

Teacher's Book

T@rget

Cândida Neves Couto / Cristina Parente

Exclusivo do Professor

8.º ANO

Inglês

INCLUI:

- Planificação global e planos de aula
- Teste diagnóstico
- 12 testes complementares articulados com os conteúdos temáticos, vocabulares e gramaticais do Manual
- Teste-modelo *Key*
- Transcrições áudio
- Soluções



Apresentação do projeto 3
1. Planificação e planos de aula do 1º período

Planificação global do 1º período 9

Planos de aula do 1º período 14

2. Testes e teste-modelo Key

Matriz do teste diagnóstico 44

Teste diagnóstico 45

Audio script and answer key 47

T@rget 1

Matriz do teste A e B 48

Teste A 49

Teste B 52

Audio script and answer key 55

T@rget 2

Matriz do teste A e B 56

Teste A 57

Teste B 60

Audio script and answer key 63

T@rget 3

Matriz do teste A e B 64

Teste A 65

Teste B 68

Audio script and answer key 71

T@rget 4

Matriz do teste A e B 72

Teste A 73

Teste B 76

Audio script and answer key 79

T@rget 5

Matriz do teste A e B 80

Teste A 81

Teste B 84

Audio script and answer key 87

T@rget 6

Matriz do teste A e B 88

Teste A 89

Teste B 92

Audio script and answer key 95

Teste-modelo Key

Teste-modelo Key 96

Audio scripts 105

Answer keys 106

Answer sheet 107

3. Audio scripts (Student's Book/Workbook)
Answer keys (Workbook)

Audio scripts (Student's book) 110

Audio scripts (Workbook) 111

Answer keys (Workbook) 112

Nota: As planificações, planos e testes estão disponíveis em formato editável em  **AULA DIGITAL**

APRESENTAÇÃO DO PROJETO

Caros colegas

O projeto **T@rget 8** pretende dar resposta aos desafios do mundo atual e preparar os nossos alunos para integrarem uma sociedade global e multicultural, respeitando sempre os seus pontos de vista sobre a realidade, os seus gostos/interesses e preferências, pois desejamos que sejam alunos motivados e envolvidos no seu processo de aprendizagem.

Reconhecendo e valorizando o aluno como ator social, concebemos um conjunto diversificado de suportes didático-pedagógicos, com o objetivo de promover o respeito pelo outro, a diferença e a diversidade, fomentando uma aprendizagem cooperativa e uma educação intercultural.

As atividades desenvolvidas assentam no pressuposto de que os alunos aprendem melhor fazendo, experimentando e comunicando, no sentido de se tornarem falantes progressivamente proficientes, autónomos, colaborativos, criativos e inovadores. No projeto **T@rget 8**, criam-se oportunidades de exercício de diferentes tipos de construção linguística, confrontando os alunos com situações de interação comunicativa reais e diversificadas, contribuindo, desta forma, para o desenvolvimento da sua competência comunicativa.

COMPONENTES

Integram o **T@rget 8**:

Para o Aluno

- Manual
- Workbook
- *Dracula* – Extensive Reading (oferta)
-  (offline e online)
- Internet: www.target8.sebenta.pt

Exclusivo para o Professor

- Manual do Professor
- Teacher's Book
- Grammar, Films & Rock'n'Roll
- CD Áudio
-  (offline e online – www.target8.sebenta.pt)
- Internet: www.manualescolar2.0.sebenta.pt

Manual do Professor e Manual do Aluno

O Manual do Professor é uma ferramenta preciosa na prática letiva e um suporte de aprendizagem fundamental. A banda lateral fornece as chaves de resolução dos exercícios, bem como algumas indicações e sugestões que, certamente, se revelarão úteis.

O manual do professor, à semelhança do Manual do Aluno, está estruturado em sete T@rgets, com uma organização semelhante, à exceção do T@rget 0.

O T@rget 0 surge no Manual como uma espécie de unidade de boas-vindas à escola e aos seis bloggers que acompanharão os alunos no seu percurso de aprendizagem durante o ano letivo. Para além disso, os alunos tomam, de imediato, contacto com alguns aspectos culturais relativos ao Reino Unido.

No início de cada T@rget, encontra-se um separador que contém um índice de conteúdos e um *Quiz* introdutório da temática.

Cada T@rget está organizado em três subunidades, contendo atividades identificadas com logótipos, que remetem para as macrocapacidades a trabalhar.

Cada subunidade contempla:

- **Introducing** Neste primeiro momento, faz-se uma motivação e um enquadramento prático dos conteúdos a abordar em cada T@rget. Este *Introducing* inclui sempre uma canção relacionada com a área temática em questão, com exceção do T@rget 1 em que surge um vídeo, dando-se sempre um enfoque ao vocabulário.

