan ☐ b) Prediction based on fact ☐
- Don't worry! I'll be on time for the workshop on climate change.
a) On-the-spot decision ☐ b) Promise ☐
- We won't probably see many changes in people's habits, but we need to continue with our environmental campaigns.
a) Prediction ☐ b) Threat ☐
- Only 1,864 pandas live in the wild. They aren't going to survive in the future.
a) Plan ☐ b) Prediction based on fact ☐



B. Circle the correct option to complete the sentences. Pay attention to each use.

1. Will you join / Are you going to join us on our next campaign against climate change?	Plan
2. I'm sure it will be / is going to be a great success.	Prediction
3. I've checked the weather forecast and it will rain / is going to rain this week. The beach clean-up must be postponed.	Prediction based on fact
4. I won't let you go / 'm not going to let you go to the party if you don't take those glass bottles to the recycling bin!	Threat
5. I'll try / 'm going to try that new eco-resort next August.	Plan
6. Mum has just called. She can't pick my sister up from school. I'll do / 'm going to do it for her with my new bike.	On-the-spot decision

C. Complete the dialogue with the *will* or *be going to* and the verbs in brackets.

Susan: Hi, Peter! How are things?

Peter: I'm fine. And you? I heard you've created the Go Green Club at school.

Susan: Yes! Would you like to join us? I think you ¹ _____ (love) it.

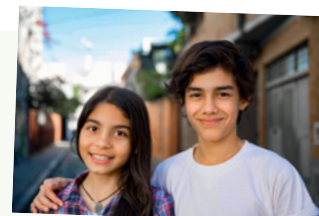
Peter: Well, I've never thought about it... But the initiative sounds great. I suppose I ² _____ (visit) you one of these days... But what are your plans?

Susan: Well, this is our plan: we ³ _____ (start) a recycling campaign at school next week and one of our mates ⁴ _____ (organise) a fund-raising concert so we can buy more recycling bins.

Peter: Wow! That's hard work... You must have tons of things to do.

Susan: I do, but I'm having a break right now.

So, come along and I ⁵ _____ (show) you around.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the sentences and tick (✓) the correct use.

- We are going to plant new trees in the forest next to our school.
a) Plan ☐ b) Prediction based on fact ☐
- Don't worry! I'll be on time for the workshop on climate change.
a) On-the-spot decision ☐ b) Promise ☐
- We won't probably see many changes in people's habits, but we need to continue with our environmental campaigns.
a) Prediction ☐ b) Threat ☐
- Only 1,864 pandas live in the wild. They aren't going to survive in the future.
a) Plan ☐ b) Prediction based on fact ☐



B. Circle the correct option to complete the sentences. Pay attention to each use.

1. Will you join / Are you going to join us on our next campaign against climate change?	Plan
2. I'm sure it will be / is going to be a great success.	Prediction
3. I've checked the weather forecast and it will rain / is going to rain this week. The beach clean-up must be postponed.	Prediction based on fact
4. I won't let / aren't going to let you go to the party if you don't take those glass bottles to the recycling bin!	Threat
5. I'll try / 'm going to try that new eco-resort where you can experience biological agriculture and fresh vegetarian dishes next August.	Plan
6. Mum has just called. She can't pick my sister up from school. I'll do / 'm going to do it for her with my new bike.	On-the-spot decision

C. Underline the correct options to complete the dialogue.

Susan: Hi, Peter! How are things?

Peter: I'm fine. And you? I heard you've created the Go Green Club at school.

Susan: Yes! Would you like to join us? I think you ¹**will love** / **are going to love** it.

Peter: Well, I've never thought about it... But the initiative sounds great. I suppose I ²**will visit** / **'m going to visit** you one of these days... But what are your plans?

Susan: Well, this is our plan: we ³**will start** / **are going to start** a recycling campaign at school next week and one of our mates ⁴**will organise** / **is going to organise** a fund-raising concert so we can buy more recycling bins.

Peter: Wow! That's hard work... You must have tons of things to do.

Susan: I do, but I'm having a break right now.

So, come along and I ⁵**will show** / **'m going to show** you around.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Complete the sentences with the correct form of the verbs in brackets.

1. If we build more smart cities in the near future, we _____ (**help**) the environment and our planet.
2. If governments _____ (**not plan**) sustainable cities carefully, nature and biodiversity will suffer.
3. Eco-friendly vehicles will become more popular if people _____ (**understand**) their advantages.
4. John _____ (**not be**) at the AI conference today if he has to present his smart city project.
5. Where _____ (**you / live**) in the future if cities become even more polluted?

B. Build sentences using the first conditional. Make the necessary changes.

Possible condition	Future result
• We / build / high-performance batteries	We / have / sustainable public transport in our cities
<i>If we build high-performance batteries, we will have sustainable public transport in our cities.</i>	
1. Cinemas / have / holographic screens in the future	Susan and her besties / not miss / a film

2. I / not recycle/ paper, plastic and batteries	I / contribute / to the degradation of the environment

C. Look at the picture and write five first conditional sentences about things we can do to make the world a better place.

- *If we clean up trash, public spaces will be more pleasant.*

1. _____
2. _____
3. _____
4. _____



Name: _____ No.: _____ Class: _____ Date: ____/____/____

A. Underline the correct form of the verbs to complete the sentences.

1. If we build more smart cities in the near future, we **will help / helps** the environment and our planet.
2. If governments **don't plan / won't plan** sustainable cities carefully, nature and biodiversity will suffer.
3. Eco-friendly vehicles will become more popular if people **understand / won't understand** their advantages.
4. John **not be / won't be** at the AI conference today if he has to present his smart city project.
5. Where **will you live / do you live** in the future if cities become even more polluted?

B. Complete the sentences with the correct verb tense: present simple or future with *will*. Then, match the pictures (a-c) with the sentences (1-3).

1. If we _____ (**build**) high-performance batteries, we will have sustainable public transport in our cities.
2. If cinemas have holographic screens in the future, Susan _____ (**not miss**) a film.
3. If I _____ (**not recycle**) paper, plastic and batteries, I will contribute to the degradation of the environment.

a) ☐b) ☐c) ☐**C. Match the sentences. More than one option is possible. Use the picture to help you.**

1. If we..., we will save electricity. ☐ a) recycle
2. If we..., we will produce less waste. ☐ b) bike and walk
3. If we..., we will protect our forests. ☐ c) switch to fluorescent bulbs
4. If we..., we will pollute the air less. ☐ d) use fewer tissues



Name: _____ No.: _____ Class: _____ Date: ____/____/____

A. Match the two clauses to build second conditional sentences.

- | | |
|---|---|
| 1. If I were a politician, | ☐ a) I would live in the countryside. |
| 2. If I didn't work in a busy city, | ☐ b) if the service was more efficient. |
| 3. John wouldn't create a smart city project | ☐ c) I wouldn't use so many plastic bags and containers. |
| 4. People would use public transport more often | ☐ d) if he felt comfortable in his city. |
| 5. If I were you, | ☐ e) I would create more environmental laws. |

B. Complete the sentences about imaginary situations with the correct form of the verbs.

- I live in Lisbon. If I lived in a smart city, I _____ **(have)** an eco-friendly house.
- My school is far from my neighbourhood. If my school _____ **(be)** closer, I would walk.
- We separate garbage at home. If we _____ **(not recycle)**, my parents would be upset.
- My mum is an activist and volunteer in her free time. If she had the chance, she _____ **(not work)** in an office as a secretary the whole day.
- My best friend has never been to an eco-friendly resort, but he would love it. Where would he go if he _____ **(travel)** abroad?

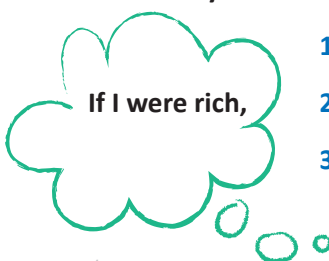
C. Complete the speech part with the correct form of the verbs in brackets.



If I had the chance to address the world about the future of our planet, I ¹ _____ **(say)** one simple thing: we must all take action NOW. When I was a kid, I used to breathe fresh air, drink clean water and eat biological products from our farm in the remote village where I lived. If I ² _____ **(get)** back to the past, I would love to experience it all again! Life was so different back then. I ³ _____ **(take)** a time machine if I could... Perhaps we should all go back to the past and experience nature again. We would feel healthier and more relaxed if we ⁴ _____ **(experience)** nature for real once again. So, let's take action NOW to recover what we have lost.

John, activist and volunteer (Cleveland)

D. What would you do for the environment if you were rich? Imagine three actions you would take.



- _____
- _____
- _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Match the two clauses to build the second conditional sentences.

Remember

If + past simple +, ... **would** + infinitive / **Would** + infinitive... **if** + past simple

- | | | |
|---|--------------------------|--|
| 1. If I were a politician, | ☐ | a) I would live in the countryside. |
| 2. If I didn't work in a busy city, | ☐ | b) if the service was more efficient. |
| 3. John wouldn't create a smart city project | ☐ | c) if he felt comfortable in his city. |
| 4. People would use public transport more often | ☐ | d) I would create more environmental laws. |

B. Circle the correct verb form to complete the sentences in the second conditional.

- I live in Lisbon. If I lived in a smart city, I **had / would have** an eco-friendly house.
- My school is far from my neighbourhood. If my school **was / be** closer, I would walk.
- We separate garbage at home. If we **didn't recycle / wouldn't recycle**, my parents would be upset.
- My mum is an activist and volunteer in her free time. If she had the chance, she **didn't work / wouldn't work** in an office as a secretary the whole day.
- My best friend has never been to an eco-friendly resort, but he would love it. Where would he go if he **travelled / would travel** abroad?

C. Underline the correct form of the verbs to complete the speech.



If I had the chance to address the world about the future of our planet, I ¹ **said / would say** one simple thing: we must all take action NOW. When I was a kid, I used to breathe fresh air, drink clean water and eat biological products from our farm in the remote village where I lived. If I ² **got / get** back to the past, I would love to experience it all again! Life was so different back then. I ³ **would take / took** a time machine if I could... Perhaps we should all go back to the past and experience nature again. We would feel healthier and more relaxed if we ⁴ **experienced / would experience** nature for real once again. So, let's take action NOW to recover what we have lost.

John, activist and volunteer (Cleveland)

D. What would you do for the environment if you were rich? Complete the sentences with the correct verb form.

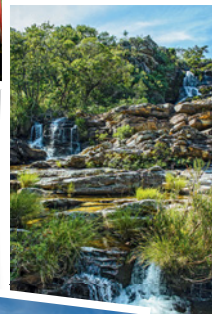
If I were rich,

- I _____ (**create**) smart cities all over the world.
- I _____ (**replace**) fossil fuels with green energy sources.
- I _____ (**not allow**) people to drive to work. They would go by bike or walk.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Tick (✓) the correct option to complete the sentences.

- If I had the chance to travel anywhere around the world,
 - I would visit the Brazilian rainforest. ☐
 - I visited the Brazilian rainforest. ☐
 - I visit the Brazilian rainforest. ☐
- If we reduce our water consumption,
 - we saved thousands of lives. ☐
 - we will save thousands of lives. ☐
 - we would save thousands of lives. ☐
- If I were you,
 - I won't go shopping with plastic bags. ☐
 - I didn't shop with plastic bags. ☐
 - I wouldn't go shopping with plastic bags. ☐
- We will continue to pollute the oceans
 - if we don't manage waste more efficiently. ☐
 - if we didn't manage waste more efficiently. ☐
 - if we managed waste more efficiently. ☐



B. Complete the sentences with the correct verb forms.

- If AI was more advanced, robots _____ (help) in waste management.
- If we _____ (continue) these trends, we won't stop the loss of biodiversity.
- If I _____ (have) enough money, I would build sustainable smart cities.
- If we want to protect our planet, we _____ (need) to recycle more.

C. Order the different phrases to create conditional sentences.

- more polluted / don't stop / carbon dioxide emissions, / If / we / the air / will get

- The sea level / if / climate change / will continue to rise / doesn't stop

- Would you join / if / had the chance? / an environmental organisation / you

- natural habitats / endangered species / If / would survive / we / protected

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Tick (✓) the correct option to complete the sentences.

- If I had the chance to travel anywhere around the world,
 - I would visit the Brazilian rainforest. ☐
 - I visited the Brazilian rainforest. ☐
- If we reduce our water consumption,
 - we saved thousands of lives. ☐
 - we will save thousands of lives. ☐
- If I were you,
 - I didn't shop with plastic bags. ☐
 - I wouldn't go shopping with plastic bags. ☐
- We will continue to pollute the oceans
 - if we don't manage waste more efficiently. ☐
 - if we didn't manage waste more efficiently. ☐



B. Circle the correct option to complete the sentences.

- If AI was more advanced, robots **will help** / **would help** in waste management.
- If we continue these trends, we **won't stop** / **wouldn't stop** the loss of biodiversity.
- If I had enough money, I **will build** / **would build** sustainable smart cities.
- If we want to protect our planet, we **will need** / **would need** to recycle more.

C. Order the words/phrases to complete the sentences.

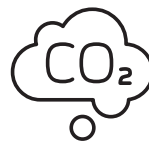
- If we don't stop carbon dioxide emissions,

(more polluted / the air / will get)
- The sea level will continue to rise,

(climate change / if / doesn't stop)
- Would you join an environmental organisation

(if / had the chance? / you)
- If we protected natural habitats,

(would survive / endangered species)



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. The relative pronouns in these sentences are all wrong. Replace them with the correct alternative: **who**, **which** or **whose**.

1. The bus who took the athletes from the airport to the hotel was escorted by the police.
2. The athletes that training sessions were in the morning had to eat breakfast early.
3. The coaches which prepared their training sessions outdoors had to change their plans because of the snow.
4. The pitch whose was prepared for the training sessions had to be closed.

Correction

B. Complete the sentences with the relative pronouns **who**, **which**, or **whose**.

1. Rafael Nadal is a tennis player _____ has won several trophies.
2. Tennis is a sport _____ involves a lot of physical strength and strategy.
3. The tennis tournament _____ was cancelled yesterday is going to happen later in August.
4. The players _____ rackets were stolen had to buy new ones for the training sessions.
5. The coach _____ inspired so many tennis players at my school is going to train the national teenage champion.



Rafael Nadal

C. Join the sentences using the relative pronoun in brackets. Begin as shown and make the necessary changes.

1. Alina Zagitova is a 19-year-old figure skater. She has won many medals and international titles. (**that**)

Alina Zagitova

2. Bayern Munich is a German football club. Its team includes rising stars. (**whose**)

Bayern Munich

3. Eileen Gu is an American freestyle skiing star. She competes for China. (**who**)

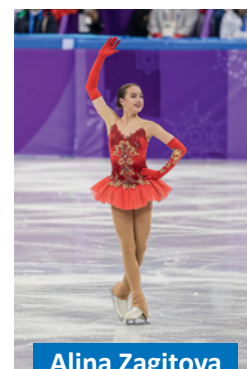
Eileen Gu

4. International competitions are not always good. They cause a lot of pressure on young athletes. (**which**)

International competitions

5. Training sessions are hard. They usually bring good results for athletes. (**which**)

Training sessions



Alina Zagitova



Eileen Gu

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. The relative pronouns in these sentences are all wrong. **Circle** the alternative to correct them.

1. The bus who took the athletes from the airport to the hotel was escorted by the police.
2. The athlete that training sessions were in the morning had to eat breakfast early.
3. The coaches which prepared their training sessions outdoors had to change their plans because of the snow.
4. The pitch whose was prepared for the training sessions had to be closed.
5. The skiing competitions whose started yesterday were interrupted because of a snow storm.

Correction

which / whose

whose / who

whose / who

who / which

who / which

B. **Circle** the correct relative pronoun to complete the sentences.

1. Rafael Nadal is a tennis player **who / which** has won several trophies.
2. Tennis is a sport **which / whose** involves a lot of physical strength and strategy.
3. The tennis tournament **who / which** was cancelled yesterday is going to happen later in August.
4. The players **whose / who** rackets were stolen had to buy new ones for the training sessions.
5. The coach **which / who** inspired so many tennis players at my school is going to train the national teenage champion.
6. The tennis equipment **whose / which** was on sale had excellent quality.



Rafael Nadal

C. Complete the sentences with the missing relative pronoun: **who, which** or **whose**.

1. Alina Zagitova is a 19-year-old figure skater _____ has won many medals and international titles.
2. Bayern Munich is a German football club _____ team includes rising stars.
3. Eileen Gu is an American freestyle skiing star _____ competes for China.
4. International competitions _____ cause a lot of pressure on young athletes are not always good.
5. Training sessions _____ are hard usually bring good results for athletes.



Alina Zagitova



Eileen Gu

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

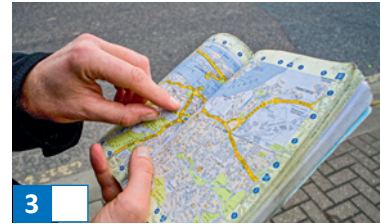
A. Match the pictures with the correct sentence.



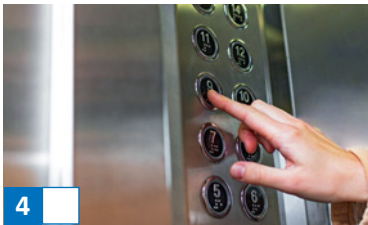
1



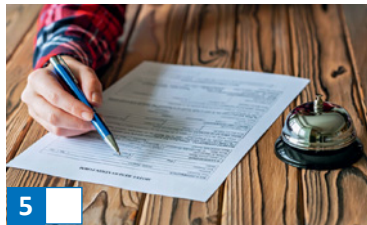
2



3



4



5



6

- a) We are looking for a cheap hotel in the city centre.
- b) We had to fill in the registration form at the hotel reception.
- c) Please keep off the grass!
- d) If you are going hiking, put on some comfortable clothes.
- e) Get on the elevator on your left. Your room is on the 9th floor.
- f) If you want to wake up late, use the "Do not disturb" sign.

B. Complete the text with the missing phrasal verbs from the box.

put on

checked out

took off

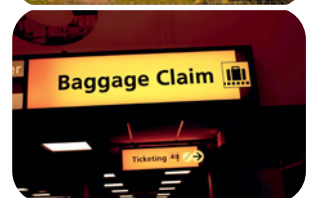
got on

fill in

We spent our holidays abroad, but returning home was a bit of a nightmare...

We left our room at 5 a.m. We ¹_____ without eating breakfast and took a transfer to the airport. Hundreds of people in queues! We had to wait for the check-in desks to open.

When we ²_____ the plane, our seats were occupied. Our tickets were wrong. We waited one hour inside the plane before it ³_____. There was a mechanical problem. When we landed, we could not find our baggage. Therefore, we had to ⁴_____ so many forms and requests, that we left the airport later in the evening... with empty hands. We finally got home. I was so tired that I took a shower, ⁵_____ my pyjamas and fell asleep for hours.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Match the pictures with the correct sentence.



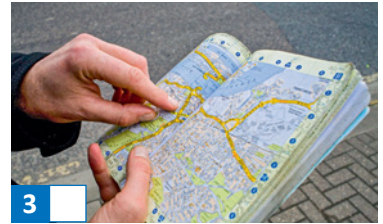
1

grass



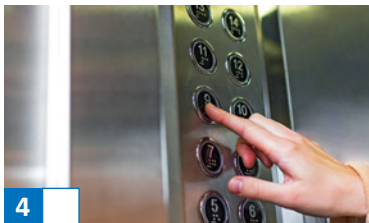
2

do not disturb

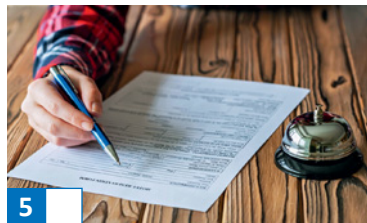


3

city centre



4

9th floor

5

registration form



6

hiking boots

- a) We are looking for a cheap hotel in the city centre.
- b) We had to fill in the registration form at the hotel reception.
- c) Please keep off the grass!
- d) If you are going hiking, put on some comfortable clothes.
- e) Get on the elevator on your left. Your room is on the 9th floor.
- f) If you want to wake up late, use the "Do not disturb" sign.

B. Underline the correct phrasal verb to complete the text.

We spent our holidays abroad, but returning home was a bit of a nightmare...

We left our room at 5 a.m. We ¹ **turned on / checked out** without eating breakfast and took a transfer to the airport.

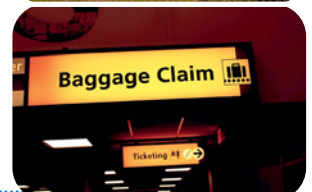
Hundreds of people in queues! We had to wait for the check-in desks to open.

When we ² **got on / filled in** the plane, our seats were occupied. Our tickets were wrong!

We waited one hour inside the plane before it ³ **took off / turned on**. There was a mechanical problem.

When we landed, we could not find our baggage. Therefore, we had to ⁴ **turn on / fill in** so many forms and requests, that we left the airport later in the evening... with empty hands.

We finally got home. I was so tired that I took a shower, ⁵ **put on / took off** my pyjamas and fell asleep for hours.



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Take a look at this campaign found on a school notice board.

B. Imagine you decide to take part in this digital detox campaign. Write a text for the school newspaper about a day in your life without your mobile phone.



DIGITAL DETOX Day

Let's get unplugged and have fun!

Just imagine a different day:

- no mobile phones
- no social networks
- no electronic games
- more time to relax
- more fun with "real" friends
- more sleep

**This Wednesday
November 12**

Go green! Play! Explore!

A day without my mobile phone

My digital detox day was

first,

In the afternoon,

Then,

To conclude,

Plan first

Greeting:

Hi, guys! / Hello, everyone!

First paragraph [introduction]

Describe your digital detox day briefly; what was different and how you felt.

Second paragraph

Things you did in the morning (e.g. wake up, have a shower, go to school...).

Third paragraph

Things you did in the evening (e.g. do the homework, hang out with friends, do sports...).

Fourth paragraph

Things you did in the afternoon (e.g. have dinner, help parents with chores, read a book, go to bed...).

Fifth paragraph (conclusion)

Say if you want to repeat the experience and give a reason.

Remember

To use connectors:

after that, then, right after, before, at last, to finish, last of all

To use past simple:

to describe past actions

To use adjectives:

amazing, exciting, hilarious, boring, awful (to describe activities and your day)
excited, relaxed, bored, stressed (to describe feelings)

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Take a look at this campaign found in a school notice board.
- B. Imagine you decide to take part in this digital detox campaign. Complete the text with the sentences from the box. Use the plan on the right to help you.



DIGITAL DETOX Day

Let's get unplugged and have fun!

Just imagine a different day:

- no mobile phones
- no social networks
- no electronic games
- more time to relax
- more fun with "real" friends
- more sleep

**This Wednesday
November 12**

Go green! Play! Explore!

- I got home, had dinner with my family and helped my mum in the kitchen
- My day was different because I didn't chat online and I didn't play video games
- To conclude, I think I liked this experience and I want to do it again in the future because the day was great and I spent time with my friends and family
- I spent the break with my besties and had lunch in the canteen at 1:30 p.m.
- After that, I played football with some friends and we went to the café for a snack

A day without my mobile phone

Hello, everyone!

My digital detox day was exciting. ¹ _____
_____. I felt relaxed and didn't feel bored at all.

First, I woke up, took a shower and went to school on foot after I had breakfast. I didn't take my mobile phone with me. I had classes from 9:00 a.m. to 1:00 p.m.
² _____

In the afternoon, I came home and I did my homework.
³ _____

I didn't use my phone in the afternoon either.

Then, ⁴ _____
_____. I talked with my parents about my school day and read a book before I went to bed.

⁵ _____

And guess what? I didn't miss my mobile that much!

Plan first

Greeting

Hi, guys! / Hello, everyone!

First paragraph [introduction]

Describe your digital detox day briefly; what was different and how you felt.

Second paragraph

Things you did in the morning (e.g. wake up, take a shower, go to school...).

Third paragraph

Things you did in the afternoon (e.g. do the homework, hang out with friends, do sports...).

Fourth paragraph

Things you did in the evening (e.g. have dinner, help parents with chores, read a book, go to bed...).

Fifth paragraph (conclusion)

Say if you want to repeat the experience and give a reason.

Name: _____ **No.:** _____ **Class:** _____ **Date:** ____/____/____

A. Read the posts from a forum on healthy living for teens.

 **Lull@by**

I think I need your help. It's exam season and I can't stop eating all sorts of cookies and ice cream while I study. What should I do?

 **CouchPotato**

This is the fifth time I've signed up to a gym, but I have missed all the classes so far. I lie on the sofa the whole afternoon watching Netflix series, eating snacks and putting on weight... Can you help me?

 **Lollypop**

Help! I think I'm addicted to crisps. I keep eating between meals and I spend my pocket money on fast food snacks during school breaks. What can I do?

 **He@lth4Teens**

Hello, Lollypop! Thanks for sharing your problem with us. Eating regular light snacks throughout the day is a healthy option. Perhaps you shouldn't take your pocket money to school unless you really need it. Besides, you can always prepare your snacks at home. You could ask your parents for help. Some fresh fruit, boiled eggs, yoghurts, wholemeal pancakes... there are many nutritious options you can try. I bet you won't feel hungry anymore and won't miss those fatty snacks. Hope I've helped! See U soon.

B. Choose one of the other two posts, from Lull@by or CouchPotato. Write a forum post with some advice on their problem. Use the text plan.

[illegible]

Plan first

Before writing:

- read the post and identify the problem;
- write down two things we should do and two things we shouldn't do to solve the problem.

Post structure:

Greeting – Hello! Hi!

Saying thanks – Thanks for sharing your problem with us/telling us about your problem/asking for our help.

Giving advice with examples – (Perhaps/ Maybe) you should/shouldn't.../You can/could (always)...

Have you tried/thought about + *-ing*?

... may/might be a good option...

Saying goodbye – Hope I've helped!/Hope everything gets well!/Hope you get better quickly! Bye! See U soon!

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the posts from a forum on healthy living for teens.

Lull@by
I think I need your help. It's exam season and I can't stop eating all sorts of cookies and ice cream while I study. What should I do?

CouchPotato
This is the fifth time I've signed up to a gym, but I have missed all the classes so far. I lie on the sofa the whole afternoon watching Netflix series, eating snacks and putting on weight... Can you help me?

Lollypop
Help! I think I'm addicted to crisps. I keep eating between meals and I spend my pocket money on fast food snacks during school breaks. What can I do?

He@lth4Teens
Hello, Lollypop! Thanks for sharing your problem with us. Eating regular and light snacks throughout the day is a healthy option. Perhaps you shouldn't take your pocket money to school unless you really need it. Besides, you can always prepare your snacks at home. You could ask your parents for help. Have you tried shopping for food with them? Some fresh fruit, boiled eggs, yoghurts, wholemeal pancakes... there are many nutritious options you can try. I bet you won't feel hungry anymore and won't miss those fatty snacks. Hope I've helped! See U soon.

B. Read the answer to Lull@by post and complete it with the sentences/phrases from the box. Use the text plan to help you.

eat unhealthily
low-sugar cerealsto cook and take a break from your studies
Thanks for telling us about your problem.stressful period
Have you ever tried

Plan first

Hi, Lull@by! ¹ _____
Exams are always a ² _____
and many students don't sleep enough or
³ _____.
Perhaps you should go shopping once a week with a list. Fill your fridge and pantry with wholemeal bread, ⁴ _____, _____, fresh fruit and vegetables, meat and fish. Of course, it's not a problem if you eat some chocolate or candy once in a while.
⁵ _____ baking a cake? Homemade food is a healthier option! You shouldn't order food regularly. Take some time ⁶ _____.
Hope everything gets well! Bye!

Post structure:

Greeting – Hello! Hi!**Saying thanks** – Thanks for sharing your problem with us/telling us about your problem/asking for our help.**Giving advice with examples** – (Perhaps/ Maybe) you should/shouldn't.../You can/could (always)... Have you tried/thought about + -ing?
... may/might be a good option...**Saying goodbye** – Hope I've helped!/Hope everything gets well!/Hope you get better quickly! Bye! See U soon!

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Take a look at this blog post.

Fast fashion: the silent threat to the earth's future

Have you ever thought about the origin of the clothes you buy? Which resources are needed? What is the real impact on the environment? How many people are involved to produce that T-shirt you love? If you are a fan of shopping and love fast fashion, think twice. We are looking forward to your comments on how we can reduce our fashion footprint. Share your ideas and perhaps we can change things together...



B. To answer the post, complete the diagram with your own ideas to reduce your fashion footprint.



C. Write your answer using the ideas from exercise B and the text plan.

1. _____

2. _____

3. _____

4. _____

Plan first

1. **Headline**

Catch the readers' attention – use strong language, a question, the imperative (e.g. Let's take action and reduce our fashion footprint!).

2. **Introduction**

Refer to the content of your post and give your opinion about it (e.g. Hi, everyone! Today's post is about fashion footprint. I think this is a huge problem and all of us can do something to reduce it).

3. **Body**

- Give some tips
- Use connectors: (e.g. *first...*, *also...*, *besides...*, *finally...*).

4. **Conclusion**

Sum up the main idea(s) and end your text with a strong message (e.g. Fast fashion is not your only way to be stylish).

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Look at this blog post.

← →
Fast fashion: the silent threat to the earth's future

Have you ever thought about the origin of the clothes you buy? Which resources are needed? What is the real impact on the environment? How many people are involved to produce that T-shirt you love? If you are a fan of shopping and love fast fashion, think twice. We are looking forward to your comments on how we can reduce our fashion footprint. Share your ideas and perhaps we can change things together...



B. To answer the post, underline the correct option in each box.

- sell items that you no longer use online / throw away items that you no longer use



2. buy your clothes at big shopping centres / buy your clothes at local eco-friendly shops

1. buy in a compulsive way / think twice before buying

3. buy new clothes / buy second-hand clothes

C. Complete the text using the ideas from exercise B and the phrases/sentences from the box.

- buy your clothes at local eco-friendly shops
- buy second-hand clothes
- and reduce our fashion footprint
- Look for other alternatives and be fashionable while you help our planet
- think twice before buying
- Today's post is about fashion footprint

Headline	1. Let's take action _____!
Introduction	2. Hi, everyone! _____. I think this is a huge problem and all of us can do something to reduce it.
Body (use the ideas from exercise B)	3. What can we do? Some tips to help you. First, you can sell items that you no longer use online. In addition, you should _____. Besides, you can _____. Finally, you should _____.
Conclusion	4. Fast fashion is not your only way to be stylish. _____!

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Waste management is a problem in the area where you live. The Town Hall has launched an environmental challenge to local schools: *Waste management – embrace the change*.

You have to write a text to convince the local community to take action in order to solve this problem. Begin the text as given and use the expressions in bold to structure your text.



Plan first

Waste management – embrace the change

Is there anything we can do to improve waste disposal in our city? I am sure there is! _____

Firstly, _____

I strongly believe that _____

Secondly, _____

For instance, _____

Lastly, _____

Forexample, _____

All things considered, in my opinion, waste must be managed carefully. _____

Therefore, _____

Paragraph 1: state your topic; explain why you are writing.

Paragraph 2: first viewpoint/argument; reasons and examples (e.g. reducing and recycling waste).

Paragraph 3: second viewpoint/argument; reasons and examples. (e.g. reusing/giving things a new life instead of throwing them away).

Paragraph 4: last viewpoint/argument; reasons and examples (e.g. preserving nature with regular street, park and beach clean-ups).

Paragraph 5: restate your opinion/the reasons why people must manage waste better (e.g. changing habits and lifestyle; protecting the environment and showing respect to others; keeping the city clean and safe, guaranteeing sustainability...).

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Waste management is a problem in the area where you live. The Town Hall has launched an environmental challenge to local schools: *Waste management – embrace the change*.

You have to write a text to convince the local community to take action in order to solve this problem. Choose the correct alternative to complete the text. Use the guidelines of the plan to help you.



Waste management – embrace the change

- (1) Is there anything we can do to improve waste disposal in our city? I'm sure there is! I am writing this text to show you that ¹ **to show that we can have a cleaner city / to show that our city is dirty, but beautiful**.
- (2) Firstly, we can ² **use paper, glass and plastic at all times / recycle paper, glass and plastic**. I strongly believe that ³ **we should all buy home recycling bins / home recycling bins are a waste of money**.
- (3) Secondly, reusing ⁴ **is not an option / is another good option**. For instance, ⁵ **we don't have to buy everything new / we should buy new things all the time instead of repairing them**.
- (4) Lastly, volunteering for regular clean-ups ⁶ **will make our city more beautiful / will not improve our city**. For example, we can spend our Saturday mornings ⁷ **sleeping and relaxing at home / cleaning some public places**.
- (5) All things considered, in my opinion, waste must be managed carefully. ⁸ **Good management of waste will protect the environment / Good management of waste will protect our modern lifestyle**. Therefore, it is time to ⁹ **stay home and have fun / take action**. I am counting on you to make this possible!

Plan first

- Paragraph 1:** state your topic; explain why you are writing.
- Paragraph 2:** first viewpoint/argument; reasons and examples.
- Paragraph 3:** second viewpoint/argument; reasons and examples.
- Paragraph 4:** last viewpoint/argument; reasons and examples.
- Paragraph 5:** restate your opinion/the reasons why people must manage waste better.

- B. After your options are corrected, rewrite the text in your notebook.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

- A. Read the two short messages below and label the texts with the correct purposes from the box. One purpose applies more than once.

remind someone give an explanation
make an apology make a suggestion

Hi, Peter

Thanks for your invitation to the beach summer camp.

I'm really sorry, but I can't go because
August is a busy month at my parents' shop, so they need my help.

Perhaps we could go camping later in
September? What do you think?

Talk to you soon.

Lauren

1. _____

2. _____

3. _____

Hello!

Thank you for the tickets. You know
I'm crazy about motorcycle racing.

We can meet at my place at 11:00
a.m. Is that too late? The race
starts at 4:00 p.m.

I think it's a good idea to take
an Uber. What do you think?

Don't forget to bring the tickets!

See you tomorrow,

John

4. _____

5. _____

- B. Choose one of the invitations and write a note. Follow the plan for each one.

Hi, Sue.

Would you like to go surfing this
weekend? I've won a free lesson
for two people.

This Sunday, 8:00 a.m. I know it's
early, but it's worth it.

Can I count on you? Let me know.

Love,

Mike

Plan first

- Thank Mike for the invitation and accept it.
- Suggest a place and time to meet.
- Ask about equipment to take.
- Remind him to take the tickets.

Hello!

The Student's Association is
organising a sightseeing tour to
Cambridge. Would you like to come?

The girls and I have already
registered. Just let me know if
you're coming by the end of the day.

It will be lots of fun!

Talk to you later!

Linda

Plan first

- Thank for the invitation.
- Refuse the invitation and apologise to Linda.
- Say the reason for not going.
- Suggest another activity soon.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

A. Read the two short messages below and label the texts with the correct purposes from the box.

remind someone give an explanation
make an apology make a suggestion

Hi, Peter

Thanks for your invitation to the beach summer camp.

I'm really sorry, but I can't go because August is a busy month at my parents' shop, so they need my help.

Perhaps we could go camping later in September? What do you think?

Talk to you soon.

Lauren

1. _____

2. _____

Hello!

Thank you for the tickets. You know I'm crazy about motorcycle racing.

We can meet at my place at 11:00 a.m. Is that too late?

The race starts at 4:00 p.m.

I think it's a good idea to take an Uber. What do you think?

Don't forget to bring the tickets!

See you tomorrow,

John

3. _____

4. _____

B. Read the invitation. Order the sentences to make an answer according to the plan.
Copy the ordered text to your notebook.

Hi, Sue.

Would you like to go surfing this weekend? I've won a free lesson for two people.

This Sunday, 8:00 a.m. I know it's early, but it's worth it.

Can I count on you? Let me know.

Love,
Mike

Don't forget the tickets!

We could meet at the bus stop next to the shopping centre at 7:00 a.m. What do you think?

Hello, Mike!

See you soon.

Do we need to bring surfing equipment? I have an old wetsuit... Just let me know.

Sue

Thank you for the invitation. Of course, I'll go with you!

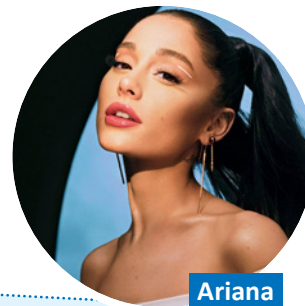
Plan first

- Thank Mike for the invitation and accept it.
- Suggest a place and time to meet.
- Ask about equipment to take.
- Remind him to take the tickets.

Daily routines

A. Read about Ariana's daily routine when she is not giving a concert.

Ariana wakes up very early and she meditates. Then, she drinks coffee and reads the news. She exercises in her private fitness studio and has a cold shower before breakfast. She eats a low-fat sandwich and drinks a smoothie. She works in her home music studio from 8:00 a.m. to 5:00 p.m. and in the evening, she takes one of her luxury cars or her private helicopter to have dinner out. She always eats dinner at her favourite restaurant and gets back home early. Before she goes to bed at 10 p.m., Ariana tries to relax. She writes in her diary, does some yoga or reads something light.



Ariana Grande

- 6:00 a.m.: wake up and meditate
- 6:15 a.m.: drink coffee and read the news
- 6:30 a.m.: exercise in private fitness studio
- 7:00 a.m.: take a cold shower
- 7:15 a.m.: have breakfast (low-fat sandwich and smoothie)
- 8:00 a.m. to 5:00 p.m.: work in home music studio
- 6:00 p.m.: take a luxury car or private helicopter to have dinner out
- 7:00 p.m.: eat dinner at favourite restaurant
- 8:30 p.m.: get back home
- 9:30 p.m.: relax (write in her diary, do yoga, read)
- 10:00 p.m.: go to bed

B. Now it's your turn! Work with a partner. Each of you will choose one of the routines below and describe it to the other person.

6:00 a.m.: wake up and walk dogs in garden

7:30 a.m.: eat a nutritious breakfast

8:00 a.m.: drive to the football stadium in one of his collection cars

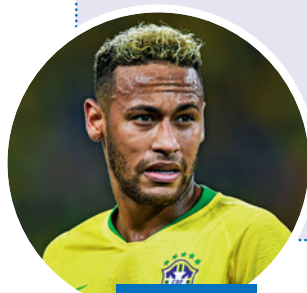
8:30 a.m. to 1:00 p.m.: morning training session and work out in the gym

1:30 p.m.: go home and eat lunch

2:00 p.m. to 5:00 p.m.: manage his businesses and companies; meet sponsors

7:00 p.m.: eat dinner out in top restaurants

10:00 p.m.: play video games and go to sleep



Neymar Jr.

7:00 a.m.:

wake up and go jogging

8:00 a.m.:

drive to Warner Brother Studios

8:30 a.m.: eat

breakfast and drink coffee

9:00 a.m. to 10:00 p.m.: have filming sessions; study roles and memorise lines; eat light snacks during breaks

10:30 p.m.: go home and eat dinner

11:00 p.m.: call family in Portugal

11:30 p.m.: take a bubble bath

12:15 a.m.: go to bed



Daniela Melchior

Daily routines

A. Read about Ariana's daily routine when she is not giving a concert.

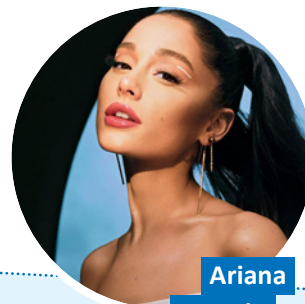
Ariana wakes up very early and she meditates.

Then, she has a cold shower before she has breakfast. She eats a low-fat sandwich and drinks a smoothie.

She works in her home music studio from 8:00 a.m. to 5:00 p.m.

In the evening, she goes out for dinner. She always eats dinner at her favourite restaurant.

Ariana relaxes before she goes to bed at 10:00 p.m.



Ariana Grande

- **6:00 a.m.:** wake up and meditate
- **7:00 a.m.:** take a cold shower
- **7:15 a.m.:** have breakfast (low-fat sandwich and smoothie)
- **8:00 a.m. to 5:00 p.m.:** work in home music studio
- **6:00 p.m.:** go out for dinner
- **7:00 p.m.:** eat dinner at favourite restaurant
- **9:30 p.m.:** relax (do yoga)
- **10:00 p.m.:** go to bed

B. Now it's your turn! Work with a partner. Each of you will choose one of the routines and describe it to the other person. Use the example in **A** to help you.

6:00 a.m.: wakes up and walks the dogs in the garden

7:30 a.m.: eats a nutritious breakfast

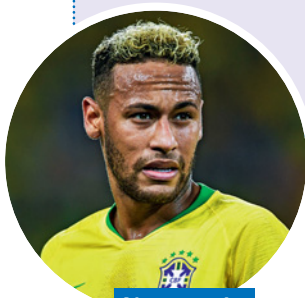
8:00 a.m.: drives to the football stadium in one of his collection cars

8:30 a.m. to 1:00 p.m.: has morning training session

1:30 p.m.: eats lunch

7:00 p.m.: eats dinner out in top restaurants

10:00 p.m.: plays video games and goes to sleep



Neymar Jr.

7:00 a.m.: wakes up and goes jogging

8:30 a.m.: eats breakfast and drinks coffee

9:00 a.m. to 10:00 p.m.: has filming sessions

10:30 p.m.: goes home and eats dinner

11:00 p.m.: calls family in Portugal

12.15 a.m.: goes to bed



Daniela Melchior

A healthy recipe

A. Read the text based on a cookery show online on healthy food.

Roasted vegetables

(1) Hi! Welcome to another episode from *Healthy Eating* and to my kitchen.

(2) I'm Anna and I'm going to cook something I eat at least once a week – roasted vegetables. For this, I choose three different vegetables that cook in about the same time – cauliflower, asparagus and peppers.

(3) I spread the vegetables on a baking pan. I season everything with oil, a pinch of salt and pepper. I chop half a red onion and three cloves of garlic and spread them on the vegetables. Then I add paprika and a teaspoon of oregano. I use my clean hands to mix the oil and the seasoning into all the vegetables. The baking pan goes in the oven for about 20 minutes at 150°. I take them out of the oven and stir them quickly.

(4) Just serve these roasted vegetables with grilled chicken and some boiled potatoes.



https://www.youtube.com/watch?v=UgA_5V3Jro0 (adapted and abridged)

Presentation plan

(1) Greet and welcome the audience to your show (give it a name).

(2) Say your name and what you are going to cook; give some extra information (if you cook it often and why, the type of ingredients, where you tasted it for the first time...).

(3) Explain the recipe. Use short sentences and clear instructions (cooking verbs are important).

(4) Suggest how and when to serve it.

B. Imagine you are a famous cook. You have a healthy cookery show online. Check the recipe below and use the example from exercise A to present your recipe.



Recipe

Spaghetti with mushrooms, tomato and cheese

Ingredients

- 115 g spaghetti
- 150 g mushrooms, chopped and grilled
- 2 large tomatoes, chopped
- 1 red onion, peeled and finely chopped
- 3 teaspoons of olive oil
- grated cheese

Instructions

1. Cook the spaghetti according to the instructions on the package (about 10 minutes) and add a tiny pinch of salt.
2. Chop the mushrooms and grill them in the oven.
3. Put the grilled mushrooms in a bowl with the tomatoes, onion and the olive oil. Mix all the ingredients well.
4. Drain the spaghetti, pour it into the bowl and mix well.
5. Sprinkle the grated cheese on top.
6. Serve straight away while still warm.



TIP

You can perform your text in class or film it in your kitchen at home with an adult's supervision and present the video to your teacher and classmates.

A healthy recipe

A. Read the text based on an online cookery show on healthy food and look at the plan.

Roasted vegetables

(1) Hi! Welcome to another episode from *Healthy Eating*.

(2) I'm Anna and I'm going to cook something I eat at least once a week – roasted vegetables. For this, I choose three different vegetables that cook in about the same time – cauliflower, asparagus and peppers.

(3) I spread the vegetables on a baking pan. I add some oil, salt and pepper. I chop a red onion, some garlic and spread them on the vegetables. Then I add paprika and a teaspoon of oregano. I mix all the ingredients. The baking pan goes in the oven for about 20 minutes at 150°.

(4) Serve these roasted vegetables with grilled chicken and some boiled potatoes.



https://www.youtube.com/watch?v=UgA_5V3Jro0 (adapted and abridged)

Presentation plan

(1) Greet and welcome the audience to your show (give it a name).

(2) Say your name and what you are going to cook; give some extra information.

(3) Explain the recipe. Use short sentences and clear instructions.

(4) Suggest how to serve it.

B. Imagine you are a famous cook. You have a cookery show online. Check the recipe below and complete the text to present your recipe.



Recipe

Spaghetti with mushrooms, tomato and cheese



Ingredients:

- 115 g spaghetti
- 150 g mushrooms
- 2 tomatoes
- 1 onion
- 3 teaspoons of olive oil

Instructions:

1. Cook the spaghetti and add salt
2. Chop the mushrooms and grill them in the oven
3. Chop the tomatoes and the onion
4. Put the tomatoes, the onion, the grilled mushrooms and the olive oil in a bowl. Mix all the ingredients well.
5. Add the spaghetti and mix well
6. Serve while still warm

(1) _____ (greeting)!
Welcome to another episode of my show _____
_____ (name of your show).

(2) My name is _____ (your name)
and I'm going to cook _____
(name of the recipe). I'm cooking this recipe
_____ (give extra information,
for example, why you chose this recipe, how often
you cook it, your favourite ingredients...).

(3) To do this recipe, first I _____
_____ (explain instructions 1, 2 and 3).
Then I _____
(explain instruction 4) and finally _____
_____ (explain instruction 5).

(4) _____
_____ (explain instruction 6). Enjoy your meal!

Shopping for clothes/accessories/footwear

A. John wants to buy a new cap. He went shopping with his best friend Samuel.

Read the dialogue and role-play it with two classmates.

Shop assistant: Hello! Can I help you?

John: Hi! Well, yes... I'm looking for a cap. I want something stylish, but not too expensive.

Shop assistant: Well, we have some options that I can show you. Do you want any a colour in particular?

John: Not really... but black or grey are my favourite and they go well with my wardrobe options. What do you think?

Samuel: Well, I'm not sure. Why don't you try something different?

Shop assistant: We have a few models in white, too. I'll show you caps in black and white then. Please, come with me. (*Showing them the caps*) Well, these over here are more sporty and practical. Those two over there are more classic.

John: (*Trying the caps on and talking to his friend*) What do you think? Do they look good on me?

Samuel: I would definitely buy this one. I know it's white and you're not used to it, but give it a chance!

John: Ok, but I need another size. It's too tight. This one is a medium, but I need a large.

Shop assistant: (*Giving him the cap in a new size*) Here you are. Your friend is right. It looks fantastic on you and this is your size.

John: It fits. OK... I'm convinced... I'll take it. I like it, too.

Shop assistant: There you are. You can pay at the cash desk over there. Thank you very much and I hope to see you again soon.

John: Thank you. Bye.

Samuel: Bye.



B. Role-play a conversation in a shop. Follow the model dialogue from exercise A.

Student A (Shop assistant)

1. ask if they need help

3. ask about the colour

6. describe the different models available

10. give opinion

12. say where they can pay and say goodbye

Student B (John)

2. ask for the trainers

4. answer about colour. Ask student C for an opinion

7. ask for opinion

9. ask for a different size

11. decide to take the trainers

Student C (Samuel)

5. give opinion about colour. Suggest different colours

8. give opinion

13. say goodbye

Shopping for clothes/accessories/footwear

A. John wants to buy a new pair of trainers. Read the dialogue and role-play it with a classmate.

Shop assistant: Hello! Can I help you?

John: Hi! Well, yes... I'm looking for some trainers. I want something stylish, but not too expensive.

Shop assistant: Well, we have some options that I can show you. Do you want any colour in particular?

John: Not really... but black or grey are my favourite and they go well with my wardrobe options.

Shop assistant: I'll show you trainers in black and white then. Please, come with me. *(Showing them the trainers)* Well, these over here are more sporty and practical. Those two over there are more classic.

John: *(Trying the trainers on)* Ok, but I need another size. These are too tight. I need a size 42. What do you think?

Shop assistant: *(Giving him the trainers in a new size)* Here you are. They look fantastic on you and these are your size.

John: It fits. OK... I'm convinced... I'll take them. I like them, too.

Shop assistant: There you are. You can pay at the cash desk over there. Thank you very much and I hope to see you again soon.

John: Thank you. Bye.



B. Role-play a conversation in a shop. **Student A** is the shop assistant and **Student B** is the customer. Complete the guidelines with information from exercise A.

Student A (Shop assistant)

1. Hello! _____?

3. Do you want _____ in particular?

5. I'll show you some. These over here are _____ and these are _____.

7. They look _____ on you and this is _____.

9. Great! There you are. _____!

Student B (John)

2. Hi! I'm looking for _____.

4. Not really, but _____ and _____ are my favourite.

6. These are _____, but I think I need _____. What _____?

8. OK, I _____. I'll _____.

10. _____. Bye.

Environment and nature

- A.** There's a new photography exhibition downtown about the impact of global warming around the world. Anne loves photography, so she invites her best friend, Lucy, to come along. Order the dialogue and then role-play it with a partner.

Anne: Sure. No problem. I just don't want to miss it. The artist is great and her photos are wonderful! I want to see her work live...

☐

Anne: Remember that photography exhibition I told you about? Are we still on for Saturday afternoon?

☐

Lucy: Of course. I'm pretty excited about it, too. The reviews are excellent and it will be a great start for my biology project on nature conservation. What time do you want to meet?

☐

Anne: So, 3:00 p.m. We can have a coffee at Gordon's first.

☐

Anne: Hi, Lucy! How are you?

☐

Lucy: Oh, no. Sorry. I'm afraid I can't meet you on Saturday. Something came up. My grandparents are coming for the weekend. I promised Mum I'd spend some time with them. Can we go on Sunday?

☐

Anne: Bye!

☐

Lucy: Great! I've just finished my last test and I'm free for the weekend.

☐

Lucy: Ok. Good idea. See you there.

☐

- B.** Work with a partner. There's a new theatre play in your city called *Our World, Our Future – There's no Planet B!* You have invited a friend to go with you. Use exercise A to arrange this meeting and complete the dialogue below. Role-play the situation.

Student A: Hi, ¹ _____! How are you?

Student B: Great! ² _____.

Student A: Remember ³ _____?
⁴ _____?

Student B: Oh, no. Sorry. ⁵ _____.
Something came up. ⁶ _____.
Can ⁷ _____?

Student A: Sure. ⁸ _____. I just don't want to miss this play. ⁹ _____
_____! I want ¹⁰ _____...

Student B: Of course. ¹¹ _____, too. ¹² _____
_____. What ¹³ _____?

Student A: So, ¹⁴ _____. We ¹⁵ _____.

Student B: Ok. ¹⁶ _____. ¹⁷ _____.

Student A: Bye.

Environment and nature

- A. There's a new photography exhibition downtown about the impact of global warming around the world. Anne loves photography, so she invites her best friend, Lucy, to come along. Read the dialogue between the two friends.

Anne: Hi, Lucy! How are you?

Lucy: Great! I've just finished my last test and I'm free for the weekend.

Anne: Remember that photography exhibition I told you about? Are we still on for Saturday afternoon?

Lucy: Oh, no. Sorry. I'm afraid I can't meet you on Saturday. Something came up. My grandparents are coming for the weekend. I promised Mum I'd spend some time with them. Can we go on Sunday?

Anne: Sure. No problem. I just don't want to miss it. The artist is great and her photos are wonderful – so realistic! I really want to see her work...

Lucy: Of course. I'm pretty excited about it, too. The reviews are excellent and it will be a great start for my biology project on nature conservation. What time do you want to meet?

Anne: So, 3:00 p.m. We can have a coffee at Gordon's first.

Lucy: Ok. Good idea. See you there.

Anne: Bye!

- B. Work with a partner. There's a new theatre play in your city called *Our World, Our Future – There's no Planet B!* You have invited a friend to go with you. Use exercise A to arrange this meeting and complete the dialogue below. Role-play the situation.

Student A: Hi, ¹ _____! How are you?

Student B: Great! I've just finished my last test and I'm free for the weekend.

Student A: Remember ² _____?
Are we still on for Friday evening?

Student B: Oh, no. Sorry. Something came up. I'm afraid I can't meet you on Friday evening.
I'm having dinner out with my parents. Can we go on ³ _____?

Student A: Sure. ⁴ _____. I just don't want to miss this play. The actors are really good and the story is fantastic! I want to see them live.

Student B: Of course. I'm pretty excited about it, too. The reviews are excellent and ⁵ _____
_____. What ⁶ _____?

Student A: So, ⁷ _____. We can have a coffee at Gordon's first.

Student B: Ok. Good idea. ⁸ _____.

Student A: Bye.

Checking in at a hotel

A. Guests are checking in at the Sea & Sun Hotel. Read the dialogue at the reception.

Receptionist: Good afternoon. Welcome to Sea & Sun Hotel. How can I help you?

Guest: Hello! We have a reservation for a double room with an extra bed under the name Smith. John Smith.

Receptionist: Right. We have a double room reserved with an extra bed for 7 nights with a sea view. Well, I need your ID cards for the check-in, please.

Guest: Yes, that's right. Here you are. Where is our room exactly?

Receptionist: Your room is on the 3rd floor. You can take the lift over there. We will help with your luggage.

Guest: Thank you. What time is breakfast served? We have some outdoor activities booked early in the morning.

Receptionist: Breakfast is served from 7:00 a.m. to 10:00 a.m. in the dining room on the ground floor. Here is a leaflet with all the entertainment and recreation activities in our hotel. This is your room card and the password for free Wi-Fi. Have a wonderful stay.

Guest: Thank you.



B. Role-play a dialogue similar to the one in exercise A with a partner. Follow the guidelines.

Student A – Receptionist

- welcomes the guest; offers help
- confirms the reservation details and number of nights; asks for ID cards
- says where the room is; explains how to get there
- says breakfast times; gives important information about the hotel; gives the room card and the Wi-Fi password; wishes a nice stay

Student B – Guest

- greets; says he/she has a reservation; indicates details (type of room, number of people...) and the reservation name
- confirms the information; gives the ID cards; asks where the room is
- asks about breakfast times
- thanks

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floor. Here is a leaflet with all the entertainment and recreation activities in our hotel. This is
your room card and the password for free Wi-Fi. Have a wonderful stay.

Guest: Thank you.



B. Role-play a dialogue similar to the one in exercise A with a partner. Complete the guidelines with the information from exercise A.

Student A – Receptionist

1. Good afternoon. _____
_____. How can I help you?

3. Right. We have _____
reserved. Well, I need _____.

5. Your room is _____. You can take
the lift over there. _____.

7. Breakfast is served _____
_____. This is _____. Have
a wonderful stay.

Student B – Guest

2. Hello! We have _____
_____ under the name
_____. _____.

4. Yes, that's right. Here you are.
_____?

6. Thank you. _____?

8. Thank you.

Answer key

READING WORKSHEETS

Reading worksheet 1A, pages 116-117

A.

1. play on Xbox/skateboarding (examples Text A)
2. have lunch with classmates/do some research for school projects (examples Text B)
3. take the rubbish out/tidy up bedroom (examples Text C)

B. 1. Peter | 2. Peter; Emily | 3. Peter |

4. Peter; Sophie | 5. All | 6. Emily

C. 1. suburbs | 2. upset | 3. hilarious | 4. digital detox

D. 1. three brothers | 2. Football Club | 3. competitions | 4. organised

E.

1. Peter's school ends at 3:30 p.m.
2. He goes skateboarding in the skateboard park just around the corner.
3. Sophie's TikTok videos are about her daily routine, for example: her outfit for the day or the healthy snacks she takes to school.
4. Emily tidies up her bedroom at weekends.

Reading worksheet 1B, pages 118-119

A.

1. play on Xbox/skateboarding (examples Text A)
2. have lunch with classmates/do some research for school projects (examples Text B)
3. take the rubbish out/tidy up bedroom (examples Text C)

B. 1. Peter | 2. Peter | 3. Peter; Emily | 4. Peter; Sophie | 5. Peter; Sophie; Emily | 6. Emily

C. 1. suburbs | 2. upset | 3. hilarious | 4. digital detox

D. 1. three brothers | 2. Football Club | 3. competitions | 4. organised

E. 1. 3:30 p.m. | 2. local skateboard park | 3. her dog Rufus | 4. at weekends

Reading worksheet 2A, pages 120-121

A. 1. avoid dieting | 2. cut back on processed food | 3. eat slowly | 4. eat foods that are high in nutrients

B. 1. co-workers | 2. opinion | 3. complicated | 4. prioritising

C. 1. T | 2. F | 3. NM | 4. NM | 5. T

D.

1. According to the text healthy eating means prioritising your wellness by fuelling your body with nutritious foods.
2. **Two examples of nutritious foods** – fruits and nuts. **Two examples of ultra-processed foods** – candy, sugary cereals

3. We should eat slowly to control our appetite.

4. [Suggested answer] **Two healthy foods** – apples and tomatoes. **Two unhealthy foods** – mayonnaise and cream.

Reading worksheet 2B, pages 122-123

A. 1. avoid dieting | 2. cut back on processed food | 3. eat slowly | 4. eat foods that are high in nutrients

B. 1. b) | 2. a) | 3. b) | 4. a)

C. 1. T | 2. F | 3. F | 4. T

D. 1. b) | 2. a) | 3. b)

Reading worksheet 3A, pages 124-125

A. 1. consignment stores | 2. sale seasons | 3. discount stores

B. 1. d) | 2. b) | 3. e) | 4. a) | 5. c)

C. 1. T | 2. T | 3. F | 4. T | 5. F

D.

1. She bought a leather jacket.
2. Poshmark is a consignment store online where you can buy and sell clothes that are new or a little used.
3. According to Marcel, all this talk began because of a pair of stretch jeans he bought that made his habit of scaffolding easier.
4. He is wearing a pair of stretch jeans, a casual shirt and a cotton coat. He is using a pair of trainers and accessories that he has selected. His look is comfortable and stylish.

Reading worksheet 3B, pages 126-127

A. 1. consignment stores | 2. sale seasons | 3. discount stores

B. 1. d) | 2. b) | 3. e) | 4. a) | 5. c)

C. 1. T | 2. T | 3. F | 4. T | 5. F

D. 1. jacket | 2. designer | 3. stretch | 4. trainers; accessories

Reading worksheet 4A, pages 128-129

A. 1. a) | 2. b) | 3. a)

B. 1. F | 2. T | 3. T | 4. F | 5. F

C. 1. crops | 2. quickly | 3. toxic | 4. decreases

D.

1. It contributes to climate change because it produces a lot of carbon dioxide and methane.
2. They are used to make crops grow quickly.
3. The two main resources needed are land and water.

Reading worksheet 4B, pages 130-131

A. 1. b) | 2. c) | 3. a)

B. 1 | 4 | 5

C. 1. a) | 2. a) | 3. a) | 4. b)

D. 1. a) | 2. a) | 3. b)

Answer key

Reading worksheet 5A, pages 132-133

A. 2. Text B | 3. Text A

B. 1. Peter; Susan | 2. Peter | 3. Susan |

4. Peter; Susan | 5. Peter | 6. Susan

C. 1. b) | 2. d) | 3. c) | 4. e) | 5. a)

D.

1. Peter went on a multisport activity holiday.

2. His favourite adventure was white-water rafting through the Pyrenees because it was thrilling and challenging.

3. She had two training sessions every day.

4. According to Susan, the campus is amazing because it has 55 tennis courts and nutrition sessions for athletes.

Reading worksheet 5B, pages 134-135

A. 2. Text B | 3. Text A

B. 1. Peter and Susan | 2. Peter | 3. Peter | 4. Susan

C. 1. b) | 2. d) | 3. c) | 4. a)

D. 1. b) | 2. b) | 3. a) | 4. a)

LISTENING WORKSHEETS

Listening worksheets 1, pages 136-137

Listening scripts

Exercises A/B (track 8)

Alex: Hi, Susan. Still chatting online with Sophie?

Susan: Hi, there. No, I'm checking the activity plan at the animal shelter for the weekend. I'm a volunteer there. This Saturday I'm taking some of the dogs out for a walk.

Alex: Wow! That sounds great!

Susan: Yeah! Taking care of these animals makes my day! It's my number one thing at the moment!

Alex: It looks exciting. I think I want to try it, too.

Susan: Really? Of course! Just come along! It's so relaxing... much better than lying on the sofa watching TV series all day!

Alex: I think you're right. I love cooking. That's what I do to get some rest and relax. Time flies when I'm in the kitchen baking while listening to some music.

Susan: You're joking! I thought you were more of the Xbox kind of guy...

Alex: No way! Playing video games? That's boring! What a waste of time. You can do so much outdoors. I think I'm more of the nature kind of guy. Peter, Mike and I go biking every Sunday morning. Great for fitness and mind!

Susan: Well, I'm surprised... I'm an indoors kind of girl. Sports aren't for me, but I'm thinking about taking up a new hobby. There's this Arts Club on Saturday morning and I you know I love drawing, but my class is in an eTwinning project with French students and I don't know a single word of French.

Alex: I joined a student exchange programme some years ago and it was out of this world! I still chat with my Turkish friends every now and then.

Susan: Well, drawing is entertaining, but I think I'll go for the French lessons! There's an online intensive course starting this Saturday evening. I'll join it.

Alex: Lots of plans for the weekend. See you at the animal shelter tomorrow.

Susan: Oh, that's great!

Alex: See you there!

Exercises C/D (track 9)

I have a busy life. My day starts early at 7:30. I always drink a smoothie in the kitchen before walking to school, but I don't eat much.

Classes start at 9:00 and they end just before lunchtime. I eat my packed lunch in the school cafeteria around 1:00 p.m. I never eat in the school canteen. I hate the food and my mum's snacks are healthier. Sometimes I chat with my friends in the playground, and I go home around 2:30 p.m. I do my homework when I get home and then I always pack my schoolbag for the next day.

On Mondays and Wednesdays, I have guitar lessons at 5:30 p.m. It's my chill-out moment of the day.

When I get home, I have a shower just before dinner.

I always help Mum with the dishes. Then, I often watch my favourite TV series on Netflix.

I never go online in the evening because I want a good night's sleep. I go to bed around 10:30 p.m.

Answer key

Listening worksheet 1A, page 136

A. 1. Alex | 2. Alex | 3. Susan | 4. Alex | 5. Susan

B. 1. volunteering at the local animal shelter | 2. drawing | 3. cooking | 4. playing video games | 5. with his besties

C. 1. canteen | 2. online | 3. Chat with friends | 4. kitchen | 5. schoolbag | 6. Help Mum

D. 1. wake up | 2. go home | 3. do homework | 4. (have) guitar lessons | 5. watch TV | 6. go to bed

Listening worksheet 1B, page 137

A. 1. Alex | 2. Alex | 3. Susan | 4. Alex | 5. Susan

B. 1. volunteering at the local animal shelter | 2. drawing | 3. cooking | 4. playing video games | 5. with his besties

C. I never: 2, 3 | I sometimes: 6 | I always: 1, 4, 5

D. 1. wake up | 2. go home | 3. do homework | 4. have guitar lessons | 5. watch TV | 6. go to bed

Listening worksheets 2, pages 138-139

Listening scripts

Exercises A/B (track 10)

Let's make some lunch for my kids! Today I used some white rice and I made some teriyaki chicken wings. I'm going to make some zigzag cuts around the top of the strawberries. So cute! I'm slicing up an apple and then cut out some stars. You can add a little bit of lemon juice. I'm using my star food picks to add the strawberries, some blackberries, raspberries and the apple stars at the end. I'm making another one and then I'm going to add those to the bento box – that's the name given to a homepacked meal of Japanese origin. I added a yoghurt drink and I'm going to leave a note saying "Somewhere inside all of us is the power to change the world".

<https://www.youtube.com/watch?v=PgnJsXBu2dc>
(abridged and adapted)

Exercise C (track 12)

Interviewer: Jessica Woo has accepted our invitation and we are delighted to have her with us. Hello Jessica, thank you for coming and for sharing your cooking suggestions with us. So, how long does it take you to make your bento box lunches?

Jessica Woo (JW): Hello! Thank you for having me. So, when I cook in the mornings, I try to do things that are under 30 minutes because I don't want to wake up too early. So just simple recipes.

Interviewer: When did you first pack your kids a bento box for lunch? What did you cook?

JW: I started this when my daughter was in kindergarten. She's in fifth grade now, almost in middle school already. I wasn't thinking of making it a certain way or anything like that, but I just like art and making things pretty. So even though I just used regular Tupperware containers, I would still make it look cute. One of the first lunches I made was cauliflower fried rice and fruit. So, I don't know. I just wanted to make different kinds of food because I love eating and I want to share that with my girls.

Interviewer: When did you start adding notes to the lunches?

JW: I started from the beginning. My daughter was just starting to read. They learn everything in kindergarten. So, as the year went by, my notes just started getting better. Before a test I wrote "Oh, good luck on your test." Or just a little note to say: "Hey, I miss you and I love you, and you're doing fine without me."

Interviewer: What are your top tips for feeding kids when you're a busy mom?

JW: Use your leftovers from dinner in the morning. You can already pack it the night before, have it ready to go. But if you can't cook dinners, I would say meal preparation is probably the best way to go.

I think it's the smartest thing to do because you're just prepared. You get your groceries for a week or two, and then you know what you're making, you know what you're packing. It's just kind of routine. And then just picking one or two things that are special. So maybe giving them their special treat, a little note or a shape that you can cut out.

Interviewer: What's been your most viral bento box on *TikTok* so far?

JW: Most of my viral ones, I think for sure is my "Among Us" one – the "Among Us" pancakes. I basically just made pancake art into little "Among Us" characters. That was when everyone was playing that game. I think it was 30 million, which was pretty crazy.

Interviewer: So what's next for you?

JW: A cookbook. That's one of the things that I have on my list of things I want to do, and maybe a bento box line would be amazing.

Interviewer: Thank you so much for this interview. It was really nice to listen to you: keeping it simple, healthy and fun while you cook on a daily basis.

<https://www.latimes.com/food/story/2020-08-18/tiktok-mom-jessica-woo-makes-bento-lunches> (abridged and adapted)

Answer key

Listening worksheet 2A, page 138

A. 4 | 1 | 3 | 2

B. 1. rice | 2. chicken | 3. strawberries | 4. juice | 5. meal | 6. yoghurt

C. 1. c) | 2. a) | 3. f) | 4. b)

Listening worksheet 2B, page 139

A. 4 | 3 | 2

B. 1. rice | 2. chicken | 3. strawberries | 4. juice | 5. meal | 6. yoghurt

C. 1. c) | 2. a) | 3. d) | 4. b)

Listening worksheets 3, pages 140-141

Listening scripts

Exercise A (track 13)

TikTok sensation Wisdom Kaye breaks down his *Vogue*-approved style

"Being named TikTok's best-dressed star is obviously a huge statement. So it means a lot to me, especially coming from *Vogue*. Really incredible to hear for the first time. Whoa, like... me?"

What makes his content so unique is when he takes fan requests and creates new looks based simply on emojis.

"People like seeing that and the fact their suggestions can be heard and executed by a creator. It's fun to take a challenge and put it together. I now have lots of things I can wear just going out, so it helps me as well.

The inspiration behind my style comes from taking things out of their space and mixing and matching things. I might wear a 70s western look with a pair of modern boots and maybe some cool glasses.”

But Wisdom didn’t always try to stand out with style. Back in high school, he tried to do the exact opposite. “I moved around a lot as a kid. I started getting into fashion a little bit, but wore what everybody else was wearing to fit in. That was the first time I told myself, maybe there is some relevance in the clothes we wear.”

And if your New Year’s resolution is to elevate your style, Wisdom leaves you with his own fashion, well, wisdom...

“Making the most with what you have is the greatest lesson I can influence anyone with. Money is not what you need to have style. It’s more about how things look on you. We all have different body types. Every body type is beautiful and it just depends on how the item looks on you. Confidence is key. You have to make sure you are comfortable with what you’re wearing because if you’re comfortable you do start to gain that confidence.”

<https://www.youtube.com/watch?v=owHtZaZrkoc>
(abridged and adapted)

Exercise B (track 14)

How I shop for sustainable and ethical fashion

I like to keep a wish list of items that I want. If I see something I like, I write it down and then I take some time to consider how it would work for my personal lifestyle. And I like to leave some time before shopping for the item because I want to make sure that it’s something that I actually really want. So, once I’ve done this and realize that “yes” this is something I definitely want in my wardrobe, it’s time to start shopping for it.

I’m going to give a few examples of different things that I’ve bought. So, this fall, I needed a new pair of jeans.

I really wanted something that was ethically made out of sustainable material, like organic cotton. I also wanted something that was really good quality and durable, so since fit was a top priority for me, I knew that it’d be best to shop in person. Now, shopping in person does limit your choices. The first thing I did was to google any ethical, eco-friendly or sustainable clothing stores in my city to see if anything showed up. The only place I found wasn’t really what I was searching for, so I took a different approach.

I know that *Nudi* makes ethical and sustainable jeans for men, so I went on their website to see if they had any. I found a few in my city and I looked at their website to see if they also carried women’s jeans. I found a couple options and I went to go check those out.

I learned of a brand called Naked and Famous Denim. Through the salesperson and also doing some quick research on my phone, I found out that they were ethically made, that they had high quality materials and that they’re also made in Canada.

I tried on a bunch of different styles and I found one that fit great. I really loved the cut. These jeans were everything I wanted; except for the fact that they weren’t made out of organic cotton. They also happened to have a leather label on the back, which I hate because I always avoid buying leather. So, they weren’t the perfect pair of jeans but for me those were things I was willing to compromise on because they fit my other desires so well.

<https://www.youtube.com/watch?v=q67zvhuX3Bs>
(abridged and adapted)

Exercise C (track 15)

Susan, 14: Comfort is important, but I don’t ignore style. I am what I wear – that’s my motto. I get inspiration from different sources and I have to confess that I’m influenced by what celebs wear. My latest trend? *Now United!* I love them and I’m a big fan of their singer Any Gabrielly. I wear crop tops and baggy trousers quite often. Jeans of all shapes are part of my wardrobe. I also enjoy T-shirts with funny and powerful messages I believe in. I choose my accessories carefully – caps, hats and belts are at the top of my list.

Peter, 15: Style and fashion were not important to me until last year. I had a crush on a girl from my school. She ignored me all the time though we had some friends in common. One day in the middle of a conversation, she commented on boys’ styles and clothes and I felt she was talking about me. Maybe she wasn’t, but at that moment, I understood that we can’t ignore the importance of appearance... I think my style is casual. I can’t buy clothes all the time, so I choose items that I can adapt to different occasions: my daily life or a birthday party. My number one fashion item? Trainers. They match all sorts of looks.

Sophie, 13: I think I’m a bit of an outsider when it comes to fashion and image. My lifestyle is simple and in our family there are many concerns about the environment, our eating habits and about what we wear. I’m not a fundamentalist, but I avoid buying clothes at big department stores from well-known brands. I prefer buying clothes from second-hand shops and from local designers. I believe slow fashion is the future. We need to use our resources better. Anyway, I think it is important to look in the mirror and be happy with what you see. I like my style. It’s simple, but original. My favourite piece of clothing? Shirts with different patterns and cuts combined with all sorts of bottoms. Shirts are timeless!

Answer key

Listening worksheet 3A, page 140

A.

1. best | 2. dressed | 3. unique | 4. suggestions |
5. mix | 6. match | 7. style | 8. money | 9. item |
10. confidence | 11. comfortable

B.

1. F | 2. T | 3. F | 4. F | 5. T | 6. T

C.

1. Peter | 2. Sophie |
3. Susan | 4. Peter |
5. Sophie | 6. Susan

Listening worksheet 3B, page 141

A. 1. best | 2. dressed | 3. unique | 4. suggestions |
5. mix | 6. style | 7. the most | 8. money | 9. item |
10. confidence

B. 1. F | 2. T | 3. F | 4. F | 5. T | 6. T

C. 1. Peter | 2. Susan | 3. Peter | 4. Susan

Listening worksheets 4, pages 142-143

Listening scripts

Exercise A (track 16)

The climate crisis is a race we have to win. Our future depends on it. Can you complete the five levels to reach the zero-carbon finish line?

We need to rapidly cut emissions. If we act slow, it will take longer to fix things and everything will get worse. More global warming, higher temperatures melting ice, forest fires and extreme weather... And the people who will suffer are not those who are responsible for global warming!

Some people say, "China is still polluting, so what difference can the UK make?" Well, Britain has had a history of being one of the world's biggest polluters, but now there's nothing stopping us! We can lead the way and make a cleaner, greener society.

The food we buy, how we travel, who we vote for – it all makes a difference. If we act together, governments and businesses will join us and it will be better for people and nature.

Renewable energy is the answer to stop the global temperature rising more than 1.5 degrees. We need to leave dirty energy in the ground. Our focus needs to be on renewable energies such as solar and wind, which are effective and cheap.

Protecting nature is the key to winning the race.

Healthy forests absorb greenhouse gases, help us resist the effects of climate change and provide an important home for wildlife. We're all in this "race". Let's win it and save our one shared home.

https://www.youtube.com/watch?v=ZDXNN3Mp_So
(abridged and adapted)

Exercise B (track 17)

John, 16 (UK): This is the experience of a lifetime. I'm volunteering in Bulawayo, Zimbabwe, in one of the biggest wildlife sanctuary and rehabilitation centres in Africa. I'm taking care of animals that can't go back to the wild, preparing their food, cleaning their enclosures, promoting environmental education in the local communities. This is a ten-week project and we are 10 volunteers from different places around the world. I feel that I'm making the difference in the delicate African ecosystem!

<https://www.goeco.org/area/volunteer-in-africa/zimbabwe/african-wildlife-orphanage> (abridged and adapted)

Luísa, 15 (Portugal): I want to be a marine biologist when I get older, so this volunteering project for sea turtle conservation is just awesome. I'm volunteering in Sri Lanka for three weeks. My tasks include feeding and cleaning the turtles, moving their eggs into a safe area, caring for sick turtles and cleaning tanks. One day per week is Environment Day and volunteers take part in beach cleaning activities. On Community Day once a week, we educate local schoolchildren about sea turtle conservation. I love being closer to the local community, but the best experience is to camp on the beach at night to protect the turtles.

<https://www.goeco.org/area/volunteer-in-asia/sri-lanka/sea-turtle-rescue-and-rehabilitation> (abridged and adapted)

Marie, 14 (France): I never imagined that my parents would let me come to Ecuador for a four-week volunteering programme! Before I started the programme, I spent a week learning Spanish and joined the famous bike tours. Now I'm at the Wild Animal Rescue Centre taking care of the animals and helping with the cleaning. We are also encouraged to use our initiative and suggest tasks that we would like to work on, so I asked if I could work with the vet or help with the local environmental education programme. It has been just great! Evenings are free, so I can rest or take a trip to Puyo, where I can interact with the locals.

<https://www.goeco.org/area/volunteer-in-south-america/ecuador/animal-plus-spanish> (abridged and adapted)

Answer key

Listening worksheet 4A, page 142

A. 1. zero-carbon | 2. cut emissions | 3. warming; fires | 4. greener society | 5. food we buy |
6. renewable energy | 7. protecting

B. 1. Luísa | 2. John; Luísa; Marie | 3. Marie |
4. Marie | 5. John | 6. Luísa | 7. Marie | 8. Luísa

Listening worksheet 4B, page 143

A. 1. zero-carbon | 2. cut emissions | 3. warming; fires | 4. greener society | 5. food we buy |
6. renewable energy | 7. protecting

B. 1. Marie | 2. Marie | 3. John | 4. Luísa | 5. Marie |
6. Luísa

Answer key

Listening worksheets 5, pages 144-145

Listening scripts

Exercise A (track 18)

Interview with Simone Biles

Host: Hello, Simone. Thank you for joining us today.

Simone Biles (SB): It's my pleasure. It's great to be here with you today.

Host: Well, Simone, you're the gymnast with the most Olympic and World medals – 32 – and you've become an idol for many girls who want to become professional athletes. But we don't know much about the beginning of your career. Can you tell us about it?

SB: Sure. It was in 2003. I was six years old at the time. I went on a field trip to Bannon's Gymnastix. I was having fun and started imitating other gymnasts in the back of the gym. One of the coaches noticed my moves and they sent a letter to my parents asking if I could join their gymnastics classes. That's how it started...

Host: You already have a long career even though you're so young. We all know your career includes many high points of success, but is there a special moment that you would like to share with us?

SB: Well, I guess I'm really lucky because there are many moments I could tell you about. Personally, I would say the 2013 World Championships was a very special moment. I was a new athlete at the competition at the time. I won four medals and my first all-around title. It made all the difference in my career and my life changed forever.

Host: What is the best thing about being a gymnast?

SB: I would say that travelling is one of the best things of competing at an international level. I've visited so many countries and experienced so many different cultures... The other thing I love is competition. When you compete, all your work and effort make sense. It's not about winning, it's about competing.

Host: And Simone, one final question, what is the most difficult thing about competing at a professional level?

SB: Pressure, definitely! Sometimes people think we're not human. But we are. I have my strengths, my weaknesses and sometimes physical and mental exhaustion are very difficult to deal with...

Host: Thank you, Simone. It was great to have you with us this evening.

SB: Thank you for having me.

<https://www.refinery29.com/en-us/2020/02/9411647/simone-biles-moments> / <https://www.britannica.com/biography/Simone-Biles> (abridged and adapted)

Exercise A (track 19)

Interview with Roger Federer

Host: Hello, everyone. Today it is our pleasure to have with us the greatest tennis player of all time, Roger Federer. Hello, Roger. Thanks for joining us today.

Roger Federer (RF): Hello! Thank you for your invitation. I'm glad to be here with you.

Host: Roger, you've been a tennis player for many years now. How did you get interested in tennis? How did it all start?

RF: I was young when I got interested in tennis. To be honest, in the beginning I wasn't sure if my passion was football or tennis, but at the age of 12 I decided to focus on tennis and quit other sports. I guess my career started in 1995, when I was 14 years old.

Host: You're now 41 years old and you're still playing. Your career is so successful that I guess it will be difficult for you to name the most memorable moment...

RF: In fact, I can tell you that the 2005 season was fantastic. I became number one in the international ranking and this is something that no athlete can forget. The next seasons were also great, but 2005 was definitely special...

Host: What is the most exciting thing about being a tennis player?

RF: The most exciting thing about my career is playing tennis. That's the thing! And being able to make your living in your dream job!

Host: What about the "dark side" of fame and success. Is it difficult?

RF: I don't expose my family and my personal life. Therefore, that has never been a problem. The most difficult thing is to keep the highest level of performance when you get to the top!

Host: Roger, thank you for your time and for sharing your experience as an athlete with us.

RF: The pleasure was mine.

<https://www.biography.com/athlete/roger-federer> / <https://www.express.co.uk/sport/tennis/1525297/Roger-Federer-ATP-Finals-tennis-news> / <https://footballscoop.com/news/roger-federer-defines-success-lesson-us> (abridged and adapted)

Exercise A (track 20)

Interview with Lewis Hamilton

Host: Hello, Lewis! Great to have you here today. You have a busy life travelling around the world, so thank you for taking some of your time to be with us.

Lewis Hamilton (LH): It's always a pleasure. Time is a difficult thing, but I'm glad you invited me.

Host: Lewis, what can you tell us about the beginning of your career?

LH: I started my driving career at the age of eight, so in 1993. I have always had this passion for cars and speed. I won the British Kart Championship when I was 10 and three years later I signed to the McLaren and Mercedes-Benz Young Driver Support Programme. At 15 I became the youngest-ever driver to be number one in karting. It all happened very quickly...

Host: If you had to think of the most important moment of your career, which one would you choose?

LH: I guess 2008 was a very special year. I became the first black driver to win a Formula 1 World Championship and that's a personal victory, but also a worldwide message!

Host: Lewis, what is the best thing about being a professional driver?

LH: To win in a fair way through speed. My father has always taught me to compete in an honest way.

Host: What about the worst thing about fame and success?

LH: I'm not great at communication and I think I'm bad at keeping in touch with other people. For me, the worst thing is media exposure. It's difficult to deal with it sometimes, especially when you're shy...

Host: Lewis, thank for being with us today. It was great to learn more about you. It's a bit of media exposure, but I guess we were nice to you!

LH: You were, for sure. Thank you so much. It was great to be here.

<https://www.britannica.com/biography/Lewis-Hamilton> / <https://www.essentiallysports.com/f1-news-lewis-hamilton-reveals-his-worst-quality-as-an-f1-driver/> / <https://www.motorsport.com/f1/news/hamilton-i-want-to-be-the-purest-of-f1-drivers/6812989/>
(abridged and adapted)

Exercise B (track 21)

Simone Biles speaks out after withdrawing from gymnastics finals

Journalist So, Simone, did you quit because of an injury?

Simone Biles (SB): No, I'm not injured, thankfully. I took a step back because I didn't want to do something silly out there and get injured. It's been really stressful at these Olympic Games not having an audience... It's been a long week, it's been a long Olympic process, and it's been a long year. I think we're just a bit too stressed out – we should be having fun and sometimes that's not the case.

Journalist: What was the real reason that made you step back in the competition?

SB: I felt like it would be a better idea to work on my mental health. I knew that the other girls would do an absolutely great job and I didn't want to risk the team losing a medal for my mistakes because they've worked so hard. So, I just decided that those girls needed to go in and do the rest of the competition.

Journalist: Does that mean you're going to take baby steps from this moment on?

SB: Yeah, we're going to take it a day at a time. I know tomorrow that we have a half day or at least the morning off, so it'll be a good mental rest.

Journalist: Do you put mental health before the competition?

Simone Biles: Yeah, I say put mental health first because if you don't, then you're not going to enjoy your sport and you're not going to succeed. It's OK sometimes to miss the big competitions, to focus on yourself. It shows how strong you are rather than trying to get through it.

<https://www.youtube.com/watch?v=DIS7HXBAdDU>
(abridged and adapted)

Answer key

Listening worksheet 5A, page 144

A. 1. 2003 | 2. travelling | 3. pressure |
4. international | 5. tennis | 6. driver | 7. media
B. 1. b) | 2. a) | 3. a) | 4. b)

Listening worksheet 5B, page 145

A. 1. 2013 | 2. travelling | 3. pressure |
4. international | 5. tennis | 6. driver | 7. media
B. 1. b) | 2. a) | 3. a) | 4. a)

VOCABULARY WORKSHEETS

Vocabulary worksheet 1A, page 146

A. 1. chatting online | 2. volunteering | 3. learning new languages | 4. hanging out with friends |
5. cooking | 6. skateboarding
B. a) 4 | b) 6 | c) 2
C. 1. out of this world | 2. out of his mind | 3. out of the box

Vocabulary worksheet 1B, page 147

A. 1. chatting online | 2. volunteering | 3. learning new languages | 4. hanging out with friends |
5. cooking | 6. skateboarding
B. a) 4 | b) 6
C. 1. a) | 2. b) | 3. a)

Vocabulary worksheet 1C, page 148

A. 1. chatting online | 2. volunteering | 3. learning new languages | 4. hanging out with friends |
5. cooking | 6. skateboarding
B. a) 4 | b) 6
C. 1. a) | 2. b) | 3. a)

Vocabulary worksheet 2A, page 149

A. 1. have/take a shower | 2. brush my teeth |
3. have/eat breakfast | 4. catch the bus/go to school by bus | 5. study/do my homework | 6. walk my dog |
7. go cycling/biking | 8. watch TV | 9. read
B. 1. Check | 2. Watch | 3. Listen | 4. Use |
5. Play | 6. Chat | 7. Write

Answer key

C. [Suggested answers]

1. I always play football with my friends.
2. I sometimes eat out with my parents.
3. I never wake up early.
4. I play on my Xbox on Saturday evening.
5. On Sunday morning, I help Mum and Dad with chores.

Vocabulary worksheet 2B, page 150

- A. 1. have a shower | 2. brush my teeth | 3. have breakfast | 4. catch the bus | 5. do my homework | 6. walk my dog | 7. go cycling | 8. watch TV | 9. read
- B. 1. Check | 2. Watch | 3. Listen | 4. Use | 5. Play | 6. Chat | 7. Write

C. [Suggested answers] 1. play football with my friends. | 2. eat out with my parents. | 3. wake up early. | 4. play on my Xbox. | 5. help Mum and Dad with chores.

Vocabulary worksheet 2C, page 151

- A. 1. have a shower | 2. brush my teeth | 3. catch the bus | 4. do my homework | 5. watch TV | 6. read
- B. 1. Check | 2. Watch | 3. Listen | 4. Use | 5. Play | 6. Chat | 7. Write
- C. [Suggested answers] 1. relax | 2. forget my homework | 3. chat with my friends | 4. sleep the whole morning

Vocabulary worksheet 3A, page 152

- A. 1. bathroom | 2. kitchen | 3. dining room | 4. laundry room | 5. pantry | 6. living room | 7. garage | 8. balcony | 9. bedroom
- B. 1. air conditioning | 2. cameras | 3. TV | 4. gate | 5. front door | 6. fridge | 7. washing machine | 8. windows | 9. lights

Vocabulary worksheet 3B, page 153

- A. 1. bathroom | 2. kitchen | 3. dining room | 4. laundry room | 5. pantry | 6. living room | 7. garage | 8. balcony | 9. bedroom
- B. 1. air conditioning | 2. cameras | 3. TV | 4. gate | 5. front door | 6. fridge | 7. washing machine | 8. windows | 9. lights

Vocabulary worksheet 3C, page 154

- A. 1. bathroom | 2. kitchen | 3. dining room | 4. laundry room | 5. living room | 6. garage | 7. bedroom
- B. 1. air conditioning | 2. TV | 3. front door | 4. fridge | 5. washing machine | 6. windows | 7. lights

Vocabulary worksheet 4A, page 155

- A. 1. library | 2. cafeteria | 3. stationer's | 4. gym | 5. canteen

- B. 1. breaks | 2. playground | 3. teachers | 4. exchange programme | 5. Drama Club | 6. cinema festival | 7. karaoke contest | 8. homework | 9. locker | 10. Halloween party

Vocabulary worksheet 4B, page 156

- A. 1. library | 2. cafeteria | 3. stationer's | 4. gym | 5. canteen
- B. 1. breaks | 2. playground | 3. teachers | 4. exchange programme | 5. Drama Club | 6. cinema festival | 7. karaoke contest | 8. homework | 9. Locker | 10. Halloween party

Vocabulary worksheet 4C, page 157

- A. 1. library | 2. cafeteria | 3. stationer's | 4. gym | 5. canteen
- B. 1. breaks | 2. playground | 3. teacher | 4. exchange programme | 5. Drama Club | 6. cinema festival | 7. karaoke contest | 8. homework | 9. locker | 10. Halloween party

Vocabulary worksheet 5A, page 158

- A. 1. milk | 2. broccoli | 3. pasta | 4. pineapple | 5. chocolate | 6. potatoes | 7. beans | 8. bread | 9. hamburgers | 10. mushrooms | 11. onions | 12. cheese | 13. eggs | 14. peppers | 15. strawberries | 16. lemonade
- B. [Suggested answer] 1. pasta, mushrooms, cheese, peppers | 2. pineapple, eggs, strawberries | 3. bread, hamburgers, onions, peppers | 4. potatoes, beans, peppers
- C. 1. c) | 2. a) | 3. b)

Vocabulary worksheet 5B, page 159

- A. 1. milk | 2. broccoli | 3. pasta | 4. pineapple | 5. chocolate | 6. potatoes | 7. beans | 8. bread | 9. hamburgers | 10. mushrooms | 11. onions | 12. cheese | 13. eggs | 14. peppers | 15. strawberries | 16. lemonade
- B. [Suggested answer] 1. pasta, mushrooms | 2. pineapple, eggs | 3. bread, hamburgers | 4. potatoes, beans
- C. 1. c) | 2. a) | 3. b)

Vocabulary worksheet 5C, page 160

- A. 1. milk | 2. broccoli | 3. pasta | 4. pineapple | 5. chocolate | 6. potatoes | 7. beans | 8. bread | 9. hamburgers | 10. mushrooms | 11. onions | 12. cheese | 13. eggs | 14. peppers | 15. strawberries | 16. lemonade
- B. [Suggested answer] 1. pasta | 2. pineapple | 3. hamburgers | 4. potatoes
- C. 1. a) | 2. b)

Vocabulary worksheet 6A, page 161

- A. 1. grilled | 2. greasy | 3. spicy | 4. bitter |
5. crunchy | 6. delicious | 7. creamy
B. 1. boiled | 2. fried | 3. roasted | 4. stewed
C. a) Peel; slice | b) Put | c) Stir | d) bake

Vocabulary worksheet 6B, page 162

- A. 1. grilled | 2. greasy | 3. spicy | 4. bitter |
5. crunchy | 6. delicious | 7. creamy
B. 1. boiled | 2. roasted | 3. fried | 4. stewed
C. a) Peel; slice | b) Put | c) Stir | d) bake

Vocabulary worksheet 6C, page 163

- A. 1. grilled | 2. greasy | 3. spicy | 4. bitter
B. 1. boiled | 2. fried | 3. roasted | 4. stewed
C. a) Peel; slice | b) Put | c) Stir | d) bake

Vocabulary worksheet 7A, page 164

- A. 1. healthy diet | 2. drink more water | 3. walk more | 4. reduce stress | 5. get enough sleep |
6. normal weight | 7. regular exercise
B. 1. Get enough sleep | 2. Drink more water |
3. Healthy diet | 4. Regular exercise | 5. Walk more

Vocabulary worksheet 7B, page 165

- A. 1. healthy diet | 2. drink more water | 3. walk more | 4. reduce stress | 5. get enough sleep |
6. normal weight | 7. regular exercise
B. 1. Get enough sleep | 2. Drink more water |
3. Healthy diet | 4. Regular exercise | 5. Walk more

Vocabulary worksheet 7C, page 166

- A. 1. healthy diet | 2. walk more |
3. get enough sleep | 4. regular exercise
B. 1. Get enough sleep | 2. Healthy diet | 3. Regular exercise | 4. Walk more

Vocabulary worksheet 8A, page 167

- A. 1. denim jacket | 2. trainers | 3. gloves |
4. belt | 5. dress | 6. sandals | 7. sweater |
8. shorts | 9. sunglasses | 10. shirt
B. 1. colourful | 2. floral | 3. heeled | 4. leather |
5. comfortable | 6. denim
C. 1. floral/colourful | 2. heeled | 4. sunglasses |
5. denim | 6. jacket | 7. sweater | 8. trainers

Vocabulary worksheet 8B, page 168

- A. 1. denim jacket | 2. trainers | 3. gloves |
4. belt | 5. dress | 6. sandals | 7. sweater |
8. shorts | 9. sunglasses | 10. shirt
B. 1. colourful | 2. floral | 3. heeled | 4. leather |
5. comfortable | 6. denim

- C. 1. floral | 2. heeled | 3. sunglasses | 4. jacket |
5. sweater | 6. trainers

Vocabulary worksheet 8C, page 169

- A. 1. denim jacket | 2. trainers | 3. gloves |
4. belt | 5. dress | 6. sandals | 7. sweater |
8. shorts | 9. sunglasses | 10. shirt
B. Right: 3, 4, 6; Wrong: 1, 2, 5
C. 1. floral | 2. heeled | 3. sunglasses | 4. jacket |
5. sweater | 6. trainers

Vocabulary worksheet 9A, page 170

- A. 1. hip-hop | 2. vintage | 3. chic | 4. sportswear
B. 1. c) | 2. a) | 3. b) | 4. d)
C. 1. sends a message | 2. with a splash of colour |
3. boots are also a top choice | 4. use elegant medium-small pieces | 5. less is more

Vocabulary worksheet 9B, page 171

- A. 1. hip-hop | 2. vintage | 3. chic | 4. sportswear
B. 1. c) | 2. a) | 3. b) | 4. d)
C. 1. message | 2. colour | 3. boots | 4. pieces |
5. more