- **READING** Os alunos contactam com textos adequados aos seus interesses e faixa etária, associados a um conjunto de atividades diversificadas. No final dos exercícios de compreensão dos textos, aparece associada uma atividade de produção escrita, relacionada com o tema do texto.
- **SPEAKING** Surge no seguimento da atividade de *Reading* de cada subunidade e no final de cada T@rget e, de uma forma comunicativa, promove uma interação em pares, em trabalho de grupo ou com o grupo-turma, através de jogos ou atividades que versam sobre a temática do texto. Estas propostas são, muitas vezes, acompanhadas por *Speaking Tips*, com o objetivo de ajudar o aluno na sua tarefa.
- **VOCABULARY TARGET** Nesta rubrica são revistos e/ou introduzidos tópicos temáticos e/ou vocabulares, inseridos no contexto do T@rget em questão, através de exercícios de consolidação e alargamento de vocabulário diversificados. Estas atividades são complementadas por duas rubricas – *Watching* e *Listening* – que reforçam a rubrica dedicada à consolidação/expansão lexical.
- **WATCHING** Surge sempre no seguimento da rubrica *Vocabulary Target*. Consiste em *video blogs* originais, protagonizados por um jovem português, e também em pequenos vídeos autênticos (*trailers*, filmes e outros), que visam o contacto com experiências de aprendizagem mais abrangentes, significativas e motivadoras.
- **LISTENING** A macrocompetência *Listening*, transversal ao longo do projeto, surge no *Introducing* e no seguimento do *Vocabulary Target* de forma muito constante, sob a forma de diálogos, canções, ora relacionadas com a temática ora com os conteúdos gramaticais, e outros textos.
- **GRAMMAR TARGET** Rubrica onde são revistos e/ou introduzidos conteúdos gramaticais. A abordagem escolhida é predominantemente dedutiva, ainda que, por vezes, se incentive os alunos à descoberta da regra. No entanto, na banda lateral do Manual do Professor são apresentadas sugestões metodológicas que permitem operacionalizar percursos que incentivam os alunos a analisarem alguns exemplos da estrutura-alvo, de modo a descobrirem as suas regras e generalizações. Para este efeito, são disponibilizadas ao professor apresentações em *PowerPoint* que conduzirão os alunos nesse processo reflexivo de descoberta da língua, com vista a uma abordagem plenamente indutiva. Nesta secção, são, por vezes, facultadas algumas dicas (*Grammar Tips*), que visam reforçar e facilitar a aprendizagem dos conteúdos em questão.
- **WRITING** Nesta rubrica são apresentadas propostas de escrita motivadoras sobre os temas em estudo. Os alunos produzem textos, com fins diversos e determinados, com propósitos claros e explícitos, nomeadamente sobre assuntos do dia a dia, nos quais a prática das estruturas gramaticais e vocabulares é evidenciada. *Writing plans* e *writing tips* são uma constante nos momentos dedicados à escrita e têm como objetivo orientar os alunos no processo de produção textual e, sobretudo, desenvolver o gosto pela escrita.

No final de cada T@rget, os alunos serão confrontados com quatro secções:

- **PROJECT** Representa o culminar de cada um dos T@rgets. Todos os conteúdos trabalhados no T@rget convergem para o projeto final, de partilha de experiências com os colegas da(o) escola/Agrupamento e/ou com parceiros de outros países.
- **LOLing :)** Constitui um momento de descontração para professores e alunos. Pretende-se que se estabeleça um diálogo acerca dos *cartoons* e que os alunos apresentem os seus pontos de vista.
- **INTERCULTURAL TARGET** Espaço de informação e alargamento de conhecimentos sobre outros países e culturas, pontuado por atividades lúdicas de compreensão de textos e de pesquisa.
- **Self-Checking** Momento de reflexão e autoavaliação das aprendizagens efetuadas.

São também abordadas, no final dos T@rgets 2 e 4, festividades relevantes: *Guy Fawkes*, *Christmas* e *St Valentine's Day*, *St Patrick's Day* e *Easter*, respetivamente.

Workbook

O Workbook acompanha a estrutura do Manual, com três subunidades de exercícios correspondentes a cada T@rget. Em cada subunidade são retomados e alargados conteúdos gramaticais e vocabulares. Os exercícios são apresentados com um crescente grau de dificuldade, visando auxiliar o aluno no seu estudo autónomo. Em cada T@rget, o aluno poderá fazer um controlo das suas aprendizagens através da realização do *Self-checking*, com exercícios sobre *Reading, Language and Writing*.

No final encontra uma sistematização gramatical em português, que o aluno poderá consultar autonomamente.

Grammar, Films & Rock'n'Roll

Trata-se de um componente versátil e inovador do projeto **T@rget 8**, que visa envolver e motivar os alunos para a aprendizagem da gramática, fazendo o melhor uso possível do som e da imagem, através de canções e filmes do agrado dos nossos alunos.