Vocabulary worksheet 9C, page 172

- A. 1. hip-hop | 2. vintage | 3. chic | 4. sportswear
B. 1. c) | 2. a) | 3. b)
C. 1. colour | 2. boots | 3. pieces

Vocabulary worksheet 10A, page 173

- A. 1. d) | 2. b) | 3. e) | 4. g) | 5. f) | 6. c) | 7. a)
B. 1. pocket money – d) | 2. overweight – a) |
3. school work – b) | 4. friend drama – e) |
5. grades – c)
D. 1. nervous | 2. grades | 3. overweight |
4. disappointed | 5. pocket money | 6. angry

Vocabulary worksheet 10B, page 174

- A. 1. surprised | 2. upset | 3. angry |
4. disappointed | 5. excited | 6. nervous |
7. confident
B. 1. pocket money – c) | 2. overweight – a) |
3. friend drama – d) | 4. grades – b)
D. 1. nervous | 2. grades | 3. overweight |
4. disappointed

Vocabulary worksheet 10C, page 175

- A. 1. surprised | 2. upset | 3. angry | 4. disappointed
B. 1. c) | 2. a) | 3. d) | 4. b)
D. 1. nervous | 2. grades | 3. overweight |
4. disappointed

Answer key

Vocabulary worksheet 11A, page 176

- A. a) cliff – 2 | b) forest – 3 | c) cave – 1
B. 1. ocean | 2. island | 3. glacier | 4. desert
C. 1. lakes | 2. cliffs | 3. mountain | 4. experience |
5. cave | 6. beach

Vocabulary worksheet 11B, page 177

- A. a) cliff – 2 | b) forest – 3 | d) cave – 1
B. 1. ocean | 2. island | 3. glacier | 4. desert
C. 1. lakes | 2. cliffs | 3. mountain | 4. experience |
5. cave | 6. beach

Vocabulary worksheet 11C, page 178

- A. 1. cave | 2. cliff | 3. forest
B. 1. ocean | 2. island | 3. glacier | 4. desert
C. 1. lakes | 2. cliffs | 3. mountain | 4. experience |
5. cave | 6. beach

Vocabulary worksheet 12A, page 179

- A. 1. endangered species | 2. deforestation |
3. climate change
B. 1. c) | 2. a) | 3. b)
C. 1. activist | 2. preservation | 3. change |
4. awareness | 5. forests | 6. healthy

Vocabulary worksheet 12B, page 180

- A. 1. endangered species | 2. deforestation |
3. climate change
B. a) Use public transport | b) Plant more trees |
c) Turn off taps when brushing teeth
C. 1. activist | 2. preservation | 3. change |
4. awareness | 5. forests | 6. healthy

Vocabulary worksheet 12C, page 181

- A. 1. endangered species | 2. deforestation
B. a) Use public transport | b) Plant more trees
C. 1. activist | 2. preservation | 3. change |
4. awareness | 5. forests | 6. healthy

Vocabulary worksheet 13A, page 182

- A. 1. town square | 2. underground station | 3. zebra crossing | 4. park | 5. skyscrapers | 6. footpath
B. 1. d) | 2. a) | 3. b) | 4. c)
C. 1. quiet | 2. relaxing | 3. safe | 4. clean |
5. magnificent

Vocabulary worksheet 13B, page 183

- A. 1. town square | 2. underground station | 3. zebra crossing | 4. park | 5. skyscrapers | 6. footpath
B. 1. a) | 2. b) | 3. b) | 4. a)
C. 1. quiet | 2. relaxing | 3. safe | 4. clean |
5. magnificent

Vocabulary worksheet 13C, page 184

- A. 1. town square | 2. underground station | 3. zebra crossing | 4. park | 5. skyscrapers | 6. footpath
B. 1. a) | 2. b) | 3. b) | 4. b)
C. 1. quiet | 2. relaxing | 3. safe | 4. clean |
5. magnificent

Vocabulary worksheet 14A, page 185

- A. 1. technology | 2. eco-friendly | 3. waste |
4. light | 5. buildings | 6. disabled
B. 1. business | 2. buildings | 3. energy |
4. information technology | 5. mobility |
6. city planning | 7. residents
C. 1. Smart buildings | 2. Smart mobility |
3. Smart residents | 4. Smart city planning

Vocabulary worksheet 14B, page 186

- A. 1. technology | 2. eco-friendly | 3. waste |
4. light | 5. buildings | 6. disabled
B. 1. business | 2. buildings | 3. energy |
4. information technology | 5. mobility |
6. city planning | 7. residents
C. 1. a) | 2. b) | 3. a)

Vocabulary worksheet 14C, page 187

- A. 1. technology | 2. eco-friendly | 3. waste |
4. light | 5. buildings | 6. disabled
B. 1. Business | 2. Energy | 3. Mobility | 4. Residents
C. 1. a) | 2. b) | 3. a)

Vocabulary worksheet 15A, page 188

- A. 1. gymnastics | 2. basketball | 3. ice hockey |
4. swimming | 5. tennis | 6. cycling
B. 1. d) | 2. e) | 3. a) | 4. c) | 5. b)
C. 1. goggles | 2. helmet | 3. stick; gloves | 4. racket

Vocabulary worksheet 15B, page 189

- A. 1. gymnastics | 2. basketball | 3. ice hockey |
4. swimming | 5. tennis | 6. cycling
B. 1. d) | 2. e) | 3. a) | 4. c) | 5. b)
C. 1. goggles | 2. helmet | 3. stick; gloves | 4. racket

Vocabulary worksheet 15C, page 190

- A. 1. gymnastics | 2. basketball | 3. ice hockey |
4. swimming | 5. tennis | 6. cycling
B. 1. d) | 2. a) | 3. c) | 4. b)
C. 1. goggles | 2. helmet | 3. stick; gloves | 4. racket

Vocabulary worksheet 16A, page 191

- A. [Suggested answers] 1. adrenaline | 2. speed |
3. dangerous | 4. emotion

- B.** 1. base jumping | 2. kayaking | 3. parkour |
4. snowboarding
C. 1. snorkelling – b) | 2. skateboarding – c) |
3. rock climbing – a)

Vocabulary worksheet 16B, page 192

- A.** [Suggested answers] 1. speed | 2. dangerous |
3. emotion
B. 1. base jumping | 2. kayaking | 3. parkour |
4. snowboarding
C. 1. snorkelling – b) | 2. skateboarding – c) |
3. rock climbing – a)

Vocabulary worksheet 16C, page 193

- A.** [Suggested answers] 1. speed | 2. dangerous |
3. emotion
B. 1. base jumping | 2. kayaking | 3. parkour |
4. snowboarding
C. 1. snorkelling – b) | 2. skateboarding – c) |
3. rock climbing – a)

Vocabulary worksheet 17A, page 194

- A.** 1. bed and breakfast (B&B) | 2. resort | 3. youth
hostel | 4. campsite
B. 1. buying souvenirs | 2. sunbathing | 3. sightseeing
C. 1. cycling | 2. outdoor | 3. sightseeing | 4. relax |
5. 3-star | 6. choice

Vocabulary worksheet 17B, page 195

- A.** 1. bed and breakfast (B&B) | 2. resort | 3. youth
hostel | 4. campsite
B. 1. buying souvenirs | 2. sunbathing | 3. sightseeing
C. 1. cycling | 2. outdoor | 3. sightseeing | 4. relax |
5. 3-star | 6. choice

Vocabulary worksheet 17C, page 196

- A.** 1. bed and breakfast (B&B) | 2. resort | 3. youth
hostel | 4. campsite
B. 1. b) | 2. a) | 3. a)
C. 1. cycling | 2. outdoor | 3. sightseeing | 4. relax |
5. 3-star | 6. choice

GRAMMAR WORKSHEETS

Grammar worksheet 1A, page 197

- A.** 1. We | 2. She | 3. It
B. 1. them | 2. it | 3. us
C. 1. My | 2. her | 3. Our | 4. their | 5. her | 6. my
D. 1. Their | 2. her; mine | 3. Our; yours

Grammar worksheet 1B, page 198

- A.** 1. a) We | 2. b) She | 3. c) It
B. 1. them | 2. it | 3. us
C. 1. My | 2. her | 3. Our | 4. their | 5. her | 6. my
D. 1. Their | 2. her; mine | 3. Our; yours

Grammar worksheet 2A, page 199

- A.** 1. wakes up | 2. eat; don't arrive | 3. is; makes |
4. doesn't chat; watches | 5. does she go; Do you fall
B. 1. are doing | 2. is planting | 3. are cleaning |
4. am helping | 5. are trying | 6. is planning |
7. am not coming | 8. Are you doing
C. 1. are learning | 2. want | 3. don't think |
4. am | 5. doesn't let | 6. am watching | 7. Do you
usually watch

Grammar worksheet 2B, page 200

- A.** 1. wakes up | 2. eat; don't arrive | 3. is; makes |
4. doesn't chat; watches | 5. does she go; Do you fall
B. 1. are doing | 2. is planting | 3. are cleaning |
4. am helping | 5. are trying | 6. is planning | 7. am
not coming | 8. Are you doing
C. 1. are learning | 2. want | 3. don't think |
4. am | 5. doesn't let | 6. am watching | 7. Do you
usually watch

Grammar worksheet 3A, page 201

- A.** 1. was; visited | 2. spent | 3. didn't play; wasn't |
4. Did you wake up; caught
B. 1. was raining | 2. were you buying | 3. was
working | 4. weren't reading; was preparing
C.
1. John was playing football with his friends while his
brother was chatting online.
2. My friends didn't see me as they were shopping at
the shopping centre last weekend.
3. What were you cooking in the kitchen early this
morning when I got home?
D. 1. Did you have | 2. was | 3. studied | 4. went |
5. did you see | 6. were arriving | 7. met |
8. Did you do | 9. played | 10. broke |
11. was downloading | 12. didn't continue |
13. didn't spend

Grammar worksheet 3B, page 202

- A.** 1. was; visited | 2. spent | 3. didn't play; wasn't |
4. Did you wake up; caught
B. 1. was raining | 2. were you buying | 3. was
working | 4. weren't reading; was preparing
C. 1. was playing/was chatting | 2. didn't see; were
shopping | 3. were you cooking; got
D. 1. Did you have | 2. was | 3. studied | 4. went |
5. did you see | 6. were arriving | 7. met |
8. Did you do | 9. played | 10. broke |
11. was downloading | 12. didn't continue | 13. didn't
spend

Answer key

Grammar worksheet 4A, page 203

A. Countable nouns [C] – apple, egg, pea, baby |

Uncountable nouns [U] – butter, milk, sugar, information, bread, love

B. 1. U; C | **2.** C; U | **3.** U; C

C. 1. cup | **2.** spoonfuls | **3.** slices | **4.** bowl | **5.** fruit | **6.** eggs

Grammar worksheet 4B, page 204

A. Countable nouns [C] – apple, egg, baby |

Uncountable nouns [U] – juice, milk, information, bread, love

B. 1. U; C | **2.** C; U

C. 1. cup | **2.** spoonfuls | **3.** slices | **4.** bowl | **5.** fruit | **6.** eggs

Grammar worksheet 5A, page 205

A. 1. many – a) | **2.** a few – d) |

3. little – b) | **4.** much – c)

B. 1. some – any | **2.** many – much |

3. a little – a few | **4.** many – much |

5. few – little | **6.** much – many | **7.** much – many

C. 1. such | **2.** such | **3.** so | **4.** so

Grammar worksheet 5B, page 206

A. 1. many | **2.** a few | **3.** little | **4.** much

B. 1. some – any | **2.** many – much |

3. a little – a few | **4.** few – little | **5.** much – many

C. 1. such | **2.** such | **3.** so | **4.** so

Grammar worksheet 6A, page 207

A. 1. must | **2.** shouldn't | **3.** may | **4.** Can |

5. mustn't | **6.** can

B. 1. must | **2.** might | **3.** should | **4.** couldn't |

5. can | **6.** shouldn't | **7.** can't | **8.** wouldn't

Grammar worksheet 6B, page 208

A. 1. must | **2.** shouldn't | **3.** may | **4.** Can |

5. mustn't | **6.** can

B. 1. must | **2.** might | **3.** should | **4.** couldn't |

5. can | **6.** shouldn't | **7.** can't | **8.** wouldn't

Grammar worksheet 7A, page 209

A. 1. However | **2.** because | **3.** so | **4.** or

B.

1. As Irini Tzortzoglou is worried about university students' eating habits, she designed a programme of nutrition and cooking classes online.

2. Kenny Tutt loves keeping active and travelling with his family to experience new cuisines.

3. Saliha Ahmed is a doctor, but she was the winner of Best Chef at the British Restaurant Awards 2019.

C. 1. and | **2.** because | **3.** Therefore | **4.** However

Grammar worksheet 7B, page 210

A. 1. However | **2.** because | **3.** so | **4.** or

B. 1. Therefore – c) | **2.** because – a) | **3.** and – d) | **4.** but – b)

C. 1. and | **2.** because | **3.** Therefore | **4.** However

Grammar worksheet 8A, page 211

A. 1. golden | **2.** beautiful | **3.** Brazilian | **4.** denim | **5.** large | **6.** brand-new

B. 1. young, tall, Swedish – tall young Swedish |

2. new, delicious, orange – delicious new orange |

3. tiny, horrible, old – horrible tiny old | **4.** golden, rectangular, metal – rectangular golden metal

C. 1. huge round orange | **2.** comfortable leather |

3. curly blond | **4.** fashionable modern Japanese |

5. yellow French silk | **6.** enormous ancient

Grammar worksheet 8B, page 212

A. 1. golden | **2.** beautiful | **3.** Brazilian | **4.** denim

B. 1. young Swedish | **2.** delicious orange |

3. tiny old | **4.** rectangular metal

C. 1. huge round orange | **2.** comfortable leather |

3. curly blond | **4.** yellow French silk | **5.** enormous ancient

Grammar worksheet 9A, page 213

A. 1. higher than | **2.** more practical than | **3.** warmer than | **4.** lighter than | **5.** more informal than |

6. better than | **7.** as useful as | **8.** more colourful than

B. 1. the oldest | **2.** the most expensive | **3.** the most famous | **4.** the trendiest | **5.** the biggest

C. 1. the most casual | **2.** the most extravagant |

3. shorter than | **4.** more elegant than

Grammar worksheet 9B, page 214

A. 1. higher than | **2.** more practical than | **3.** warmer than | **4.** lighter than | **5.** more informal than |

6. better than | **7.** as useful as | **8.** more colourful than

B. 1. the oldest | **2.** the most expensive |

3. the most famous | **4.** the trendiest |

5. the biggest

C. 1. the most casual | **2.** the most extravagant |

3. shorter than | **4.** more elegant than

Grammar worksheet 10A, page 215

A. 1. haven't heard – haven't heard | **2.** has just finished – have just finished | **3.** has left yet – hasn't left yet | **4.** have tellen – have told

B. 1. for | **2.** since | **3.** for | **4.** since

C. 1. have never met | **2.** has had | **3.** has written |

4. Have you ever thought | **5.** has built |

6. has always believed | **7.** haven't decided

Grammar worksheet 10B, page 216

- A. 1. a) | 2. b) | 3. b) | 4. a)
B. 1. for | 2. since | 3. for | 4. since
C. 1. have always lived | 2. have never met | 3. has had | 4. has written | 5. Have you ever thought | 6. has built | 7. has always believed | 8. haven't decided

Grammar worksheet 11A, page 217

- A. 1. when; a month ago | 2. Last year; recently | 3. never; already; in 2000; Yesterday
B. 1. didn't study | 2. had; got | 3. hasn't slept; have already told | 4. went; has met
C. 1. Have you ever considered | 2. made | 3. started | 4. was | 5. asked | 6. didn't know | 7. has never stopped | 8. launched | 9. has been | 10. has taken

Grammar worksheet 11B, page 218

- A. 1. when; a month ago | 2. Last year; recently | 3. never; already; in 2000; Yesterday
B. 1. didn't study | 2. had; got | 3. hasn't slept; have already told | 4. went; has met
C. 1. Have you ever considered | 2. made | 3. started | 4. was | 5. asked | 6. didn't know | 7. has never stopped | 8. launched | 9. has been | 10. has taken

Grammar worksheet 12A, page 219

- A. 1. b) | 2. a) | 3. e) | 4. d) | 5. c)
B. 1. will join | 2. will have | 3. will help | 4. will put | 5. won't forget | 6. will you do
C. [Suggested answers] 1. We won't use plastic anymore. | 2. We will live in a smart city. | 3. We will use reusable products only.

Grammar worksheet 12B, page 220

- A. 1. a) | 2. b) | 3. a) | 4. a) | 5. b)
B. 1. will have | 2. will help | 3. will put | 4. won't forget | 5. will you do
C. [Suggested answers] 1. some endangered species will disappear. | 2. people won't stop eating beef. | 3. governments will control individual water consumption.

Grammar worksheet 13A, page 221

- A. 1. a) | 2. b)
B. 1. am going to have | 2. is going to start | 3. are going to buy | 4. are going to move | 5. is not going to slow down | 6. are you going to celebrate | 7. is going to decrease
C.
1. Our planet is going to get hotter because of global warming.
2. What are you going to do to protect wildlife?
3. Susan is going to take reusable bags to go shopping.
4. We aren't going to buy plastic bottles anymore.

Grammar worksheet 13B, page 222

- A. 1. a) | 2. b)
B. 1. am going to have | 2. is going to start | 3. are going to buy | 4. are going to move | 5. is not going to slow down | 6. are you going to celebrate | 7. is going to decrease
C. 1. is going to destroy | 2. is going to get | 3. are you going to do | 4. is going to take | 5. aren't going to buy

Grammar worksheet 14A, page 223

- A. 1. a) | 2. b) | 3. a) | 4. b)
B. 1. Are you going to join | 2. will be | 3. is going to rain | 4. won't let you go | 5. 'm going to try | 6. 'll do
C. 1. will love | 2. will visit | 3. are going to start | 4. is going to organise | 5. will show

Grammar worksheet 14B, page 224

- A. 1. a) | 2. b) | 3. a) | 4. b)
B. 1. Are you going to join | 2. will be | 3. is going to rain | 4. won't let you go | 5. 'm going to try | 6. 'll do
C. 1. will love | 2. will visit | 3. are going to start | 4. is going to organise | 5. will show

Grammar worksheet 15A, page 225

- A. 1. will help | 2. don't plan | 3. understand | 4. won't be | 5. will you live
B.
1. If cinemas have holographic screens in the future, Susan and her besties won't miss a film./Susan and her besties won't miss a film if cinemas have holographic screens in the future.
2. If I don't recycle paper, plastic and batteries, I will contribute to the degradation of the environment./ I will contribute to the degradation of the environment if I don't recycle paper, plastic and batteries.
a) 2 | b) 3 | c) 1
C. [Suggested answers]
1. If we use green energies more, we will reduce carbon dioxide emissions.
2. If we recycle our waste, we will have more reusable products in the future.
3. If we don't travel by car, we pollute less.
4. If we save water, we will protect animals and plants.

Grammar worksheet 15B, page 226

- A. 1. will help | 2. don't plan | 3. understand | 4. won't be | 5. will you live
B. 1. build – c) | 2. won't miss – a) | 3. don't recycle – b)
C. [Suggested answers]
1. c) | 2. a) | 3. d) | 4. b)

Answer key

Grammar worksheet 16A, page 227

- A. 1. e) | 2. a) | 3. d) | 4. b) | 5. c)
B. 1. would have | 2. was/were | 3. didn't recycle |
4. wouldn't work | 5. travelled
C. 1. would say | 2. got | 3. would take |
4. experienced
D. [Suggested answers]
1. I would create smart cities all around the world.
2. I wouldn't allow the use of plastic bags.
3. I would limit individual water consumption.

Grammar worksheet 16B, page 228

- A. 1. d) | 2. a) | 3. c) | 4. b)
B. 1. would have | 2. was | 3. didn't recycle |
4. wouldn't work | 5. travelled
C. 1. would say | 2. got | 3. would take |
4. experienced
D. 1. would create | 2. would replace | 3. wouldn't allow

Grammar worksheet 17A, page 229

- A. 1. a) | 2. b) | 3. c) | 4. a)
B. 1. would help | 2. continue |
3. had | 4. will need
C.
1. If we don't stop carbon dioxide emissions, the air will get more polluted.
2. The sea level will continue to rise if climate change doesn't stop.
3. Would you join an environmental organisation if you had the chance?
4. If we protected natural habitats, endangered species would survive.

Grammar worksheet 17B, page 230

- A. 1. a) | 2. b) | 3. b) | 4. a)
B. 1. would help | 2. won't stop | 3. would build |
4. will need
C. 1. the air will get more polluted. | 2. if climate change doesn't stop. | 3. if you had the chance? |
4. endangered species would survive.

Grammar worksheet 18A, page 231

- A. 1. which | 2. whose | 3. who | 4. which
B. 1. who | 2. which | 3. which | 4. whose | 5. who
C.
1. Alina Zagitova is a 19-year-old figure skater that has won many medals and international titles.
2. Bayern Munich is a German football club whose team includes rising stars.
3. Eileen Gu is an American freestyle skiing star who competes for China.

4. International competitions which cause a lot of pressure on young athletes are not always good.
5. Training sessions which are hard usually bring good results for athletes.

Grammar worksheet 18B, page 232

- A. 1. which | 2. whose | 3. who | 4. which | 5. which
B. 1. who | 2. which | 3. which | 4. whose | 5. who |
6. which
C. 1. who | 2. whose | 3. who | 4. which | 5. which

Grammar worksheet 19A, page 233

- A. 1. c) | 2. f) | 3. a) | 4. e) | 5. b) | 6. d)
B. 1. checked out | 2. got on | 3. took off |
4. fill in | 5. put on

Grammar worksheet 19B, page 234

- A. 1. c) | 2. f) | 3. a) | 4. e) | 5. b) | 6. d)
B. 1. checked out | 2. got on | 3. took off |
4. fill in | 5. put on

WRITING WORKSHEETS

Writing worksheet 1A, page 235

- B. [Suggested answer]

A day without my mobile phone

Hello, everyone!

My digital detox day was a bit strange. I didn't use any of my gadgets, so I felt stressed in the beginning. Then, I got used to it...

First, I got up at 7:00 a.m. and took a shower. I ate breakfast and went to school as usual. The strange thing was: I didn't check my *Facebook*, I didn't chat with my friends during breakfast. I felt a bit lonely and bored.

In the afternoon, I got home after lunch and did my homework. I didn't have my mobile or my tablet, so me and my friends decided to hang out and go to the café. When we got there, it was awful because we didn't have tweets to talk about, photos to post, so we had to do something else: we played cards and it was great fun.

Then, I went home and had dinner at 8:00 p.m. I helped mum and dad in the kitchen, but then I just couldn't use any technology... Well, I sat with my parents in the living room, and we had a long conversation! We even planned our next holidays! To conclude, my digital detox day was better than I thought. I didn't spend time online, but I had a lot of fun and I spent real time with my family and friends! I don't mind repeating the experience because I think I learnt a lot from it and I didn't miss my mobile phone that much!

Writing worksheet 1B, page 236

1. My day was different because I didn't chat online and didn't play video games.
2. I spent the break with my besties and had lunch in the canteen at 1:30 p.m.
3. After that, I played football with some friends and we went to the café for a snack.
4. I got home, had dinner with my family and helped my mum in the kitchen.
5. To conclude, I think I liked this experience and I want to do it again in the future because the day was great and I spent time with my friends and family.

Writing worksheet 2A, page 237

B. [Suggested answer]

Hi, Lull@by! Thanks for telling us about your problem. Exams are always a stressful period and many students don't sleep enough or eat unhealthy. Perhaps, you should go shopping once a week with a list. Fill your fridge and pantry with wholemeal bread, low-sugar cereals, fresh fruits and vegetables, meat and fish. Of course, it's not a problem if you eat some chocolate or candy once in a while. Have you tried baking a cake at home? Homemade food is a healthier option! Besides, you shouldn't order food regularly. Take some time to cook and take a break from your studies. Hope everything gets well! Bye!

Writing worksheet 2B, page 238

- B. 1. Thanks for telling us about your problem. |
2. a stressful period | 3. eat unhealthy |
4. low-sugar cereals | 5. Have you tried baking a cake at home? | 6. to cook and take a break from your studies

Writing worksheet 3A, page 239

- B. [Suggested answer] 1. buy your clothes at local eco-friendly shops | 2. think twice before buying |
3. buy second-hand clothes
C. [Suggested answer]

Let's take action and reduce our fashion footprint!

Hi, everyone! Today's post is about fashion footprint. I think this is a huge problem and all of us can do something to reduce it. What can we do? Here are some tips to help you.

First, you can sell items that you no longer use online. Besides, you should buy your clothes at local eco-friendly shops. In addition you should think twice before buying. Finally, you can buy second-hand clothes.

Fast fashion is not your only way to be stylish. Look for other alternatives and be fashionable while you help our planet!

Writing worksheet 3B, page 240

- B. 1. think twice before buying | 2. buy your clothes at local eco-friendly shops | 3. buy second-hand clothes
C. 1. and reduce our fashion footprint! | 2. Today's post is about fashion footprint. | 3. buy your clothes at local eco-friendly shops; buy second-hand clothes; think twice before buying | 4. Look for other alternatives and be fashionable while you help our planet!

Writing worksheet 4A, page 241

A. [Suggested answer]

Waste management – embrace the change

Is there anything we can do to improve waste disposal in our city? I am sure there is! I am writing this text to show you that each of us can contribute to a cleaner and healthier city. So let's take action and start at our homes.

Firstly, we can all reduce the amount of waste we produce and recycle paper, glass and plastic.

I strongly believe that recycling is a top solution to this problem, so we can all buy home recycling bins. They are cheap and available everywhere.

Secondly reusing is another good option. For instance, instead of buying new, we can check what we already have, mend it, adapt it and change it. It will look new and you don't even have to spend a cent!

Lastly, we can all go out and volunteer to make our city more beautiful with regular clean-ups.

For example, we can use our Saturday mornings, gather family and friends and spend fun moments cleaning some of the public places of our city.

All things considered, in my opinion, waste must be managed carefully. For that, we must change our habits and lifestyle. A good management of our waste will protect the environment and show respect towards others.

Therefore, it is time to take action and contribute to a safer and cleaner city. I am counting on you to make this possible!

Writing worksheet 4B, page 242

A.

1. to show that we can have a cleaner city
2. recycle paper, glass and plastic
3. we should all buy home recycling bins
4. reusing is another good option
5. we don't have to buy everything new
6. volunteering for regular clean-ups will make our city more beautiful
7. we can spend our Saturday mornings cleaning some public places
8. Good management of waste will protect the environment
9. take action

Answer key

Writing worksheet 5A, page 243

A. 1. make an apology | 2. give an explanation |
3. make a suggestion | 4. make a suggestion |
5. remind someone

B.

[Suggested answer]

Hello, Mike!

Thank you for the invitation. Of course, I'll go with you!

We could meet at the bus stop next to the shopping centre at 7:00 a.m. What do you think?

Do we need to bring surfing equipment? I have an old wetsuit... Just let me know.

Don't forget the tickets!

See you soon.

Sue

[Suggested answer]

Hi, Linda!

Thank you for the invitation.

I'm really sorry, but I can't go on the sightseeing tour.

My parents are coming to visit this weekend, so I'm going to spend some time with them.

Perhaps we could go to the cinema next weekend.

I'm free. What do you think?

Love,

Mary

Writing worksheet 5B, page 244

A. 1. make an apology | 2. give an explanation |
3. make a suggestion | 4. remind someone

B. 5 | 3 | 1 | 6 | 4 | 7 | 2

SPEAKING WORKSHEETS

Speaking worksheet 1A, page 245

B. [Suggested answer]

Neymar Jr. wakes up at 6:00 a.m. and walks his dogs in his garden. Then, he eats a nutritious breakfast.

At 8:00 a.m. he drives to the football stadium in one of his collection cars. In the morning, he has a training session and works out in the gym. After that, he goes home and eats lunch. In the afternoon, he manages his businesses and companies and meets his sponsors. He eats dinner out in a top restaurant at 7:00 p.m. Around 10:00 p.m., he plays some video games and goes to sleep after that.

[Suggested answer]

Daniela wakes up at 7:00 a.m. and goes jogging. She drives to the Warner Brother Studios at 8:00 a.m. and after that she eats breakfast and drinks a coffee. From 9:00 a.m. to 10:00 p.m., she has filming sessions, studies roles and memorises lines. She eats light snacks during the breaks. She usually goes home and about 10:30 p.m. and eats dinner.

After that, she calls her family in Portugal. Before she goes to bed at about 12:15 a.m., she takes a bubble bath.

Speaking worksheet 1B, page 246

[Suggested answer]

Neymar Jr. wakes up at 6:00 a.m. and walks the dogs in his garden. At 8:00 a.m. he drives to the football stadium in one of his collection cars. In the morning, he has a training session. After that, he eats lunch. He eats dinner out in a top restaurant at 7:00 p.m. Around 10:00 p.m., he plays some video games and goes to sleep after that.

[Suggested answer]

Daniela wakes up at 7:00 a.m. and goes jogging.

At 8:30, she eats breakfast and drinks a coffee.

From 9:00 a.m. to 10:00 p.m., she has filming sessions.

She usually goes home at about 10:30 p.m.

and eats dinner. After that, she calls her family in Portugal. She goes to bed at about 12:15 a.m.

Speaking worksheet 2A, page 247

B. [Suggested answer]

Hello, everyone. Welcome to my show *Eat Well, Live Better*.

My name is _____ and I'm going to cook some delicious, low-calorie spaghetti.

First, cook the spaghetti according to the instructions on the package. It usually takes 10 minutes. Add a tiny pinch of salt to the water. While the pasta is boiling, chop and grill the mushrooms in the oven. When the mushrooms are ready, put them in a bowl and add the tomatoes, the onion and the olive oil. Mix everything very well. When the spaghetti is cooked, drain it and pour it into the bowl. Mix the spaghetti with the other ingredients very well. You can now sprinkle the grated cheese on top.

Serve straight away while it is still warm and enjoy your meal. Bye! See you on my next show.

Speaking worksheet 2B, page 248

B. 2 | 4 | 3 | 1

Speaking worksheet 3A, page 249

B. [Suggested answer]

Student A: Hello! How can I help you?

Student B: Hello! Yes, I'm looking for some trainers.

I want something comfortable, but not too expensive.

Student A: Well, we have some options that I can show you. Do you want any colour in particular?

Student B: Not really... but black and white are my favourite and they go well with my wardrobe options. (looking at Student C) What do you think?

Student C: Well, I don't know... Why don't you try something different?

Student A: We have a few colourful models. I'll show you what we have. Please, come with me. (showing them the trainers) Well, these over here are sporty and practical. Those two over here are more classic.

Student B: (trying the trainers on and talking to his friend) What do you think? Do they look good on me?

Student C: I would definitely buy these ones. I know they are colourful and you're not used to it, but give them a chance!

Student B: OK, but I need another size. They are too tight. I need a size 42.

Student A: (giving him the trainers in a new size) Here you are. Your friend is right. They look fantastic on you and these are your size.

Student B: They fit. OK... I'm convinced... I'll take them. I like them, too.

Student A: There you are. You can pay at the cash desk over there. Thank you very much and I hope to see you again soon.

Student B: Thank you. Bye.

Student C: Bye.

Speaking worksheet 3B, page 250

B. [*Suggested answers*]

1. How can I help you? | 2. some trainers | 3. any colour | 4. black.../white.../blue.../grey... | 5. more practical; more classic | 6. great; another size; do you think | 7. fantastic/great/good...; your size | 8. like these; take them | 9. Thank you. Bye | 10. Thank you

Speaking worksheet 4A, page 251

A. 5 | 3 | 6 | 7 | 1 | 4 | 9 | 2 | 8

B. [*Suggested answers*]

1. (name)
 2. I've just written my last test and I'm free for the weekend
 3. that theatre play I told you about
 4. Are we on for Saturday afternoon
 5. I'm afraid I can't meet you on Saturday
 6. I promised Mum and Dad I'd spend some time with them
 7. we go on Sunday
 8. No problem
 9. The actors and the plot are great
 10. to see them performing live
 11. I'm pretty excited about it
 12. The reviews are excellent and it will help us with our biology project on nature conservation
 13. time do you want to meet
 14. 4:00 p.m.
 15. can have a coffee at Gordon's first
 16. Good idea. See you there

Speaking worksheet 4B, page 252

B. [*Suggested answers*]

1. (name) | 2. that theatre play I told you about | 3. Saturday | 4. No problem | 5. it will be a kick-start for my biology project on nature conservation | 6. time do you want to meet | 7. 6:00 p.m. | 8. See you there

Speaking worksheet 5A, page 253

B. [*Suggested answers*]

Student A: Good afternoon. Welcome to the Beach Eco Resort Hotel. How can I help you?

Student B: Hello! We have a reservation for a double room for four nights with pool view under the name Phillips. Patricia Phillips.

Student A: Right. We have reserved a double room for four nights with pool view. Well, I need your ID cards for the check-in, please.

Student B: Yes, that's right. Here you are. Where is our room exactly?

Student A: Your room is on the 4th floor. You can take the lift over there. We will help you with your luggage.

Student B: Thank you. What time is breakfast served?

Student A: Breakfast is served from 7:00 a.m. to 11:00 a.m. in the dining room on the ground floor. This is your room card and the password for free Wi-Fi. Have a wonderful stay.

Student B: Thank you.

Speaking worksheet 5B, page 254

B. [*Suggested answers*]

1. Welcome to the Beach Eco Resort Hotel
 2. a reservation; (surname); (name, surname)
 3. a double room for four nights with pool view; your ID cards for the check-in, please
 4. Where is our room exactly?
 5. on the 4th floor; we will help you with your luggage
 6. What time is breakfast served?
 7. from 7:00 a.m. to 11:00 p.m.; your room card and the password for free Wi-Fi



Assessment

- Diagnostic tests (listening, complete structure and multiple choice)
- 5 Progress tests (1 per unit)
 - Writing assessment grids/
test correction table
- Extensive reading test
- 3 Speaking tests
 - Evaluation grids
- 5 Minitests (1 per unit)
- Answer key and listening scripts

Assessment

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Table of Specifications

Diagnostic Test – Listening

LISTENING				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreensão oral Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. Acompanhar informações com algum pormenor.	Vocabulário e estruturas comunicativas trabalhados em anos anteriores.	A. Escolher a opção correta, de acordo com o texto escutado.	2 x 8% = 16%	Resposta errada: 0 pontos
		B. Selecionar as frases corretas.	4 x 6% = 24%	Resposta errada: 0 pontos
		C. Identificar erros nas frases e corrigi-los.	6 x 10% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		Total:	100%	

Diagnostic Test – Complete Structure

Marking scheme 1: complete structure

Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		CrITÉrios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	Texto sobre uma atriz e a sua personagem num filme.	A. Completar uma tabela com informação do texto.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
		B. Escolher a opção correta para completar frases sobre o texto.	4 x 2% = 8%	4 x 6% = 24%	Resposta errada: 0 pontos
		C. Completar frases de acordo com o texto.	4 x 2% = 8%	4 x 6% = 24%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		D. Responder, de forma completa, a questões sobre o texto.	4 x 4% = 16%	4 x 9% = 36%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		Total:	40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		CrITÉrios de classificação
			Scheme 1	Scheme 2	
Aplicar itens de vocabulário e gramática trabalhados nos anos anteriores.	<i>House objects/ furniture</i>	A. Legendar a imagem de um quarto.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>School subjects</i>	B. Completar um texto com palavras de acordo com imagens.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos

II – LANGUAGE (cont.)					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Aplicar itens de vocabulário e gramática trabalhados nos anos anteriores.	<i>Shops</i>	C. Completar frases com palavras.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Present simple/ present continuous</i>	D. Ligar partes para formar frases corretas.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Past simple</i>	E. Completar frases com formas verbais corretas.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Past simple/past continuous</i>	F. Usar as palavras fornecidas para fazer frases corretas.	2 x 2,5% = 5%	2 x 6% = 12%	Resposta errada: 0 pontos
	<i>Conditional sentences – type 1</i>	G. Completar frases condicionais com as formas verbais corretas.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
Total:			40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Descrever a escola.	<i>School</i>	Descrever a sua escola.	20%	100%	Ver tabela que inicia abaixo.

Writing Assessment Criteria

Critérios	Descritores	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (35-50 palavras)	Escreve um texto com um mínimo de 30 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	1%	5%

Writing Assessment Criteria (cont.)

Critérios	Descritores	Cotações	
		Scheme 1	Scheme 2
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%
Total:		20%	100%

Diagnostic Test – Multiple Choice

LISTENING				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Vocabulary – 50% Aplicar vocabulário trabalhado nos anos anteriores.	<i>Family members, telling the time, household chores, house objects, school subjects, school facilities, city places, shops, free time activities, summer activities.</i>	Selecionar a opção correta.	20 x 5% = 100%	Resposta errada: 0 pontos
Grammar – 50% Aplicar itens gramaticais trabalhados nos anos anteriores.	<i>Present simple, present continuous, personal pronouns – object, prepositions of place, connectors, past simple, past continuous, if-clauses.</i>			

Diagnostic Listening Test

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen and tick (✓) the correct option.

1. Stephen is from...



a) ☐



b) ☐



c) ☐

2. The collection has 575...



a) ☐



b) ☐



c) ☐

B. Listen again and tick (✓) the facts mentioned.

1. Stephen Sansweet has the largest *Star Wars* collection. ☐
2. When he was young, he wanted to be a writer. ☐
3. Stephen was a journalist at the *Wall Street Journal*. ☐
4. He was director of content management and head of fan relations at Lucasfilm Ltd. ☐
5. He wrote books about *Star Wars*. ☐
6. The collection includes outfits used in the films. ☐



C. Underline the wrong words and write the correct ones.

1. Stephen was born in 1964. _____
2. When he was a student, he wrote for the school yearbook and for magazines. _____
3. Later he became an actor. _____
4. Lucasfilm Ltd. is the studio that produced *Star Wars* games. _____
5. His collection is the largest of its kind in the country, recognised by the *Guinness Book of Records*. _____
6. In the museum, there is a fun room with board games and pin ball machines. _____

Diagnostic Test – Complete Structure

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

Star vs. *Star Wars*

Daisy Ridley is a British actor. She's Rey in *Star Wars* films.

Are Daisey and Rey the same, or different?



Daisy Ridley

5 She was born on 10th April 1992 and she's from London, in England.

Daisy has two older sisters: Kika-Rose and Poppy. She has got a pet – it's a dog and its name is Muffin.

10 She is 1 metre 70 tall and she has got brown hair. She's an actress, she makes TV shows and films.

She loves hanging out with friends, she has got lots of friends because she is funny and very friendly.

15 She likes wearing dresses and she loves fashion.



Rey

She was born on 15 ABY (after the Battle of Yavin) and she's from Jakku.

20 She doesn't know her family but she has got a pet. It's a robot called BB-8.

She is 1 metre 70 tall and she has got brown hair. She works as a Jedi apprentice and she has got two friends: Finn and Poe.

25 She is a serious person and she is always loyal.

She likes wearing white clothes and brown boots.

Do want to know more about Daisy Ridley?

30 Daisy loved films when she was younger. Her favourite film was *Matilda* (1996) and the main character was her role model. She wasn't a *Star Wars* fan, but she dedicatedly followed the *Harry Potter* series.

35 She won a scholarship¹ to study at Tring Park School for the Performing Arts, in Hertfordshire, which offers courses in dance, commercial music, musical theatre and acting. She attended this school from age nine to eighteen. Then she studied classical civilisation at Birkbeck University in London, but she didn't finish her studies because she wanted to focus on her acting career.

Vocabulary: ¹scholarship = *bolsa de estudos*

Mary Glasgow Click, Nov./Dez. 2019 (adapted)

A. Fill in the table with information from the text.

	Daisy	Rey
Pet (name)	1.	2.
Job	3.	4.
Personality	5. and 6.	7. and 8.

B. Tick (✓) the correct option to complete the sentences.

- Daisy's birthday is on...
a) 15th April. ☐ b) 15 ABY. ☐ c) 10th April. ☐
- Daisy is...
a) American. ☐ b) British. ☐ c) London. ☐
- Rey's pet is a...
a) dog. ☐ b) robot. ☐ c) cat. ☐
- Rey's friends are...
a) Finn and Poe. ☐ b) Kika-Rose and Poppy. ☐ c) Daisy and Muffin. ☐

C. These sentences are false. Correct them.

- Kika-Rose is Rey's sister. _____
- Daisy loves hanging out with her family. _____
- Daisy's favourite film was *Harry Potter*. _____
- From 9 to 18 years old, Daisy attended a school in London. _____

D. These sentences are false. Correct them.

- What does Rey like wearing?

- Was Daisy a fan of *Star Wars*?

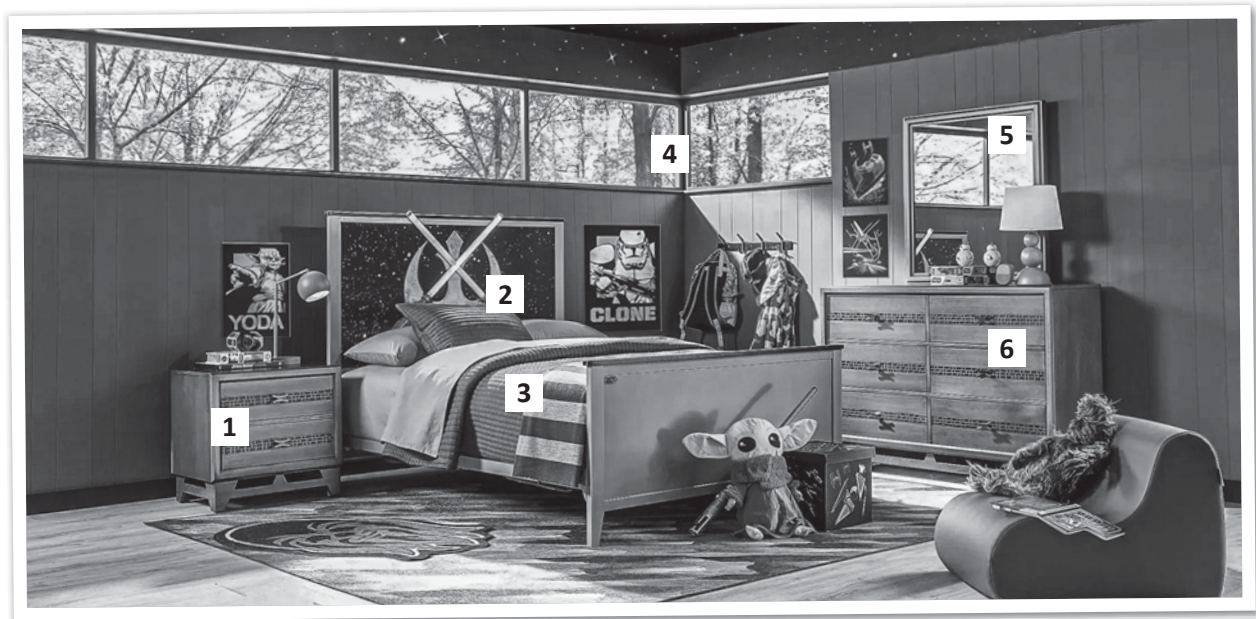
- Where did Daisy study after she was eighteen years old?

- Why didn't she finish her studies?



II – LANGUAGE

A. Label the picture with the names of the objects/furniture.



1. b

3. b

5. m

2. p

4. w

6. c

B. Look at the pictures and complete the sentences with the school subjects from the box. There are two extra words.

ICT music French maths history physical education geography art



Hi! I'm Priya and I go to Tring Park School. Daisy Ridley attended this school! I'm doing the acting course because I want to be an actress. My schoolmates and I study English, ¹ maths , science and Spanish. In this school, students can choose three additional subjects from the following options: drama, ² geography , religious studies, ³ art , ⁴ physical education , ⁵ ICT  and ⁶ music . Of course my favourite subjects are drama and music!

C. Complete the sentences with the names of the shops. You can't use "supermarket".

1. To buy bread, we go to the _____.
2. If we want to buy meat, we go to the _____.
3. We go to the _____ to buy fish.
4. When we need dog food, we go to the _____.
5. We go to the _____ to buy newspapers and magazines.

D. Match the two parts of the sentences. Pay attention to the verb tenses.

- | | | |
|---|--------------------------|-------------------------------------|
| 1. The school is near her house, so she usually | ☐ | a) are having lunch at the canteen. |
| 2. Mark has a test tomorrow, so now he | ☐ | b) is going to school on foot. |
| 3. She missed the bus, so today she | ☐ | c) goes to school on foot. |
| 4. Jennifer and her friends never | ☐ | d) is studying. |
| 5. At the moment Rodrigo and I | ☐ | e) have lunch in the canteen. |
| 6. Mia is a good student – she always | ☐ | f) studies after school. |

E. Complete the sentences with the past simple form of the verbs.

- My parents went (go) to London last year.
1. Yesterday, my friends _____ (study) a lot because they _____ (have) a test.
 2. I _____ (watch) the *Star Wars* film – it _____ (be) very interesting.
 3. They _____ (not win) the contest – they _____ (lose), so they were unhappy.

F. Use the words to write sentences. Use the verbs in the past simple or the past continuous.

- They / ride / their bikes / when the accident / happen.

They were riding their bikes when the accident happened.

1. When Artem / arrive / his friends / wait / for him.

2. I / watch / TV when you / send / the message.

G. Complete the first conditional sentences with the correct tense of the verbs in brackets.

1. If we _____ (watch) the movie, we will have fun.
2. You _____ (be) a great dancer if you practise a lot.
3. If my parents _____ (buy) me a new bike, I _____ (ride) it every day.
4. Your cousin _____ (win) the talent show if he _____ (participate).

III – WRITING

Write a short text about school (35-50 words).

You can follow these guidelines:

- name of your school;
- school facilities/rooms;
- favourite school facility;
- favourite subject.



Diagnostic Test | Multiple Choice

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Read the sentences. Tick (✓) the correct option.

1. Lucas is my brother.
We are...

a) cousins. ☐
b) siblings. ☐
c) daughters. ☐

2. School starts at 8:30 a.m., so she
always wakes up at...

a) midnight. ☐
b) ten to eight p.m. ☐
c) half past seven a.m. ☐

3. After dinner, I... the dishwasher.

a) clear ☐
b) sweep ☐
c) load ☐

4. My clothes are in the...

a) wardrobe. ☐
b) pillow. ☐
c) washbasin. ☐

5. Physics and chemistry
are my favourite...

a) school subjects. ☐
b) after-school clubs. ☐
c) school facilities. ☐

6. I need to buy a new pencil,
so I'm going to the...

a) headmaster's office. ☐
b) stationer's. ☐
c) assembly hall. ☐

7. If I'm sick, I'll go to the...

a) hospital. ☐
b) hotel. ☐
c) town hall. ☐

8. We can buy vegetables at the...

a) butcher's. ☐
b) chemist's. ☐
c) greengrocer's. ☐

9. My favourite free time activity
is taking...

a) video games. ☐
b) selfies. ☐
c) the guitar. ☐

10. On summer holiday when it's hot,
I usually go...

a) snowboarding. ☐
b) skiing. ☐
c) to a water park. ☐





11. She... at the canteen.

- a) don't eat ☐
- b) doesn't eat ☐
- c) eat ☐

12. Now they... the table.

- a) are setting ☐
- b) set ☐
- c) is setting ☐

13. My sister always... very early.

- a) wakes up ☐
- b) is waking up ☐
- c) are waking up ☐

14. My mother is very proud of...

- a) mine. ☐
- b) my. ☐
- c) me. ☐

15. Your cat is... the bag.

- a) in ☐
- b) behind ☐
- c) between ☐



16. I like cats, ... I prefer dogs.

- a) and ☐
- b) but ☐
- c) therefore ☐



17. Yesterday they... home.

- a) walked ☐
- b) walk ☐
- c) are walking ☐

18. Last week she... to school.

- a) didn't go ☐
- b) go ☐
- c) is going ☐

19. I... when you arrived.

- a) were sleeping ☐
- b) was sleeping ☐
- c) slept ☐

20. If we try hard, we... the competition.

- a) wins ☐
- b) win ☐
- c) will win ☐

Table of Specifications (Unit 1)

Listening Tests 1A and 1B

LISTENING				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. Acompanhar informações com algum pormenor.	<i>School memories</i>	A. Fazer corresponder imagens aos locutores.	5 x 7% = 35%	Resposta errada: 0 pontos
		B. Escolher a opção correta.	5 x 6% = 30%	Resposta errada: 0 pontos
		C. Selecionar as frases corretas.	5 x 7% = 35%	Resposta errada: 0 pontos
		Total:	100%	

Progress Tests 1A and 1B

Marking scheme 1: complete structure / Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Hobbies and free time activities</i>	A. Selecionar as imagens corretas.	2 x 3% = 6%	2 x 9% = 18%	Resposta errada: 0 pontos
		B. Decidir se as frases são verdadeiras ou falsas.	6 x 3% = 18%	6 x 6% = 36%	Resposta errada: 0 pontos
		C. Selecionar a mensagem adequada.	1 x 4% = 4%	1 x 16% = 16%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		D. Responder, de forma completa, a questões sobre o texto.	3 x 4% = 12%	3 x 10% = 30%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		Total:	40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Hobbies and free time activities</i>	A. Completar frases a partir de imagens.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>House/daily activities</i>	B. Selecionar a opção correta para completar um texto.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>School memories</i>	C. Escolher a palavra adequada para completar o texto.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Pronouns and determiners</i>	D. Completar frases.	5 x 1% = 5%	5 x 4% = 20%	Resposta errada: 0 pontos
	<i>Present simple/ present continuous</i>	E. Completar frases com as formas verbais corretas.	5 x 1% = 5%	5 x 4% = 20%	Resposta errada: 0 pontos
	<i>Past simple/past continuous</i>	F. Completar frases com as formas verbais corretas.	10 x 1% = 10%	10 x 2% = 20%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano.	<i>Hobbies and free time activities or School memories</i>	Escrever um texto.	20%	100%	Ver tabela abaixo.

Writing Assessment Criteria

Critérios	Descritores	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado.	1%	5%
Extensão (50-90 palavras)	Escreve um texto com um mínimo de 40 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 30 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 15 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%
Total:		20%	100%

Progress Test 1C

Marking scheme 1: complete structure

Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Hobbies and free time activities</i>	A. Selecionar a imagem correta.	1 x 4% = 4%	1 x 10% = 10%	Resposta errada: 0 pontos
		B. Ligar partes de frases.	4 x 4% = 16%	4 x 10% = 40%	Resposta errada: 0 pontos
		C. Completar frases.	5 x 4% = 20%	5 x 10% = 50%	Resposta errada: 0 pontos
	Total:		40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Hobbies and free time activities</i>	A. Legendar imagens.	4 x 2% = 8%	4 x 5% = 20%	Resposta errada: 0 pontos
	<i>House/daily activities</i>	B. Selecionar a opção correta para completar um texto.	8 x 1% = 8%	8 x 3% = 24%	Resposta errada: 0 pontos
	<i>School memories</i>				
	<i>Pronouns and determiners</i>	C. Escolher a opção correta.	3 x 3% = 9%	3 x 7% = 21%	Resposta errada: 0 pontos
	<i>Present simple/present continuous</i>	D. escolher a frase correta.	1 x 5% = 5%	1 x 15% = 15%	Resposta errada: 0 pontos
	<i>Past simple/past continuous</i>	E. identificar os tempos verbais.	5 x 2% = 10%	5 x 4% = 20%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Usar vocabulário de uso do quotidiano.	<i>Hobbies and free time activities</i>	Responder a perguntas sobre si.	5 x 4% = 20%	5 x 20% = 100%	Resposta errada: 0 pontos

Listening Test

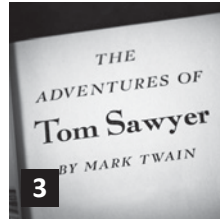
1A

Name: _____ No.: _____ Class: _____ Date: ____/____/____

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the text and match the names with the places.



- a) Alyssa ☐ b) Benjamin ☐ c) Ginger ☐ d) Abdullah ☐ e) Madeleine ☐

B. Who said what? Tick (✓) the correct name.

1. I was in fifth grade and my teacher was reading *Tom Sawyer*.
a) Benjamin ☐ b) Alyssa ☐ c) Madeleine ☐
2. I was drinking water and then one of my friends made a joke.
a) Ginger ☐ b) Alyssa ☐ c) Benjamin ☐
3. It was a small joke, but my friends and I laughed a lot.
a) Abdullah ☐ b) Benjamin ☐ c) Madeleine ☐
4. I fell in the classroom and I was very embarrassed.
a) Alyssa ☐ b) Ginger ☐ c) Benjamin ☐
5. We went to bed with our shoes on to escape from our teacher.
a) Ginger ☐ b) Abdullah ☐ c) Madeleine ☐

C. Five of these sentences are correct. Tick (✓) them.

1. Alyssa and her classmates thought their teacher was falling. ☐
2. Alyssa always feels embarrassed when she remembers the episode. ☐
3. Benjamin was at the back of the classroom in French class. ☐
4. Ginger's shoes landed at the back of the classroom on someone's chair. ☐
5. Ginger laughed a lot when she fell in the classroom. ☐
6. Remembering the funny moment makes Abdullah appreciate the little things. ☐
7. Madeleine and her friends couldn't leave their room after midnight. ☐
8. Madeleine's teacher went to their room and they pretended to be sleeping. ☐

Listening Test

1B

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____



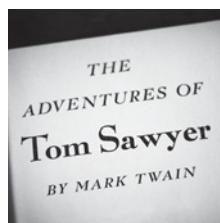
A. Listen to the text and match the names with the places.



1. School trip to Italy



2. Chess club



3. English class



4. Science class



5. French class

a) Alyssa ☐

b) Benjamin ☐

c) Ginger ☐

d) Abdullah ☐

e) Madeleine ☐

B. Who said what? Tick (✓) the correct name.

1. I was in fifth grade and my teacher was reading *Tom Sawyer*.

a) Benjamin ☐

b) Alyssa ☐

2. I was drinking water and then one of my friends made a joke.

a) Ginger ☐

b) Benjamin ☐

3. It was a small joke, but my friends and I laughed a lot.

a) Abdullah ☐

b) Madeleine ☐

4. I fell in the classroom and I was very embarrassed.

a) Alyssa ☐

b) Ginger ☐

5. We went to bed with our shoes on to escape from our teacher.

a) Madeleine ☐

b) Abdullah ☐

C. Five of these sentences are correct. Tick (✓) them.

1. My English teacher was reading *Tom Sawyer* to my fifth grade class. (Alyssa) ☐

2. I always cry when I remember this. (Alyssa) ☐

3. Being at the back of the classroom, everyone stared at me. (Benjamin) ☐

4. My shoe came off and landed at the back of the canteen on someone's desk. (Ginger) ☐

5. It was so funny! (Ginger) ☐

6. It always makes me appreciate the little things. (Abdullah) ☐

7. We weren't allowed to come out of the rooms after midnight. (Madeleine) ☐

8. I guess our acting was good. (Madeleine) ☐

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

Teen artist to exhibit at Royal Academy of Arts

Makenzy Beard, 14, from Swansea, Wales, is a pupil at Bishopston Comprehensive School. She started painting in her garden shed during lockdown and a portrait of her neighbour, John Tucker, will go on display at the prestigious Royal Academy of Arts, in London.

Makenzy, said: "I had some free time on my hands and my mum used to love to paint so we had paints and brushes. I thought 'why not give it a try' and it escalated from there."



- 10 Using photographs of people to help her create the portraits, it can take many hours for Makenzy to complete one. She estimates it took about 20 hours to complete the portrait of John during a three-week period. "I was very busy at the time I decided to do this one, so I was taking five minutes before school, an hour after school before sport. I never spent one long extended period of time on it", she said.



- 15 She decided to paint John, a local farmer. "John is a wonderful person and he is really lovely, kind and friendly", said Makenzy. "I thought, 'he'd be a wonderful person to paint'. I used a photograph because he's far too busy to be sitting down for hours. So one evening there was some lovely light and I went and snapped a couple of photographs and used those."

A photograph of the portrait has been shared and liked thousands of times on social media after it was posted by her school's Twitter account.

- 25 After seeing the response to her work being shared publicly online, Makenzy said: "It's a bit overwhelming to be honest because I've never been someone who has had much contact with social media. But seeing people from all over the world commenting on it and talking about the light, the tones, and the texture, is just really wonderful for me."

- 30 Makenzy is now at school full-time and she does not have much time to paint. She also loves sports and represents Wales in under-16s hockey, so playing hockey is another commitment which makes it difficult to spend too much time on her art work.

"I'm not sure what I want to do in the future yet," she said. "I enjoy too many things but I'd really love to continue with art, I really enjoy it. I'm really passionate about school and sport too. I'd like to see art in my future as well as many other things."

<https://www.bbc.com/news/uk-wales> (abridged and adapted)

A. Tick (✓) Makenzy's free time activities.



B. Are the sentences true or false? Write T (true) or F (false) and correct the false ones.

1. Makenzy is Welsh. ☐

2. She started painting because she had some free time. ☐

3. To create her portraits, she uses drawings of people. ☐

4. To paint John's portrait, she painted for about three months, and it took about 20 hours. ☐

5. She painted a bit before school and then again after school. ☐

6. Her portrait became famous when she posted it on her Twitter account. ☐

C. Choose (X) the message that Makenzy would NOT send.

1. Mum, can I use your paints to make a new painting? ☐

3. Sorry, I can't go with you to the cinema because I have an important hockey game... ☐

2. Hi, John! What did you think of the portrait? ☐

4. Great photo! I'm going to post it on all my social media accounts! If it isn't on social media, it didn't happen! ☐

D. Answer the questions. Give complete answers.

1. Where did Makenzy start painting?

2. Why did Makenzy decide to paint her neighbour John?

3. What does she want to do in the future?

II – LANGUAGE

A. Look at the pictures and complete the sentences.



1. My favourite free time activity is _____.
2. In my free time, I love _____.
3. I usually _____ with my friends.
4. I love _____ in the park.

B. Underline the correct option to complete the text.

Hi! I'm John, I'm Makenzy's neighbour and I'm going to tell you about my morning routine. I'm a farmer, so I always ¹ **go to school / get up / have dinner** really early. Then I turn on the ² **coffee machine / air conditioning / robot vacuum** because I need coffee to ³ **have a shower / wake up / go to bed**! Then, I have ⁴ **breakfast / dinner / a snack**. I love eating the typical English breakfast – it gives me energy for the day! Before going to work, I often load the ⁵ **laundry / basement / dishwasher** and then I usually go to the ⁶ **kitchen / bedroom / garage** because I go to work by car. I open the ⁷ **gate / roof / garden** and I leave the house. When I pass by Makenzy's house, she's usually outside waiting for the bus to ⁸ **go to school / go to bed / paint**.

C. Complete the text with words from the box. There are two extra words.



breaks stationer's science playground music
parties maths teacher field trips

Hi! I'm James and I'm 21. I was a pupil in Bishopston Comprehensive School, which is Makenzy's school. It was great – my favourite subjects were ¹ _____ because I love nature, and ² _____ because the ³ _____ was really nice and taught me how to play the guitar! Some classes were fun, but the best part was the ⁴ _____ because I could hang out with my friends in the ⁵ _____ and play basketball in the sports ⁶ _____. We always had amazing Halloween ⁷ _____ – there was music and we had lots of fun. I also loved the school ⁸ _____. My favourite one was when we went to Paris for a week – it was unforgettable!

D. Complete the sentences with pronouns and determiners from the box.

them mine he my us

1. Mary and I are going to the exhibition. Come with _____!
2. Abdullah is my friend. _____ is very intelligent.
3. I love this painting. It's _____ favourite!
4. My parents love going to the museum, so I'll buy tickets for _____.
5. Is this your brush? It's not _____...

E. Complete the sentences with present simple or present continuous (affirmative or negative).

1. Today is Monday, so Makenzy _____ (**study**) maths.
2. She _____ (**not have**) lunch in the canteen on Mondays and Wednesdays.
3. At the moment, she _____ (**not do**) the laundry.
4. Now she _____ (**paint**) because it's her favourite activity.
5. Makenzy always _____ (**read**) a book on Fridays.

F. Complete the sentences with past simple or past continuous form of the verbs in brackets.

1. Makenzy _____ (**paint**) in her garden when John _____ (**arrive**).
2. Last week, she _____ (**give**) an interview to the local newspaper.
3. Makenzy _____ (**study**) when she _____ (**have**) an idea: painting John.
4. I _____ (**go**) to work when she _____ (**ask**) me to take a picture.
5. When you _____ (**drive**) to work this morning, I _____ (**not wait**) for the bus.
6. Yesterday I _____ (**not see**) you at school.



III – WRITING

Choose ONE of the following topics and write a text (50-90 words) about it.

1. Do you have a hobby? Write about it.

You can follow these guidelines:

- your hobby;
- place where you do it;
- how often you do it;
- who with;
- reasons why you do it/like it.

2. Do you remember your primary school? Write about it.

You can follow these guidelines:

- name of your school;
- your favourite school subject;
- school facilities;
- your favourite place;
- activities you remember;
- your opinion about it.

Topic _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

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Makenzy Beard, 14, from Swansea, Wales, is a pupil at Bishopston Comprehensive School. She started painting in her garden shed during lockdown and a portrait of her neighbour, John Tucker, will go on display at the prestigious Royal Academy of Arts, in London.

Makenzy, said: "I had some free time on my hands and my mum used to love to paint so we had paints and brushes. I thought 'why not give it a try' and it escalated from there."



- 10 Using photographs of people to help her create the portraits, it can take many hours for Makenzy to complete one. She estimates it took about 20 hours to complete the portrait of John during a three-week period. "I was very busy at the time I decided to do this one, so I was taking five minutes before school, an hour after school before sport. I never spent one long extended period of time on it", she said.



- 15 She decided to paint John, a local farmer. "John is a wonderful person and he is really lovely, kind and friendly", said Makenzy. "I thought, 'he'd be a wonderful person to paint'. I used a photograph because he's far too busy to be sitting down for hours. So one evening there was some lovely light and I went and snapped a couple of photographs and used those."

A photograph of the portrait has been shared and liked thousands of times on social media after it was posted by her school's Twitter account.

- 25 After seeing the response to her work being shared publicly online, Makenzy said: "It's a bit overwhelming to be honest because I've never been someone who has had much contact with social media. But seeing people from all over the world commenting on it and talking about the light, the tones, and the texture, is just really wonderful for me."

- 30 Makenzy is now at school full-time and she does not have much time to paint. She also loves sports and represents Wales in under-16s hockey, so playing hockey is another commitment which makes it difficult to spend too much time on her art work.

"I'm not sure what I want to do in the future yet," she said. "I enjoy too many things but I'd really love to continue with art, I really enjoy it. I'm really passionate about school and sport too. I'd like to see art in my future as well as many other things."

<https://www.bbc.com/news/uk-wales> (abridged and adapted)

A. Tick (✓) Makenzy's free time activities.



B. Are the sentences true or false? Write T (true) or F (false).

1. Makenzy is Welsh. ☐
2. She started painting because she had some free time. ☐
3. To create her portraits, she uses drawings of people. ☐
4. To paint John's portrait, she painted for about three months, and it took about 20 hours. ☐
5. She painted a bit before school and then again after school. ☐
6. Her portrait became famous when she posted it on her Twitter account. ☐

C. Choose (X) the message that Makenzy would NOT send.

1. Mum, can I use your paints to make a new painting? ☐

2. Great photo! I'm going to post it on all my social media accounts! If it isn't on social media, it didn't happen! ☐

D. Answer the questions.

1. Where did Makenzy start painting? (ll. 2-3)

2. Why did Makenzy decide to paint her neighbour John? (ll. 14-16)

3. What does she want to do in the future? (l. 31)

II – LANGUAGE

A. Look at the pictures and complete the sentences.



1. My favourite free time activity is r_____.
2. In my free time, I love d_____.
3. I usually p_____ f_____ with my friends.
4. I love s_____ in the park.

B. Underline the correct option to complete the text.

Hi! I'm John, I'm Makenzy's neighbour and I'm going to tell about my morning routine. I'm a farmer, so I always ¹ **go to school / get up** really early. Then I turn on the ² **coffee machine / air conditioning** because I need coffee to ³ **wake up / go to bed**! Then, I have ⁴ **breakfast / dinner**. I love eating the typical English breakfast – it gives me energy for the day! Before going to work, I load the ⁵ **laundry / dishwasher** and then I go to the ⁶ **kitchen / garage** because I go to work by car. I open the ⁷ **gate / garden** and I leave the house. When I pass by Makenzy's house, she's usually waiting for the bus to ⁸ **go to school / go to bed**.

C. Complete the text with words from the box.

breaks science playground music
parties teacher field trips



Hi! I'm James and I'm 21. I was a pupil in Bishopston Comprehensive School, which is Makenzy's school. It was great – my favourite subjects were ¹_____ because I love nature, and ²_____ because the ³_____ was really nice and taught me how to play the guitar! Some classes were fun, but the best part was the ⁴_____ because I could hang out with my friends in the ⁵_____ and play basketball in the sports ⁶_____. We always had amazing Halloween ⁷_____ – there was music and we had lots of fun. I also loved the school ⁸_____. My favourite one was when we went to Paris for a week – it was unforgettable!

D. **Circle** the correct pronouns or determiners in the sentences.

1. Mary and I are going to the exhibition. Come with **they / us**!
2. Abdullah is my friend. **Me / He** is very intelligent.
3. I love this painting. It's **my / mine** favourite!
4. My parents love going to the museum, so I'll buy tickets for **we / them**.
5. Is this your brush? It's not **mine / you**...

E. **Underline** the correct option to complete the sentences with present simple or present continuous.

1. Today is Monday, so Makenzy **is studying / study**.
2. She **has / doesn't have** lunch in the canteen Mondays and Wednesdays.
3. At the moment, she **isn't doing / does** the laundry because it's Tuesday.
4. Now she **is painting / are painting** because it's her favourite activity. She does it every day.
5. Makenzy always **doesn't read / reads** a book on Thursdays and Fridays.

F. **Identify** the verb tenses. Write **PS** (past simple) or **PC** (past continuous) .**Remember**

Past continuous: one or more actions in progress; a continuous action which was interrupted.

Past simple: action that happened at a specific time in the past; a shorter action which interrupted the continuous action.

1. Makenzy **was painting** ☐ in her garden when John **arrived**. ☐
2. Last week, she **gave** ☐ an interview to the local newspaper.
3. Makenzy **was studying** ☐ when she **had** ☐ an idea: painting John.
4. I **was going** ☐ to work when she **asked** ☐ me to take a picture.
5. When you **drove** ☐ to work this morning, I **wasn't waiting** ☐ for the bus.
6. Yesterday I **didn't see** ☐ you at school.



III – WRITING

Do you have a hobby? Write a text (50-90 words) about it.

You can follow these guidelines and the words/expressions given:

- your hobby (*My hobby is...*);
- place where you do it (*at home/at school/in the sports field...*);
- how often you do it (*every day, sometimes, once a week...*);
- who with (*alone, with my friends, with my brother/sister...*);
- reasons why you do it/like it (*it's fun, it's a good way to spend my free time, it's good to keep fit, it's healthy...*).

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

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She decided to paint John, a local farmer. "John is a wonderful person and he is really lovely, kind and
 10 friendly", said Makenzy. "I thought, 'he'd be a wonderful person to paint'. I used a photograph because he's far too busy to be sitting down for hours. So one evening there was some lovely light and I went and snapped a couple of photographs and used those."

A photograph of the portrait has been shared and liked thousands of times on social media after it was posted by her school's Twitter account.

<https://www.bbc.com/news/uk-wales> (abridged and adapted)

A. Tick (✓) Makenzy's free time activity.



1



2



3

B. Match the two parts of the sentences.

- | | | |
|---------------------------------|--------------------------|--|
| 1. Makenzy is | ☐ | a) Bishopston Comprehensive School. |
| 2. She is a student at | ☐ | b) fourteen years old. |
| 3. Her portrait will be at | ☐ | c) was a success on social media. |
| 4. A photograph of the portrait | ☐ | d) the Royal Academy of Arts, in London. |

C. Answer the questions with ONE word.

- Makenzy is from _____. (l. 1)
- She started painting in her _____. (l. 3)
- John Tucker is her _____. (l. 4)
- She decided to paint John, who is a local _____. (l. 9)
- Makenzy used a _____ because John is a busy person. (l. 10)

II – LANGUAGE

A. Label the pictures with the words/expressions from the box.

drawing playing football skateboarding reading



1. _____ 2. _____ 3. _____ 4. _____

B. Underline the correct option to complete the text.

Hi! I'm John and I'm Makenzy's neighbour. I'm a farmer, so I ¹ **watch TV / get up** really early. Then I turn on the ² **coffee machine / air conditioning** because I need coffee to ³ **wake up / go to bed**! Then, I have ⁴ **breakfast / kitchen**. When I was a student, my favourite subjects were ⁵ **science / English**, because I love nature, and ⁶ **maths / music** because the ⁷ **farmer / teacher** was really nice and taught me how to play the guitar! But the best part was the ⁸ **chess tournaments / school trips**. It was fun to go by bus with classmates!

C. Circle the correct pronouns or determiners in the sentences.

- Mary and I are going to the exhibition. Come with **they / us**!
- Abdullah is my friend. **Me / He** is very intelligent.
- I love this painting. It's **my / mine** favourite!

D. Tick (✓) the sentences with the correct verb form.

- Today is Monday, so Makenzy is studying. ☐
- She is having lunch in the canteen Mondays and Wednesdays. ☐
- At the moment, she does the laundry because it's Tuesday. ☐

E. Identify the verb tenses. Write **PS** (past simple) or **PC** (past continuous).

- I **was going** to work when she **asked** me to take a picture.
- Makenzy **was painting** in her garden when John **arrived**.
- Last week, she **gave** an interview to the local newspaper.
- Makenzy **was studying** when she **had** an idea: painting John.

III – WRITING

Answer the questions about you. You can use the words given.

1. What is your favourite hobby?

My favourite hobby is_____.

2. Where do you do your hobby?

I do my hobby_____.

(at home/at school/in the sports field...)

3. How often do you do it?

I do it_____.

(every day, sometimes, once a week...)

4. Who with?

I do it with_____.

(alone, with my friends, with my brother/sister...)

5. Why do you like it?

I like it because_____.

(it's fun, it's a good way to spend my free time, it's good to keep fit, it's healthy...)

Table of Specifications (Unit 2)

Listening Tests 2A and 2B

LISTENING				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. Acompanhar informações com algum pormenor.	<i>Food; adjectives to describe food</i>	A. Fazer corresponder imagens a palavras.	6 x 4% = 24%	Resposta errada: 0 pontos
		B. Completar frases de acordo com o texto ouvido.	6 x 6% = 36%	Resposta errada: 0 pontos
		C. Decidir se as frases são verdadeiras ou falsas.	5 x 8% = 40%	Resposta errada: 0 pontos
		Total:	100%	

Progress Tests 2A and 2B

Marking scheme 1: complete structure / Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Food and healthy lifestyles</i>	A. Selecionar as imagens corretas.	2 x 5% = 10%	2 x 10% = 20%	Resposta errada: 0 pontos
		B. Corrigir frases falsas.	5 x 3% = 15%	5 x 7% = 35%	Resposta errada: 0 pontos
		C. Responder a questões sobre o texto.	3 x 5% = 15%	3 x 15% = 45%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		Total:	40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Food, adjectives to describe food</i>	A. Legendar imagens.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Healthy lifestyles</i>	B. Escolher a opção correta para completar um texto.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Countable and uncountable nouns</i>	C. Distinguir nomes contáveis de nomes não contáveis.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Quantifiers</i>	D. Escolher a opção correta para completar frases.	4 x 1% = 4%	4 x 3% = 12%	Resposta errada: 0 pontos
	<i>So/such + adjective</i>	E. Completar frases.	4 x 1% = 4%	4 x 4% = 16%	Resposta errada: 0 pontos
	<i>Modal verbs</i>	F. Ligar partes de frases (A). Selecionar a opção correta (B).	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Linking words</i>	G. Escolher a frase correta.	4 x 1% = 4%	4 x 4% = 16%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Produzir textos de 50 a 90 palavras, com vocabulário de uso do cotidiano.	<i>Recipe</i> or <i>Healthy lifestyles (A)</i> <i>Healthy lifestyles (B)</i>	Escrever um texto (A). Completar um texto (B).	20%	100%	Ver tabela abaixo.

Writing Assessment Criteria

Critérios	Descritores	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (50-90 palavras)	Escreve um texto com um mínimo de 40 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 30 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 15 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%
Total:		20%	100%

Progress Test 2C

Marking scheme 1: complete structure

Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Food and healthy lifestyles</i>	A. Selecionar a imagem correta.	1 x 4% = 4%	1 x 12% = 12%	Resposta errada: 0 pontos
		B. Legendar imagens com palavras do texto.	4 x 4% = 16%	4 x 10% = 40%	Resposta errada: 0 pontos
		C. Decidir se as afirmações são verdadeiras ou falsas.	4 x 5% = 20%	4 x 12% = 48%	Resposta errada: 0 pontos
		Total:	40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Food, adjectives to describe food</i>	A. Legendar imagens.	4 x 1% = 4%	4 x 4% = 16%	Resposta errada: 0 pontos
	<i>Healthy lifestyles</i>	B. Escolher a opção correta para completar um texto.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Countable and uncountable nouns</i>	C. Distinguir nomes contáveis de nomes não contáveis.	4 x 2% = 8%	4 x 4% = 16%	Resposta errada: 0 pontos
	<i>Quantifiers</i>	D. Escolher a opção correta para completar frases.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
	<i>So/such + adjective</i>	E. Completar frases.	4 x 2% = 8%	4 x 4% = 16%	Resposta errada: 0 pontos
	<i>Modal verbs</i>	F. Ligar partes de frases (A). Selecionar a opção correta (B).	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
	<i>Linking words</i>	G. Escolher a frase correta.	1 x 2% = 2%	1 x 10% = 10%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Usar vocabulário de uso do quotidiano.	<i>Healthy lifestyles</i>	Responder a questões.	5 x 4% = 20%	5 x 20% = 100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Listening Test

2A

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen and match the pictures of the foods with the countries they are from. There are two extra countries.



1 ☐



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐

a) Portugal

b) China

c) Japan

d) South Africa

e) Thailand

f) Australia

g) Mexico

h) Italy

B. Listen again and complete the sentences taken from the text with ONE word.

1. "There is no love sincerer than the love of _____."
2. "*CNN travel* has searched the planet for what they think are the 50 most _____ foods ever created."
3. "Slow roasted in an oven, the _____ skin is so good that some people will eat more skin than meat."
4. "There are films and books about it and we all love _____ it."
5. "With just a few ingredients: dough, tomatoes, olive oil, salt and basil (it does not even have _____!)"
6. "Spicy, with coconut flavour, it's _____ and savoury."

C. Are the sentences true (T) or false (F)? Underline the wrong words in the false sentences and write the correct ones.

1. Peking duck is served with pancakes and a sour sauce.
2. Toyota and Nintendo are Japanese brands.
3. Sushi is a global favourite.
4. Not many people can make a good Neapolitan lasagne.
5. Massaman curry is the world's most spicy food.

☐
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☐
☐
☐

Correct word (if false)

Listening Test

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen and match the pictures of the foods with the countries they are from.

1. Massaman
curry ☐2. Chocolate ☐3. Peking duck ☐4. Sushi ☐5. Pizza ☐6. Pastel
de nata ☐

a) Portugal

b) China

c) Japan

d) Mexico

e) Thailand

f) Italy

B. Listen again and underline the correct option to complete the sentences taken from the text.

1. "There is no love sincerer than the love of **cakes / food**."
2. "*CNN travel* has searched the planet for what they think are the 50 most **delicious / bitter** foods ever created."
3. "Slow roasted in an oven, the **creamy / crunchy** skin is so good that some people will eat more skin than meat."
4. "There are films and books about it and we all love **eating / watching** it"
5. "With just a few ingredients: dough, tomatoes, olive oil, salt and basil (it does not even have **cheese / onions!**)"
6. "Spicy, with coconut flavour, it's **crunchy / sweet** and savoury."

C. Are the sentences true or false? Write T (true) or F (false).

1. Peking duck is served with pancakes and a sour sauce.
2. Toyota and Nintendo are Japanese brands.
3. Sushi is a global favourite.
4. Not many people can make a good Neapolitan lasagne.
5. Massaman curry is the world's most spicy food

☐
☐
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☐
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Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

More than half of what you eat isn't even real food, study finds

Processed foods are hard to avoid, but ultra-processed foods? It turns out Americans aren't so good at avoiding those either. A new study reports that ultra-processed foods make up about 58% of the average American's energy intake.

Anything that doesn't come straight from the ground or the animal is classified as processed. Ultra-processed foods take it an extra step. While frozen fruits or vegetables can be considered processed, ultra-processed food includes "industrial formulations which, besides salt, sugar, oils, and fats, include substances not used in culinary preparations, in particular additives used to imitate sensorial qualities of minimally processed foods and their culinary preparations", according to the study.

Basically, that means ultra-processed foods are those with artificial flavours, colours, sweeteners, stabilizers, and other additives that mask their "undesirable qualities" or (try to) make them taste like real food.

The study by Tufts University and the University of São Paulo set out to look at how ultra-processed foods contributed to how much sugar Americans eat. The findings say that ultra-processed foods contribute to nearly 90% of the added sugars Americans consume. The added sugar comes from snacks like breakfast cereal, fruit drinks, soda, cakes, cookies, pizza, and more.

One of the authors of the study, Carlos Monteiro, a professor at the University of São Paulo, published a similar study a few years ago, where he explained how much convenience plays a role in the popularity of ultra-processed foods. "We eat them because they look good, taste good, and are easy replacements for home-cooked meals. Such ultra-processed products are formulated to have a 'long shelf life', to be transportable for long distances and to be extremely tasty. Typically, they are designed to be consumed anywhere – in fast-food establishments, at home in place of domestically prepared and cooked food, and while watching television, at a desk or elsewhere at work, in the street, and while driving".

The high consumption of added sugars in the USA is most likely contributing to obesity, type 2 diabetes, high cholesterol, hypertension, and coronary heart disease.

A good way to cut down on that intake? Cut down on ultra-processed foods, the researchers recommend.



<https://www.teenvogue.com/story/ultra-processed-foods> (abridged and adapted)

A. Tick (✓) the correct option, according to the text.

1. Which is the ultra-processed food?



a) ☐



b) ☐



c) ☐

2. In which food can we find added sugar?



a) ☐



b) ☐



c) ☐

B. The sentences are all wrong. Correct them.

- 58% of what Americans eat is processed food.

- Ultra-processed foods have natural flavours and there aren't any additives.

- 50% of the added sugar that Americans consume comes from ultra-processed foods.

- Carlos Monteiro is the only author of this study.

- Ultra-processed foods have a bad taste.

C. Answer the questions. Give complete answers.

- What is processed food, according to the text?

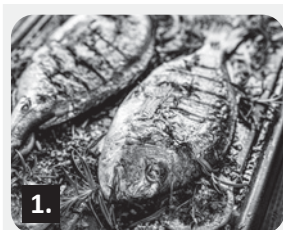
- Why are ultra-processed foods so popular?

- What are the consequences of consuming a high amount of added sugars?

II – LANGUAGE

A. Look at the pictures and choose 2 words from the box to label each one. There are two extra words.

boiled stewed grilled creamy lemon
potatoes spicy fish yoghurt sour



1.



2.



3.



4.

B. Circle the correct word/expression to complete the text.

Unfortunately, I have an unhealthy lifestyle.

I eat ¹ **convenience** / **vegan** / **healthy** food every day.

I know ² **junk** / **nutritive** / **vegetarian** food is unhealthy, but I just love it, it's like an ³ **unfit** / **addiction** / **obesity**. I don't do sports – I'm quite ⁴ **active** / **sedentary** / **strong**...

Because of that, I'm becoming ⁵ **positive** / **thinner** / **overweight** and I feel ⁶ **weak** / **strong** / **balanced**. But with the help of my family and friends, I'm going to have a healthier life!



C. Write the nouns from the box in the correct place in the table.



1. Countable nouns

2. Uncountable nouns

egg
milk
orange
sugar
pancake
bread
juice
bottle

D. Tick (✓) the correct quantifier to complete the sentences.

- He was cold, so I gave him... tea.
a) a little ☐ b) a few ☐ c) many ☐ d) how much ☐
- Are you hungry? There are... apples in the kitchen.
a) how many ☐ b) a little ☐ c) some ☐ d) any ☐
- ... cheese do you need for the lasagne?
a) How many ☐ b) A lot of ☐ c) A few ☐ d) How much ☐
- There aren't... oranges to make the juice – can you buy some?
a) much ☐ b) many ☐ c) a little ☐ d) a few ☐

E. Complete the sentences with *so/such (a)* and an adjective from the box.

- This tea is so hot ! I think I burnt my mouth!
- This Mexican food is _____! It feels like my mouth is on fire!
 - My father bakes _____ cakes... You have to try them!
 - It's _____ day today! Let's drink some hot chocolate!
 - Wow, your kitchen is _____! You must love cooking here.

spicy
~~hot~~
delicious
cold
modern

F. Match the two parts to make correct sentences.

- | | | |
|-------------------|--------------------------|--|
| 1. Adam can | ☐ | a) wear a seatbelt when travelling by car. |
| 2. Adam might | ☐ | b) speak four different languages! |
| 3. Adam should | ☐ | c) be late to the party because he is having dinner with his grandparents. |
| 4. Adam couldn't | ☐ | d) eat more vegetables to be healthier. |
| 5. Adam must | ☐ | e) eat so much junk food – it's unhealthy. |
| 6. Adam shouldn't | ☐ | f) swim when he was a child, but now he can. |

G. Tick (✓) the correct sentence in each pair.

- a) I'm feeling sick because I ate too much chocolate. ☐

b) I'm feeling sick however I ate too much chocolate. ☐
- a) She likes to be fit so she goes to the gym every day. ☐

b) She likes to be fit, but she goes to the gym every day. ☐
- a) Do you prefer pasta and rice? ☐

b) Do you prefer pasta or rice? ☐
- a) I'm vegan. However, I eat eggs sometimes. ☐

b) I'm vegan, therefore I eat eggs sometimes. ☐



III – WRITING

Choose **ONE** of the following topics and write a text (50-90 words) about it.

1. Write a recipe of something you can cook.
You can follow these guidelines:
 - title (name of the recipe);
 - list of ingredients;
 - instructions.
2. What are your eating habits like? Are you healthy? Write about it.
You can follow these guidelines:
 - food and drink preferences;
 - numbers of meals you eat a day;
 - type of food you usually eat;
 - where you usually eat;
 - other healthy habits you have;
 - how important it is to have a healthy lifestyle.

Topic _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

More than half of what you eat isn't even real food, study finds

Processed foods are hard to avoid, but ultra-processed foods? It turns out Americans aren't so good at avoiding those either. A new study reports that ultra-processed foods make up about 58% of the average American's energy intake.

Anything that doesn't come straight from the ground or the animal is classified as processed. Ultra-processed foods take it an extra step. While frozen fruits or vegetables can be considered processed, ultra-processed food includes "industrial formulations which, besides salt, sugar, oils, and fats, include substances not used in culinary preparations, in particular additives used to imitate sensorial qualities of minimally processed foods and their culinary preparations", according to the study.

Basically, that means ultra-processed foods are those with artificial flavours, colours, sweeteners, stabilizers, and other additives that mask their "undesirable qualities" or (try to) make them taste like real food.

The study by Tufts University and the University of São Paulo set out to look at how ultra-processed foods contributed to how much sugar Americans eat. The findings say that ultra-processed foods contribute to nearly 90% of the added sugars Americans consume. The added sugar comes from snacks like breakfast cereal, fruit drinks, soda, cakes, cookies, pizza, and more.

One of the authors of the study, Carlos Monteiro, a professor at the University of São Paulo, published a similar study a few years ago, where he explained how much convenience plays a role in the popularity of ultra-processed foods. "We eat them because they look good, taste good, and are easy replacements for home-cooked meals. Such ultra-processed products are formulated to have a 'long shelf life', to be transportable for long distances and to be extremely tasty. Typically, they are designed to be consumed anywhere – in fast-food establishments, at home in place of domestically prepared and cooked food, and while watching television, at a desk or elsewhere at work, in the street, and while driving".

The high consumption of added sugars in the USA is most likely contributing to obesity, type 2 diabetes, high cholesterol, hypertension, and coronary heart disease.

A good way to cut down on that intake? Cut down on ultra-processed foods, the researchers recommend.



<https://www.teenvogue.com/story/ultra-processed-foods> (abridged and adapted)

A. Tick (✓) the correct option, according to the text.

1. Which is the ultra-processed food?

a) ☐b) ☐

2. In which food can we find added sugar?

a) ☐b) ☐

B. Replace the underlined word with the correct one.

- 58% of what Americans eat is healthy food. _____
- Ultra-processed foods have natural flavours. _____
- 50% of the added sugar that Americans consume comes from ultra-processed foods. _____
- Carlos Monteiro is a student at the university. _____
- Ultra-processed foods are extremely sour. _____

C. Answer the questions. Complete the answers.

1. What is processed food, according to the text? (Il. 6-7)

Processed food is something that doesn't come from

2. Why are ultra-processed foods so popular? (Il. 24-25)

Because they look good, taste good and

3. What are the consequences of consuming a high amount of added sugars? (Il. 29-30)

The consumption of added sugars lead to obesity,

II – LANGUAGE

A. Look at the pictures and choose 2 words from the box to label each one.

boiled grilled creamy lemon
potatoes fish yoghurt sour

 1.	 2.	 3.	 4.
_____	_____	_____	_____
_____	_____	_____	_____

B. Underline the correct word/expression to complete the text.

Unfortunately, I have an unhealthy lifestyle.
I eat ¹ **convenience** / **healthy** food every day. I know
² **junk** / **nutritive** food is unhealthy, but I just love it –
it's like an ³ **addiction** / **obesity**. I don't do sports – I'm
quite ⁴ **active** / **sedentary**... Because of that, I'm becoming
⁵ **thinner** / **overweight** and I feel ⁶ **weak** / **strong**. But
with the help of my family and friends, I'm going to have
a healthier life!



C. Write **C** (countable) or **U** (uncountable).

- | | | | |
|-----------|--------------------------|------------|--------------------------|
| 1. egg | ☐ | 5. pancake | ☐ |
| 2. milk | ☐ | 6. bread | ☐ |
| 3. orange | ☐ | 7. juice | ☐ |
| 4. sugar | ☐ | 8. bottle | ☐ |



D. Tick (✓) the correct quantifier to complete the sentences.

- He was cold, so I gave him... tea.
a) a little ☐ b) a few ☐ c) many ☐
- Are you hungry? There are... apples in the kitchen.
a) how many ☐ b) a little ☐ c) some ☐
- ... cheese do you need for the lasagne?
a) How many ☐ b) A lot of ☐ c) How much ☐
- There aren't... oranges to make the juice – can you buy some?
a) much ☐ b) many ☐ c) a little ☐

E. Complete the sentences with *so/such*.

- This Mexican food is _____ spicy! It feels like my mouth is on fire!
- My father bakes _____ delicious cakes... You have to try them!
- It's _____ a cold day today! Let's drink some hot chocolate!
- Wow, your kitchen is _____ modern! You must love cooking here.

F. Circle the correct modal verb to complete the sentences.

- Adam **can** / **shouldn't** speak four different languages!
- Adam **couldn't** / **might** be late to the party because he is having dinner with his grandparents.
- Adam **shouldn't** / **should** eat more vegetables to be healthier.
- Adam **couldn't** / **might** swim when he was a child, but now he can.
- Adam **must** / **shouldn't** wear a seatbelt when travelling by car.
- Adam **may** / **shouldn't** eat so much junk food, it's unhealthy.

G. Tick (✓) the correct sentence in each pair.

- a) I'm feeling sick **because** I ate too much chocolate. ☐
b) I'm feeling sick **however** I ate too much chocolate. ☐
- a) She likes to be fit, **so** she goes to the gym every day. ☐
b) She likes to be fit, **but** she goes to the gym every day. ☐
- a) Do you prefer pasta **and** rice? ☐
b) Do you prefer pasta **or** rice? ☐
- a) I'm vegan. **However**, I eat eggs sometimes. ☐
b) I'm vegan, **therefore** I eat eggs sometimes. ☐



III – WRITING

How are your eating habits? Are you healthy? Follow the instructions and complete the text.

My favourite food is _____ (*your favourite food*) and my favourite drink is _____ (*your favourite drink*). I eat _____ (*number of meals*) meals a day: _____.

I usually eat _____ (*healthy/unhealthy*) food, for example _____ (*food you usually eat*).

To be healthy, I usually _____
_____ (*say if you have other healthy habits: doing sports, drinking lots of water, for example*).

Having a healthy lifestyle is _____ (*important/not important*).

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

Ultra-processed foods

What's the difference between processed and ultra-processed foods? Processed foods are those that don't come straight from the ground (like vegetables and fruit) or the animal. But ultra-processed foods include
 5 artificial flavours, artificial colours, sweeteners, stabilizers and other additives.



Additives are used to make food taste better and last longer on supermarket shelves.

Ultra-processed foods contribute to nearly 90% of the added sugars Americans consume. The added sugar comes from snacks like breakfast **cereal**, fruit drinks, soda, **cake**, **cookies**, **pizza**, and more.

- 10 The high consumption of added sugars in the USA is most likely contributing to obesity, type 2 diabetes, high cholesterol, hypertension, and coronary heart disease.

A good way to cut down sugar is to avoid ultra-processed foods.

<https://www.teenvogue.com/story/ultra-processed-foods> (abridged and adapted)

A. Which is the ultra-processed food? Tick (✓) the correct option, according to the text.



1



2



3

B. Label the foods with added sugar. Use the words in bold from the text.



1. _____ 2. _____ 3. _____ 4. _____

C. Are the sentences true or false? Write T (true) or F (false).

1. Processed foods are those that don't come straight from the ground or the animal. ☐
2. Ultra-processed foods only have natural flavours. ☐
3. Additives make food taste bitter. ☐
4. The high consumption of added sugars is contributing to obesity and type 2 diabetes. ☐

II – LANGUAGE

A. Look at the pictures and choose expressions from the box to label them.

creamy yoghurt
grilled fish

boiled potatoes
sour lemon



B. Write the missing vowels to complete the words.

Unfortunately, I have an unhealthy lifestyle. I eat
¹ c _ n v _ n _ _ n c _ food every day. I know ² j _ n k food is
 unhealthy, but I just love it – it's like an ³ _ d d _ c t _ n.
 I don't do sports – I'm quite ⁴ s _ d _ n t _ r y... Because of
 that, I'm becoming ⁵ _ v _ r w _ _ g h t and I feel ⁶ w _ _ k.
 But with the help of my family and friends, I'm going to
 have a healthier life!



C. Write **C** (countable) or **U** (uncountable).

1. egg ☐
2. orange ☐
3. sugar ☐
4. milk ☐

D. Tick (✓) the correct quantifier to complete the sentences.

1. He was cold, so I gave him... tea.
a) a little ☐ b) a few ☐
2. Are you hungry? There are... apples in the kitchen.
a) how many ☐ b) some ☐
3. ... cheese do you need for the lasagne?
a) How much ☐ b) How many ☐

E. Complete the sentences with *so/such*.

1. This Mexican food is _____ spicy!
2. It's _____ a cold day today!
3. My father bakes _____ delicious cakes.
4. Wow, your kitchen is _____ modern!