Este componente integra também canções e filmes alusivos a determinadas datas comemorativas (*Halloween, Christmas, St Valentine's Day, Father's Day, Mother's Day*), bem como às diferentes temáticas e respetivas áreas vocabulares a serem abordadas em cada um dos T@rgets.

Dracula – Extensive Reading (oferta ao aluno)

O famoso livro de Bram Stoker, recontado, com um texto cuidadosamente adaptado ao nível de língua de 8º ano, tem como primordial objetivo desenvolver o gosto pela leitura e, simultaneamente, possibilitar a compreensão do texto como um todo, dos acontecimentos e da sua sequência. O professor poderá contar com atividades de compreensão do texto antes, durante e após a leitura.

Teacher's Book

Neste livro/guia incluímos para o professor:

- planificações de unidade para o 1º período, bem como os planos de aula referentes ao mesmo período, nos quais se integram de forma articulada os diferentes componentes do projeto **T@rget 8**, com o objetivo de facilitar a gestão do Manual e a prática letiva diária.
Estes materiais estarão também disponíveis, em formato editável, em **20 AULA DIGITAL**, bem como todos os planos de aula e planificações de unidade relativos aos segundo e terceiro períodos;
- conjunto de 12 testes articulados com os conteúdos temáticos, vocabulares e gramaticais do manual, com as respetivas matrizes e soluções e um teste-modelo do *Key for Schools Examination*. Estes testes constarão igualmente na plataforma **20 AULA DIGITAL**, em formato editável, bem como outros testes-modelo *Key for Schools Examination* que serão disponibilizados;
- os audio scripts de todas as situações de audição presentes no Manual, no Workbook e nos 12 testes deste *Teacher's Book*;
- soluções das fichas dos testes e do Workbook.

CD Áudio

O CD Áudio inclui todos os exercícios de audição do Manual e do Workbook, bem como os textos de *listening* incluídos nos testes.

No site de apoio: www.target8.sebenta.pt são também disponibilizados áudios para os alunos.

Manual Multimédia

O **20 AULA DIGITAL** Manual Multimédia conjuga o livro escolar em formato digital com múltiplos recursos de apoio à aprendizagem, que complementam e enquadram os conteúdos do Manual.

Dirigido ao aluno, inclui:

- Testes interativos – extenso banco de testes interativos e diversificados, que abrange os vários conteúdos do Manual. Os testes são personalizáveis e encontram-se organizados pelos diferentes temas.
- Gramáticas – exercícios suplementares de conteúdos gramaticais abordados no Manual.
- Jogos – permitem rever os conteúdos de todo o Manual, conjugando as componentes lúdica e didática.

20 Aula Digital é uma plataforma disponibilizada ao professor adotante na internet e em CD-ROM, que permite a fácil exploração do **T@rget 8**, através da utilização das novas tecnologias em sala de aula. A versão em CD-ROM pode ser utilizada sempre que não seja possível recorrer à plataforma na internet.

Todos os recursos impressos do projeto estão aí presentes, muito deles em formato editável, para que o professor os possa personalizar em função das suas turmas.

Para além disso, incluímos uma enorme variedade de conteúdos multimédia articulados com o Manual, que tornam possível ao professor tirar mais partido do seu projeto escolar, tornar as aulas mais dinâmicas e adaptadas às competências digitais dos atuais alunos e que lhe simplificam o trabalho quotidiano, tais como:

- vídeos autênticos/vídeo blogues – complementam a informação do Manual e dos recursos do projeto de forma motivadora e enriquecedora;
- jogos;
- conteúdo integral do Manual (para projeção em sala de aula) com ferramentas de edição e adaptado a quadro interativo;
- apresentações em *PowerPoint* com explicitação de conteúdos gramaticais, vocabulares e culturais, de apoio e complemento à prática letiva, devidamente referenciadas nas bandas laterais do manual do professor;
- recursos complementares – *verb timeline* e *wheel of verbs*;
- *links* internet – permitem obter informação complementar e apoiar a aprendizagem;
- testes interativos;
- recursos para gestão de trabalho, tais como planificação de aulas, fichas de registo, relatórios de avaliação detalhados, entre outros.

O professor dispõe ainda de um módulo de comunicação com o aluno para envio de mensagens, testes, correção de testes e estratégias de melhoria.

Em suma:

Queremos salientar que este projeto pretende responder às necessidades do professor e do aluno do século XXI, que a todo o momento se têm de adaptar às mudanças constantes do mundo global em que vivem, apostando:

- no Inglês como veículo de comunicação por excelência nos dias de hoje;
- na inclusão de formas de comunicação mais usadas pelos alunos (blogues, redes sociais);
- nos media, nos meios audiovisuais, nos vídeo blogues originais, tão do agrado dos nossos adolescentes;
- na valorização da interculturalidade, atenuando visões redutoras e respeitando a diferença.