F. Circle the correct modal verb to complete the sentences.

1. Adam **can** / **shouldn't** speak four different languages!
2. Adam **shouldn't** / **should** eat more vegetables to be healthier.
3. Adam **couldn't** / **might** swim when he was a child, but now he can.

G. Tick (✓) the correct sentence.

1. I'm feeling sick because I ate too much chocolate. ☐
2. I'm feeling sick however I ate too much chocolate. ☐



III – WRITING

Answer the questions about you.

1. What's your favourite food? 

My favourite food is

2. What's your favourite drink? 

My favourite drink is

3. What do you usually eat for breakfast? 

I usually eat

4. How many hours do you usually sleep? 

I go to bed at . I sleep hours.

5. Do you do any sports? If so, which? 

Table of Specifications (Unit 3)

Listening Tests 3A and 3B

LISTENING				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. Acompanhar informações com algum pormenor.	<i>Teen worries/ feelings</i>	A. Legendar imagens.	3 x 7% = 21%	Resposta errada: 0 pontos
		B. Fazer ligação entre elementos.	4 x 5% = 20%	Resposta errada: 0 pontos
		C. Completar frases com palavras fornecidas.	7 x 5% = 35%	Resposta errada: 0 pontos
		D. Responder a perguntas de forma curta.	4 x 6% = 24%	Resposta errada: 0 pontos
		Total:	100%	

Progress Tests 3A and 3B

Marking scheme 1: complete structure / Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Fashion Fast fashion Teen worries</i>	A. Selecionar a imagem correta.	1 x 3% = 3%	1 x 15% = 15%	Resposta errada: 0 pontos
		B. Identificar os diferentes intervenientes no texto.	8 x 2% = 16%	8 x 5% = 40%	Resposta errada: 0 pontos
		D. Responder a questões sobre o texto.	3 x 7% = 21%	3 x 15% = 45%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		Total:	40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Fashion</i>	A. Legendar imagens.	6 x 1% = 6%	6 x 2% = 12%	Resposta errada: 0 pontos
	<i>Teen worries/ feelings</i>	B. Escolher a opção correta para completar frases.	4 x 2% = 8%	4 x 4% = 16%	Resposta errada: 0 pontos
	<i>Order of adjectives</i>	C. Escolher as frases corretas.	3 x 2% = 6%	3 x 4% = 12%	Resposta errada: 0 pontos
	<i>Comparative</i>	D. Completar frases.	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	<i>Superlative</i>	E. Completar frases.	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	<i>Present perfect</i>	F. Escrever frases com palavras fornecidas (A). Completar frases (B).	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	<i>Present perfect and past simple</i>	G. Completar frases (A). Identificar tempos verbais (B).	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Produzir textos de 50 a 90 palavras, com vocabulário de uso do cotidiano.	<i>Fashion or Teen worries (A)</i> <i>Fashion (B)</i>	Escrever um texto (A). Completar um texto (B).	20%	100%	Ver tabela abaixo (A).

Writing Assessment Criteria

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (50-90 palavras)	Escreve um texto com um mínimo de 40 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 30 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 15 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%
Total:		20%	100%

Progress Test 3C

Marking scheme 1: complete structure

Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	Fashion Fast fashion Teen worries	A. Legendar imagens.	2 x 5% = 10%	2 x 15% = 30%	Resposta errada: 0 pontos
		B. Identificar os diferentes intervenientes no texto.	5 x 6% = 30%	5 x 14% = 70%	Resposta errada: 0 pontos
		Total:	40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Fashion</i>	A. Legendar imagens.	4 x 3% = 12%	4 x 6% = 24%	Resposta errada: 0 pontos
	<i>Teen worries/ feelings</i>	B. Escolher a opção correta para completar frases.	3 x 2% = 6%	3 x 7% = 21%	Resposta errada: 0 pontos
	<i>Order of adjectives</i>	C. Escolher a frase correta.	1 x 6% = 6%	1 x 15% = 15%	Resposta errada: 0 pontos
	<i>Comparative and superlative</i>	D. Escolher a opção correta para completar frases.	4 x 2% = 8%	4 x 5% = 20%	Resposta errada: 0 pontos
	<i>Present perfect and past simple</i>	E. Identificar tempos verbais.	4 x 2% = 8%	4 x 5% = 20%	Resposta errada: 0 pontos
Total:			40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Usar vocabulário de uso do quotidiano.	<i>Fashion</i>	Responder a questões sobre si.	10 x 2% = 20%	10 x 10% = 100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Listening Test

3A

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen and look at the pictures. Who are they? Circle the correct option.



1. Emma / Jay / Conan



2. Jay / Ariana / Emma



3. Conan / Emma / Ariana

B. Match the names of the teenagers with the things they talk about.

Teenagers

1. Conan ☐
2. Emma ☐
3. Jay ☐
4. Ariana ☐

What they talk about

- a) empathy.
- b) expressing how you feel.
- c) importance of eating and sleeping well.
- d) being afraid of failing.

C. Complete the sentences with one word from the box. There are two extra words.

people stress exercise forget
painting big respect small mental

1. Conan says it's important to talk about _____ health.
2. Emma thinks a lot about what she says to other _____ and that causes her lots of _____.
3. To Emma, it's important to _____ other people's problems, no matter how _____ they may seem to us.
4. Jay thinks that people may have different ways to deal with stress, for example _____ or singing.
5. Ariana thinks that working out makes people _____ about their problems.

D. Answer the questions with Yes or No.

1. Is school a source of stress for Conan? _____
2. Is Emma OK most of the time? _____
3. Is reacting better than replying, according to Jay? _____
4. Does Ariana feel happy after working out? _____



Listening Test

3B

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen and look at the pictures. Who are they? Circle the correct option.



1. Emma / Jay



2. Ariana / Emma



3. Conan / Emma

B. Match the names of the teenagers with the things they talk about.

Teenagers

1. Conan ☐
2. Emma ☐
3. Jay ☐
4. Ariana ☐

What they talk about

- a) Empathy, which means feeling for other people, is also really important.
- b) Use your energy, your stressful energy, to just sit down and take it out.
- c) Working out, eating well and making sure you're getting enough sleep are really important things.
- d) I'm really afraid of failure, especially at school.

C. Complete the sentences with one word from the box.

1. Conan says it's important to talk about _____ health.
2. Emma thinks a lot about what she says to other _____ and that causes her lots of _____.
3. To Emma, it's important to _____ other people's problems, no matter how _____ they may seem to us.
4. Jay thinks that people may have different ways to deal with stress, for example _____ or singing.
5. Ariana thinks that working out makes people _____ about their problems.

people
stress
forget
painting
respect
small
mental

D. Answer the questions with Yes or No.

1. Is Conan afraid of failure, especially at school? _____
2. Is Emma always OK? _____
3. Does Jay think it's important to never be alone? _____
4. Does Ariana feel good after working out? _____



Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

Out of style: Will Generation Z¹ ever give up its dangerous love of fast fashion?

As a generation, they care deeply about the environment and sustainability – but are also under pressure to change their wardrobe constantly because of the need to stay trendy. Which impulse will win?

Alessia Teresko, a 21-year-old student from Nottingham, rarely wears the same outfit online twice. Which is why, last month, for a friend's birthday, she bought a Zara dress. On Instagram, she posted a photograph of herself in her new dress, with a caption that read "Besties weekend". The post got 296 likes and Alessia's dress was sent to her Depop account – an app where she resells the clothes she no longer wears. "I can't take another picture in it because I already posted it", she says.

**Alessia Teresko**

Mikaela Loach is a student and climate activist "Some time ago, I'd buy new things all the time and I never really considered the impact of my habits or how harmful the industry was", she says. What changed for Mikaela was watching the documentary *The True Cost*, which is about the environmental damage and labour violations in the fast fashion industry. "It was transformational", she says.

**Mikaela Loach**

Social media has intensified the pace at which young people are encouraged to consume. "Haul" videos, in which people unpack large orders of clothes, are very common on YouTube and TikTok. Because social media thrives on novelty – no one wants to see the same outfit posted dozens of times – trends that would have stuck around for months, even years, disappear in weeks.

**Evan Sellick**

Many Generation Z teens prefer to buy second-hand, often using the reselling app Depop. "The Post Office hates me," says Evan Sellick, 16, a student from Cwmbran, south Wales. Evan is a Depop reseller: his online second-hand store has nearly 6,000 followers, so he sends lots of packets. "People say that vintage is expensive," Evan says, "but in reality it's well under retail price, the quality is better and it's not made cheaply in factories."

When it comes down to it, it is unfair to condemn Generation Z for being consumers of fast fashion, when people of all ages keep the system going, or at least fail to challenge it. Generation Z did not create fast fashion and are often funded by their parents, who also sign for the packages. Many parents allow their kids to buy fast fashion without ever talking to them about it. The truth is that we are all responsible.

<https://www.theguardian.com> (adapted)

Vocabulary: ¹ Generation Z = the group of people who were born between the late 1990s and the early 2010s

A. Which could be Evan's Depop account? Tick (✓) the correct option.

Evan Sellick
★★★★★ (66)
54 sold Active today

5,976 Followers 1026 Following

Deals on multi buys 📦 Royal Mail first class 📦 Free U.K. shipping on bundles 📦 Next day postage most of the time 📦

All Selling Sold

£7.99
 £6.99
 £22.99

1.

Evan Sellick
★★★★★ (424)
1587 sold Active today

296 Followers 517 Following

ceVintage, Streetwear & Designer 📦 Worldwide Shipping 📦 Open To Offers And Questions 📦 Shop Sustainable Here 📦

All Selling Sold

£24.99 £20.66
 £170.00
 £10.00

2.

Evan Sellick
★★★★★ (45)
88 sold Active today

7,978 Followers 692 Following

Reworked Vintage and handmade sustainable fashion. Free UK shipping on 2 or more items

All Selling Sold

£40.00
 £35.00
 £40.00

3.

Evan Sellick
★★★★★ (1979)
4865 sold Active today

525 Followers 1734 Following

mostly USA 📦 Free UK Postage when you buy 2+ items No Returns Ship Worldwide 📦

Selling Likes

£135.00
 £72.00
 £35.00

4.

B. Tick (✓) the correct option(s).

1. She/He is a student.
2. She/He goes to the Post Office very often.
3. She/He now knows how harmful the fast fashion industry is.
4. She/He doesn't like to wear the same clothes twice.
5. She/He has a Depop account.

Alessia	Mikaela	Evan
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

C. Answer the questions. Give complete answers.

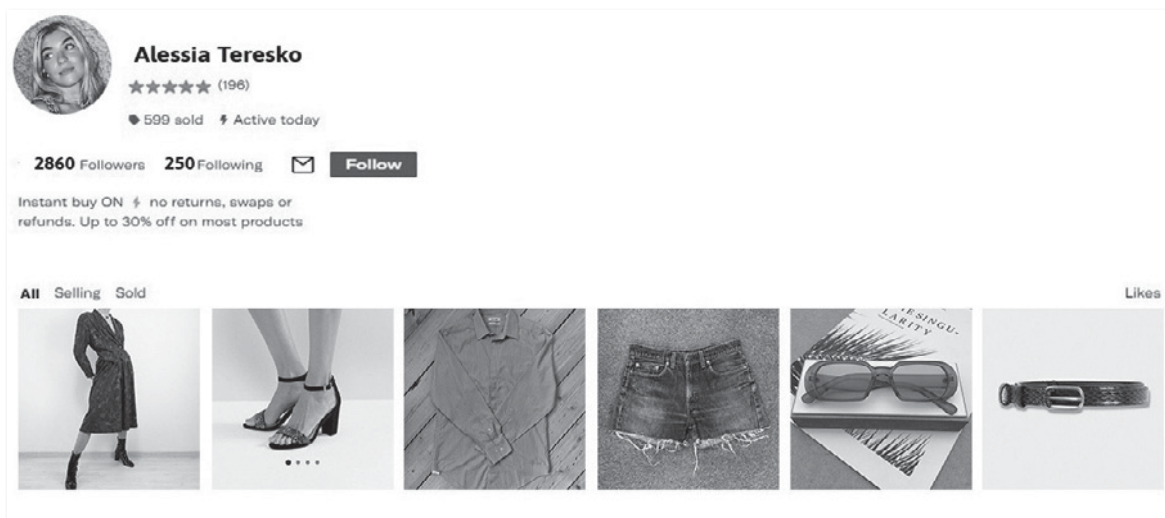
1. What made Mikaela change her mind about fast fashion?

2. What are "haul" videos?

3. According to Evan, what are the advantages of buying vintage clothes?

II – LANGUAGE

A. Label the items in Alessia's Depop account.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

B. Underline the correct feeling to complete the sentences.

1. It's my birthday party today. I'm so **upset** / **in love** / **excited**! I love parties!
2. Do you think these jeans look good on me? I'm a little **frightened** / **insecure** / **guilty**.
3. Maths is so difficult for me. I'm feeling really **anxious** / **happy** / **enthusiastic** about the test...
4. I didn't sleep very well last night, so I'm in **love** / **a good mood** / **a bad mood**...

C. Tick (✓) the sentences in which the adjectives are in the correct order.

1. Alessia bought a short black dress at Zara. ☐
2. *The True Cost* is an American interesting documentary. ☐
3. Evan has just sold a leather black vintage jacket through his app. ☐
4. My father bought new Italian shoes. ☐
5. I never wear my long red dress, I'm going to sell it! ☐

D. Look at the pictures and complete the sentences using the comparative (equality or superiority) form of the adjectives.

1. Albert is _____ (tall) Hunter.
2. Albert is _____ (happy) Harry.
3. Hunter is _____ (short) Harry.
4. Hunter's shoes are _____ (comfortable) Albert's.
5. Harry is _____ (old) Hunter.



E. Complete the sentences with the superlative form of the adjectives.

1. Mount Everest is _____ (**high**) mountain in the world.
2. The seawater crocodile is _____ (**dangerous**) animal in the world.
3. _____ (**low**) point in the world is the Dead Sea.
4. The Caspian Sea is _____ (**large**) lake in the world.
5. One of _____ (**relaxing**) destinations in the world is Ubud, Bali.

**F. Write sentences using present perfect in the affirmative (✓), negative (✗) or interrogative (?).**

- They / already / read / that book (✓)

They have already read that book.

1. They / already / buy / a new house (✓)

2. I / visit / my cousins since 2015 (✗)

3. You / ever / be / to the USA (?)

4. My brother / study / English since primary school. (✓)

5. She / try / that new dress yet. (✗)

G. Fill in the blanks with past simple or present perfect form of the verbs in brackets.

1. I _____ (**know**) Lucas since Year 5.
2. Last week my mother and I _____ (**go**) shopping.
3. They _____ (**not see**) you yesterday.
4. She _____ (**not do**) her homework yet.
5. We _____ (**watch**) the documentary last year.

III – WRITING

Choose **ONE** of the following topics and write a text (50-90 words) about it.

1. Write about your fashion preferences and how fashion affects your life.

You can follow these guidelines:

- clothes/footwear/accessories you usually wear;
- who/what influences the clothes you wear/your style;
- how often you shop for clothes;
- where you go shopping;
- who you go with;
- how important fashion is in your life;
- your opinion about fast fashion.

2. As a teenager, what are your main worries? Write about it.

You can follow these guidelines:

- things you worry about;
- how do you feel about these things;
- how you deal with stress and anxiety;
- things you do to feel better.

Topic _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

Out of style: Will Generation Z¹ ever give up its dangerous love of fast fashion?

As a generation, they care deeply about the environment and sustainability – but are also under pressure to change their wardrobe constantly because of the need to stay trendy. Which impulse will win?

Alessia Teresko, a 21-year-old student from Nottingham, rarely wears the same outfit online twice. Which is why, last month, for a friend's birthday, she bought a Zara dress. On Instagram, she posted a photograph of herself in her new dress, with a caption that read "Besties weekend". The post got 296 likes and Alessia's dress was sent to her Depop account – an app where she resells the clothes she no longer wears. "I can't take another picture in it because I already posted it", she says.

**Alessia Teresko**

Mikaela Loach is a student and climate activist "Some time ago, I'd buy new things all the time and I never really considered the impact of my habits or how harmful the industry was", she says. What changed for Mikaela was watching the documentary *The True Cost*, which is about the environmental damage and labour violations in the fast fashion industry. "It was transformational", she says.

**Mikaela Loach**

Social media has intensified the pace at which young people are encouraged to consume. "Haul" videos, in which people unpack large orders of clothes, are very common on YouTube and TikTok. Because social media thrives on novelty – no one wants to see the same outfit posted dozens of times – trends that would have stuck around for months, even years, disappear in weeks.

**Evan Sellick**

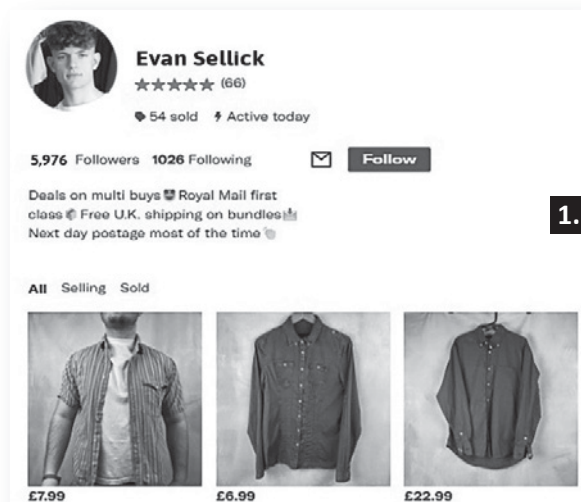
Many Generation Z teens prefer to buy second-hand, often using the reselling app Depop. "The Post Office hates me," says Evan Sellick, 16, a student from Cwmbran, south Wales. Evan is a Depop reseller: his online second-hand store has nearly 6,000 followers, so he sends lots of packets. "People say that vintage is expensive," Evan says, "but in reality it's well under retail price, the quality is better and it's not made cheaply in factories."

When it comes down to it, it is unfair to condemn Generation Z for being consumers of fast fashion, when people of all ages keep the system going, or at least fail to challenge it. Generation Z did not create fast fashion and are often funded by their parents, who also sign for the packages. Many parents allow their kids to buy fast fashion without ever talking to them about it. The truth is that we are all responsible.

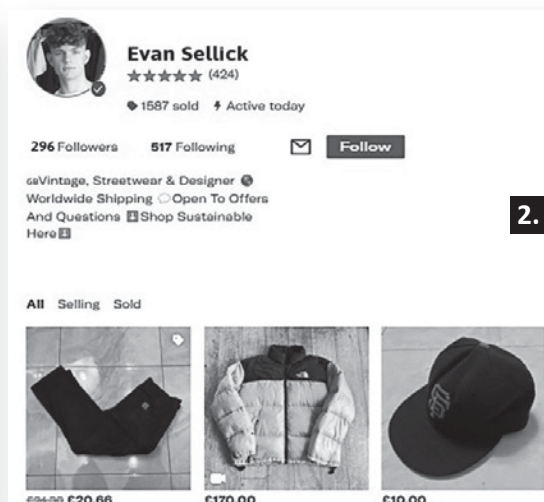
<https://www.theguardian.com> (adapted)

Vocabulary: ¹ Generation Z = the group of people who were born between the late 1990s and the early 2010s

A. Which could be Evan's Depop account? Tick (✓) the correct option.



1.



2.

B. Tick (✓) the correct option(s).

1. She/He is a student.
2. The Post Office hates her/him.
3. She/He watched the documentary *The True Cost*.
4. She/He rarely wears the same outfit online twice.
5. She/He has a Depop account.

Alessia	Mikaela	Evan
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

C. Answer the questions. Complete the answers.

1. What made Mikaela change her mind about fast fashion? (Il. 14-15)

What changed for Mikaela was watching the documentary

2. What are "haul" videos? (Il. 17-18)

"Haul" videos are videos in which people unpack

3. According to Evan, what are the advantages of buying vintage clothes? (Il. 25-26)

Evan says that vintage clothes are under retail price, the quality

II – LANGUAGE

A. Label the items in Alessia's Depop account. Use the words from the box.



Alessia Teresko
★★★★★ (196)
599 sold • Active today

2860 Followers 250 Following  **Follow**

Instant buy ON ✦ no returns, swaps or refunds. Up to 30% off on most products

belt sunglasses
shoes shorts
dress shirt

All Selling Sold








Likes

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

B. Underline the correct feeling to complete the sentences.

- It's my birthday party today. I'm so **upset** / **excited**! I love parties!
- Do you think these jeans look good on me? I'm a little **insecure** / **guilty**.
- Maths is so difficult for me. I'm feeling really **anxious** / **happy** about the test...
- I didn't sleep very well last night, so I'm in a **good mood** / **a bad mood**...

C. Look at the table and tick (✓) the sentences in which the adjectives are in the correct order.

Remember							
Opinion adjectives	Descriptive adjectives						+ noun
	Size	Shape	Age	Colour	Origin	Material	

- Alessia bought a short black dress at Zara. ☐
- The True Cost* is an American interesting documentary. ☐
- Evan has just sold a leather black vintage jacket through his app. ☐
- My father bought new Italian shoes. ☐
- I never wear my long red dress, I'm going to sell it! ☐

D. Look at the pictures and circle the correct options.

- Albert is **taller than** / **as tall as** Hunter.
- Albert is **happier than** / **as happy as** Harry.
- Hunter is **shorter than** / **as short as** Harry.
- Hunter's shoes are **more comfortable than** / **as comfortable as** Albert's.
- Harry is **older than** / **as old as** Hunter.



E. Complete the sentences with the superlative form of the adjectives.

Remember

- **adjectives with 1 syllable:** *the* + adjective + *-est*;
- **adjectives with 2 or more syllables:** *the* + *most* + adjective.

1. Mount Everest is _____ (**high**) mountain in the world.
2. The seawater crocodile is _____ (**dangerous**) animal in the world.
3. _____ (**low**) point in the world is the Dead Sea.
4. The Caspian Sea is _____ (**large**) lake in the world.
5. One of _____ (**relaxing**) destinations in the world is Ubud, Bali.



F. Complete the sentences with the present perfect form of the verbs in brackets.

- They have already read (**already / read**) that book.
1. They _____ (**already / buy**) a new house.
 2. I _____ (**not visit**) my cousins since 2015.
 3. _____ you _____ (**ever / be**) to the USA?
 4. My brother _____ (**study**) English since primary school.
 5. She _____ (**not try**) that new dress yet.

G. Identify the verb tenses. Write PP (present perfect) or PS (past simple).

Remember

- **present perfect:** actions that started in the past and continue up to now; actions that happened in an indefinite time in the past.
- **past simple:** finished actions in the past; actions that happened at a specific time in the past.

1. I have known Lucas since Year 5. ☐
2. Last week my mother and I went shopping. ☐
3. They didn't see you yesterday. ☐
4. She hasn't done her homework yet. ☐
5. She watched the documentary last year. ☐

III – WRITING

Complete the text about your fashion preferences and how fashion affects your life.
You can use the vocabulary given.

I _____ (*like/don't like*) fashion. I usually wear _____
_____. I like _____
(*comfortable/trendy/fashionable/cheap/expensive/brand...*) clothes.
I usually go shopping for clothes _____ (*at the shopping
centre/at second-hand shops/online/street markets...*) with _____
_____ (*friends/family members/
mother/brother...*) and I buy clothes _____ (*once a month/
every week/once a year....*). My favourite shops/brands are _____
_____.
Clothes _____ (*are/aren't*) important in my life because _____
_____.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

Out of style: Will Generation Z¹ ever give up its dangerous love of fast fashion?



Hi, I'm Alessia Teresko and I'm a 21-year-old student from Nottingham. I rarely wear the same outfit online twice. Which is why, last month, for a friend's birthday, I bought a Zara dress. On 5 Instagram, I posted a photograph of myself in my dress, with a caption that read "Besties weekend". The post got 296 likes and then I sent the dress to my Depop account – an app where I resell the clothes I no longer wear. I can't take another 10 picture in it because I already posted it.

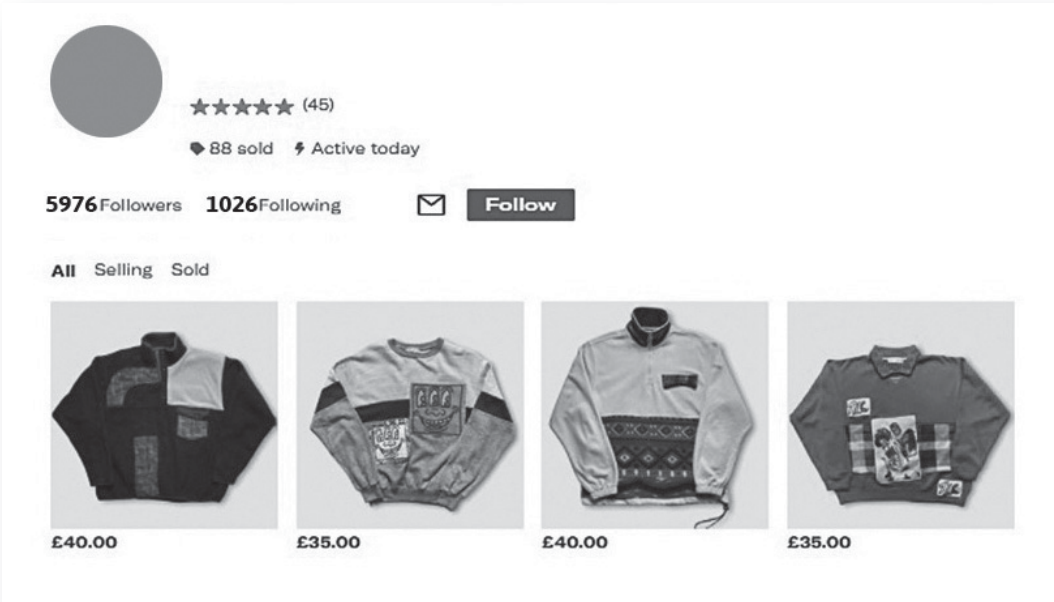
Hello, I'm Evan Sellick, I'm 16 years old and I'm a student from Cwmbran, south Wales. The Post Office hates me, because I send hundreds of packets! 15 My online second-hand store has nearly 6,000 followers. People say that vintage is expensive but in reality it's well under retail price. The quality is better and it's not made cheaply in factories.



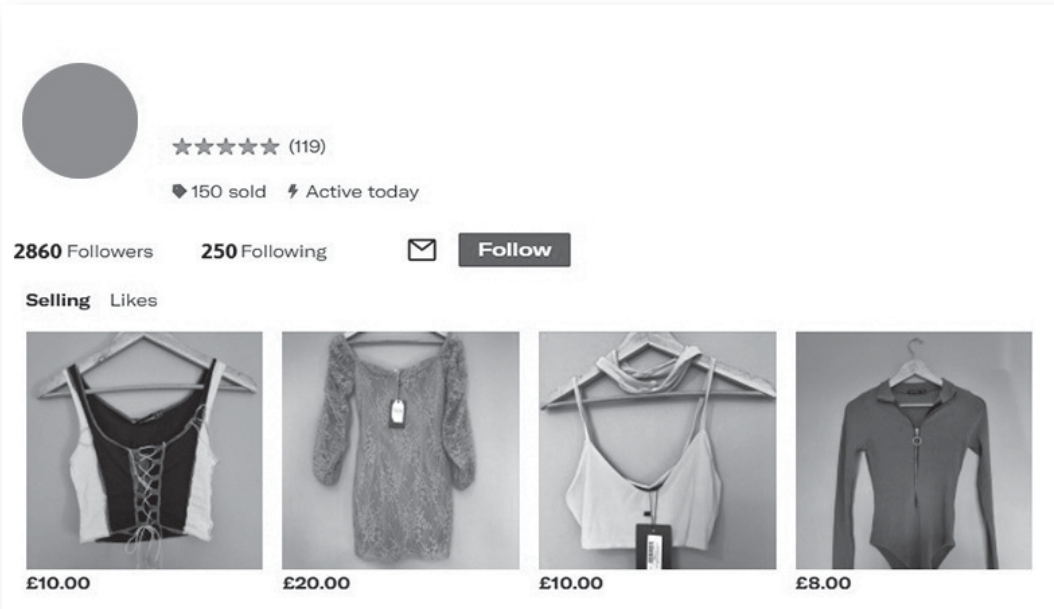
<https://www.theguardian.com> (adapted)

Vocabulary: ¹ Generation Z = the group of people who were born between the late 1990s and the early 2010s

A. Whose Depop accounts are these? Write Evan or Alessia.



1. _____



2. _____

B. Tick (✓) the correct option(s).

	Alessia	Evan
1. She/He is a student.	☐	☐
2. The Post Office hates her/him.	☐	☐
3. She/He is sixteen years old.	☐	☐
4. She/He rarely wears the same outfit online twice.	☐	☐
5. She/He has a Depop account.	☐	☐

II – LANGUAGE

A. Label the items in Alessia's Depop account. Use the words from the box.



Alessia Teresko
 ★★★★★ (196)
 599 sold ⚡ Active today

2860 Followers 250 Following 

Instant buy ON ⚡ no returns, swaps or refunds. Up to 30% off on most products

All Selling Sold






1. _____ 2. _____ 3. _____ 4. _____

B. Underline the correct feeling to complete the sentences.

- It's my birthday party today. I'm so 😊 **upset / excited!** I love parties!
- Do you think these jeans look good on me? I'm a little 😞 **insecure / happy.**
- Maths is so difficult for me. I'm feeling really 😟 **anxious / surprised** about the test...

C. Look at the table and tick (✓) the sentences in which the adjectives are in the correct order.

Remember							
Opinion adjectives	Descriptive adjectives						+ noun
	Size	Shape	Age	Colour	Origin	Material	

- Alessia bought a short black dress at Zara. ☐
- The True Cost* is an American interesting documentary. ☐
- Evan has just sold a leather black vintage jacket through his app. ☐

D. **Circle** the correct option.

1. Albert is **taller than** / **more tall than** Hunter.
2. Hunter is **shorter as** / **as short as** Harry.
3. Mount Everest is **the highest** / **the most high** in the world.
4. The seawater crocodile is **the most dangerous** / **the more dangerous** animal in the world.

E. **Identify the verb tenses. Write PP (past perfect) or PS (past simple).**

- Last year I **travelled** to Madeira.
- 1. I **have known** Lucas since year 5.
- 2. Last week my mother and I **went** shopping.
- 3. They **didn't see** you yesterday.
- 4. She **hasn't done** her homework yet.

III – WRITING

Answer the questions about you. You can use the vocabulary given.

1. Do you like fashion? Yes or No?

2. What clothes do you usually wear?

(dresses/shirts/jeans/shorts/T-shirts...)

3. What footwear do you wear?

(trainers/shoes/boots...)

4. What accessories do you wear?

(watch/cap/earrings...)

5. What type of clothes do you like?

(comfortable/trendy/fashionable/cheap/expensive/brand...)

6. Where do you buy your clothes?

(at the shopping centre/at second-hand shops/online/street markets...)

7. Who do you go with?

(friends/family members/mother/brother...)

8. What are your favourite shops/brands?

9. Is fashion important in your life? Yes or No?

10. Why is it (not) important?

Table of Specifications (Unit 4)

Listening Tests 4A and 4B

LISTENING				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. Acompanhar informações com algum pormenor.	<i>Environment City</i>	A. Escolher a imagem certa.	3 x 15% = 45%	Resposta errada: 0 pontos
		B. Selecionar as frases corretas.	5 x 11% = 55%	Resposta errada: 0 pontos
		Total:		100%

Progress Tests 4A and 4B

Marking scheme 1: complete structure

Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	Environmental challenges	A. Escolher o título correto para as partes do texto.	4 x 2% = 8%	4 x 5% = 20%	Resposta errada: 0 pontos
		B. Legendar imagens.	4 x 1% = 4%	4 x 5% = 20%	Resposta errada: 0 pontos
		C. Decidir se as afirmações são verdadeiras ou falsas.	5 x 2% = 10%	5 x 6% = 30%	Resposta errada: 0 pontos
		D. Responder a questões sobre o texto.	3 x 6% = 18%	3 x 10% = 30%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
	Total:		40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		CrITÉrios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Environment</i>	A. Completar texto.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>The city</i>	B. Escolher a opção correta para completar texto.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Future: will</i>	C. Formar frases com palavras dadas.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Future: be going to</i>	D. Completar frases.	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	<i>Will + be going to</i>	E. Completar frases.	4 x 2% = 8%	4 x 4% = 16%	Resposta errada: 0 pontos
	<i>If-clauses: first conditional</i>	F. Completar frases (A). Ligar partes de frases (B).	5 x 1% = 5%	5 x 3% = 15%	Resposta errada: 0 pontos
	<i>If-clauses: second conditional</i>	G. Escolher a frase correta.	4 x 1% = 4%	4 x 3% = 12%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Produzir textos de 50 a 90 palavras, com vocabulário de uso do cotidiano.	<i>Environment</i> <i>The city (A)</i> <i>Environment (B)</i>	Escrever um texto (A). Completar um texto (B).	20%	100%	Ver tabela abaixo (A).

Writing Assessment Criteria

Critérios	Descritores	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (50-90 palavras)	Escreve um texto com um mínimo de 40 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 30 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 15 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%
Total:		20%	100%

Progress Test 4C

Marking scheme 1: complete structure

Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Environmental challenges</i>	A. Escolher o título correto para as partes do texto.	2 x 4% = 8%	2 x 10% = 20%	Resposta errada: 0 pontos
		B. Legendar imagens.	2 x 4% = 8%	2 x 10% = 20%	Resposta errada: 0 pontos
		C. Identificar a palavra errada em cada frase e corrigi-la.	6 x 4% = 24%	6 x 10% = 60%	Resposta errada: 0 pontos
	Total:		40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Environment</i>	A. legendar imagens.	4 x 2% = 8%	4 x 5% = 20%	Resposta errada: 0 pontos
	<i>The city</i>	B. Escolher a opção correta para completar texto.	4 x 2% = 8%	4 x 5% = 20%	Resposta errada: 0 pontos
	<i>Future: will</i> <i>Future: be going to</i>	C. Escolher a forma verbal correta.	3 x 3% = 9%	3 x 7% = 21%	Resposta errada: 0 pontos
	<i>If-clauses: first conditional</i>	D. Ligar partes de frases.	3 x 3% = 9%	3 x 7% = 21%	Resposta errada: 0 pontos
	<i>If-clauses: second conditional</i>	E. Escolher a frase correta.	2 x 3% = 6%	2 x 9% = 18%	Resposta errada: 0 pontos
Total:			40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Usar vocabulário de uso do quotidiano.	<i>Environment</i>	Responder a questões.	5 x 4% = 20%	5 x 20% = 100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Listening Test

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the podcast and tick (✓) the correct option.

1. In which picture are they “plogging”?

a) ☐b) ☐c) ☐

2. When did she start “plogging”?

a) ☐b) ☐c) ☐

3. What do you need when “plogging”?

a) ☐b) ☐c) ☐

B. Choose five correct sentences. Circle the sentence numbers.

1. The word “plogging” comes from Latin.
2. She lives in a stressful city.
3. She likes to run along the river.
4. She says “plogging” is good when you need some motivation to run.
5. It’s important to think about what you are going to pick up before starting.
6. While “plogging”, you can’t pick up recyclable litter.
7. Doing some “plogging” is much better for the environment than doing nothing.
8. Talking about “plogging” with other people might motivate them to do the same.

Listening Test

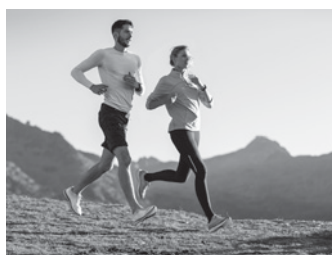
Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the podcast and tick (✓) the correct option.

1. In which picture are they “plogging”?

a) ☐b) ☐

2. When did she start “plogging”?

a) ☐b) ☐

3. What do you need when “plogging”?

a) ☐b) ☐B. Choose five sentences that she says on the podcast. Circle the sentence numbers.

1. “Plogging” comes from Latin adjectives.
2. The city where I live is very stressful and noisy.
3. Other times you’ll find me with a rubbish bag in my hand for miles along the river.
4. Feeling unmotivated to run? Go “plogging”!
5. Think about what you are going to pick up.
6. There is no good in just picking up recyclables – you shouldn’t do it.
7. Doing something is a whole lot better than doing nothing.
8. Call a friend and talk about it – maybe you’ll inspire them to do the same!

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the text.

What's the pollution solution?

Environmentalists are saying we don't have much time to save the planet. So, what can we do?

Climate change is in the news. We KNOW we need to do something. But what exactly? Let's discuss four possible solutions. Which is the quickest and most effective idea? And what will you do to save the planet?



1. _____

How do you make politicians listen? Vote! And if you're too young? Join a protest. Protests attract the attention of the media and remind people how important the environmental issue is. Last April, the environmental group Extinction Rebellion protested for 10 days in London. Swedish teen activist Greta Thunberg has been on student climate change protests every Friday. Her message: "You are making the difference".

2. _____

You pollute – you pay. That's the idea behind the "Ultra Low Emission Zone", which started in London. Older cars now have to pay to drive into the centre of the city – so it will reduce air pollution. Taxes on air travel are also an option. "Taxing aviation fuel is urgent", says politician Norman Baker. "Frankly, airline tickets are too cheap". However, some people argue that isn't fair because it won't be a problem for rich people who will continue to fly – and to pollute.

3. _____

Why wait for governments to tell you what to do? If we want a healthier planet, we will have to make big changes to our own lives, that means giving up meat, not using plastic, not flying, or even not having children! "Plant more trees wherever there's space", says 17-year-old Kaili Liu, from Tennessee, USA. "We must cover our roofs with gardens". Some argue that our actions won't make a difference while large companies in India and China are polluting massively. But if you're not part of the solution, you're part of the problem.

4. _____

Is technology the answer? You can now buy electric cars and electric bikes which won't pollute the air. No excuse for not cycling to school! Just maybe the price because electric bikes can be very expensive.

Mary Glasgow Team, vol. 26, September/October 2019 (abridged and adapted)

A. Write the correct titles in each part of the text.

Technology?

Transform your life?

Tax travel?

Take action?

B. Match the pictures with the parts of the text. Write numbers.



a)



c)



b)



d)

C. Are the sentences true or false? Write T (true) or F (false) and correct the false ones.

1. According to environmentalists, there isn't much time to save the planet.
☐
2. Greta Thunberg has participated in climate protests for students.
☐
3. The “Ultra-Low Emission Zone” started to prevent cars from going to the city centre.
☐
4. Norman Baker thinks plane tickets are very expensive.
☐
5. Giving up meat or not using plastic are some things we can do to save the planet.
☐

D. Answer the questions. Give complete answers.

1. Why are protests an effective way to save the planet?
2. Why do some people say that taxing aviation is unfair?
3. What is the disadvantage of using electric bicycles?

II – LANGUAGE

A. **Circle** the correct option – a, b or c – to complete the text.

Pollution

Pollution is the introduction of harmful materials (pollutants) into the ¹_____. Pollutants can be natural, such as volcanic ash. They can also be created by human activity, such as ²_____ or ³_____ produced by factories. Pollutants damage the quality of air, ⁴_____ and land. Pollution is a ⁵_____ problem and it can spread to remote places where no people live. For example, pesticides and other chemicals have been found in the Antarctic ⁶_____. In the middle of the northern Pacific ⁷_____, a huge collection of microscopic ⁸_____ particles forms, which is known as the Great Pacific Garbage Patch.

<https://www.nationalgeographic.org/encyclopedia/pollution/> (adapted)

1.	a) landfills	b) desert	c) environment
2.	a) rubbish	b) island	c) disposal
3.	a) waste	b) desertification	c) pond
4.	a) air	b) forests	c) water

5.	a) national	b) global	c) small
6.	a) forests	b) caves	c) glaciers
7.	a) pond	b) ocean	c) desert
8.	a) plastic	b) paper	c) metal

B. Complete the text with words from the box. There are two extra words.

eco-friendly peaceful road vehicles underground
pedestrian footpaths crowded

In 2050, about 70% of the population will live in cities. I wonder what my city will be like by then. I think it will be ¹_____ because there will be many people living there. I also imagine many ²_____ on the ³_____ and many ⁴_____ walking in the ⁵_____. I hope it will be ⁶_____, because we need to protect the environment.



C. Use the words to write sentences in the future (*will*).

- I think / it / rain. I think it will rain.
- 1. You don't need to worry – I / be / careful. _____
- 2. I / take / one ticket for you now. _____
- 3. She / call / her mother / ? _____
- 4. I hope you / not miss / the train. _____

D. What is Iris going to do next week? Look at her planner and write sentences.

- Iris is going to go for a walk on Sunday.
- 1. Hi! I'm Iris. I _____ on Monday.
- 2. Iris _____ on Tuesday.
- 3. Iris and her mother _____ on Wednesday.
- 4. The band cancelled! She _____ (not) on Thursday.
- 5. _____ Iris and her friends _____ on Friday?

WEEKLY PLANNER	
Sunday	go for a walk
Monday	study geography
Tuesday	buy new clothes
Wednesday	visit my cousins
Thursday	go to a concert
Friday	hang out

E. Complete the sentences with the future form of the verbs in brackets. Use *will* or *be going to*.

- These bags are heavy. _____ (you / help)?
- As we planned last week, we _____ (buy) an electric car.
- My parents promised they _____ (let) me go to the party.
- This plant doesn't look good – I think it _____ (not survive).

USE
request
plan
promise
prediction based on facts

F. Complete the conditional sentences (type 1) with the correct form of the verbs in brackets.

- Animals will die if we _____ (continue) polluting.
- If we _____ (not save) water, its cost will rise.
- If we recycle, we _____ (help) the planet.
- Endangered species _____ (survive) if we help them.
- If we take action, temperatures _____ (not rise).

G. Tick (✓) the correct conditional sentence (type 2) in each pair.

- a) This will be faster if you helped me. ☐

b) This would be faster if you helped me. ☐
- a) If I was you, I save water. ☐

b) If I were you, I would save water. ☐
- a) I wouldn't be so relaxed if I lived in the city. ☐

b) I wouldn't be so relaxed if I live in the city. ☐
- a) If I met Greta Thunberg, I would ask for a selfie with her. ☐

b) If I met Greta Thunberg, I ask for a selfie with her. ☐



III – WRITING

Choose **ONE** of the following topics and write a text (50-90 words) about it.

1. Are you worried about climate change? What can we do to protect the environment?
Write a text about it. You can follow these guidelines and say:
 - how worried you are about the environment;
 - what you do in your daily life to protect the planet;
 - what you will do in the future to help the planet.
2. “Living in the city is better than living in the country”. Do you agree with this sentence?
What’s your opinion about it? Write an argumentative text. Follow these guidelines:
 - give your opinion;
 - list your view points;
 - give examples;
 - write a conclusion.

Topic _____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

A. Read the text and underline the correct title for each part.

What's the pollution solution?

Environmentalists are saying we don't have much time to save the planet. So, what can we do?

Climate change is in the news. We KNOW we need to do something. But what exactly? Let's discuss four possible solutions. Which is the quickest and most effective idea? And what will you do to save the planet?



1. Take action? / Technology?

How do you make politicians listen? Vote! And if you're too young? Join a protest. Protests attract the attention of the media and remind people how important the environmental issue is. Last April, the environmental group Extinction Rebellion protested for 10 days in London. Swedish teen activist Greta Thunberg has been on student climate change protests every Friday. Her message: "You are making the difference".

2. Transform your life? / Tax Travel?

You pollute – you pay. That's the idea behind the "Ultra Low Emission Zone", which started in London. Older cars now have to pay to drive into the centre of the city – so it will reduce air pollution. Taxes on air travel are also an option. "Taxing aviation fuel is urgent", says politician Norman Baker. "Frankly, airline tickets are too cheap". However, some people argue that isn't fair because it won't be a problem for rich people who will continue to fly – and to pollute.

3. Technology? / Transform your life?

Why wait for governments to tell you what to do? If we want a healthier planet, we will have to make big changes to our own lives, that means giving up meat, not using plastic, not flying, or even not having children! "Plant more trees wherever there's space" says 17-year-old Kaili Liu, from Tennessee, USA. "We must cover our roofs with gardens". Some argue that our actions won't make a difference while large companies in India and China are polluting massively. But if you're not part of the solution, you're part of the problem.

4. Technology? / Take action?

Is technology the answer? You can now buy electric cars and electric bikes which won't pollute the air. No excuse for not cycling to school! Just maybe the price because electric bikes can be very expensive.

Mary Glasgow Team, vol. 26, September/October 2019 (abridged and adapted)

B. Match the pictures with the parts of the text. Write numbers.

a) c) b) d)

C. Are the sentences true or false? Write T (true) or F (false).

1. According to environmentalists, there isn't much time to save the planet. ☐
2. Greta Thunberg has participated in climate protests for students. ☐
3. The "Ultra-Low Emission Zone" started to prevent cars from going to the city centre. ☐
4. Norman Baker thinks plane tickets are very expensive. ☐
5. Giving up meat or not using plastic are some things we can do to save the planet. ☐

D. Answer the questions. Complete the answers.

1. Why are protests an effective way to save the planet? (Il. 8-9)

Protests are effective because they attract

2. Why do some people say that taxing aviation is unfair? (Il. 17-18)

Tax aviation is unfair because

3. What is the disadvantage of using electric bicycles? (I. 28)

Electric bikes can be

II – LANGUAGE

A. Choose the correct option – a or b – to complete the text.

Pollution

Pollution is the introduction of harmful materials (pollutants) into the ¹_____. Pollutants can be natural, such as volcanic ash. They can also be created by human activity, such as ²_____ or ³_____ produced by factories. Pollutants damage the quality of air, ⁴_____ and land. Pollution is a ⁵_____ problem and it can spread to remote places where no people live. For example, pesticides and other chemicals have been found in the Antarctic ⁶_____. In the middle of the northern Pacific ⁷_____, a huge collection of microscopic ⁸_____ particles forms, which is known as the Great Pacific Garbage Patch.

<https://www.nationalgeographic.org/encyclopedia/pollution/> (adapted)

1. a) landfills	b) environment
2. a) rubbish	b) island
3. a) waste	b) desertification
4. a) air	b) water

5. a) national	b) global
6. a) glaciers	b) caves
7. a) pond	b) ocean
8. a) plastic	b) paper

B. Complete the text with words from the box.

eco-friendly road vehicles pedestrian footpaths crowded

In 2050, about 70% of the population will live in cities. I wonder what my city will be like by then. I think it will be ¹_____, because there will be many people living there. I also imagine many ²_____ on the ³_____ and many ⁴_____ walking in the ⁵_____. I hope it will be ⁶_____, because we need to protect the environment.



C. Use the words to write sentences in the future (will) – affirmative.

- I think / it / rain. I think it will rain.
- 1. You don't need to worry – I / be / careful. _____
- 2. I / take / one ticket for you now. _____
- 3. She / call / her mother. _____
- 4. You / miss / the train. _____

D. What is Iris going to do next week? Look at her planner and complete the sentences with the missing words.

- Iris is going to go for a walk on Sunday.
- 1. Hi! I'm Iris. I am going to _____ on Monday.
- 2. Iris is going _____ on Tuesday.
- 3. Iris and her mother are going _____ her _____ on Wednesday.
- 4. She is _____ a concert on Thursday.
- 5. Iris and her friends are _____ out on Friday.

WEEKLY PLANNER	
Sunday	<u>go for a walk</u>
Monday	<u>study geography</u>
Tuesday	<u>buy new clothes</u>
Wednesday	<u>visit my cousins</u>
Thursday	<u>go to a concert</u>
Friday	<u>hang out</u>

E. Underline the correct option to complete the sentences with the future forms.

- These bags are heavy. Is you going to help / Will you help me?
- As we planned last week, we are going to buy / will buys an electric car.
- My parents promised they is going to let / will let me go to the party.
- This plant doesn't look good – I think it isn't going to survive / won't survives.

F. Match the two parts to make conditional sentences (type 1).

- | | | |
|---|--------------------------|-------------------------------|
| 1. Animals will die | ☐ | a) we will help the planet. |
| 2. If we don't save water, | ☐ | b) if we continue polluting. |
| 3. If we recycle, | ☐ | c) it will be more expensive. |
| 4. Endangered species will survive | ☐ | d) temperatures won't rise. |
| 5. If we take action on climate change, | ☐ | e) if we help them. |

G. Tick (✓) the correct conditional sentence (type 2) in each pair.

- a) This will be faster if you helped me. ☐

b) This would be faster if you helped me. ☐
- a) If I was you, I save water. ☐

b) If I were you, I would save water. ☐
- a) I wouldn't be so relaxed if I lived in the city. ☐

b) I wouldn't be so relaxed if I live in the city. ☐
- a) If I met Greta Thunberg, I would ask for a selfie with her. ☐

b) If I met Greta Thunberg, I ask for a selfie with her. ☐



III – WRITING

Are you worried about climate change? What can we do to protect the planet?

Complete the text. You can follow these guidelines.

- How worried are you about climate change?
(a bit worried/worried/very worried/not worried)
- What other environmental problems do you worry about?
(pollution/waste management/desertification/deforestation/endangered species...)
- What do you do to protect the environment?
(turn off the water tap when brushing my teeth/save energy/recycle/go to school by bus/make protests...)
- What will you do in the future to help the planet?
(buy an electric car/become a vegan/vegetarian/recycle more/don't use plastic...)
- What will the planet be like in 50 years?
(clean/peaceful/eco-friendly cities/no endangered species/ polluted/dirty...)

I am ¹_____ about climate change. I worry about
²_____

To help protect the environment I ³_____

In the future I will ⁴_____

In the future, our planet ⁵_____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

A. Read the text and underline the correct title for each part.

What's the pollution solution?

Environmentalists are saying we don't have much time to save the planet. So, what can we do?

1. Take action? / Technology?

Join a protest. **Protests** attract the attention of the media and remind people how important the environmental issue is. Last April, the environmental group Extinction Rebellion protested for 10 days in London. Swedish teen activist Greta Thunberg has been on student climate change protests every Friday. Her message: "You are making the difference".

2. Tax travel? / Transform your life?

Why wait for governments to tell you what to do? If we want a healthier planet, we will have to make big changes to our own lives, that means giving up meat, not using plastic, not flying, or even not having children! "**Plant more trees** wherever there's space" says 17-year-old Kaili Liu, from Tennessee, USA. "We must cover our roofs with gardens". Some argue that our actions won't make a difference while large companies in India and China are polluting massively. But if you're not part of the solution, you're part of the problem.

Mary Glasgow Team, vol. 26, September/October 2019 (abridged and adapted)



B. Match the pictures with the parts of the text. Write numbers.



a)



b)

C. Circle the wrong word in each sentence. Write the correct one.

- Protests attract the attention of the politicians. (l. 4)
- Extinction Rebellion protested for 10 weeks in London. (ll. 5-6)
- Greta's message: "You are protesting the difference". (l. 7)
- If we want a bigger planet, we will have to make big changes. (ll. 9-10)
- "Cut more trees wherever there's space". (l. 11)
- But if you're not part of the team, you're part of the problem. (ll. 13-14)

II – LANGUAGE

A. Underline the correct option to label the pictures.



1. deforestation /
pollution



2. ocean / pond



3. rubbish /
environment



4. river / glacier

B. Complete the text with words from the box.

road vehicles pedestrians crowded

In 2050, about 70% of the population will live in cities. I wonder what my city will be like by then. I think it will be ¹ , because there will be many people living there. I also imagine many ²  on the ³  and many ⁴ .



C. Circle the correct option to complete the sentences with the future forms.

1. I think she **will recycle** / **is going to recycle** more from now on.
2. It's decided: we **will buys** / **are going to buy** an electric car.
3. I hope my parents **will let** / **are going to let** me go to the party.

D. Match the two parts to make conditional sentences (type 1).

- | | | |
|----------------------------|--------------------------|-------------------------------|
| 1. Animals will die | ☐ | a) we will help the planet. |
| 2. If we don't save water, | ☐ | b) if we continue polluting. |
| 3. If we recycle, | ☐ | c) it will be more expensive. |

E. Tick (✓) the correct conditional sentence (type 2) in each pair.

1. a) This will be faster if you helped me. ☐
b) This would be faster if you helped me. ☐
2. a) If I were you, I would save water. ☐
b) If I be you, I save water. ☐

III – WRITING

Answer the questions about you. You can use the vocabulary given.

1. Are you worried about the environment?)

(a bit worried 😞 / worried 😞 / very worried 😞 / not worried 😊)

2. What environmental problems do you worry about?

(pollution  / waste management  / deforestation  / endangered species  ...)

3. What do you usually do to protect the environment?

(turn off the water tap when brushing my teeth  / save energy  / recycle  / go to school by bus  ...)

4. What will you do in the future to help the planet?

(buy an electric car  / become a vegan  / recycle more  / stop using plastic  ...)

5. What will the planet be like in 50 years?

(clean  / peaceful  / eco-friendly cities  / no endangered species  / polluted  / dirty  ...)

Table of Specifications (Unit 5)

Listening Tests 5A and 5B

LISTENING				
Objetivos/ Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Seguir, sem dificuldade, uma apresentação breve sobre um tema familiar. Acompanhar informações com algum pormenor.	<i>Travelling</i>	A. Escolher a imagem certa.	8 x 5% = 40%	Resposta errada: 0 pontos
		B. Fazer a ligação entre números e o seu referente.	6 x 5% = 30%	Resposta errada: 0 pontos
		C. Decidir se as afirmações são verdadeiras ou falsas.	6 x 5% = 30%	Resposta errada: 0 pontos
		Total:	100%	

Progress Tests 5A and 5B

Marking scheme 1: complete structure / Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Sports</i>	A. Legendar imagens com palavras do texto.	4 x 2% = 8%	4 x 4% = 16%	Resposta errada: 0 pontos
		B. Encontrar o significado de palavras de acordo com o seu contexto.	3 x 3% = 9%	3 x 7% = 21%	Resposta errada: 0 pontos
		C. Selecionar as afirmações verdadeiras.	4 x 2% = 8%	4 x 6% = 24%	Resposta errada: 0 pontos
		D. Responder a questões sobre o texto.	3 x 5% = 15%	3 x 13% = 39%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		Total:	40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Sports</i>	A. Completar um texto.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Holidays and travelling</i>	B. Agrupar palavras por temas.	7 x 1% = 7%	7 x 4% = 28%	Resposta errada: 0 pontos
	<i>Relative pronouns</i>	C. Escolher a opção correta para completar frases.	6 x 2% = 12%	6 x 4% = 24%	Resposta errada: 0 pontos
		D. Reescrever frases (A). Completar frases (B).	3 x 3% = 9%	3 x 4% = 12%	Resposta errada: 0 pontos
	<i>Phrasal verbs</i>	E. Completar frases de acordo com imagens.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano.	<i>Sports</i> <i>Holidays and travelling (A)</i> <i>Sports (B)</i>	Escrever um texto (A). Completar um texto (B).	20%	100%	Ver tabela abaixo (A). Erros de ortografia: -0,5 pontos (B)

Writing Assessment Criteria

Critérios	Descritores	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado.	1%	5%
Extensão (50-90 palavras)	Escreve um texto com um mínimo de 40 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 30 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 15 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente; utiliza vocabulário adequado ao tema; e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente; utiliza vocabulário nem sempre adequado ao tema; e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente; raramente utiliza vocabulário adequado ao tema; e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%
Total:		20%	100%

Progress Test 5C

Marking scheme 1: complete structure

Marking scheme 2: per skill

I – READING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos informativos sobre temas abordados no domínio intercultural.	<i>Sports</i>	A. Legendar imagens com palavras do texto.	4 x 3% = 12%	4 x 8% = 32%	Resposta errada: 0 pontos
		B. Completar frases sobre o texto.	4 x 3% = 12%	4 x 8% = 32%	Resposta errada: 0 pontos
		C. Responder a questões sobre o texto.	4 x 4% = 16%	4 x 9% = 36%	Resposta errada: 0 pontos
	Total:		40%	100%	

II – LANGUAGE					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Utilizar conhecimentos prévios de língua e a sua experiência pessoal para fazer previsões de sentido e comunicar de acordo com o seu nível de ensino.	<i>Sports</i>	A. Legendar imagens.	4 x 2% = 8%	4 x 6% = 24%	Resposta errada: 0 pontos
	<i>Holidays and travelling</i>	B. Completar um texto.	4 x 3% = 12%	4 x 6% = 24%	Resposta errada: 0 pontos
	<i>Relative pronouns</i>	C. Escolher a opção correta para completar frases.	4 x 2% = 8%	4 x 6% = 24%	Resposta errada: 0 pontos
	<i>Phrasal verbs</i>	D. Legendar imagens.	4 x 3% = 12%	4 x 7% = 28%	Resposta errada: 0 pontos
		Total:	40%	100%	

III – WRITING					
Objetivos/ Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Usar vocabulário de uso do quotidiano.	<i>Sports</i>	Responder a questões.	5 x 4% = 20%	5 x 20% = 100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos

Listening Test

5A

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the first part and underline the correct option to complete the text.

Zara Rutherford has set out to fly solo around the ¹ **world / United Kingdom**. At just 19 years old she'll be the ² **first / youngest** woman ever to do so and if all goes as planned she'll set a world ³ **record / Guinness**.

Zara: At first it was a sense of ⁴ **adventure / humour** – I wanted to do something crazy that would change my ⁵ **body / life** and then I realized that, you know, I would maybe get a bit more media attention than I thought I would get. So I thought “I'm going to try and use that and hopefully ⁶ **encourage / discourage** girls to go into ⁷ **university / aviation** and STEM (that's science, ⁸ **technology / geography**, engineering and mathematics).”



<https://www.youtube.com/watch?v=2AS7P35cEM8> (abridged and adapted)



B. Zara has already finished her journey. Listen to the news about it and match the numbers with what they refer to. There are two extra numbers.

- | | | |
|--|--------------------------|-----------|
| 1. Zara's age. | ☐ | a) 3 |
| 2. Number of kilometres she travelled. | ☐ | b) 19 |
| 3. Year in which Shaesta Waiz set the world record. | ☐ | c) 8 |
| 4. Number of months she thought her journey would take. | ☐ | d) 5 |
| 5. Number of weeks her journey was delayed due to problems in Alaska and Russia. | ☐ | e) 2017 |
| 6. Percentage of female airline pilots. | ☐ | f) 2021 |
| | | g) 18 |
| | | h) 52,000 |

C. Are the sentences true or false? Write T (true) or F (false).

- | | |
|--|--------------------------|
| 1. Zara is both British and Belgian. | ☐ |
| 2. Zara broke one Guinness World Record. | ☐ |
| 3. The journey took less than three months. | ☐ |
| 4. She had to land in California because of the wildfires. | ☐ |
| 5. Zara hopes to be an influence on young girls and women. | ☐ |
| 6. She plans to study space engineering. | ☐ |



Listening Test

5B

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____



A. Listen to the first part and underline the correct option to complete the text.

Zara Rutherford has set out to fly solo around the ¹ **world / universe**. At just 19 years old she'll be the ² **oldest / youngest** woman ever to do so and if all goes as planned she'll set a world ³ **record / journey**.

Zara: At first it was a sense of ⁴ **adventure / humour** – I wanted to do something crazy that would change my ⁵ **body / life** and then I realized that, you know, I would maybe get a bit more media attention than I thought I would get. So I thought “I'm going to try and use that and hopefully ⁶ **encourage / force** girls to go into ⁷ **school / aviation** and STEM (that's science, ⁸ **technology / PE**, engineering and mathematics).”



<https://www.youtube.com/watch?v=2AS7P35cEM8> (abridged and adapted)



B. Zara has already finished her journey. Listen to the news about it and match the numbers with what they refer to.

- | | |
|---|------------------------------------|
| 1. Zara is... years old. | ☐ a) 3 |
| 2. She travelled... kilometres. | ☐ b) 19 |
| 3. Shaesta Waiz was 30 when she circumnavigated the globe alone in... | ☐ c) 8 |
| 4. She believed her aerial escapade would take about... months. | ☐ d) 5 |
| 5. There were delays in Alaska and Russia that pushed her schedule back... weeks. | ☐ e) 2017 |
| 6. Just... per cent of airline pilots around the globe are women. | ☐ f) 52,000 |

C. Are the sentences true or false? Write T (true) or F (false).

- | | |
|--|--------------------------|
| 1. Zara has dual British-Belgian nationality. | ☐ |
| 2. Zara broke one Guinness World Record. | ☐ |
| 3. The journey took less than two months. | ☐ |
| 4. She had to land in California due to poor visibility as a result of the wildfires. | ☐ |
| 5. She hopes that her high-profile journey will encourage more young girls and women to consider a career in aviation. | ☐ |
| 6. She plans to go to university in October to study architecture. | ☐ |



Name: _____ No.: _____ Class: _____ Date: ____/____/____

Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the interview.

From A-levels¹ to A-list²

The US Open Tennis Championship in New York is one of the world's most prestigious competitions. Last year, Emma Raducanu became the first British woman in 40 years to win it. Oh, and, by the way, she was just 18.

Mary Glasgow Current (MGC): Have you always been sporty?

Emma Raducanu (ER): My parents encouraged me to do a variety of sports. My dad wanted to me to try different things and meet other people, because I was quite a shy girl. They introduced me to tennis when I was five. I also did ballet, horse riding and swimming. I raced go-karts and tried motocross.

MGC: You played at Wimbledon just weeks after you sat your A-level exams. How amazing is that?

ER: Considering I was ranked at number 338 in the world as a tennis player, it was amazing. I had my final A-level exams in April, so I was actually sitting for an exam two months before Wimbledon, which is the most prestigious tennis tournament in the world. So, to be there was unbelievable – it was surreal! Staying in school has definitely helped me in terms of having many friends. It's a bit of an escape, as well. I find it's actually helped me with my tennis career



because I can absorb a lot of information. I feel that on court I'm better at making decisions.

MGC: You won £1.8 million and became a champion overnight. How did you celebrate?

ER: The best moment was after the final when everyone in the team just had a really nice meal together. It's the moment that really sticks in my head and I'll keep that forever. My parents just gave me a hug when I came back, nothing crazy. My mum made some really good homemade food and they said they were proud of me. For me, that was enough. As for the money, my parents take care of it for me. I haven't gone shopping yet!

MGC: So what's next?

ER: I'll be playing tennis full-time rather than going to university, but I would like to do a degree in economics in the future. But where I really want to be is on a tennis court because I'm having lots of success. Right now, I'm just loving life!

Mary Glasgow Current, vol. 53, January/February 2022 (adapted)

Vocabulary: ¹ A-levels = exam in England and Wales taken at the end of secondary school; ² A-list = the group of people who are considered to be the most famous, successful or important

A. These are some sports Emma tried. Label the pictures with words from the text.



1. _____ 2. _____ 3. _____ 4. _____

B. Tick (✓) the correct equivalent for the following words, according to their context.

1. prestigious (l. 3)
 - a) high quality ☐
 - b) very important ☐
 - c) insignificant ☐
2. encourage (l. 9)
 - a) give support ☐
 - b) prevent something ☐
 - c) make something happen ☐
3. surreal (l. 25)
 - a) very funny ☐
 - b) unreal ☐
 - c) like a dream ☐

C. Tick (✓) four correct sentences, according to the text.

1. Emma was the first British teenager to win the US Open Tennis Championship in New York. ☐
2. Before playing in Wimbledon, she was ranked at number 338 in the world as a tennis player. ☐
3. Two months after Wimbledon, she was doing school exams. ☐
4. School was good for her to make friends. ☐
5. When she became a champion, everyone had a nice meal together and she loved it. ☐
6. She's not planning on going to university now. She will play tennis full-time. ☐

D. Answer the questions. Give complete answers.

1. Why did her father want her to do different sports?

2. How did school help Emma in her tennis career?

3. How did her parents react when she became a champion?

II – LANGUAGE

A. Complete the text with names of sports. Use the pictures to help you.

Hi! I'm Henry. I've always been interested in sports, but lately, I've been more interested in "extreme sports". I was born in Perth, Australia, and since I was a little boy, my parents decided to enrol me in ¹ _____  training. I was a good player, but I told my parents I wanted to try other kinds of sports. So, I was in ² _____  for two years, and then I took ³ _____  for a year. However, my mom was too scared to let us try water sports. By the time I was 17 I hadn't even tried ⁴ _____  or ⁵ _____ . One day we went to the Gold Coast on holiday, and there I took a ⁶ _____  lesson. I've been in love with it since that day.



B. Unscramble the words and write them in the correct place.

SNLINGORKEL

BECHA

BTOA

SNGUNTHIBA

PNELA

CIYT

REORST



I went to Brazil last Summer!

1. Where I went:

- _____
- _____

2. How I travelled:

- _____
- _____

3. Where I stayed:

- _____

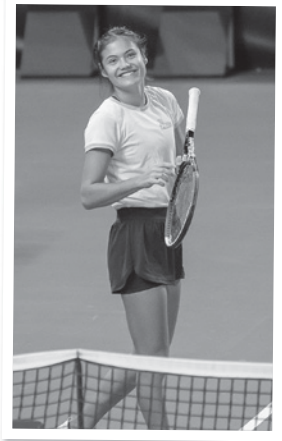
4. What I did:

- _____
- _____



C. **Circle** the correct option to complete the sentences.

1. Emma is the girl **who / which** won the US Open Tennis Championship.
2. Tennis is a sport **whose / that** I love watching!
3. This is the racket **which / who** Emma used at Wimbledon.
4. Emma is the tennis player **whose / that** mother is Chinese.
5. I love the T-shirt **who / which** she wore in the match.
6. I know a person **who / whose** is an Emma Raducanu fan.



D. Join the sentences using a relative pronoun (*who, that, which, whose*).
Begin as shown and make the necessary changes.

- Serena Williams is a tennis player. She is one of the greatest athletes of all time.
Serena Williams is a tennis player who is one of the greatest athletes of all time.

1. Tennis is a fun sport. It can also be played in teams.
Tennis

2. Serena has a daughter. Her name is Alexis Olympia.
Serena

3. Venus Williams is Serena's sister. She is also a tennis player.
Venus

E. Look at the pictures and complete the sentences with a phrasal verb from the box.
There are two extra phrasal verbs.

wake up take off fill in check out look for get on put on turn on



1. The plane is about to _____



2. To check in, you must _____ the forms.



3. I think I lost my keys! I need to _____ them.



4. I'm almost ready. I just need to _____ my shoes.



5. It's so hot in here – can you _____ the air conditioning?



6. We're leaving the hotel, but we must _____ first.

III – WRITING

Choose ONE of the following topics and write a text (50-90 words) about it.

- 1. What sport/extreme sport do you do? Write a text about it.**

You can follow these guidelines:

- your favourite sport;
- where/when/who with you do it;
- objects/equipment you need;
- why you like it;
- ...

2. Imagine you are planning your summer holiday for this year. Think of a destination and write a text about it.

You can follow these guidelines:

- where are you going?
- when?
- who with?
- for how long?
- how? (*means of transport*)
- what are you going to do?
- ...

Topic _____

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

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the interview.

From A-levels¹ to A-list²

The US Open Tennis Championship in New York is one of the world's most prestigious competitions. Last year, Emma Raducanu became the first British woman in 40 years to win it. Oh, and, by the way, she was just 18.

Mary Glasgow Current (MGC): Have you always been sporty?

Emma Raducanu (ER): My parents encouraged me to do a variety of sports. My dad wanted to me to try different things and meet other people, because I was quite a shy girl. They introduced me to tennis when I was five. I also did ballet, horse riding and swimming. I raced go-karts and tried motocross.

MGC: You played at Wimbledon just weeks after you sat your A-level exams. How amazing is that?

ER: Considering I was ranked at number 338 in the world as a tennis player, it was amazing. I had my final A-level exams in April, so I was actually sitting for an exam two months before Wimbledon, which is the most prestigious tennis tournament in the world. So, to be there was unbelievable – it was surreal! Staying in school has definitely helped me in terms of having many friends. It's a bit of an escape, as well. I find it's actually helped me with my tennis career



because I can absorb a lot of information. I feel that on court I'm better at making decisions.

MGC: You won £1.8 million and became a champion overnight. How did you celebrate?

ER: The best moment was after the final when everyone in the team just had a really nice meal together. It's the moment that really sticks in my head and I'll keep that forever. My parents just gave me a hug when I came back, nothing crazy. My mum made some really good homemade food and they said they were proud of me. For me, that was enough. As for the money, my parents take care of it for me. I haven't gone shopping yet!

MGC: So what's next?

ER: I'll be playing tennis full-time rather than going to university, but I would like to do a degree in economics in the future. But where I really want to be is on a tennis court because I'm having lots of success. Right now, I'm just loving life!

Mary Glasgow Current, vol. 53, January/February 2022 (adapted)

Vocabulary: ¹ A-levels = exam in England and Wales taken at the end of secondary school; ² A-list = the group of people who are considered to be the most famous, successful or important

A. These are some sports Emma tried. Label the pictures with the underline words from the text.



1. _____

2. _____

3. _____

4. _____

B. Tick (✓) the correct equivalent for the following words, according to their context.

1. prestigious (l. 3)

a) insignificant ☐

b) very important ☐

2. encourage (l. 9)

a) give support ☐

b) prevent something ☐

3. surreal (l. 25)

a) like a dream ☐

b) unreal ☐

C. Choose (✓) four correct sentences, according to the text.

1. Emma was the first British teenager in 50 years to win the US Open Tennis Championship in London. ☐

2. She was ranked at number 338 in the world as a tennis player. ☐

3. She had her final A-level exams in August. ☐

4. Staying in school has helped her in terms of having many friends. ☐

5. After the final everyone in the team had a really nice meal together. ☐

6. She'll be playing tennis full-time rather than going to university. ☐

D. Answer the questions. Complete the answers.

1. Why did her father want her to do different sports? (l. 11)

He wanted her to try

2. How did school help Emma in her tennis career? (ll. 29-30)

School helped her because she can absorb

3. How did her parents react when she became a champion? (ll. 36-39)

They gave Emma a

II – LANGUAGE

A. Complete the text with names of sports. Use the pictures to help you.

Hi! I'm Henry. I've always been interested in sports, but lately, I've been more interested in "extreme sports". I was born in Perth, Australia, and since I was a little boy, my parents decided to enrol me in ¹**football / handball**  training. I was a good player, but I told my parents I wanted to try other kinds of sports. So, I was in ²**basketball / volleyball**  for two years, and then I took ³**pool / swimming**  for a year. However, my mom was too scared to let us try water sports. By the time I was 17 I hadn't even tried ⁴**kayaking / snorkelling**  or ⁵**skateboarding / wakeboarding** . One day we went to the Gold Coast on holiday, and there I took a ⁶**jet-skiing / surfing**  lesson. I've been in love with it since that day.



B. Write the words in the correct place.

snorkelling

beach

boat

sunbathing

plane

city

resort



I went to Brazil last Summer!

1. Where I went:

- _____
- _____

3. Where I stayed:

- _____

2. How I travelled:

- _____
- _____

4. What I did:

- _____
- _____



C. Circle the correct option to complete the sentences.

1. Emma is the girl **who / which** won the US Open Tennis Championship.
2. Tennis is a sport **whose / that** I love watching!
3. This is the racket **which / who** Emma used at Wimbledon.
4. Emma is the tennis player **whose / that** mother is Chinese.
5. I love the T-shirt **who / which** she wore in the match.
6. I know a person **who / whose** is an Emma Raducanu fan.

D. Complete the sentences with the relative pronouns: *which, who or whose*.

1. Tennis is a fun sport _____ can also be played in teams.
2. Serena has a daughter _____ name is Alexis Olympia.
3. Venus Williams, _____ is also a tennis player, is Serena's sister.

E. Look at the pictures and complete the sentences with a phrasal verb from the box.

take off
look for

fill in
put on

check out
turn on



1. The plane is about to _____.



2. To check in, you must _____ the forms.



3. I think I lost my keys! I need to _____ them.



4. I'm almost ready. I just need to _____ my shoes.



5. It's so hot in here – can you _____ the air conditioning?



6. We're leaving the hotel, but we must _____ first.

III – WRITING

What sport/extreme sport do you do? Complete the text.
You can follow these guidelines and the vocabulary given.

1. Your favourite sport.

(football; basketball; gymnastics; swimming; tennis...)

2. Where you do it.

(at school; in the football field; in the gym; at home; on a rink/court/course/pitch...)

3. When/how often.

(two days a week; every day; on Saturdays...)

4. Objects/equipment you need.

(T-shirt; shorts; comfortable clothes; ball; goggles; helmet; stick...)

5. Why you like it.

(it's fun; I keep fit; I hang out with my friends/family; I like competition...)

My favourite ¹_____. I do it ²_____

I do my favourite sport ³_____

I need ⁴_____

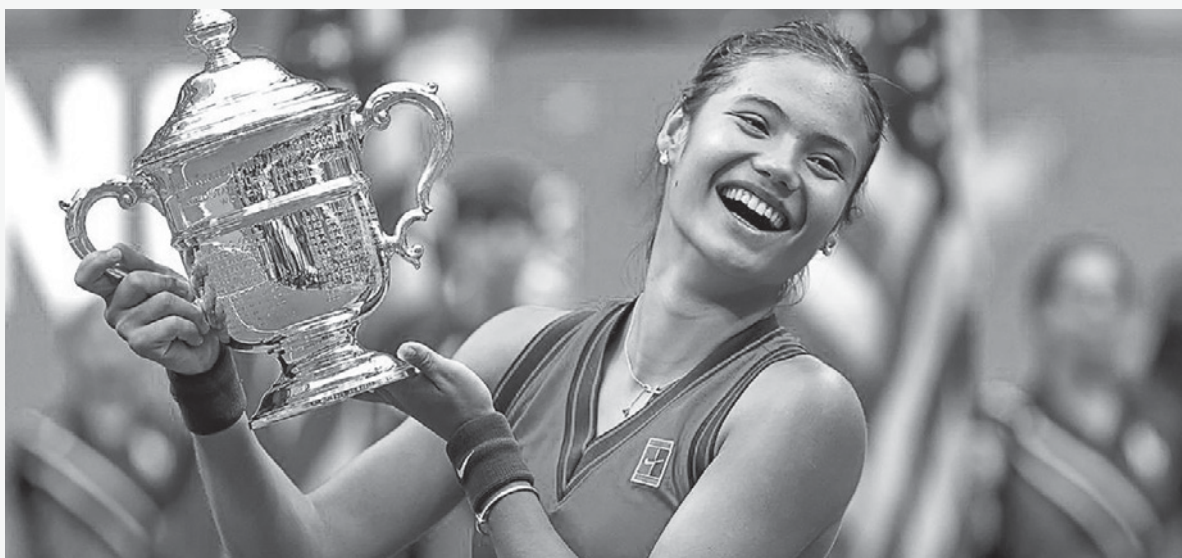
I like it because ⁵_____

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

I – READING

Read the interview.

Emma Raducanu rise to success



Last year, Emma Raducanu became the first British woman in 40 years to win the US Open Tennis Championship. She was just 18 years old.

Mary Glasgow Current (MGC): Have you always been sporty?

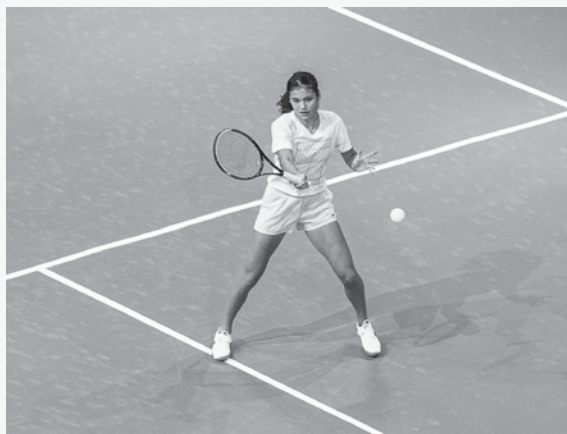
- 5 **Emma Raducanu (ER):** My parents encouraged me to do a variety of sports. My dad wanted to me to try different things and meet other people, because I was quite a shy girl. They introduced me to tennis when I was five. I also
 10 did ballet, horse riding and swimming. I raced go-karts and tried motocross.

MGC: You played at Wimbledon just weeks after you sat your school exams. How amazing is that?

- 15 **ER:** I had my final exams in April, so I had an exam two months before Wimbledon, which is the most prestigious tennis tournament in the world. So, to be there was unbelievable!

MGC: So what's next?

- 20 **ER:** I'll be playing tennis full-time, so I'm not going to university, but I would like to do a degree in economics in the future. Right now, I'm just loving life!



Mary Glasgow Current, vol. 53, January/February 2022 (adapted)

A. These are some sports Emma tried. Label the pictures with the underlined words from the text.



1. _____



2. _____



3. _____



4. _____

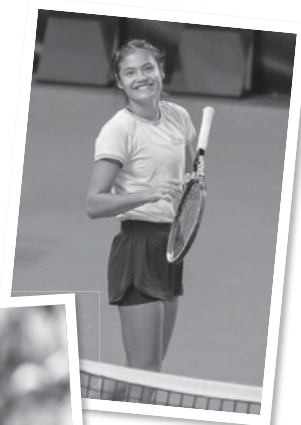
B. Complete the sentences with one word from the box.

university sports Championship exam

1. Emma Raducanu won the US Open Tennis _____.
2. Her parents encouraged me to do a variety of _____.
3. She had an _____ two months before Wimbledon.
4. She'll be playing tennis full-time, so she's not going to _____.

C. Answer the questions with *Yes* or *No*.

1. Is Emma Portuguese? _____
2. Is she 18 years old? _____
3. Was she a shy girl? _____
4. Were her exams in August? _____



II – LANGUAGE

A. Underline the correct option to label the pictures with names of sports.



1. snorkelling / swimming



2. sailing / kayaking



3. wakeboarding / skateboarding



4. skiing / surfing

B. Choose the correct words to complete the text.

hotel

snorkelling

beach

plane

I went to Brazil last Summer! I travelled by

1 _____  . There, I went to

the 2 _____  and I tried

3 _____  I stayed in a

4 _____ .



C. Circle the correct option to complete the sentences.

1. Emma is the girl **who** / **which** won the US Open tennis Championship.
2. Tennis is a sport **whose** / **that** I love watching!
3. This is the racket **which** / **who** Emma used at Wimbledon.
4. Emma is the tennis player **whose** / **that** mother is Chinese.

D. Look at the pictures and complete the sentences with a phrasal verb from the box.

take off

fill in

check in

look for



1. _____



2. _____



3. _____



4. _____

III – WRITING

A. Answer the questions about you. You can use the vocabulary given.

- 1. What is your favourite sport?**

(football; basketball; gymnastics; swimming; tennis...)

- 2. Where do you do it?**

(at school; in the football field; in the gym; at home; on a rink/court/course/pitch...)

- 3. How often do you do that sport?**

(two days a week; every day; on Saturdays...)

- 4. What equipment do you need?**

(T-shirt; shorts; comfortable clothes; ball; goggles; helmet; stick...)

- 5. Why do you like it?**

(it's fun; I keep fit; I hang out with my friends/family; I like competition...)

Assessment Grid Table

	Nome	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
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Table of Specifications

Progress Test – Extensive Reading

Objetivos/ Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão escrita Ler textos adaptados de leitura extensiva. Desenvolver a literacia em língua inglesa.	Extensive Reading: <i>Anne of Green Gables</i>	A. Selecionar um título alternativo.	1 x 6% = 6%	Resposta errada: 0 pontos
		B. Ordenar frases de acordo com a ordem do texto.	8 x 2% = 16%	Resposta errada: 0 pontos
		C. Estabelecer ligações entre frases e personagens.	6 x 4% = 24%	Resposta errada: 0 pontos
		D. Estabelecer ligação entre ações e respetivos espaços.	6 x 4% = 24%	Resposta errada: 0 pontos
		E. Escolher a opção correta para responder a questões sobre o texto.	5 x 6% = 30%	Resposta errada: 0 pontos
		Total:	100%	

Name: _____ No.: _____ Class: _____ Date: ____/____/____
Mark: _____ Teacher: _____ Enc. Educação: _____

Anne of Green Gables

A. Which other title could the story have? Tick (✓) the correct option.

1. How to be a diva ☐
2. The girl who didn't have friends ☐
3. The adventures of a red-headed teenager ☐
4. Summer holiday at Green Gables ☐



B. Order the events. Write numbers 1-8.

- ☐ Anne dyed her hair and it turned green.
- ☐ Anne and Gilbert had the best mark in the exam.
- ☐ Matthew gave Anne a gift: a new dress.
- ☐ Anne returned to Green Gables after college.
- ☐ Anne arrived at Green Gables.
- ☐ Anne met Diana and they became best friends.
- ☐ Gilbert made fun of Anne's hair.
- ☐ Anne was in a boat when it started leaking.

C. Who would say that? Match the sentences with the characters.



Sentence	Character
1. "I hope Marilla will let me go to the picnic!"	_____
2. "My sister Minnie loves playing with you, Anne."	_____
3. "Let's form a book club! It will be fun!"	_____
4. "I'm sorry I made fun of your hair."	_____
5. "Playing Elaine? No, not me! My hair is dark and she is blonde."	_____
6. "Take my place in Avonlea school. I don't mind working far from home."	_____

D. What happened where? Match the sentences with the places.



1. Anne's house



2. Diana's house



3. school



4. river

- a) Anne was trapped and Gilbert saved her. ☐
- b) Anne saved Minnie's life. ☐
- c) Anne and Gilbert studied for the exams in the study group. ☐
- d) Marilla cut Anne's hair short. ☐
- e) Anne hit Gilbert with her notebook. ☐
- f) Anne and her friend staged a scene from a poem. ☐

E. Tick (✓) the best option to answer the questions.

- What type of text is *Anne of Green Gables*?
 - News article ☐
 - Blog ☐
 - Poetry ☐
 - Interview ☐
- Who are Matthew and Marilla?
 - Anne's parents ☐
 - Anne's uncle and aunt ☐
 - Two siblings who adopted Anne ☐
 - A husband and wife who adopted Anne ☐
- What was Marilla's reaction when Anne kissed her on the cheek?
 - She cried because she was sad. ☐
 - She got angry with Anne. ☐
 - She smiled and hugged Anne. ☐
 - She got emotional and almost cried. ☐
- Why did Anne want to have good marks in the exam?
 - She wanted to go to college. ☐
 - She wanted to beat Gilbert. ☐
 - She wanted Marilla and Matthew to be proud of her. ☐
 - All of the above. ☐
- Why didn't Anne continue her studies in a big city?
 - She wanted to help Marilla. ☐
 - She wanted to help Gilbert. ☐
 - She didn't have enough money. ☐
 - She was having health problems. ☐



Speaking Test

1

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

Spoken Interaction

Talking about a school day

A. Choose ONE of the following activities.

1. You are going to tell your class all about your favourite day at school. Make sure you mention all the topics from the table below. You should plan/prepare your speech previously.
2. You are going to imagine an ideal day at school and tell your class about it. Mention the topics from the table below, but you should include some of the phrases portrayed by the pictures below. Start with: "This is an ideal day at school for me!"



I teach my classmates



I have a visit from my idol at school



I always watch a film/series in the English class

What to mention	Useful language
• Your favourite school day.	• My favourite school day is... (<i>day of the week</i>)
• Reason why is your favourite school day.	• I don't have classes in the afternoon. • I have my favourite subject(s).
• Who you first meet when you arrive.	• My friends./My teachers./My friend...
• What you do when you arrive.	• I meet my friends. (<i>in the assembly hall/corridor...</i>)/ I go to my classroom./I pick some school stuff from my locker.
• What subjects you have.	• I have PE/English/history/physics and chemistry...
• Where you have lunch.	• In the canteen./In the cafeteria./In the café outside school.
• If you like the food in the canteen. Why/Why not?	• I like the food in the canteen – it's very tasty. • I don't like it. It doesn't taste good and it's often cold.
• What time you finish classes.	• At midday./At half past one – 1:30 p.m.
• Where you go after school.	• I go home./I go to the study centre./I go to football practice.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

Spoken Interaction

Talking about the perfect look

A. Choose ONE of the following topics and talk about it with your partner.

1. Imagine you are going to watch a football match at the stadium.
 What clothes do you wear?
 Make questions and answers according to the table below.
 Then switch with your partner.



2. Imagine you are going to a wedding reception.
 What clothes do you wear?
 Make questions and answers according to the table below.
 Then switch with your partner.



Useful language	
Student A	Student B
• what / style / ?	• formal/stylish/casual/comfortable...
• what / clothes / ?	• a dress/a suit/jeans/sweater/tracksuit...
• what / footwear / ?	• trainers/shoes/boots/sandals...
• accessories? / If so, which?	• yes, bracelet/earrings/watch/cap/belt... • no...
• what / hairstyle / ?	• normal/with gel/straight hair/curly hair/braids...
• how / feel?	• good/confident/comfortable/handsome/ beautiful...
• clothes / important to you? / why?	• yes/a way of expressing myself/make me feel good/confident/I have fun choosing clothes... • no/personality is more important/don't like to spend money on clothes/it's a waste of time...

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark: _____ Teacher: _____ Enc. Educação: _____

Spoken Production

Talking about a city

A. Choose ONE of the following activities.

1. You are going to tell your class all about a city you like. Make sure you mention all the topics from the table below. You should plan/prepare your speech previously.
2. You are going to imagine an ideal city and tell your class about it. Mention the topics from the table below. You should plan/prepare your speech previously.



What to mention	Useful language
• The name of the city.	• The city is Porto/Beja/Paris/"Pedroville"/"Funtown" ...
• Brief description.	• It is beautiful/ugly/modern/old/peaceful/noisy/safe/dangerous...
• Facilities/buildings.	• There are small buildings/blocks of flats/skyscrapers/hospitals/schools/stadium/parks/shopping centres/supermarkets/town hall...
• People.	• There are many/few people/it is crowded/calm... • The people who live in the city are nice/polite/rude...
• Environment.	• It's not an environmentally friendly city. • There is a lot of pollution/ugly/rubbish/not many green spaces/too much traffic/air pollution... • It's an environmentally friendly city/it's clean/many trees and parks/electric cars/people ride bikes...
• The best about it.	• The best thing about this city is the park/the location/the shopping centre/the museum/the stadium/public transport...
• The worst about it.	• The worst thing about the city is the pollution/people/abandoned animals/noise...

Produção Oral

Descritores de desempenho

	Correção (25%)	Fluência (25%)	Desenvolvimento temático (25%)	Comunicação (25%)
5	– Mostra um bom domínio de estruturas gramaticais simples – Usa estruturas mais complexas. – Comete erros de forma esporádica que não impedem a comunicação. – Usa um leque de vocabulário adequado para dar e trocar opiniões sobre os temas estudados. – Revela capacidade criativa.	– Produz frases relativamente longas ainda que com alguma hesitação. – Exprime-se com algum à-vontade sobre assuntos. – Usa alguns elementos de coesão. – Exprime-se com pronúncia inteligível. – Usa a entoação geralmente adequada.	– Desenvolve bem as ideias sobre o tema apresentado – Apresenta informação relevante. – Expressa opinião sobre os temas estudados. – Revela algum sentido crítico.	– Exprime-se de forma bastante clara e suficientemente precisa em pequenas apresentações ou outras atividades de produção oral. – Estabelece contacto visual com o interlocutor.
4	Nível intermédio – Usa com correção estruturas gramaticais simples. – Comete alguns erros que podem impedir a comunicação. – Possui vocabulário suficiente para se exprimir sobre assuntos familiares. – Revela pouca capacidade criativa.	Nível intermédio – Produz frases geralmente curtas, por vezes com alguma hesitação e repetição. – Exprime-se com algum à-vontade sobre assuntos familiares, ainda que com pausas para planear. – Usa elementos básicos de coesão. – Exprime-se, geralmente, com pronúncia e entoação adequadas.	Nível intermédio – Apresenta informação simples e direta, transmitindo apenas o essencial. – Expressa opinião sobre os temas estudados, podendo necessitar de ajuda. – Revela muito pouco sentido crítico.	Nível intermédio – Exprime-se de forma suficientemente clara em pequenas apresentações ou outras atividades de produção oral. – Estabelece pouco contacto visual com o interlocutor.
3				
2	Nível intermédio – Usa poucas estruturas gramaticais simples com correção. – Possui um leque limitado de vocabulário para se exprimir sobre assuntos familiares. – Revela muito pouca capacidade criativa.	Nível intermédio – Produz frases muito curtas com hesitações e pausas frequentes. – Exprime-se com dificuldade sobre assuntos familiares. – Demonstra evidentes dificuldades em exprimir-se com pronúncia e entoação adequadas.	Nível intermédio – Apresenta informações básicas. – Revela evidentes dificuldades em expressar opinião sobre os temas estudados.	Nível intermédio – Revela dificuldades em exprimir-se de forma clara em pequenas apresentações ou outras atividades de produção oral. – Estabelece muito pouco contacto visual com o interlocutor.
1				

Oral Production Grid

	Nome	Correção	Fluência	Desenvolvimento temático	Comunicação	Total
		25%	25%	25%	25%	
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28						

Interação Oral

Descritores de desempenho

	Correção (25%)	Fluência (25%)	Entoação (25%)	Interação (25%)
5	- Mostra um bom domínio de estruturas essenciais e usa estruturas mais complexas. - Comete erros de forma esporádica, não impeditivos da comunicação. - Usa um leque de vocabulário variado e adequado para dar e trocar opiniões.	- Produz frases relativamente longas, ainda que com alguma hesitação. - Aborda o assunto de forma relevante, apesar de alguma repetição. - Exprime-se com algum à-vontade. - Usa bastantes elementos de coesão.	- Exprime-se com pronúncia inteligível. - Usa a entoação geralmente adequada.	- Inicia, mantém e acaba uma conversa simples sobre o assunto e sabe reformular o discurso. - Troca informações relevantes com os pares e dá opinião. - Recupera aquilo que alguém disse, de modo a confirmar o entendimento mútuo.
4	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
3	- Usa com correção estruturas gramaticais simples. - Comete alguns erros não impeditivos da comunicação. - Possui vocabulário suficiente para se exprimir.	- Produz frases que vão além de expressões curtas, ainda que com alguma hesitação. - Aborda os assuntos de forma geralmente relevante, mas podem ocorrer repetições. - Exprime-se com algum à-vontade, ainda que com pausas para planejar. - Usa elementos básicos de coesão.	- É capaz de se exprimir, de uma forma geral, com pronúncia inteligível. - Demonstra algum controlo das características fonológicas da língua, tanto ao nível da palavra como da entoação frásica.	- Mantém uma conversa simples sobre o assunto, precisando de ajuda para reformular o discurso. - Dá opiniões, ainda que com alguma hesitação e pouco desenvolvimentto. - Faz perguntas aos pares e dá respostas de uma forma geralmente adequada.
2	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
1	- Usa estruturas gramaticais simples e expressa-se com incorreções. - Possui um leque limitado de vocabulário para se exprimir.	- Dá respostas muito curtas, com hesitações e pausas frequentes. - Repete informação. - Não usa elementos de coesão.	- Demonstra evidentes dificuldades em exprimir-se com uma pronúncia inteligível. - Possui um controlo limitado das características fonológicas da língua.	- Revela dificuldades em manter uma conversa simples. - Exprime-se e reage com evidentes dificuldades.

Oral Interaction Grid

	Nome	Correção	Fluência	Entoação	Interação		Total
					25%	25%	
1							
2							
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Name: _____ No.: _____ Class: _____ Date: ____/____/____
Mark: _____ Teacher: _____ Enc. Educação: _____

A. Tick (✓) the correct option to fill in the gaps in the text.

8 x 4% = 32%

Hi! I'm Sara and I'm a Charli D'Amelio fan! I know everything about her! When she ¹_____ up, she has a shower, ²_____ her teeth and has ³_____. She usually drinks milk and eats eggs, fruit or a sandwich. She is a high school student in King School, Connecticut. When she started being famous, some schoolmates started asking to take pictures with her during the ⁴_____, but she wasn't very comfortable with it. In her ⁵_____ time, she loves ⁶_____ and doing yoga. Yesterday I saw a video about her house and it is awesome! There are four ⁷_____ and six bathrooms, there is a huge swimming pool and a five-car ⁸_____!