Trata-se de um projeto alicerçado nas **Metas Curriculares de Inglês para os 2º e 3º ciclos do ensino básico**, organizadas por domínios de referência, objetivos e descritores de desempenho e orientado para um ensino e aprendizagem baseados nas necessidades, nas características e nos conhecimentos dos alunos.

Esperamos, desta forma, contribuir para que o trabalho de todos propicie aprendizagens significativas e, consequentemente, níveis de excelência aos nossos alunos.

Bom trabalho!
As Autoras

PLANIFICAÇÃO E PLANOS DE AULA DO 1º PERÍODO



PLANIFICAÇÃO GLOBAL DO 1º PERÍODO

Ao longo do ano letivo, os alunos deverão ser capazes de:

- Compreender conteúdos simples reproduzidos em meios áudio/audiovisuais adequados ao seu nível.
- Conhecer diferentes tipos de registo.
- Ler textos breves de tipologia diversificada.
- Utilizar dicionários monolíngues.
- Ler breves textos adaptados de leitura extensiva.
- Participar em diálogos simples.
- Produzir diálogos breves e simples em contextos diferenciados.
- Expressar-se oralmente numa linguagem simples e descritiva em situações previamente preparadas.

- Interagir em diferentes tipos de registo.
- Produzir textos breves.
- Conhecer as culturas de expressão inglesa no mundo, demonstrando abertura e respeito face a diferenças culturais.
- Conhecer e descrever temas da actualidade.
- Reconhecer a diversidade como uma oportunidade de aprendizagem para todos.
- Compreender formas de organização do léxico.
- Conhecer algumas estruturas frequentes do funcionamento da língua.

Primeiro Período

Tópicos	Leitura	Compreensão Oral	Interação Oral (IO) / Produção Oral (PO)	Escrita	Domínio Intercultural	Léxico (L) / Gramática (GR)	Estratégias / Atividades
0. We are back! • Quiz: How British are you?	• <i>Welcome to our blog</i> • Teste diagnóstico		• Speak your mind! Figuras de cera no Museu Madame Tussaud's (PO)	• Teste diagnóstico	• Locais de interesse, monumentos • Família Real Inglesa	• Vocabulário relacionado com a temática (L) • Revisão de conteúdos gramaticais (GR)	• Realização de um quiz. • Exploração de imagens. • <i>Brainstormings</i> . • Exercícios de correspondência. • Preenchimento de um passaporte/plano do que visitar em Londres. • Realização de uma ficha diagnóstica. • Exercícios de leitura, e expressão oral e escrita.
Recursos							
• Quadro • Manual • Imagens • Videoprojetor	• Computador • CD áudio						

Tópicos	Leitura	Compreensão Oral	Interação Oral (IO) / Produção Oral (PO)	Escrita	Domínio Intercultural	Léxico (L) / Gramática (GR)	Estratégias / Atividades
1. It's still leisure time! Quiz: <i>Do you love adventure?</i> Introducing		<i>Free time activities</i>				Léxico relacionado com: - Atividades de lazer e desportos (L) - Atividades de lazer pouco usuais e as mais tradicionais (L)	- Realização de um quiz. - Exploração de imagens e de títulos. <i>Brainstorming</i>. - Exploração de provérbios/citação. - Exercícios de compreensão oral, leitura, interação oral, produção oral e escrita. - Leitura e compreensão de textos. - Procura de sinónimos. - Completamento de frases de acordo com o texto. - Preenchimento de tabelas. - Completamento de frases com a(s) palavra(s) adequada(s). - Visionamento e compreensão de filmes. - Preenchimento de espaços. - Seleção de informação. - Verdadeiro/Falso. - Procura de evidências no texto.
1.1 Idle folk have the least leisure	<i>Feel the adrenaline</i>	<i>My leisure time!</i> (blog do Miguel)	Speak your mind! <i>Couch potatoes</i> (PO)			<i>Present simple</i> (GR) <i>Adverbs of frequency</i> (GR)	- Exercícios de compreensão oral, leitura, interação oral, produção oral e escrita. - Leitura e compreensão de textos. - Procura de sinónimos. - Completamento de frases de acordo com o texto. - Preenchimento de tabelas. - Completamento de frases com a(s) palavra(s) adequada(s). - Visionamento e compreensão de filmes. - Preenchimento de espaços. - Seleção de informação. - Verdadeiro/Falso. - Procura de evidências no texto.
1.2 None but the wise man can employ leisure well	<i>Celebrity hobbies</i>	<i>One Direction, "Live while we're young"</i> (canção)	Miming game (IO)			<i>The city and the country</i> (L) <i>Present continuous</i> <i>Present simple vs. Present continuous</i> (GR)	- Exercícios de compreensão oral, leitura, interação oral, produção oral e escrita. - Leitura e compreensão de textos. - Procura de sinónimos. - Completamento de frases de acordo com o texto. - Preenchimento de tabelas. - Completamento de frases com a(s) palavra(s) adequada(s). - Visionamento e compreensão de filmes. - Preenchimento de espaços. - Seleção de informação. - Verdadeiro/Falso. - Procura de evidências no texto.
1.3 What is the city but the people?	<i>Living in the city or in the countryside</i>	<i>The Holiday</i> (trailer)	- Find someone who... (IO) - You choose! <i>The city vs. the country</i> (PO)	Post num blog	Projeto <i>Free time activities</i> Intercultural T@rget <i>Relaxing around the world</i>	<i>Modal Verbs</i> (<i>would, wouldn't, could, couldn't, must, mustn't, have to, don't have to</i>) <i>Connectors: - and, also, too - or</i> (GR)	- Construção de frases. - Exercícios de correspondência. - Escolha múltipla. - Jogos (<i>Miming game, Find someone who...</i>). - Produção de um post para um blog. - Trabalho de projeto sobre atividades de lazer. - Trabalho de pesquisa sobre as atividades de lazer dos adolescentes em todo o mundo.