- | | | |
|--|--|--|
| 1. a) sleeps ☐ | b) bed ☐ | c) wakes ☐ |
| 2. a) brushes ☐ | b) combs ☐ | c) goes ☐ |
| 3. a) breakfast ☐ | b) dinner ☐ | c) cereal ☐ |
| 4. a) stationer's ☐ | b) breaks ☐ | c) playground ☐ |
| 5. a) hobbies ☐ | b) free ☐ | c) activities ☐ |
| 6. a) work ☐ | b) hobby ☐ | c) listening to music ☐ |
| 7. a) bedrooms ☐ | b) detached house ☐ | c) homes ☐ |
| 8. a) kitchen ☐ | b) dining room ☐ | c) garage ☐ |

B. Complete the sentences with present simple or present continuous of the verbs in brackets.

4 x 8% = 32%

- Sara usually _____ (get up) at 7:00 a.m.
- At the moment Sara and her best friend _____ (watch) Charli's videos.
- What _____ (Charli / do) tonight?
- Charli and her family always _____ (watch) TV together.

C. Complete the sentences with past simple or present continuous of the verbs in brackets.

6 x 6% = 36%

- When you _____ (send) the message I _____ (listen) to music.
- Last week, they _____ (not travel) to Lisbon because they got sick.
- Sara's mother _____ (read) a book when she _____ (arrive).
- Sara _____ (have) a good mark in the English test.

Name: _____ **No.:** _____ **Class:** _____ **Date:** ____ / ____ / ____

Mark: _____ **Teacher:** _____ **Enc. Educação:** _____

A. Tick (✓) the correct option.

6 x 6% = 36%

1. Which food is spicy?


a) ☐

b) ☐

4. Which is a healthy habit?


a) ☐

b) ☐

2. Which food is stewed?


a) ☐

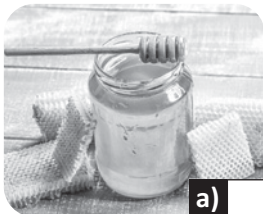
b) ☐

5. Which is convenience food?


a) ☐

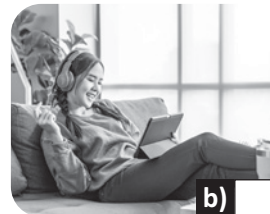
b) ☐

3. Which food is sour?


a) ☐

b) ☐

6. Which one is sedentary?


a) ☐

b) ☐
B. Match to make correct sentences.

5 x 8% = 40%

- | | | |
|------------------------------|--------------------------|---|
| 1. How many... | ☐ | a) onions – we need to buy more. |
| 2. There aren't many... | ☐ | b) carrots in the fridge? |
| 3. Are there any... | ☐ | c) eggs are there? |
| 4. How much... | ☐ | d) milk. Is it enough for the recipe? |
| 5. There is only a little... | ☐ | e) money did you spend in the supermarket? |

C. Choose the correct modal verb from the box to complete the sentences.

4 x 6% = 24%

should

must

might

could

- She's participating in the contest and she _____ win, but I'm not sure.
- When I was a kid, I _____ run really fast!
- Let me give you some advice: you _____ (**not**) eat junk food – it's unhealthy.
- Anna, you _____ respect our teachers and classmates!

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

A. Underline the correct option to complete the text.

8 x 5% = 40%

I'm Miguel and I'm a teenager just like any other. I worry about school, family and ¹ **social life / worries**, of course... My ² **friends / appearance** is also very important to me. When I wear ³ **ugly / stylish** clothes, I feel good and ⁴ **confident / anxious**. But I don't buy all the clothes I like because I can't spend much ⁵ **angry / money** and that's ⁶ **happy / frustrating** sometimes. Today I'm wearing a nice ⁷ **denim / colourful** shirt, it's ⁸ **leather / second-hand** and it's my favourite one!



B. Look at the table and complete the sentences with the adjectives in brackets in the comparative or superlative.

6 x 5% = 30%

	UK 	USA 	Portugal 
Size	242,495 km ²	9,833,520 km ²	92,090 km ²
Population	63,181,775	331,449,281	10,347,892
Mountain	Ben Nevis (1,343 m)	Denali (6,190 m)	Serra da Estrela (1,993 m)

- The UK is _____ (**big**) Portugal.
- The USA is _____ (**populous**) the UK.
- Serra da Estrela is _____ (**high**) Ben Nevis.
- Portugal is _____ (**populous**) the UK.
- Portugal is _____ (**small**) country.
- The USA is _____ (**populous**) country.

C. Use the words to write sentences in the present perfect.

5 x 6% = 30%

- Miguel / live / in Faro for 3 years Miguel has lived in Faro for 3 years.
- We / not read / that book yet _____.
 - Isabel / just / send / the email _____.
 - Joseph / play / the guitar since he was 5 _____.
 - You / ever / be / to Madrid _____?
 - I / never / see / a volcano _____.

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark: _____ Teacher: _____ Enc. Educação: _____

A. Tick (✓) the correct option to complete the sentences.

4 x 5% = 20%

- ... is the act of cutting down or burning the trees in an area.
 - Forest ☐
 - Deforestation ☐
 - Desertification ☐
- A large area of land that has very little water and very few plants is called a...
 - desert. ☐
 - beach. ☐
 - rainforest. ☐
- The increase in temperature of the earth's atmosphere is called...
 - carbon dioxide. ☐
 - greenhouse gases. ☐
 - global warming. ☐
- ... is a natural flow of water that continues in a line across land to the sea.
 - An ocean ☐
 - A river ☐
 - A road ☐

B. Complete the text with the words from the box.

8 x 3% = 24%

buildings
noisy
crowded
eco-friendly
parks
vehicles
quiet
skyscrapers

Sometimes I imagine my city in the future. Now it is a ¹ _____ city: there aren't many ² _____ and there are lots of trees and ³ _____ where we can walk and play basketball. But in the future it will probably be ⁴ _____ because it will have more people. The buildings will be bigger and higher, so we will have more ⁵ _____. The roads will have lots of ⁶ _____ and it will probably be ⁷ _____ because of the car sounds... I just hope it will be an ⁸ _____ city because I care about the environment.

C. Circle the correct option to complete the sentences with the correct future form.

4 x 7% = 28%

- It's so hot... I **am going to eat** / **will eat** an ice cream.
- Next summer, we **are going to travel** / **will travel** by plane.
- I think people **is going to recycle** / **will recycle** more.
- Look at those dark clouds! It **is going to rain** / **will rain**...



D. Match to form conditional sentences (type 1 and type 2).

4 x 7% = 28%

- | | | |
|---|--------------------------|-------------------------------|
| 1. If you used both sides of the paper, | ☐ | a) I would give up meat. |
| 2. If I were you, | ☐ | b) you would save some trees. |
| 3. If you bought an electric car, | ☐ | c) you will reduce pollution. |
| 4. If you recycle, | ☐ | d) you would pollute less. |

Name: _____ No.: _____ Class: _____ Date: ____ / ____ / ____
Mark: _____ Teacher: _____ Enc. Educação: _____

A. Complete the sentences with the daily routine activities.

8 x 2% = 16%

I love sports so much that I can't do only one! On Mondays I play ¹ _____. On Tuesdays I play ² _____. I have a special ³ _____ because it was signed by Rafael Nadal! On Wednesdays I take my ⁴ _____ and I go ⁵ _____. On Thursdays I play ⁶ _____ with my friends. I never forget my ⁷ _____ because it's important to be safe. On Fridays I do ⁸ _____ in the skate park. On weekends I like to relax – it's important to get some rest!

B. Label the pictures with the names of the activities.

4 x 6% = 24%



1. S _____ 2. C _____ 3. S _____ 4. S _____

C. Underline the correct relative pronouns to complete the sentences.

6 x 5% = 30%

- That is the racket **who / which / whose** I bought last week.
- The girl **who / which / whose** is doing parkour is my sister.
- I know a boy **who / that / whose** dream is to do skydiving.
- Do you know the athlete **who / which / whose** won the match?
- Have you seen the boy **that / which / whose** father is a volleyball player?
- This is the sport **who / that / whose** I prefer.

D. Write the missing preposition to complete the phrasal verbs.

6 x 5% = 30%

- We need an identity document to check _____ at the hotel when we arrive.
- Tomorrow you must wake _____ early – we can't miss the bus!
- Hurry up, everybody's waiting _____ you.
- The plane is about to take _____. Let me fasten my seatbelt.
- I don't know where the ticket is... Can you help me look _____ it?
- We're going to walk a lot, so put _____ comfortable shoes.

Answer key

Diagnostic Tests, pages 278-285

Listening script (track 22)

Today, in our show, *Amazing Collections*, we are going to talk about the world's largest *Star Wars* collection.

Stephen J. Sansweet is the man behind this collection. He was born on June 14, 1945, in Philadelphia, an American city.

From an early age, he knew that he wanted to be a writer. When he was only 6 years old, he wrote a newsletter, made copies of it and sold it to his neighbours for three cents. Later he wrote for the school newspaper, for magazines and he became a journalist. Sansweet turned his love of the *Star Wars* saga into a second career, as he started working for Lucasfilm Ltd, which is the studio that created and produced the *Star Wars* films. He is author or co-author of eighteen books, sixteen of them about *Star Wars*.

His collection of an estimated 300 000 items was recognized by the *Guinness Book of Records* as being the largest of its kind in the world. When we enter the museum, there is a tower with hundreds of *Star Wars* original action figures guarded by 575 stormtroopers. The collection contains outfits from the films, including a Darth Vader costume that has some pieces that were actually used on screen. There is also a fun room with video games and pin ball machines.

Diagnostic Test – Listening, page 278

A. $2 \times 8\% = 16\%$

1. b) | 2. a)

B. $4 \times 6\% = 24\%$

1 | 2 | 5 | 6

C. $6 \times 10\% = 60$

1. 1964 – 1945 | 2. yearbook – newspaper | 3. an actor – a journalist | 4. games – films | 5. country – world | 6. board – video

Diagnostic Test – Complete Structure, page 279

I – Reading

A. $8 \times 1\% = 8\%$ / $8 \times 2\% = 16\%$

1. Muffin | 2. BB-8 | 3. actress | 4. Jedi apprentice | 5. funny | 6. friendly | 7. serious | 8. loyal

B. $4 \times 2\% = 8\%$ / $4 \times 6\% = 24\%$

1. c) | 2. b) | 3. b) | 4. a)

C. $4 \times 2 = 8\%$ / $4 \times 6 = 24\%$

1. Kika-Rose is Daisy's sister.
2. Daisy loves hanging out with her friends.
3. Daisy's favourite film was Matilda.
4. From 9 to 18 years old, Daisy attended a school in Hertfordshire.

D. $4 \times 4\% = 16\%$ / $4 \times 9\% = 36\%$

1. Rey likes wearing white clothes and brown boots.
2. No, she wasn't.

3. She studied at Birkbeck University in London.

4. She didn't finish her studies because she wanted to focus on her acting career.

II – Language

A. $6 \times 1 = 6\%$ / $6 \times 2 = 12\%$

1. bedside table | 2. pillow | 3. bed | 4. window | 5. mirror | 6. chest of drawers

B. $6 \times 1 = 6\%$ / $6 \times 2 = 12\%$

1. maths | 2. geography | 3. art | 4. history | 5. ICT | 6. music

C. $5 \times 1 = 5\%$ / $5 \times 2 = 10\%$

1. bakery | 2. butcher's | 3. fishmonger's | 4. pet shop | 5. newsagent's

D. $6 \times 1 = 6\%$ / $6 \times 3 = 18\%$

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

E. $6 \times 1 = 6\%$ / $6 \times 3 = 18\%$

1. studied; had | 2. watched; was | 3. didn't win; lost

F. $2 \times 2,5 = 5\%$ / $2 \times 6 = 12\%$

1. When Artem arrived, his friends were waiting for him.

2. I was watching TV when you sent the message.

G. $6 \times 1 = 6\%$ / $6 \times 3 = 18\%$

1. watch | 2. will be | 3. buy; will ride | 4. will win; participates

Diagnostic Test – Multiple Choice, page 284

A. $20 \times 5\% = 100\%$

Vocabulary: 1. b) | 2. c) | 3. c) | 4. a) | 5. a) | 6. b) | 7. a) | 8. c) | 9. b) | 10. c)

Grammar: 11. b) | 12. a) | 13. a) | 14. c) | 15. a) | 16. b) | 17. a) | 18. a) | 19. b) | 20. c)

Listening Tests 1, pages 290-291

Listening script (track 23)

My funniest school memories

Alyssa Barrett: One time my English teacher was reading *Tom Sawyer* to my fifth grade class. She always tried to do voice acting and some movement. Well, she moved against the wall to create some effect, but it looked like she fell... So, everyone, and I kid you not, everyone jumped up and reached out because we thought she was falling, even people at the back of the classroom! I always laugh out loud when I remember this.

Benjamin Cohen: One day, I was drinking from my water bottle during French class, and I started choking. I shot a bunch of water out of my nose and, being at the back of the classroom, everyone stared at me. Suddenly, one of my friends saw me coughing and making weird noises and yelled: "That's not French!" It was so funny.

Ginger Sanchez: One day, when I was in science class, I rushed to stand up to walk out of the classroom, but my foot got caught on my schoolbag strap!

I fell backwards and my foot went straight up in the air... my shoe came off and landed at the back of the classroom on someone's desk. It was so embarrassing!

Abdullah Crosswell: During chess club, several friends and I were so exhausted that we started laughing over a small, stupid joke. We laughed non-stop, barely breathing, and crying all over the place for several minutes for no reason. It was so funny! When I remember this, it always makes me appreciate the little things, because that's what makes me happy.

Madeleine Flanders: We were on a school trip in Italy for a week or so. We weren't allowed to come out of the rooms after midnight. At 1 o'clock my friends and I were still chilling outside of our room. Our maths teacher suddenly turned on the light of his room and looked out the window towards us. We rushed back to our room and jumped in our beds, still wearing clothes and shoes. This teacher knocked on the door and walked in. He said he saw people outside of our room, but he didn't see who, because it was dark. We were all like "Oh what? We were sleeping... What's the matter?" Acting all innocent while under the covers everybody was wearing shoes! I guess our acting was good.

<https://thebuzzmagazines.com/articles/2017/05/class-2017-their-funniest-moments> (adapted)

Listening Test 1A, page 290

A. $5 \times 7\% = 35\%$

a) 3 | b) 5 | c) 4 | d) 2 | e) 1

B. $5 \times 6\% = 30\%$

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

C. $5 \times 7\% = 35\%$

1 | 3 | 6 | 7 | 8

Listening Test 1B, page 291

A. $5 \times 7\% = 35\%$

a) 3 | b) 5 | c) 4 | d) 2 | e) 1

B. $5 \times 6\% = 30\%$

1. b) | 2. b) | 3. a) | 4. b) | 5. a)

C. $5 \times 7\% = 35\%$

1 | 3 | 6 | 7 | 8

Progress Test 1A, page 292

I – Reading

A. $2 \times 3\% = 6\%$ / $2 \times 9\% = 18\%$

2 | 4

B. $6 \times 3\% = 18\%$ / $6 \times 6\% = 36\%$

1. T | 2. T | 3. F – To create her portraits, she uses photographs. | 4. F – To paint John's portrait, she painted for about three weeks. | 5. T | 6. F – The portrait became famous when it was posted on her school's *Twitter* account.

C. $1 \times 4 = 4\%$ / $1 \times 16 = 16\%$

4

D. $3 \times 4\% = 12\%$ / $3 \times 10\% = 30\%$

1. She started painting in her garden shed.
2. She decided to paint John because he is a wonderful person – he is lovely, kind and friendly.
3. She is not sure because she enjoys too many things.

II – Language

A. $4 \times 1 = 4\%$ / $4 \times 2 = 8\%$

1. reading | 2. drawing | 3. play football |
4. skateboarding

B. $8 \times 1 = 8\%$ / $8 \times 2 = 16\%$

1. get up | 2. coffee machine | 3. wake up |
4. breakfast | 5. dishwasher | 6. garage | 7. gate |
8. go to school

C. $8 \times 1 = 8\%$ / $8 \times 2 = 16\%$

1. science | 2. music | 3. teacher | 4. breaks |
5. playground | 6. field | 7. parties | 8. trips

D. $5 \times 1 = 5\%$ / $5 \times 4 = 20\%$

1. us | 2. He | 3. my | 4. them | 5. mine

E. $5 \times 1 = 5\%$ / $5 \times 4 = 20\%$

1. is studying | 2. doesn't have | 3. isn't doing |
4. is painting | 5. reads

F. $10 \times 1 = 10\%$ / $10 \times 2 = 20\%$

1. was painting; arrived | 2. gave | 3. was studying; had |
4. was going; asked | 5. drove; was waiting |
6. didn't see

Progress Test 1B, page 297

I – Reading

A. $2 \times 3\% = 6\%$ / $2 \times 9\% = 18\%$

2 | 3

B. $6 \times 3\% = 18\%$ / $6 \times 6\% = 36\%$

1. T | 2. T | 3. F | 4. F | 5. T | 6. F

C. $1 \times 4 = 4\%$ / $1 \times 16 = 16\%$

2

D. $3 \times 4\% = 12\%$ / $3 \times 10\% = 30\%$

1. She started painting in her garden shed.
2. She decided to paint John because he is a wonderful person – he is lovely, kind and friendly.
3. She is not sure because she enjoys too many things.

II – Language

A. $4 \times 1 = 4\%$ / $4 \times 2 = 8\%$

1. reading | 2. drawing | 3. play football |
4. skateboarding

B. $8 \times 1 = 8\%$ / $8 \times 2 = 16\%$

1. get up | 2. coffee machine | 3. wake up |
4. breakfast | 5. dishwasher | 6. garage | 7. gate |
8. go to school

Answer key

C. $8 \times 1 = 8\%$ / $8 \times 2 = 16\%$

1. science | 2. music | 3. teacher | 4. breaks |
5. playground | 6. field | 7. parties | 8. trips

D. $5 \times 1 = 5\%$ / $5 \times 4 = 20\%$

1. us | 2. He | 3. my | 4. them | 5. mine

E. $5 \times 1 = 5\%$ / $5 \times 4 = 20\%$

1. is studying | 2. doesn't have | 3. isn't doing |
4. is painting | 5. reads

F. $10 \times 1 = 10\%$ / $10 \times 2 = 20\%$

1. PC; PS | 2. PS | 3. PC; PS | 4. PC; PS | 5. PS; PC |
6. PS

Progress Test 1C, page 302

I – Reading

A. $1 \times 4\% = 4\%$ / $1 \times 10\% = 10\%$

2

B. $4 \times 4\% = 16\%$ / $4 \times 10\% = 40\%$

1. b) | 2. a) | 3. d) | 4. c)

C. $5 \times 4\% = 20\%$ / $5 \times 10\% = 50\%$

1. Wales | 2. garden | 3. neighbour | 4. farmer |
5. photograph

II – Language

A. $4 \times 2\% = 8\%$ / $4 \times 5\% = 20\%$

1. reading | 2. drawing | 3. playing football |
4. skateboarding

B. $8 \times 1\% = 8\%$ / $8 \times 3\% = 24\%$

1. get up | 2. coffee machine | 3. wake up |
4. breakfast | 5. science | 6. music | 7. teacher |
8. school trips

C. $3 \times 3\% = 9\%$ / $3 \times 7\% = 21\%$

1. us | 2. He | 3. my

D. $1 \times 5\% = 5\%$ / $1 \times 15\% = 15\%$

1

E. $5 \times 2\% = 10\%$ / $5 \times 4\% = 20\%$

1. PC; PS | 2. PS | 3. PC; PS

Listening Tests 2, pages 308-309

Listening script (track 24)

Host A: Someone once said "There is no love sincerer than the love of food". Judging by the number of amazing dishes out there, he was right.

Host B: But which are the tastiest? Which are the best foods? And what are the destinations that serve them?

Host A: CNN travel has searched the planet for what they think are the 50 most delicious foods ever created. Check out their website to see the full list, because today we are going to tell you about the top five!

Host B: Number 5 – Peking duck, China – The syrup coating the duck skin is the secret. Slow roasted in an oven, the crunchy skin is so good that some people will eat more skin than meat. It's served with pancakes, onions and a sweet sauce.

Host A: Number 4 – Sushi, Japan – When Japan wants to build something right, it builds it really right.

Japanese brand giants such as Toyota, Nintendo, Sony, Nikon and Yamaha may have been created by people that eat nothing more complicated than raw fish and rice! But it's how the fish and rice is put together that makes sushi a global favourite.

Host B: Number 3 – Chocolate, Mexico – There are films and books about it and we all love eating it. Without chocolate, Valentine's Day would be all cards and flowers, Easter would turn back into another boring event.

Host A: Number 2 – Neapolitan pizza, Italy – The best pizza was and still is the simple Neapolitan, an invention now protected by its own association that insists on sea salt, wheat flour, the use of only three types of fresh tomatoes, hand-rolled dough and the strict use of a wood-fired oven, among other quality stipulations. With just a few ingredients: dough, tomatoes, olive oil, salt and basil (it does not even have cheese!), the Neapolitans created a food that few people make properly, but everyone enjoys very much!

Host B: Number 1 – Massaman curry, Thailand – It's the king of curries, and perhaps the king of all foods. Spicy, with coconut flavour, it's sweet and savoury and it's served with rice. Thailand is known as "The Land of Smiles". It's a result of being born in a land where the world's most delicious food is sold on nearly every street corner.

Host A: Is there any Portuguese food in the list?

Host B: As a matter of fact, there is! It's number 16... can you guess what food is?

Host A: Hum... Is it "pastel de nata"?

Host B: (som de campainha de resposta certa) That's right! It's pastel de nata! So gooooooood!

<https://edition.cnn.com/travel/article/world-best-food-dishes/index.html> (based on)

Listening Test 2A, page 308

A. $6 \times 4\% = 24\%$

1. e) | 2. g) | 3. b) | 4. c) | 5. h) | 6. a)

B. $6 \times 6\% = 36$

1. food | 2. delicious | 3. crunchy | 4. eating |
5. cheese | 6. sweet

C. $5 \times 8\% = 40\%$

1. F – sour – sweet | 2. T | 3. T | 4. F – lasagne – pizza |
5. F – spicy – delicious

Listening Test 2B, page 309

A. $6 \times 4\% = 24\%$

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

B. $6 \times 6\% = 36$

1. food | 2. delicious | 3. crunchy | 4. eating |
5. cheese | 6. delicious

C. $5 \times 8\% = 40\%$

1. F | 2. T | 3. T | 4. F | 5. F

Progress Test 2A, page 310

I – Reading

A. $2 \times 5\% = 10\%$ / $2 \times 10\% = 20\%$

1. c) | 2. a)

B. $5 \times 3\% = 15\%$ / $5 \times 7\% = 35\%$

1. 58% of what Americans eat is ultra-processed food.

2. Ultra-processed foods have artificial flavours and other additives.

3. 90% of the added sugar that Americans consume, come from ultra-processed foods.

4. Carlos Monteiro is one of the authors.

5. They are extremely tasty.

C. $3 \times 5\% = 15\%$ / $3 \times 15\% = 45\%$

1. Processed food is something that doesn't come straight from the ground or the animal.

2. They are popular because they look good, taste good and are easy replacements for home-cooked meals.

3. The consumption of added sugars lead to obesity, type 2 diabetes, high cholesterol, hypertension, and coronary heart disease.

II – Language

A. $8 \times 1\% = 8\%$ / $8 \times 2\% = 16\%$

1. grilled; fish | 2. creamy; yoghurt | 3. sour; lemon | 4. boiled; potatoes

B. $6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$

1. convenience | 2. junk | 3. addiction | 4. sedentary | 5. overweight | 6. weak

C. $8 \times 1\% = 8\%$ / $8 \times 1\% = 8\%$

1. juice; milk; sugar; bread | 2. bottle; egg; orange; pancake

D. $4 \times 1\% = 4\%$ / $4 \times 4\% = 16\%$

1. a) | 2. c) | 3. d) | 4. b)

E. $4 \times 1\% = 4\%$ / $4 \times 5\% = 20\%$

1. so spicy | 2. such delicious | 3. such a cold | 4. so modern

F. $6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$

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

G. $4 \times 1\% = 4\%$ / $4 \times 4\% = 16\%$

1. a) | 2. a) | 3. b) | 4. a)

Progress Test 2B, page 315

I – Reading

A. $2 \times 5\% = 10\%$ / $2 \times 10\% = 20\%$

1. b) | 2. a)

B. $5 \times 3\% = 15\%$ / $5 \times 7\% = 35\%$

1. ultra-processed | 2. artificial | 3. 90% | 4. professor | 5. tasty

C. $3 \times 5\% = 15\%$ / $3 \times 15\% = 45\%$

1. the ground or the animal.

2. are easy replacements for home-cooked meals.

3. type 2 diabetes, high cholesterol, hypertension, and coronary heart disease.

II – Language

A. $8 \times 1\% = 8\%$ / $8 \times 2\% = 16\%$

1. grilled; fish | 2. creamy; yoghurt | 3. sour; lemon | 4. boiled; potatoes

B. $6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$

1. convenience | 2. junk | 3. addiction | 4. sedentary | 5. overweight | 6. weak

C. $8 \times 1\% = 8\%$ / $8 \times 1\% = 8\%$

1. C | 2. U | 3. C | 3. U | 5. C | 6. U | 7. U | 8. C

D. $4 \times 1\% = 4\%$ / $4 \times 4\% = 16\%$

1. a) | 2. c) | 3. c) | 4. b)

E. $4 \times 1\% = 4\%$ / $4 \times 5\% = 20\%$

1. so | 2. such | 3. such | 4. so

F. $6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$

1. can | 2. might | 3. should | 4. couldn't | 5. must | 6. shouldn't

G. $4 \times 1\% = 4\%$ / $4 \times 4\% = 16\%$

1. a) | 2. a) | 3. b) | 4. a)

Progress Test 2C, page 320

I – Reading

A. $1 \times 4\% = 4\%$ / $1 \times 12\% = 12\%$

2

B. $4 \times 4\% = 16\%$ / $4 \times 10\% = 40\%$

1. cookies | 2. cereal | 3. pizza | 4. cake

C. $4 \times 5\% = 20\%$ / $4 \times 12\% = 48\%$

1. T | 2. F | 3. F | 4. T

II – Language

A. $4 \times 1\% = 4\%$ / $4 \times 4\% = 16\%$

1. grilled fish | 2. creamy yoghurt | 3. sour lemon | 4. boiled potatoes

B. $6 \times 1\% = 6\%$ / $6 \times 2\% = 12\%$

1. convenience | 2. junk | 3. addiction | 4. sedentary | 5. overweight | 6. weak

C. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. C | 2. C | 3. U | 4. U

D. $3 \times 2\% = 6\%$ / $3 \times 5\% = 15\%$

1. a) | 2. b) | 3. a)

E. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. so | 2. such | 3. such | 4. so

F. $3 \times 2\% = 6\%$ / $3 \times 5\% = 15\%$

1. can | 2. should | 3. couldn't

G. $1 \times 2\% = 2\%$ / $1 \times 10\% = 10\%$

1

Listening Tests 3, pages 328-329

Listening script (track 25)

How teenagers cope with anxiety and stress

Conan Grey

I think it's really important to talk about mental health. It's something that's really stigmatized, which is odd because almost every single person deals

Answer key

with a different mental health issue in their life. What stresses me out the most is that I'm really afraid of failure, especially at school, so I work really hard and then I end up overworking myself, and that's not good.

Emma Chamberlain

If I have an interaction with another person, I think about it for the rest of the day and I overthink everything I say to other people and that causes me so much stress because I'm like, "Oh my god, am I annoying, am I weird?" Like, "What do they think of me?"

I think it's actually more normal not to be okay than it is to be okay because I would say 90% of the time there's something in my mind that's not doing so good. The best way to deal with it is having people in your life that you can talk about it with. And that's something really important and 100% necessary for survival. You can't deal with it on your own.

Empathy, which means feeling for other people, is also really important. There are situations in life that I struggle to empathize with, because I'm like, "Okay, come on." For example, somebody will break a nail and they'll be so upset about it. And I'm like, "Just get over it." But to them it's a big deal and we need to respect that. You need to be there for other people. It's a community everywhere you go.

Jay Versace

Use your energy, your stressful energy, to just sit down and take it out, whatever you do. If you're a painter, paint how you feel. If you're a musician, sing about how you feel because that's a very potent energy that you're using and that's why I make videos. It's a good way to deal with stress.

It's also important to have some time alone. When I don't have enough alone time everybody in the room is going to feel it. I might not even say anything, but everybody is going to feel my energy.

Many times, our relations with other people are stressful. But I feel like if we start analysing what people say and what's the background behind it, then we just reply rather than react. And by doing this, we can go really far with this thing called life.

Ariana Perez

I think physical health definitely influences mental health: working out, eating well, making sure you're getting enough sleep are really important things. I think that exercise is one of the best things that you can do for your mind because it actually releases all of the stress. After I work out I feel good, I feel awesome and it releases hormones that make me feel happy. When you're exercising, you only focus on it. You're feeling like "Argh I need to hold this plank", "Why does this hurt so much?" and you forget about all the problems that you've had earlier.

<https://www.youtube.com/watch?v=0qnYXCLk5bQ> (adapted)

Listening Test 3A, page 328

A. $3 \times 7\% = 21\%$

1. Jay | 2. Ariana | 3. Conan

B. $4 \times 5\% = 20\%$

1. d) | 2. a) | 3. b) | 4. c)

C. $7 \times 5\% = 35\%$

1. mental | 2. people; stress | 3. respect; small | 4. painting | 5. forget

D. $4 \times 6\% = 24\%$

1. Yes | 2. No | 3. No | 4. Yes

Listening Test 3B, page 329

A. $3 \times 7\% = 21\%$

1. Jay | 2. Ariana | 3. Conan

B. $4 \times 5\% = 20\%$

1. d) | 2. a) | 3. b) | 4. c)

C. $7 \times 5\% = 35\%$

1. mental | 2. people; stress | 3. respect; small | 4. painting | 5. forget

D. $4 \times 6\% = 24\%$

1. Yes | 2. No | 3. No | 4. Yes

Progress Test 3A, page 330

I – Reading

A. $1 \times 3 = 3\%$ / $1 \times 15\% = 15\%$

1

B. $8 \times 2\% = 16\%$ / $8 \times 5\% = 40\%$

1. Alessia; Mikaela; Evan | 2. Evan | 3. Mikaela | 4. Alessia | 5. Alessia; Evan

C. $3 \times 7\% = 21\%$ / $3 \times 15\% = 45\%$

1. What changed for Mikaela was watching the documentary *The True Cost*, which is about the environmental damage and labour violations in the fast fashion industry.

2. "Haul" videos are videos in which people unpack large orders of clothes, they are very common on YouTube and TikTok.

3. Vintage clothing is cheaper, the quality is better and it's not made cheaply in factories.

II – Language

A. $6 \times 1 = 6\%$ / $6 \times 2\% = 12\%$

1. dress | 2. sandals | 3. shirt | 4. shorts | 5. sunglasses | 6. belt

B. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. excited | 2. insecure | 3. anxious | 4. a bad mood

C. $3 \times 2\% = 6\%$ / $3 \times 4\% = 12\%$

1 | 4 | 5

D. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. taller than | 2. as happy as | 3. shorter than | 4. more comfortable than | 5. older than

E. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. the highest | 2. the most dangerous | 3. The lowest | 4. the largest | 5. the most relaxing

F. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. They have already bought a new house.
2. I haven't visited my cousins since 2015.
3. Have you ever been to the USA?
4. My brother has studied English since primary school.
5. She hasn't tried that new dress yet.

G. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. have known | 2. went | 3. didn't see | 4. hasn't done | 5. watched

Progress Test 3B, page 335

I – Reading

A. $1 \times 3 = 3\%$ / $1 \times 15\% = 15\%$

1

B. $8 \times 2\% = 16\%$ / $8 \times 5\% = 40\%$

1. Alessia; Mikaela; Evan | 2. Evan | 3. Mikaela | 4. Alessia | 5. Alessia; Evan

C. $3 \times 7\% = 21\%$ / $3 \times 15\% = 45\%$

1. *The True Cost* (which is about the environmental damage and labour violations in the fast fashion industry).
2. large orders of clothes (they are very common on YouTube and TikTok).
3. is better and it's not made cheaply in factories.

II – Language

A. $6 \times 1 = 6\%$ / $6 \times 2\% = 12\%$

1. dress | 2. sandals | 3. shirt | 4. shorts | 5. sunglasses | 6. belt

B. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. excited | 2. insecure | 3. anxious | 4. a bad mood

C. $3 \times 2\% = 6\%$ / $3 \times 4\% = 12\%$

- 1 | 4 | 5

D. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. taller than | 2. as happy as | 3. shorter than | 4. more comfortable than | 5. older than

E. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. the highest | 2. the most dangerous | 3. The lowest | 4. the largest | 5. the most relaxing

F. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. have already bought | 2. haven't visited | 3. Have you ever been | 4. has studied | 5. hasn't tried

G. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. PP | 2. PS | 3. PS | 4. PP | 5. PS

Progress Test 3C, page 340

I – Reading

A. $2 \times 5\% = 10\%$ / $2 \times 15\% = 30\%$

1. Evan | 2. Alessia

B. $5 \times 6\% = 30\%$ / $5 \times 14\% = 70\%$

1. Alessia; Evan | 2. Evan | 3. Evan | 4. Alessia | 5. Alessia; Evan

II – Language

A. $4 \times 3\% = 12\%$ / $4 \times 6\% = 24\%$

1. dress | 2. sandals | 3. shirt | 4. shorts

B. $3 \times 2\% = 6\%$ / $3 \times 7\% = 21\%$

1. excited | 2. insecure | 3. anxious

C. $1 \times 6\% = 6\%$ / $1 \times 15\% = 15\%$

1

D. $4 \times 2\% = 8\%$ / $4 \times 5\% = 20\%$

1. taller than | 2. as short as | 3. the highest | 4. the most dangerous

E. $4 \times 2\% = 8\%$ / $4 \times 5\% = 20\%$

1. PP | 2. PS | 3. PS | 4. PP

Listening Tests 4, pages 348-349

Listening script (track 26)

What you need to know about "plogging"

Let's do a little trash talking – literally! Have you ever been on a beautiful run or walk and noticed lots of rubbish along the way? This happens to me almost every time and I've decided to do something about it. I hope after listening to this podcast you will too. This is a podcast about "plogging".

Don't worry, you can close your dictionary.com tab, I'll define "plogging" for you before I go any further. "Plogging" is the combination of picking up litter and jogging – if you want to impress your friends, "plogging" comes from the Swedish verbs *plocka upp* (which means pick up) and *jogga* (which mean jog).

A quick Google search will tell you "plogging" got its start in Sweden around 2016 but I can say that I was ahead of my time on this trend, getting my start as a "plogger" in 2013.

I continue to pick up rubbish now, and I do it once a month. The city where I live is very peaceful and quiet, but a bit polluted and some places are dirty. Sometimes I go on a quick walk up and down my street, other times you'll find me with a rubbish bag in hand for miles along the river. "Plogging" is a great way to improve your community, give back to nature and diversify your exercise routine.

"Plogging" is also a very easy thing to incorporate into your current running regime. Just getting into running and want to start with a walk/run approach? Go "plogging"! Feeling unmotivated to run? Go "plogging"! Tired and need a good reason to take an easy day? Go "plogging"! Want to celebrate Earth Day every day? Go "plogging"!

Does plogging sound like something you want to give a try? Great! Here's my advice to prepare you for a successful "plog":

1. bring good quality plastic rubbish bags that can be reused.
2. wear gloves. You can use latex gloves, but I usually wear thin running gloves.

Answer key

3. set a goal before you go. Think about how long do you want to "plog" for. This can be measured in kilometres, minutes, or number of bags filled.

4. think about what you are going to pick up: I typically pick up anything and everything I see but there is also good in just picking up (and then recycling) recyclables. Do what works for you and the area you're cleaning up!

5. celebrate yourself! Even though it might be a little frustrating seeing endless rubbish long after you've completed your "plog", doing something is a whole lot better than doing nothing. Once you're done, take a moment to admire your efforts. Take before and after pictures. Call a friend and talk about it, maybe you'll inspire them to do the same!

So, are you ready to start "plogging"? I hope so!

Thanks for listening and don't forget to recommend this podcast to friends and family!

<https://www.marathonsports.com/2021/04/23/what-you-need-to-know-about-plogging/> (adapted)

Listening Test 4A, page 348

A. $3 \times 15\% = 45\%$

1. a) | 2. b) | 3. c)

B. $5 \times 11\% = 55\%$

3 | 4 | 5 | 7 | 8

Listening Test 4B, page 349

A. $3 \times 15\% = 45\%$

1. a) | 2. b) | 3. b)

B. $5 \times 11\% = 55\%$

3 | 4 | 5 | 7 | 8

Progress Test 4A, page 350

I – Reading

A. $4 \times 2\% = 8\%$ / $4 \times 5\% = 20\%$

1. Take action? | 2. Tax travel? | 3. Transform your life? | 4. Technology?

B. $4 \times 1\% = 4\%$ / $4 \times 5\% = 20\%$

a) 3 | b) 1 | c) 4 | d) 2

C. $5 \times 2\% = 10\%$ / $5 \times 5\% = 30\%$

1. T | 2. T | 3. F – It started to reduce air pollution. | 4. F – He thinks plane tickets are too cheap. | 5. T

D. $3 \times 6\% = 18\%$ / $3 \times 5\% = 30\%$

1. Protests are effective because they attract the attention of the media and remind people how important the environmental issue is.

2. Tax aviation is unfair because it won't be a problem for rich people who will continue to fly – and to pollute.

3. They are very expensive.

II – Language

A. $8 \times 1\% = 8\%$ / $8 \times 2\% = 16\%$

1. c) | 2. a) | 3. a) | 4. c) | 5. b) | 6. c) | 7. b) | 8. a)

B. $6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$

1. crowded | 2. vehicles | 3. road | 4. pedestrians |

5. footpaths | 6. eco-friendly

C. $4 \times 1\% = 4\%$ / $4 \times 2\% = 8\%$

1. You don't need to worry – I'll be careful.

2. I'll take one ticket for you now.

3. Will she call her mother?

4. I hope you won't miss the train.

D. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. am going to study geography | 2. is going to buy new clothes | 3. are going to visit her cousins | 4. isn't going to go to a concert | 5. Is... going to hang out

E. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. Will you help | 2. are going to buy | 3. will let |

4. isn't going to survive

F. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. continue | 2. don't save | 3. will help | 4. isn't going to survive | 5. won't rise

G. $4 \times 1\% = 4\%$ / $4 \times 3\% = 12\%$

1. b) | 2. b) | 3. a) | 4. a)

Progress Test 4B, page 355

I – Reading

A. $4 \times 2\% = 8\%$ / $4 \times 5\% = 20\%$

1. Take action? | 2. Tax travel? | 3. Transform your life? | 4. Technology?

B. $4 \times 1\% = 4\%$ / $4 \times 5\% = 20\%$

a) 3 | b) 1 | c) 4 | d) 2

C. $5 \times 2\% = 10\%$ / $5 \times 5\% = 30\%$

1. T | 2. T | 3. F | 4. F | 5. T

D. $3 \times 6\% = 18\%$ / $3 \times 5\% = 30\%$

1. the attention of the media and remind people how important the environmental issue is.

2. it won't be a problem for rich people who will continue to fly – and to pollute.

3. very expensive.

II – Language

A. $8 \times 1\% = 8\%$ / $8 \times 2\% = 16\%$

1. b) | 2. a) | 3. a) | 4. b) | 5. b) | 6. a) | 7. b) | 8. a)

B. $6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$

1. crowded | 2. vehicles | 3. road | 4. pedestrians |

5. footpaths | 6. eco-friendly

C. $4 \times 1\% = 4\%$ / $4 \times 2\% = 8\%$

1. You don't need to worry – I'll be careful.

2. I'll take one ticket for you now.

3. She will call her mother.

4. You will miss the train.

D. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. study geography | 2. buy new clothes | 3. to visit; cousins | 4. going to go to | 5. going to hang

E. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. Will you help | 2. are going to buy | 3. will let | 4. isn't going to survive

F. $5 \times 1\% = 5\%$ / $5 \times 3\% = 15\%$

1. b) | 2. c) | 3. a) | 4. e) | 5. d)

G. $4 \times 1\% = 4\%$ / $4 \times 3\% = 12\%$

1. b) | 2. b) | 3. a) | 4. a)

Progress Test 4C, page 360

I – Reading

A. $2 \times 4\% = 8\%$ / $2 \times 10\% = 20\%$

1. Take action? | 2. Transform your life?

B. $2 \times 4\% = 8\%$ / $2 \times 10\% = 20\%$

a) 2 | b) 1

C. $6 \times 4\% = 24\%$ / $6 \times 10\% = 60\%$

1. politicians – media | 2. weeks – days |

3. protesting – making | 4. bigger – healthier |

5. cut – plant | 6. team – solution

II – Language

A. $4 \times 2\% = 8\%$ / $4 \times 5\% = 20\%$

1. pollution | 2. ocean | 3. rubbish | 4. glacier

B. $4 \times 2\% = 8\%$ / $4 \times 5\% = 20\%$

1. crowded | 2. vehicles | 3. road | 4. pedestrians

C. $3 \times 3\% = 9\%$ / $3 \times 7\% = 21\%$

1. will recycle | 2. are going to buy | 3. will let

D. $3 \times 3\% = 9\%$ / $3 \times 7\% = 21\%$

1. b) | 2. c) | 3. a)

E. $2 \times 3\% = 6\%$ / $2 \times 9\% = 18\%$

1. b) | 2. a)

Listening Tests 5, pages 366-367

Listening scripts (tracks 27-28)

A.

Zara Rutherford has set out to fly solo around the world. At just 19 years old she'll be the youngest woman ever to do so and if all goes as planned she'll set a world record.

Zara: At first it was a sense of adventure, I wanted to do something crazy that would change my life and then I realized that, you know, I would maybe get a bit more media attention than I thought I would get. So I thought "I'm going to try and use that and hopefully encourage girls to go into aviation and STEM (science technology engineering and mathematics)."

<https://www.youtube.com/watch?v=2AS7P35cEM8> (abridged)

B.

Teenage aviator Zara Rutherford has become the youngest woman to fly around the world solo

The 19-year-old, who has dual British-Belgian nationality, landed at the airport in western Belgium on Thursday, completing an epic 41-country journey spanning over 52,000 kilometres and broke two

Guinness World Records in the process.

Not only has she beaten the record held by American Shaesta Waiz, who was 30 when she circumnavigated the globe alone, in 2017, Zara Rutherford also now holds the title for the first woman to circumnavigate the world in a microlight aircraft, which is a small plane. She is also the first Belgian to fly around the world alone.

However, the teenager's route to glory hasn't been without its challenges. When she departed, she believed her aerial escapade would take about three months. But there were some setbacks, including month-long delays in both Alaska and Russia due to "visa and weather issues", pushing her schedule back eight weeks. She was also forced to make an unscheduled landing in California due to poor visibility as a result of the wildfires in the Seattle area and was later denied permission to fly over China.

One of her main aims for this challenge, aside from breaking the world record, was to ensure greater visibility for women in aviation. She hopes that her high-profile journey will encourage more young girls and women to consider a career in aviation. Last year, Rutherford spoke of her disappointment at the fact that just 5% of airline pilots around the globe are women.

Zara Rutherford is currently on a gap year and plans to go to university in September to study computer engineering.

<https://edition.cnn.com/travel/article/zara-rutherford-youngest-woman-to-fly-world-solo/index.html> (adapted)

Listening Test 5A, page 366

A. $8 \times 5\% = 40\%$

1. world | 2. youngest | 3. record | 4. adventure | 5. life | 6. encourage | 7. aviation | 8. technology

B. $6 \times 5\% = 30\%$

1. b) | 2. h) | 3. e) | 4. a) | 5. c) | 6. d)

C. $6 \times 5\% = 30\%$

1. T | 2. F | 3. F | 4. T | 5. T | 6. F

Listening Test 5B, page 367

A. $8 \times 5\% = 40\%$

1. world | 2. youngest | 3. record | 4. adventure | 5. life | 6. encourage | 7. aviation | 8. technology

B. $6 \times 5\% = 30\%$

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

C. $6 \times 5\% = 30\%$

1. T | 2. F | 3. F | 4. T | 5. T | 6. F

Progress Test 5A, page 368

I – Reading

A. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. motocross | 2. horse riding | 3. ballet | 4. go-kart

Answer key

B. $3 \times 3\% = 9\%$ / $3 \times 7\% = 21\%$

1. b) | 2. a) | 3. c)

C. $4 \times 2\% = 8\%$ / $4 \times 6\% = 24\%$

2 | 4 | 5 | 6

D. $3 \times 5\% = 15\%$ / $3 \times 13\% = 39\%$

1. He wanted her to do different sports to try different things and to meet other people.

2. School helped her because she can absorb a lot of information and she feels she's better at making decisions in court.

3. They gave Emma a hug, her mum made homemade food and they said they were proud of her.

II – Language

A. $6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$

1. football | 2. basketball | 3. swimming | 4. kayaking | 5. wakeboarding | 6. surfing

B. $7 \times 1\% = 7\%$ / $7 \times 4\% = 28\%$

1. beach; city | 2. plane; boat | 3. resort | 4. snorkelling; sunbathing

C. $6 \times 2\% = 12\%$ / $6 \times 4\% = 24\%$

1. who | 2. that | 3. which | 4. whose | 5. which | 6. who

D. $3 \times 3\% = 9\%$ / $3 \times 4\% = 12\%$

1. Tennis is a fun sport which can also be played in teams.

2. Serena has a daughter whose name is Alexis Olympia.

3. Venus Williams, who is Serena's sister, is also a tennis player.

E. $6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$

1. take off | 2. fill in | 3. look for | 4. put on | 5. turn on | 6. check out

Progress Test 5B, page 373

I – Reading

A. $4 \times 2\% = 8\%$ / $4 \times 4\% = 16\%$

1. motocross | 2. horse riding | 3. ballet | 4. go-kart

B. $3 \times 3\% = 9\%$ / $3 \times 7\% = 21\%$

1. b) | 2. a) | 3. a)

C. $4 \times 2\% = 8\%$ / $4 \times 6\% = 24\%$

2 | 4 | 5 | 6

D. $3 \times 5\% = 15\%$ / $3 \times 13\% = 39\%$

1. different sports to try different things and to meet other people.