Festivities • Guy Fawkes		• <i>Guy Fawkes and Bonfire Night</i> (filme de animação)				• Léxico relacionado com a festividade • Nenhum item/conteúdo gramatical específico	• Visionamento de um filme de animação. • Preenchimento de espaços. • Escolha da opção correta. • Completamento de <i>nursery rhymes</i>.
• Quadro • Manual • Imagens • Videoprojetor • Computador • CD áudio		20 AULA DIGITAL • Video: <i>100 things to do in your free time</i> • Miguel's channel: - <i>My leisure time!</i> • PowerPoint: - Present simple - Present continuous and present simple - Modal verbs • Gramática: - Present simple - Present continuous and present simple - Modal verbs • Wheel of verbs • Infográfico: verb timeline • Video: <i>The Holiday</i> (trailer) • Jogo: - Relaxing around the world - Board game • Testes interativos				• Observação direta • Atividades de avaliação diagnóstica • Participação oral na sala de aula • Trabalhos de casa • Autoavaliação • Heteroavaliação	Avaliação

Tópicos	Leitura	Compreensão Oral	Interação Oral (IO) / Produção Oral (PO)	Escrita	Domínio Intercultural	Léxico (L) / Gramática (GR)	Estratégias / Atividades
2. Friends indeed! • Quiz: <i>Do you really know your best friend?</i> Introducing 2.1 A friend to all is a friend to none	• <i>The perks of being a wallflower</i>	• KSM, "Best friends forever" (canção) • <i>You are the best!</i> (blog do Miguel)	• BFF – relacionamento com o(a) melhor amigo(a) (IO)			Léxico relacionado com: • Qualidades psicológicas (L) • <i>Word formation (adjective prefixes/suffixes) (GR)</i> • <i>Degrees of adjectives: comparative and superlative (GR)</i>	• Realização de um <i>quiz</i> . • Exploração de imagens/ de títulos. • <i>Brainstorming</i> . • Escolha da palavra correta. • Exploração de provérbios. • Exercícios de compreensão oral, leitura, interação oral, produção oral e escrita. • Leitura e compreensão de textos. • Ordenação de frases de acordo com o texto. • Escolha do prefixo adequado para formar palavras antónimas. • Visionamento e compreensão de filmes. • Seleção da informação correta. • Ordenação de frases de acordo com o filme. • Exercícios de correspondência. • Verdadeiro / Falso. • Completamento de frases de acordo com o texto. • Preenchimento de tabelas. • Completamento de frases com a(s) palavra(s) adequada(s). • Visionamento e compreensão de filmes. • Preenchimento de espaços. • Construção de frases. • Procura de sinónimos. • Jogos (<i>Miming game</i> , <i>Find someone who...</i>). • Exercício de produção escrita a partir de imagens de um filme.
2.2 A friend's frown is better than a foe's smile	• <i>Celebrity best friends</i>	• Bruno Mars, "Count on me" (canção)	• Speak your mind! (PO) (As qualidades para uma boa amizade)			• Descrição psicológica (L) • <i>Past simple – regular verbs (GR)</i>	
2.3 A friend is never known til needed	• <i>Teen depression</i>	• <i>A short love story</i> (filme de animação)	• Share your story (PO) (Relato de uma experiência negativa) • <i>Miming game</i> (IO) • Find someone who... (IO)	• Carta informal	Projeto • <i>Friends indeed!</i> Intercultural T@rget • <i>Giving gifts around the world</i>	• <i>-ing and -ed adjectives</i> • <i>Past simple irregular verbs (GR)</i>	

Festivities • Christmas	• Taylor Swift, “Christmas must be something more” (canção)	• Legendagem de imagens	• Léxico relacionado com a festividade • Nenhum item/ conteúdo gramatical específico	• Produção de uma carta informal: <i>layout</i>. • Produção de um poema. • Trabalho de projeto sobre os amigos/qualidades de um(a) amigo(a). • Trabalho de pesquisa sobre os presentes que tradicionalmente se oferecem noutros países. • Exercício de compreensão oral. • Escolha da palavra correta. • Legendagem de imagens/ comparação com a legenda original. • Exercício de interação/ produção oral.
Recursos				
• Quadro • Manual • Imagens • Videoprojetor • Computador • CD áudio	20 AULA DIGITAL • Miguel’s channel: - <i>You are the best!</i> • PowerPoint - Degrees of adjectives - Past simple – regular verbs • Gramática - Degrees of adjectives - Past simple – regular verbs - Past simple – irregular verbs • Infográfico: Verb timeline • Video: <i>A short love story in stop motion</i> • PowerPoint: - Past simple – irregular verbs • Infográfico: Verb timeline • Ferramenta: Wheel of verbs • Jogo: - Board game • Testes interativos • Video: <i>Guy Fawkes and Bonfire Night</i>			
Avaliação				
• Observação direta • Atividades de avaliação diagnóstica • Participação oral na sala de aula • Trabalhos de casa • Autoavaliação • Heteroavaliação				



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Quiz: *How British are you?* Bloggers profiles. Famous places and landmarks in London. British culture: famous people.

Assumptions

- Students are already familiar with some cultural aspects and English monuments and people.

Topic

- 0. We are back!

Sub-Topic

- We are back!

Aims

- Knowing cultural aspects of English speaking countries.

Vocabulary

- Activities.
- Famous places and people.

Grammar

- No specific item.

Descriptors

- Identifying famous artists.
- Identifying monuments and museums.
- Identifying places of interest to visit.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing / Intercultural Domain / Lexis and Grammar

Procedure

1. Greeting. Writing the summary.
2. Quiz *How British are you?*
3. Quiz correction.
4. Reading bloggers' profiles.
5. Labelling a passport and a map.
6. Identifying famous places and landmarks in London.
7. Identifying famous English and Portuguese people.

Material

- Board
- Student's Book – pp. 8-15
-  AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5, 6 and 7.
- Engagement in the activities.

Homework

- Revision of contents.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Diagnostic test.

Assumptions

- Students are already familiar with the possessive determiners, *there + be*, possessive case, connectors, past simple, question words, adjective + prepositions.

Topic

- 0. We are back!

Sub-Topic

- We are back!

Aims

- Learning about intercultural meetings, holidays and activities.
- Understanding simple listening texts appropriate to students' level.

Vocabulary

- Related to holidays.

Grammar

- Possessive determiners, *there + be*, possessive case, connectors, past simple, question words, adjective + prepositions.

Descriptors

- Identifying the main content of what you hear and see.

Skills

- Listening / Reading / Writing / Intercultural Domain / Lexis and Grammar

Procedure

1. Greeting. Writing the summary.
2. Diagnostic test.

Material

- Board
- Student's Book – pp. 16-17
- CD Áudio – track 1

20 AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Engagement in the activities.

Homework



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Introduction to the topic “It’s still leisure time”. Quiz: *Do you love adventure?* Free time activities. Watching video comprehension – *100 things to do in your free time*.

Assumptions

- Students are already familiar with some vocabulary related to free time activities.

Topic

- 1. It’s still leisure time!

Sub-Topic

- Introducing

Aims

- Reading different types of short texts.
- Participating in a simple, previously-prepared, conversation, enabling students to ask for help and reformulate.

Vocabulary

- Related to free time activities.

Grammar

- Personal pronouns.

Descriptors

- Identifying key information in adapted texts.
- Asking questions and giving answers about teens in different cultures.

Skills

- Reading / Spoken Interaction / Writing / Lexis

Procedure

1. Greeting. Writing the summary.
2. Quiz *Do you love adventure?*
3. Quiz correction.
4. Introduction to the topic “It’s still leisure time!”
5. Labelling pictures: free time activities.
6. Labelling pictures: extreme activities.
7. Watching comprehension: *100 things to do in your free time*.
8. Interpreting *LOLing*.

Material

- Board
- Student’s Book – pp. 18-21
- **20 AULA DIGITAL**
Vídeo – *100 things to do in your free time*
- Grammar, Films & Rock’n’Roll, pp. 37-38, 39-40, 83-84

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5, 6 and 7.
- Engagement in the activities.

Homework

- Student’s Book – p. 22: prepare the text.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Reading comprehension: *Feel the adrenaline*. Speaking activity: Speak your mind!

Assumptions

- Students are already familiar with some vocabulary related to leisure activities.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.1 Idle folk have the least leisure!

Aims

- Reading different types of short texts.
- Expressing oneself using simple and descriptive language in pre-prepared situation.
- Producing short texts between 50 and 80 words, using common vocabulary.

Vocabulary

- Related to leisure activities.

Grammar

- Present simple.