2. a lot of information and she feels she's better at making decisions in court.

3. hug, her mum made homemade food and they said they were proud of her.

II – Language

A. $6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$

1. football | 2. basketball | 3. swimming | 4. kayaking | 5. wakeboarding | 6. surfing

B. $7 \times 1\% = 7\%$ / $7 \times 4\% = 28\%$

1. beach; city | 2. plane; boat | 3. resort | 4. snorkelling; sunbathing

C. $6 \times 2\% = 12\%$ / $6 \times 4\% = 24\%$

1. who | 2. that | 3. which | 4. whose | 5. which | 6. who

D. $3 \times 3\% = 9\%$ / $3 \times 4\% = 12\%$

1. which | 2. whose | 3. who

E. $6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$

1. take off | 2. fill in | 3. look for | 4. put on | 5. turn on | 6. check out

Progress Test 5C, page 378

I – Reading

A. $4 \times 3\% = 12\%$ / $4 \times 8\% = 32\%$

1. motocross | 2. horse riding | 3. ballet | 4. go-kart

B. $4 \times 3\% = 12\%$ / $4 \times 8\% = 32\%$

1. championship | 2. sports | 3. exam | 4. university

C. $4 \times 4\% = 16\%$ / $4 \times 9\% = 36\%$

1. No | 2. Yes | 3. Yes | 4. No

II – Language

A. $4 \times 2\% = 8\%$ / $4 \times 6\% = 24\%$

1. swimming | 2. kayaking | 3. wakeboarding | 4. surfing

B. $4 \times 3\% = 12\%$ / $4 \times 6\% = 24\%$

1. plane | 2. beach | 3. snorkelling | 4. hotel

C. $4 \times 2\% = 8\%$ / $4 \times 6\% = 24\%$

1. who | 2. that | 3. which | 4. whose

D. $4 \times 3\% = 12\%$ / $4 \times 7\% = 28\%$

1. take off | 2. fill in | 3. look for | 4. check in

Extensive Reading Test, page 384

A. $1 \times 6\% = 6\%$

3

B. $8 \times 2\% = 16\%$

5 | 7 | 4 | 8 | 1 | 2 | 3 | 6

C. $6 \times 4\% = 24\%$

1. Anne | 2. Diana | 3. Anne | 4. Gilbert | 5. Diana | 6. Gilbert

D. $6 \times 4\% = 24\%$

a) 4 | b) 2 | c) 3 | d) 1 | e) 3 | f) 4

E. $5 \times 6\% = 30\%$

1. b) | 2. c) | 3. d) | 4. d) | 5. a)

Minitests, pages 393-397

Minitest 1, page 393

A. $8 \times 4\% = 32\%$

1. c) | 2. a) | 3. a) | 4. b) | 5. b) | 6. c) | 7. a) | 8. c)

B. $4 \times 8\% = 32\%$

1. gets up | 2. are listening |

3. is Charli doing | 4. watch

C. $6 \times 6\% = 36\%$

1. sent; was listening | 2. didn't travel |

3. was reading; arrived | 4. had

Minitest 2, page 394

A. $6 \times 6\% = 36\%$

1. a) | 2. b) | 3. b) | 4. a) | 5. a) | 6. b)

B. $5 \times 8\% = 40\%$

1. c) | 2. a) | 3. b) | 4. e) | 5. d)

C. $4 \times 6\% = 24\%$

1. might | 2. could | 3. shouldn't | 4. must

Minitest 3, page 395

A. $8 \times 5\% = 40\%$

1. social life | 2. appearance | 3. stylish |

4. confident | 5. money | 6. frustrating |

7. denim | 8. second-hand

B. $6 \times 5\% = 30\%$

1. bigger than | 2. more populous than |

3. higher than | 4. less populous than |

5. the smallest | 6. the most populous

C. $5 \times 6\% = 30\%$

1. We haven't read that book yet.

2. Isabel has just sent the email.

3. Joseph has played the guitar since he was 5.

4. Have you ever been to Madrid?

5. I have never seen a volcano.

Minitest 4, page 396

A. $4 \times 5\% = 20\%$

1. b) | 2. a) | 3. c) | 4. b)

B. $8 \times 3\% = 24\%$

1. quiet | 2. buildings | 3. parks | 4. crowded |

5. skyscrapers | 6. vehicles | 7. noisy | 8. eco-friendly

C. $4 \times 7\% = 28\%$

1. will eat | 2. are going to travel | 3. will recycle more |

4. is going to rain

D. $4 \times 7\% = 28\%$

1. b) | 2. a) | 3. d) | 4. c)

Minitest 5, page 397

A. $8 \times 2\% = 16\%$

1. football | 2. tennis | 3. racket | 4. goggles |

5. swimming | 6. hockey | 7. helmet | 8. skateboarding

B. $4 \times 6\% = 24\%$

1. snorkelling | 2. camping | 3. sunbathing |

4. shopping

C. $6 \times 5\% = 30\%$

1. which | 2. who | 3. whose | 4. who |

5. whose | 6. that

D. $6 \times 5\% = 30\%$

1. in | 2. up | 3. for | 4. off | 5. for | 6. on



Assessment rubrics

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Student's book speaking, writing
and project activities
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- 3 Spoken production assessment grids
- 8 Writing assessment grids
- 5 Project assessment grids

Assessment rubrics

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UNIT 1 – The ABC of me

Assessment rubric – Speaking (Talking about starting a new hobby) – Spoken interaction (p. 25)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma lógica e organizada.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões idiomáticas do diálogo-modelo.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planear ou remediando o discurso. – Revela capacidade de autocorreção. – Pronuncia incorreções menores.	– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto. – Revela à-vontade e estabelece contacto visual com o interlocutor.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria um diálogo que respeita, no global, as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma geralmente lógica e organizada.	– Utiliza, com algumas limitações, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões idiomáticas do diálogo-modelo.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares que, por vezes, são impeditivas da comunicação. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções, que podem ser, por vezes, impeditivas da compreensão.	– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto. – Revela algum à-vontade e estabelece contacto visual com o interlocutor esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia, com limitações evidentes, as suas intervenções.	– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões idiomáticas do diálogo-modelo.	– Produz enunciados muito curtos, com muitas hesitações, falsas partidas e repetições que dificultam a compreensão. – Pronuncia com lacunas e incorreções evidentes.	– Revela dificuldades evidentes para iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel do interlocutor e do contexto. – Revela pouco à-vontade e estabelece contacto visual com o interlocutor muito raramente.

Assessment rubric – Writing a formal email (p. 33)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige um email formal, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige um email formal estruturado, constituído por quatro partes, articuladas entre si. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de um email formal.	- Redige um texto com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Marca devidamente os parágrafos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige um email formal que respeita o tema proposto, embora apresente desvios. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige um email formal globalmente estruturado, mas que pode não incluir quatro partes. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a um email formal.	- Redige um email formal com incorreções de ortografia e pontuação que não comprometem a compreensão. - Marca os parágrafos de forma geralmente correta, podendo existir erros esporádicos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um texto desviante face ao tema proposto, que não respeita as instruções dadas. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige um texto com evidentes lacunas de estrutura e coerência, impeditivas da compreensão. - Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual simples.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua de um email formal.	- Redige um texto que apresenta incorreções de ortografia e pontuação, tornando o texto (quase) ininteligível. - Marca parágrafos de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Participating in an online session) – Spoken interaction (p. 39)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	– Cria uma conversa <i>online</i>, respeitando integralmente as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma lógica e organizada.	– Utiliza, com correção, as estruturas gramaticais estudadas, o reportório lexical e as expressões previamente fornecidas.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou rememorar o discurso. – Revela capacidade de autocorreção. – Pronuncia incorreções menores.	– Inicia, mantém e/ou termina a conversa de forma eficaz, utilizando as expressões corretas, num registo adequado aos interlocutores e ao contexto.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria uma conversa <i>online</i> que respeita, no global, as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma geralmente lógica e organizada.	– Utiliza, com algumas limitações, as estruturas gramaticais estudadas, o reportório lexical e as expressões previamente fornecidas.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares, que, por vezes, são impeditivas da comunicação. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	– Revela hesitações para iniciar, manter e/ou terminar a conversa, utilizando expressões geralmente corretas e adequadas ao interlocutor e ao contexto.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria uma conversa que não respeita, em grande parte, as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia, com limitações evidentes, as suas intervenções.	– Utiliza, com incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o reportório lexical e as expressões previamente fornecidas.	– Produz enunciados muito curtos, com muitas hesitações, falsas partidas e repetições que dificultam a compreensão. – Pronuncia com lacunas e incorreções evidentes.	– Revela dificuldades evidentes para iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel do interlocutor e do contexto.

Assessment rubric – Project (Screen Time) (p. 40)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	– Apresenta um trabalho organizado, que respeita integralmente o tema proposto. – Utiliza vídeos, gráficos e outros recursos de forma pertinente.	– Evidencia domínio de estruturas gramaticais e do reportório vocabular, designadamente no que se refere às vantagens e desvantagens de passar tempo <i>online</i>.	– Apresenta um produto final que evidencia cunho pessoal e criatividade na apresentação, tratamento e discussão dos dados, revelando cuidado do ponto de vista gráfico.	– Mobiliza conhecimentos diversos, recursos humanos e materiais para a execução do projeto. – Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Apresenta um trabalho com desvios face ao tema proposto e com alguma organização. – Utiliza vídeos, gráficos e outros recursos de forma globalmente pertinente pelo seu conteúdo ou extensão.	– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do reportório vocabular, designadamente no que se refere às vantagens e desvantagens de passar tempo <i>online</i>.	– Apresenta um produto final que evidencia algum cuidado e criatividade na apresentação, tratamento e discussão dos dados, revelando pouco cuidado do ponto de vista gráfico.	– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a execução do projeto. – Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Apresenta um trabalho que aborda o tema proposto de forma incipiente e que revela pouca organização. – Utiliza vídeos, gráficos e outros recursos de forma pouco ajustada pelo seu conteúdo ou extensão ou não utiliza estes instrumentos/recursos.	– Evidencia um domínio muito incipiente de estruturas gramaticais e do reportório vocabular, designadamente no que se refere às vantagens e desvantagens de passar tempo <i>online</i>.	– Apresenta um produto final pouco apresentável, incorreções e imprecisões na apresentação, tratamento e discussão dos dados, revelando ausência de cuidado do ponto de vista gráfico.	– Mobiliza poucos conhecimentos, recursos humanos e materiais para a execução do projeto. – Não cumpre os prazos definidos.

Unit 2 – Alive and kicking!

Assessment rubric – Writing a recipe (p. 54)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige uma receita respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige uma receita estruturada, com lista de ingredientes e instruções ordenadas e articuladas entre si. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de uma receita.	- Redige uma receita com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Assinala devidamente as diferentes partes do texto.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige uma receita que respeita o tema proposto, embora apresente desvios. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige uma receita, com lista de ingredientes e instruções globalmente ordenadas e articuladas entre si. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a uma receita.	- Redige uma receita com incorreções de ortografia e pontuação, que não comprometem a compreensão. - Assinala, de forma geralmente correta, as diferentes partes da receita, podendo existir imprecisões esporádicas.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um texto desviante face ao tema proposto, que não respeita as instruções dadas. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige um texto com evidentes lacunas de estrutura e coerência, impeditivas da compreensão. - Utiliza, com evidentes limitações, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua de uma receita.	- Redige um texto que apresenta incorreções de ortografia e pontuação, tornando-o (quase) ininteligível. - Assinala as diferentes partes do texto de forma imprecisa e inconsistente.

Assessment rubric – Speaking (At the restaurant) – Spoken interaction (p. 57)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma lógica e organizada.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou rememorar o discurso. – Revela capacidade de autocorreção. – Pronuncia sem incorreções.	– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto. – Revela à-vontade e estabelece contacto visual com os interlocutores.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática. – Encadeia as intervenções de forma geralmente lógica e organizada.	– Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares, que, por vezes, são impeditivas da compreensão. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas aos interlocutores e ao contexto. – Revela algum à-vontade e estabelece contacto visual com os interlocutores esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia, com limitações evidentes, as suas intervenções.	– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados muito curtos, com muitas hesitações, falsas partidas e repetições, impeditivas da compreensão. – Pronuncia com lacunas e incorreções evidentes.	– Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel dos interlocutores e do contexto. – Revela pouco à-vontade e estabelece contacto visual com os interlocutores muito raramente.

Assessment rubric – Speaking (Describing and comparing lifestyles) – Spoken production (p. 64)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Pronúncia (25%)	Comunicação (25%)
N5 25%	– Cria uma apresentação, respeitando as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia a sua intervenção de forma lógica e organizada. – Expressa opinião e revela sentido crítico sobre o tema abordado.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planear ou remediar o discurso. – Revela capacidade de autocorreção. – Pronuncia sem incorreções.	– Exprime-se de forma clara e precisa, num registo adequado aos interlocutores e ao contexto. – Revela à-vontade e estabelece contacto visual com os interlocutores.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria uma apresentação que respeita, no global, as indicações de conteúdo e sequência temática. – Encadeia a sua intervenção de forma globalmente lógica e organizada. – Expressa opinião com alguma dificuldade e revela algum sentido crítico sobre o tema abordado.	– Utiliza, com limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares que podem ser, por vezes, impeditivas da compreensão. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	– Exprime-se de forma suficientemente clara, num registo globalmente adequado aos interlocutores e ao contexto; apresenta hesitações. – Revela algum à-vontade e estabelece contacto visual com os interlocutores esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria uma apresentação que não respeita as indicações fornecidas quanto ao conteúdo e à sequência temática. – Encadeia a sua intervenção com evidentes lacunas. – Revela evidentes dificuldades em expressar opinião sobre o tema abordado.	– Utiliza, com incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados muito curtos, com muitas hesitações, falsas partições e repetições que são impeditivas da compreensão. – Pronuncia com evidentes dificuldades.	– Revela dificuldades evidentes em exprimir-se de forma clara e nem sempre tem noção do papel dos interlocutores e do contexto. – Revela muito pouco à-vontade e estabelece contacto visual com os interlocutores muito raramente.

Assessment rubric – Writing a tweet (p. 67)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	– Redige os <i>tweets</i>, respeitando integralmente o tema proposto. – Mobiliza a informação fornecida pelas atividades de preparação.	– Redige <i>tweets</i> estruturados e coerentes. – Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples, símbolos e abreviaturas.	– Mobiliza adequadamente as estruturas gramaticais e o vocabulário. – Faz uso correto do registo de língua de um <i>tweet</i>.	– Redige <i>tweets</i> com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. – Utiliza devidamente as marcas de pontuação.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Redige <i>tweets</i> que respeitam o tema proposto, embora apresente desvios. – Mobiliza informação suficiente fornecida pelas atividades de preparação.	– Redige <i>tweets</i> globalmente estruturados e coerentes. – Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples, símbolos e abreviaturas.	– Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. – Faz uso de um registo de língua globalmente adequado a um <i>tweet</i>.	– Redige <i>tweets</i> com incorreções de ortografia que não comprometem a compreensão. – Utiliza as marcas de pontuação de forma globalmente correta, podendo existir erros esporádicos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Redige <i>tweets</i> desviantes face ao tema proposto e que não respeitam as instruções dadas. – Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	– Redige textos com evidentes lacunas de estrutura e coerência, impeditivas da compreensão. – Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual simples, bem como símbolos e abreviaturas.	– Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. – Faz uso inconsistente do registo de língua de um <i>tweet</i>.	– Redige <i>tweets</i> que apresentam incorreções de ortografia, tornando o texto (quase) ininteligível. – Utiliza as marcas de pontuação de forma imprecisa e inconsistente.

Assessment rubric – Project (A cookbook for a good cause) (p. 68)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	– Apresenta um livro de receitas organizado, que respeita integralmente o tema proposto. – Seleciona um conjunto de receitas diversificado e representativo do ponto de vista da quantidade.	– Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular. – Estrutura, de forma clara e adequada, as receitas escolhidas.	– Apresenta um produto final que evidencia cuidado e criatividade em termos de apresentação e grafismo. – Revela originalidade e cunho pessoal na organização e apresentação do livro.	– Mobiliza conhecimentos diversos, recursos humanos e materiais para a execução do projeto. – Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Apresenta um trabalho com desvios face ao tema proposto e com algumas lacunas de organização. – Seleciona um conjunto de receitas globalmente diversificado e em número suficiente.	– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular. – Estrutura, com algumas lacunas não impeditivas da compreensão, as receitas escolhidas.	– Apresenta um produto final que evidencia algum cuidado e criatividade em termos de apresentação e grafismo. – Revela alguma originalidade e cunho pessoal na organização e apresentação do livro.	– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a execução do projeto. – Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Apresenta um trabalho que aborda o tema proposto de forma incipiente e que revela pouca organização. – Seleciona receitas pouco diversificadas e em número insuficiente.	– Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular. – Estrutura, com evidentes lacunas, por vezes impeditivas da compreensão, as receitas escolhidas.	– Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de apresentação e grafismo. – Revela pouca originalidade na organização e apresentação do livro.	– Mobiliza poucos conhecimentos, recursos humanos e materiais para a execução do projeto. – Não cumpre os prazos definidos.

Unit 3 – My crew

Assessment rubric – Writing (Commenting on a blog post) (p. 79)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige um comentário a uma entrada de blogue, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação e aborda todos os pontos sugeridos de forma clara.	- Redige um comentário estruturado e coerente. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de um comentário a um blogue.	- Redige um comentário com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Utiliza devidamente as marcas de pontuação.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige um comentário a uma entrada de blogue que respeita o tema proposto, embora apresente desvios. - Mobiliza informação suficiente fornecida pelas atividades de preparação e aborda, parcialmente, os pontos sugeridos.	- Redige um comentário globalmente estruturado e coerente. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a um comentário a um blogue.	- Redige um comentário com incorreções de ortografia, que não comprometem a compreensão. - Utiliza as marcas de pontuação de forma globalmente correta, podendo existir erros esporádicos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um comentário a uma entrada de blogue desviante face ao tema proposto e que não respeita as instruções dadas. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação e aborda os pontos sugeridos com limitações evidentes.	- Redige um comentário com evidentes lacunas de estrutura e coerência, impeditivas da compreensão. - Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual simples.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua de um comentário a um blogue.	- Redige um comentário que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível. - Utiliza as marcas de pontuação de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Shopping for clothes) – Spoken interaction (p. 85)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma lógica e organizada.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planear ou rememorar o discurso. – Revela capacidade de autocorreção. – Pronuncia sem incorreções.	– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto. – Revela à-vontade e estabelece contacto visual com o interlocutor.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática. – Encadeia as intervenções de forma geralmente lógica e organizada.	– Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares, que, por vezes, são impeditivas da compreensão. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções, que podem ser, por vezes, impeditivas da compreensão.	– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto. – Revela algum à-vontade e estabelece contacto visual com o interlocutor esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia, com limitações evidentes, as suas intervenções.	– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados muito curtos, com muitas hesitações, falsas partidas e repetições, impeditivas da compreensão. – Pronuncia com lacunas e incorreções evidentes.	– Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel do interlocutor e do contexto. – Revela pouco à-vontade e estabelece contacto visual com o interlocutor muito raramente.

Assessment rubric – Speaking (Expressing feelings and opinions) – Spoken production (p. 92)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Pronúncia (25%)	Comunicação (25%)
N5 25%	– Cria uma apresentação, respeitando as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia a sua intervenção de forma lógica e organizada. – Expressa opinião e revela sentido crítico sobre o tema abordado.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou remediar o discurso. – Revela capacidade de autocorreção. – Pronuncia sem incorreções.	– Exprime-se de forma clara e precisa, num registo adequado aos interlocutores e ao contexto. – Revela à-vontade e estabelece contacto visual com os interlocutores.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria uma apresentação que respeita, no global, as indicações de conteúdo e sequência temática. – Encadeia a sua intervenção de forma globalmente lógica e organizada. – Expressa opinião com alguma dificuldade e revela algum sentido crítico sobre o tema abordado.	– Utiliza, com limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares, que podem ser, por vezes, impeditivas da compreensão. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	– Exprime-se de forma suficientemente clara, num registo globalmente adequado aos interlocutores e ao contexto; apresenta hesitações. – Revela algum à-vontade e estabelece contacto visual com os interlocutores esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria uma apresentação que não respeita as indicações fornecidas quanto ao conteúdo e à sequência temática. – Encadeia a sua intervenção com evidentes lacunas. – Revela evidentes dificuldades em expressar opinião sobre o tema abordado.	– Utiliza, com incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados muito curtos, com muitas hesitações, falsas paradas e repetições que são impeditivas da compreensão. – Pronuncia com evidentes dificuldades.	– Revela dificuldades evidentes em exprimir-se de forma clara e nem sempre tem noção do papel dos interlocutores e do contexto. – Revela muito pouco à-vontade e estabelece contacto visual com os interlocutores muito raramente.

Assessment rubric – Writing an informal letter (p. 99)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige uma carta informal, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige uma carta informal estruturada e coerente, que respeita integralmente as partes definidas. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de uma carta informal.	- Redige uma carta informal com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Utiliza devidamente as marcas de pontuação e a marcação de parágrafos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige uma carta informal que respeita o tema proposto, embora apresente desvios. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige uma carta informal globalmente estruturada e coerente, que respeita, no geral, as partes definidas. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a uma carta informal.	- Redige uma carta informal com incorreções de ortografia, que não comprometem a compreensão. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma globalmente correta, podendo existir erros esporádicos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige uma carta informal desviante face ao tema proposto. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige uma carta informal com evidentes lacunas de estrutura e coerência, impeditivas da compreensão. - Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual simples.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua de uma carta informal.	- Redige uma carta informal que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma imprecisa e inconsistente.

Assessment rubric – Project (Recycled clothes with powerful messages: organising a fashion show) (p. 100)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	– Apresenta roupas e acessórios com mensagens poderosas que respeitam integralmente o tema proposto. – Cria um conjunto de mensagens diversificado e representativo do ponto de vista da quantidade.	– Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular. – Estrutura, de forma clara e adequada, o portefólio de <i>outfits</i> criados.	– Apresenta um produto final que evidencia cuidado e criatividade em termos de apresentação e grafismo. – Revela originalidade e cunho pessoal na organização e apresentação do produto final.	– Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização do desfile de moda. – Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Apresenta roupas e acessórios com mensagens poderosas, que evidenciam desvios face ao tema proposto. – Cria um conjunto de mensagens globalmente diversificado e em número suficiente.	– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular. – Estrutura, com algumas lacunas, o portefólio de <i>outfits</i> criados.	– Apresenta um produto final que evidencia algum cuidado e criatividade em termos de apresentação e grafismo. – Revela alguma originalidade e cunho pessoal na organização e apresentação do produto final.	– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização do desfile de moda. – Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Apresenta roupas e acessórios com mensagens que abordam o tema proposto de forma incipiente. – Cria um conjunto de mensagens pouco diversificadas e em número insuficiente.	– Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular. – Estrutura, com evidentes lacunas, o portefólio de <i>outfits</i> criados.	– Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de apresentação e grafismo. – Revela pouca originalidade na organização e apresentação do produto final.	– Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização do desfile de moda. – Não cumpre os prazos definidos.

Unit 4 – Our world, our future

Assessment rubric – Writing a school newspaper article (p. 113)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige um artigo de jornal, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige um artigo de jornal estruturado e coerente, que respeita integralmente as partes definidas: o título e a resposta às cinco perguntas do <i>lead</i>. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de um artigo de jornal.	- Redige um artigo de jornal com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Utiliza devidamente as marcas de pontuação e a marcação de parágrafos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige um artigo de jornal que respeita o tema proposto, embora apresente desvios. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige um artigo de jornal globalmente estruturado e coerente, que respeita, no geral, as partes definidas: o título e a resposta às cinco perguntas do <i>lead</i>. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a um artigo de jornal.	- Redige um artigo de jornal com incorreções de ortografia, que não comprometem a compreensão. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma globalmente correta, podendo existir erros esporádicos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um artigo de jornal desviante face ao tema proposto. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige um artigo de jornal com evidentes lacunas de estrutura e coerência, impeditivas da compreensão, que inclui, de forma limitada, as partes definidas. - Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual simples.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua de um artigo de jornal.	- Redige um artigo de jornal que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Making arrangements) – Spoken interaction (p. 115)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma lógica e organizada.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planear ou rememorar o discurso. – Revela capacidade de autocorreção. – Pronuncia sem incorreções.	– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto. – Revela à-vontade e estabelece contacto visual com o interlocutor.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática. – Encadeia as intervenções de forma geralmente lógica e organizada.	– Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares, que, por vezes, são impeditivas da compreensão. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções, que podem ser, por vezes, impeditivas da compreensão.	– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto. – Revela algum à-vontade e estabelece contacto visual com o interlocutor esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia, com limitações evidentes, as suas intervenções.	– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados muito curtos, com muitas hesitações, falsas partidas e repetições, impeditivas da compreensão. – Pronuncia com lacunas e incorreções evidentes.	– Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel do interlocutor e do contexto. – Revela pouco à-vontade e estabelece contacto visual com o interlocutor muito raramente.

Assessment rubric – Writing a persuasive/argumentative text (p. 125)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige um texto argumentativo, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige um texto argumentativo estruturado e coerente, que respeita integralmente o plano de texto em cinco partes. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de um texto argumentativo.	- Redige um texto argumentativo com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Utiliza devidamente as marcas de pontuação e a marcação de parágrafos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige um texto argumentativo que respeita o tema proposto, embora apresente desvios. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige um texto argumentativo globalmente estruturado e coerente, que respeita, com alguns desvios, o plano de texto em cinco partes. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a um texto argumentativo.	- Redige um texto argumentativo com incorreções de ortografia, que não comprometem a compreensão. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma globalmente correta, podendo existir erros esporádicos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um texto argumentativo desviante face ao tema proposto. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige um texto argumentativo com evidentes lacunas de estrutura e coerência, impeditivas da compreensão, que se segue, de forma limitada, o plano de texto em cinco partes. - Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual simples.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua de um texto argumentativo.	- Redige um texto argumentativo que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma imprecisa e inconsistente.

Assessment rubric – Project (Climate action campaign) (p. 126)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	– Apresenta um vídeo que respeita integralmente o tema proposto. – Cria um conjunto de mensagens diversificado e representativo do ponto de vista da quantidade.	– Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular. – Estrutura o vídeo de forma clara e adequada.	– Apresenta um produto final que evidencia cuidado e criatividade em termos de apresentação e grafismo. – Revela originalidade e cunho pessoal na organização e apresentação do produto final.	– Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização do vídeo e da exposição. – Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Apresenta um vídeo que evidencia desvios face ao tema proposto. – Cria um conjunto de mensagens globalmente diversificado e em número suficiente.	– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular. – Estrutura o vídeo com algumas lacunas.	– Apresenta um produto final que evidencia algum cuidado e criatividade em termos de apresentação e grafismo. – Revela alguma originalidade e cunho pessoal na organização e apresentação do produto final.	– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização do vídeo e da exposição. – Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Apresenta um vídeo que aborda o tema proposto de forma incipiente. – Cria um conjunto de mensagens pouco diversificadas e em número insuficiente.	– Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular. – Estrutura o vídeo com evidentes lacunas.	– Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de apresentação e grafismo. – Revela pouca originalidade na organização e apresentação do produto final.	– Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização do vídeo e da exposição. – Não cumpre os prazos definidos.

Unit 5 – Just go for it!

Assessment rubric – Writing a short message (p. 139)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige uma mensagem curta, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige uma mensagem curta estruturada e coerente, que respeita integralmente os pontos elencados. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual simples.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de uma mensagem curta.	- Redige uma mensagem curta com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Utiliza devidamente as marcas de pontuação e a marcação de parágrafos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige uma mensagem curta que respeita o tema proposto, embora apresente desvios. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige uma mensagem curta globalmente estruturada e coerente, que respeita, com alguns desvios, os pontos elencados. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual simples.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a uma mensagem curta.	- Redige uma mensagem curta com incorreções de ortografia, que não comprometem a compreensão. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma globalmente correta, podendo existir erros esporádicos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige uma mensagem curta desviante face ao tema proposto. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige uma mensagem curta com evidentes lacunas de estrutura e coerência, impeditivas da compreensão, que segue, de forma limitada, os pontos elencados. - Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual simples.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua de uma mensagem curta.	- Redige uma mensagem curta que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível. - Utiliza as marcas de pontuação e a marcação de parágrafos de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Talking about a sporting event) – Spoken production (p. 141)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Pronúncia (25%)	Comunicação (25%)
N5 25%	– Cria uma apresentação sobre um evento desportivo, respeitando as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia a sua intervenção de forma lógica e organizada. – Expressa opinião e revela sentido crítico sobre o tema abordado.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planear ou remediar o discurso. – Revela capacidade de autocorreção. – Pronuncia sem incorreções.	– Exprime-se de forma clara e precisa, num registo adequado aos interlocutores e ao contexto. – Revela à-vontade e estabelece contacto visual com os interlocutores.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria uma apresentação sobre um evento desportivo, que respeita, no global, as indicações de conteúdo e sequência temática. – Encadeia a sua intervenção de forma globalmente lógica e organizada. – Expressa opinião com alguma dificuldade e revela algum sentido crítico sobre o tema abordado.	– Utiliza, com limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares, que podem ser, por vezes, impeditivas da compreensão. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções, que podem ser, por vezes, impeditivas da compreensão.	– Exprime-se de forma suficientemente clara, num registo globalmente adequado aos interlocutores e ao contexto; apresenta hesitações. – Revela algum à-vontade e estabelece contacto visual com os interlocutores esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria uma apresentação sobre um evento desportivo que não respeita as indicações fornecidas quanto ao conteúdo e à sequência temática. – Encadeia a sua intervenção com evidentes lacunas. – Revela evidentes dificuldades em expressar opinião sobre o tema abordado.	– Utiliza, com incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões dos exercícios de preparação.	– Produz enunciados muito curtos, com muitas hesitações, falsas partiças e repetições que são impeditivas da compreensão. – Pronuncia com evidentes dificuldades.	– Revela dificuldades evidentes em exprimir-se de forma clara e nem sempre tem noção do papel dos interlocutores e do contexto. – Revela muito pouco à-vontade e estabelece contacto visual com os interlocutores muito raramente.

Assessment rubric – Speaking (Checking in at a youth hostel) – Spoken interaction (p. 149)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	– Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. – Encadeia as intervenções de forma lógica e organizada.	– Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados relativamente longos; as repetições e as hesitações são raras e servem para planejar ou rememorar o discurso. – Revela capacidade de autocorreção. – Pronuncia sem incorreções.	– Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto. – Revela à-vontade e estabelece contacto visual com o interlocutor.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática. – Encadeia as intervenções de forma geralmente lógica e organizada.	– Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados geralmente curtos e apresenta hesitações e repetições regulares, que, por vezes, são impeditivas da compreensão. – Revela alguma capacidade de autocorreção. – Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	– Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto. – Revela algum à-vontade e estabelece contacto visual com o interlocutor esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. – Encadeia, com limitações evidentes, as suas intervenções.	– Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	– Produz enunciados muito curtos, com muitas hesitações, falsas partidas e repetições, impeditivas da compreensão. – Pronuncia com lacunas e incorreções evidentes.	– Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel do interlocutor e do contexto. – Revela pouco à-vontade e estabelece contacto visual com o interlocutor muito raramente.

Assessment rubric – Project (Around the world in a day – a multicultural fair) (p. 150)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	– Apresenta materiais sobre o país escolhido e outros elementos que respeitam integralmente o tema proposto. – Cria materiais diversificados e representativos do ponto de vista da quantidade.	– Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular. – Estrutura o conteúdo dos materiais de forma clara e adequada.	– Apresenta materiais que evidenciam cuidado e criatividade em termos de apresentação e grafismo. – Revela originalidade e cunho pessoal na organização e apresentação dos materiais.	– Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização dos materiais e organização da feira multicultural. – Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	– Apresenta materiais sobre o país escolhido que evidenciam desvios face ao tema proposto. – Cria um conjunto de materiais globalmente diversificado e em número suficiente.	– Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular. – Estrutura o conteúdo dos materiais com algumas lacunas.	– Apresenta materiais que evidenciam algum cuidado e criatividade em termos de apresentação e grafismo. – Revela alguma originalidade e cunho pessoal na organização e apresentação dos materiais.	– Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização dos materiais e organização da feira multicultural. – Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	– Apresenta materiais sobre o país escolhido que aborda o tema proposto de forma incipiente. – Cria um conjunto de materiais pouco diversificado e em número insuficiente.	– Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular. – Estrutura o conteúdo dos materiais com evidentes lacunas.	– Apresenta materiais pouco cuidados, com incorreções e imprecisões em termos de apresentação e grafismo. – Revela pouca originalidade na organização e apresentação dos materiais.	– Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização dos materiais e organização da feira multicultural. – Não cumpre os prazos definidos.



**3 Interdisciplinary
projects**

Interdisciplinary projects

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Extreme makeover de personalidades históricas

Objetivos:

- Reconhecer e valorizar figuras históricas importantes para as várias áreas de conhecimento.
- Conhecer, de uma forma diferente e mais motivadora, a história de algumas figuras importantes para a humanidade.
- Reconhecer as diferenças entre as várias épocas históricas e a atualidade.
- Desenvolver capacidades de pesquisa, tratamento e produção através das tecnologias de informação e comunicação.
- Promover a autonomia e o espírito crítico.

Produto final: criação de um blogue com *posts* sobre diversas personalidades históricas tornadas modernas. Cada *post* teria imagem da pessoa modernizada e um texto que a personalidade teria escrito se vivesse nos nossos dias. Os blogues poderiam contar ainda com comentários de outras personalidades históricas.

Disciplinas envolvidas: ING, FQ, EF, PORT, EV, CD, TIC



Queen Elizabeth I

	Aprendizagens Essenciais	Ações a desenvolver
INGlês	Competência comunicativa <i>Produção escrita:</i> produzir textos de 50 a 90 palavras, com vocabulário de uso do quotidiano. Competência estratégica Contribuir para projetos e tarefas de grupo interdisciplinares que se aplicam ao contexto e experiências do quotidiano do aluno.	– Selecionar uma personalidade da história do Reino Unido (escritor; cientista; rei...) que tenha sido importante para a História do país e do mundo. – Pesquisar sobre os seus feitos. – Escrever um <i>post</i> para o blogue, como se fosse escrito pela personalidade, se esta vivesse nos dias de hoje.
FQ	Atividades laboratoriais/experimentais.	– Selecionar um cientista ou outra pessoa importante da História da Física ou da Química. – Pesquisar sobre o seu trabalho e os seus feitos. – Escrever um <i>post</i> para o blogue, como se fosse escrito pela personalidade, se esta vivesse nos dias de hoje.
Educação Física	Área dos conhecimentos Identificar e interpretar os valores olímpicos e paralímpicos, compreendendo a sua importância para a construção de uma sociedade moderna e inclusiva.	– Selecionar uma personalidade importante para a história dos Jogos Olímpicos/Paralímpicos. – Pesquisar sobre o seu trabalho e a importância dos seus feitos para o desporto. – Escrever um <i>post</i> para o blogue, como se fosse escrito pela personalidade, se esta vivesse nos dias de hoje.

	Aprendizagens Essenciais	Ações a desenvolver
Português	Escrita Elaborar textos que cumpram objetivos explícitos quanto ao destinatário e à finalidade. Educação literária Autores de língua portuguesa.	– Selecionar um escritor português importante. – Pesquisar sobre a sua vida e obra. – Escrever um <i>post</i> para o blogue, como se fosse escrito pelo autor, se este vivesse nos dias de hoje.
Educação Visual	Apropriação e reflexão Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados. Experimentação e criação Organizar exposições em diferentes formatos – físicos e/ou digitais, individuais ou de grupo, selecionando trabalhos tendo por base os processos de análise, síntese e comparação, que conjugam as noções de composição e de harmonia, de acordo com o objetivo escolhido/proposto.	– Pesquisar exemplos de imagens de personalidades históricas tornadas modernas. Link disponível em  auladigital – Reconstruir imagens das personalidades históricas selecionadas nas outras disciplinas, modernizando-as.
Cidadania e Desenvolvimento	Participação democrática.	– Selecionar, através de votação, as imagens e os textos mais apropriados e de melhor qualidade para colocar no blogue. – Escolher um título para o blogue.
TIC	Comunicar e colaborar <u>Mobilizar estratégias e ferramentas de comunicação e colaboração:</u> Identificar novos meios e aplicações que permitam a comunicação e a colaboração; Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação no âmbito de atividades e/ou projetos, utilizando, de forma autónoma e responsável, as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos; Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração.	– Construir o blogue. – Adicionar <i>posts</i> e respetivas imagens.

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Chef por uma semana**Objetivos:**

- Reconhecer a alimentação saudável e variada como contributo para a saúde.
- Promover hábitos de alimentação saudáveis.
- Entender a gastronomia como elemento cultural e manifestação de identidade coletiva.
- Compreender e respeitar a diversidade.
- Participar ativamente nas atividades da comunidade escolar.
- Tomar decisões de forma responsável, tendo em conta a diversidade da comunidade escolar.
- Desenvolver capacidades de pesquisa, tratamento e produção através das tecnologias de informação e comunicação.
- Promover a autonomia e o espírito crítico.



Produto final: ementa de uma semana para a cantina da escola – comida saudável, sustentável e multicultural.

Disciplinas envolvidas: CN, ING, FRC/ESP, CD, PORT, TIC, MAT

	Aprendizagens Essenciais	Ações a desenvolver
Ciências Naturais	Sustentabilidade na Terra Analisar criticamente exemplos de impactos da ação humana que condicionem as teias alimentares, discutindo medidas de minimização dos mesmos nos ecossistemas. Explicar o modo como as atividades dos seres vivos (alimentação, respiração, fotossíntese) interferem nos ciclos de matéria e promovem a sua reciclagem nos ecossistemas.	– Visionamento de um vídeo sobre alimentação sustentável, <i>The diet that helps fight climate change</i> (disponível em  auladigital). – Discutir sobre alimentação saudável. – Refletir sobre o impacto da alimentação no ambiente. – Fazer uma lista de alimentos que devem constar na ementa da semana e quais os alimentos proibidos.
Inglês	Competência Intercultural Reconhecer realidades interculturais distintas. Conhecer alguns aspetos culturais de vários países de expressão inglesa. Identificar hábitos alimentares saudáveis. Competência estratégica Contribuir para projetos e tarefas de grupo interdisciplinares que se aplicam ao contexto e experiências do quotidiano do aluno.	– Visionamento do vídeo <i>Florence Pugh eats 11 English dishes (complete video)</i>, no âmbito da unidade 2.1 (pág. 48). – Trabalho de grupo: pesquisar sobre os pratos do vídeo e/ou outros pratos típicos do Reino Unido, selecionando um que possa constar da ementa da semana (de acordo com a seleção de alimentos feita em CN).

	Aprendizagens Essenciais	Ações a desenvolver
Francês/Espanhol	Competência Intercultural (FRC) Observar e identificar a diversidade na sua cultura de origem, assim como na(s) cultura(s) da língua estrangeira, em referências, hábitos, atitudes e comportamentos inseridos em situações da vida quotidiana. Intercultural (ESP) Observar e identificar elementos das tradições e dos comportamentos sociais e sociolinguísticos dos hispano-falantes e relacioná-los com os dos portugueses.	– Trabalho de grupo: pesquisar pratos típicos de França/Espanha que possam constar da ementa da semana (de acordo com a seleção de alimentos feita em CN).
Português	Escrita Elaborar textos que cumpram objetivos explícitos quanto ao destinatário e à finalidade.	– Trabalho de grupo – redigir a ementa semanal (tendo em conta o trabalho feito em CN e nas línguas estrangeiras). – Selecionar a ementa a ser posta em prática.
Cidadania e Desenvolvimento	Saúde (alimentação). Educação Ambiental.	– Estabelecer contactos com responsáveis pela confeção dos almoços, para que a ementa possa ser colocada em prática.
TIC	Comunicar e colaborar <u>Mobilizar estratégias e ferramentas de comunicação e colaboração:</u> Identificar novos meios e aplicações que permitam a comunicação e a colaboração; Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação no âmbito de atividades e/ou projetos, utilizando de forma autónoma e responsável as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos; Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração.	– Divulgar a ementa nas redes sociais/<i>website</i> da escola. – Fazer um inquérito <i>online</i>, a ser respondido pelos utilizadores da cantina na semana em causa, para perceber: • o nível de satisfação da comunidade escolar em relação à ementa; • a refeição mais/menos apreciada; • sugestões de melhoria; • ...
Matemática	Organização e tratamento de dados Recolher, organizar e representar dados recorrendo a diferentes representações. Analisar e interpretar informação contida num conjunto de dados recorrendo, às medidas estatísticas mais adequadas, e reconhecer o seu significado no contexto de uma dada situação. Planear e realizar estudos que envolvam procedimentos estatísticos e interpretar os resultados usando linguagem estatística, incluindo a comparação de dois ou mais conjuntos de dados, identificando as suas semelhanças e diferenças.	– Reunir dados sobre o número de alunos que normalmente come na cantina e dos alunos que comeram na semana da ementa criada pelos alunos. – Reunir os dados do inquérito <i>online</i>. – Fazer o tratamento dos dados e apresentá-los sob a forma de gráficos/tabelas para apresentar à comunidade escolar, através da página de internet da escola, redes sociais da escola ou através de uma exposição na cantina ou outro local da escola.

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Redes sociais vs. realidade

Objetivos:

- Compreender que as redes sociais não refletem a realidade.
- Reconhecer nas redes sociais potencialidade para promover conteúdos mais positivos e reais.
- Promover a autoestima dos alunos.
- Minimizar os danos que as redes sociais possam causar na saúde mental dos alunos.
- Promover a saúde mental.
- Desenvolver capacidades de pesquisa, tratamento e produção através das tecnologias de informação e comunicação.

Produto final: criação de conteúdo (fotos; vídeos; ilustrações, etc.) sobre realidade vs. redes sociais, que promova uma imagem corporal positiva, para publicar nas redes sociais/*website* da escola.

Disciplinas envolvidas: ING, FR/ESP, PORT, CD, EV, TIC



	Aprendizagens Essenciais	Ações a desenvolver
Inglês	Competência comunicativa Falar sobre o mundo dos adolescentes. Competência estratégica Contribuir para projetos e tarefas de grupo interdisciplinares que se aplicam ao contexto e experiências do quotidiano do aluno.	– Análise de citações sobre a imagem corporal (<i>Unit 3 – Break the ice</i>, p. 76) – Visionamento de um vídeo sobre a diferença entre as redes sociais e a realidade (disponível em  auladigital). – Discutir as consequências das redes sociais para a saúde mental dos jovens.
Francês/Espanhol	Competência comunicativa (FRC) <u>Produção escrita:</u> escrever, sobre situações do quotidiano e experiências pessoais. Comunicativa (ESP) <u>Produção escrita:</u> escrever textos simples e curtos, em papel ou em aplicações digitais.	– Pesquisar/redigir frases em língua estrangeira sobre imagem corporal positiva para posterior publicação.
Português	Oralidade Planificar e avaliar o texto oral, tendo em conta a intenção comunicativa e o género textual (expor/informar, explicar, argumentar), individualmente e/ou com discussão de diversos pontos de vista.	– Debate “Redes sociais, sim ou não?” – Analisar as vantagens e as desvantagens do uso das redes sociais.

	Aprendizagens Essenciais	Ações a desenvolver
Cidadania e Desenvolvimento	Saúde – promoção da saúde. <i>Media.</i>	– Criação de conteúdo para publicar. – Redação de guiões e vídeos. – <i>Brainstorming</i> de ideias para fotografias de Instagram vs. realidade.
Educação Visual	Apropriação e reflexão Reconhecer a importância das imagens como meios de comunicação de massas, capazes de veicular diferentes significados Experimentação e criação Organizar exposições em diferentes formatos – físicos e/ou digitais, individuais ou de grupo, selecionando trabalhos, tendo por base os processos de análise, síntese e comparação, que conjugam as noções de composição e de harmonia, de acordo com o objetivo escolhido/proposto.	– Criar uma identidade visual para as publicações (esquemas de cores, tipos de letra, ilustrações...). – Ilustrar frases motivacionais sobre imagem corporal positiva.
TIC	Comunicar e colaborar <u>Mobilizar estratégias e ferramentas de comunicação e colaboração:</u> Identificar novos meios e aplicações que permitam a comunicação e a colaboração; Selecionar as soluções tecnológicas mais adequadas para a realização de trabalho colaborativo e comunicação no âmbito de atividades e/ou projetos, utilizando de forma autónoma e responsável as soluções mais adequadas e eficazes para partilhar ideias, sentimentos, informações ou factos na concretização dos objetivos; Apresentar e partilhar os produtos desenvolvidos utilizando meios digitais de comunicação e colaboração.	– Filmar e editar vídeos. – Tirar e editar fotografias. – Fazer publicações nas redes sociais/<i>website</i> da escola.

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Título

Fly High
Teacher's Resource File
Inglês – 8.º Ano

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Créditos Fotográficos

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Execução Gráfica
Multitipo



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De acordo com o Art. 21.º da Lei n.º 47/2006, de 28 de agosto, este exemplar destina-se ao órgão da escola competente para a adoção de manuais escolares.



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