Descriptors

- Understanding narrative texts about intercultural subjects.
- Identifying key information in adapted texts from newspapers and magazines.
- Talking about the teens' world.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing

Procedure

1. Greeting. Writing the summary.
2. Reading Octavie's post. Discussing the time people spend watching TV.
3. Reading the text.
4. Doing comprehension exercises: finding synonyms, finishing sentences, answering questions about the text.
5. Expressing personal opinions: activities to do instead of watching TV.
6. Speaking activity: speaking about teenagers who sit in front of the TV.

Material

- Board
- Student's Book – pp. 22-23
-  AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 4, 5 and 6.
- Engagement in the activities.

Homework

- Student's Book – p. 24 (exercise 1): prepare vocabulary.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Vocabulary exercises related to *free time activities, sports, equipment and places*.

Assumptions

- Students are already familiar with some vocabulary related to free time activities, sports, equipment and places.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.1 Idle folk have the least leisure!

Aims

- Interacting with relative ease in different registers of language.
- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to free time activities, sports, equipment and places.

Grammar

- No specific item.

Descriptors

- Talking about preferences and choices.
- Using vocabulary related to free time activities.

Skills

- Reading / Spoken Interaction / Writing / Lexis

Procedure

1. Greeting. Writing the summary.
2. Correcting the homework.
3. Talking about free time activities and sports.
4. Doing completing exercise in pairs.
5. Completing exercise with favourite free time activity.
6. Finishing sentences exercise.

Material

- Board
- Student's Book – p. 24
- **20** AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 4, 5 and 6.
- Engagement in the activities.

Homework

- Workbook – p. 3; p. 4 (exercises 3 and 4).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Watching comprehension: Miguel's channel – *My leisure time!*

Assumptions

- Students are already familiar with some vocabulary related to leisure time activities.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.1 Idle folk have the least leisure!

Aims

- Understanding simple listening texts appropriate to students' level.
- Interacting with relative ease in different registers of language.

Vocabulary

- Related to leisure time activities.

Grammar

- Present simple.

Descriptors

- Identifying the main content of what you hear and see.
- Talking about preferences and choices.

Skills

- Listening / Reading / Spoken Interaction / Writing / Intercultural Domain

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Watching comprehension exercises: finishing sentences, ticking the activities mentioned, deciding if the sentences are true or false according to the video.

Material

- Board
- Student's Book – p. 25
-  **AULA DIGITAL**
Video blog: Miguel's channel *My leisure time!*

Evaluation / Assessment

- Direct observation.
- Careful observation of step 3.
- Engagement in the activities.

Homework

- Revise present simple tense.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Present simple: form and use. Adverbs of frequency. Practice exercises.

Assumptions

- Students are already familiar with the form and use of present simple and adverbs of frequency.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.1 Idle folk have the least leisure!

Aims

- Understanding simple listening texts appropriate to students' level.
- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to leisure activities.

Grammar

- Present simple and adverbs of frequency.

Descriptors

- Identifying the discourse sequence.
- Using present simple and adverbs of frequency.

Skills

- Listening / Reading / Spoken Interaction / Writing / Grammar

Procedure

1. Greeting. Writing the summary.
2. Talking about classmates' preferences in leisure time activities.
3. Form and use of present simple and adverbs of frequency: PowerPoint presentation or following student's book.
4. Completing a chart and sentences.
5. Doing practice exercises: listening, completing and building up sentences.
6. Consolidation exercises.

Material

- Board
- Student's Book – pp. 26-27
- CD Áudio – track 2
- **20 AULA DIGITAL**
PowerPoint – Present simple
Infográfico – Verb timeline
Gramática – Present simple
Teste interativo (aluno)
- Grammar, Films & Rock'n'Roll – pp. 5-6, 61-62, 105-106

Evaluation / Assessment

- Direct observation.
- Careful observation of step 5 and 6.
- Engagement in the activities.

Homework

- Workbook – p. 4 (exercise 1); pp. 5-6.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Reading comprehension: *Celebrity hobbies*. Speaking activity: miming game.

Assumptions

- Students are already familiar with some vocabulary related to hobbies and leisure activities.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.2 None but the wise man can employ leisure well

Aims

- Reading different types of short texts.
- Interacting with relative ease in different registers of language.

Vocabulary

- Related to hobbies and leisure time.

Grammar

- No specific item.

Descriptors

- Understanding narrative texts about intercultural subjects.
- Identifying key information in adapted texts from newspapers and magazines.
- Talking about preferences and choices.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Reading Evelyn's post and talking about favourite stars.
4. Reading the text.
5. Doing comprehension exercises: finding synonyms, choosing the right celebrity, answering questions about the text.
6. Expressing personal opinions about the importance of leisure time.
7. Speaking activity: miming a leisure activity.

Material

- Board
- Student's Book – pp. 28-29
- **20** AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5, 6 and 7.
- Engagement in the activities.

Homework

- Student's Book – p. 30 (exercise 1).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Vocabulary exercises related to unusual free time activities and traditional ones.
- Listening to a song: "Live while we're young" by One Direction.

Assumptions

- Students are already familiar with some vocabulary related to traditional free time activities.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.2 None but the wise man can employ leisure well

Aims

- Understanding simple listening texts appropriate to students' level.
- Interacting with relative ease in different registers of language.

Vocabulary

- Related to unusual free time activities and traditional ones.

Grammar

- No specific item

Descriptors

- Identifying the main content of what you hear and see.
- Identifying the discourse sequence.
- Talking about preferences and choices.

Skills

- Listening / Reading / Spoken Interaction / Writing / Lexis

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Doing a matching exercise.
4. Reading Sofia's post and talking about listening as a favourite free time activity.
5. Listening to the song "Live while we're young", by One Direction, and doing a completing exercise.

Material

- Board
- Student's Book – pp. 30-31
- CD Áudio – track 3
- **20** AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 3 and 5.
- Engagement in the activities.

Homework

- Revision of present continuous.
- Workbook – p. 7 (vocabulary exercises).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Present continuous: form and use. Practice exercises. Present continuous and present simple.

Assumptions

- Students are already familiar with the form of the present continuous and some uses.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.2 None but the wise man can employ leisure well

Aims

- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to leisure activities.

Grammar

- Present continuous and present simple.

Descriptors

- Using present continuous and present simple.

Skills

- Reading / Spoken Interaction / Writing / Grammar

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Highlighting some sentences in the present continuous (students can mime some activities).
4. Form and use of present continuous: PowerPoint presentation or following student's book.
5. Completing a chart with the form of the present continuous.
6. Highlighting the uses of the present continuous vs present simple.
7. Doing practice exercises: circling the correct option, writing arrangements for the weekend, filling in the gaps and ordering words to build sentences.

Material

- Board
- Student's Book – pp. 32-33
- **20 AULA DIGITAL**
 - PowerPoint – Present continuous and present simple
 - Infográfico – Verb timeline
 - Gramática – Present continuous and present simple
 - Ferramenta – Wheel of verbs
 - Teste interativo (aluno)
- Grammar, Films & Rock'n'Roll, pp. 7-8, 9-10, 63-64, 107-108

Evaluation / Assessment

- Direct observation.
- Careful observation of step 7.
- Engagement in the activities.

Homework

- Workbook – p. 7 (grammar exercises); p. 8.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Reading comprehension: *Living in the city and in the countryside*. Speaking activity: You choose a location to live!

Assumptions

- Students are already familiar with some vocabulary related to living in the city and in the country.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.3 What is the city but the people?

Aims

- Understanding simple listening texts appropriate to students' level.
- Reading different types of short texts.
- Participating in a simple, previously-prepared, conversation, enabling students to ask for help and reformulate.

Vocabulary

- Related to living in the city or in the countryside.

Grammar

- Present simple.

Descriptors

- Identifying the main content of what you hear and see.
- Understanding narrative texts about intercultural subjects.
- Identifying key information in adapted texts from newspapers and magazines.
- Initiating, maintaining or finishing a brief conversation.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Reading Dimitris' post and talking about life in the city and in the countryside.
4. Reading the text or listening to it.
5. Doing comprehension exercises: find synonyms, find evidence in the text, answering questions about the text.
6. Expressing preferences about living in the country or in the city.
7. Speaking activity: choosing a location to live and convincing the others.

Material

- Board
- Student's Book – pp. 34-35
- CD Áudio – track 4
-  AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5, 6 and 7.
- Engagement in the activities.

Homework

- Student's Book – p. 36 (exercise 1).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Vocabulary exercises: adjectives related to city and countryside. Meeting places.
- Watching a trailer: *The Holiday*.

Assumptions

- Students are already familiar with some vocabulary related to meeting places.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.3 What is the city but the people?

Aims

- Understanding simple listening texts appropriate to students' level.
- Expressing oneself using simple and descriptive language in pre-prepared situation.

Vocabulary

- Related to city, countryside and meeting places.

Grammar

- Present simple and modal verbs.

Descriptors

- Identifying the main content of what you hear and see.
- Talking about the teens' world.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing / Lexis

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Describing living in the city and in the countryside.
4. Meeting places: matching exercise.
5. Watching pictures and giving opinions on living in an English cottage and a big mansion.
6. Watching a film trailer: *The Holiday*.
7. Doing watching comprehension exercises: choosing the right option, giving suggestions of meeting places.

Material

- Board
- Student's Book – pp. 36-37
- **20 AULA DIGITAL**
Vídeo – *The Holiday* (trailer)

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 3, 4, 5 and 7.
- Engagement in the activities.

Homework

- Revision of modals.
- Workbook – p. 9 (vocabulary exercises).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Modal verbs: form and use. Practice exercises.

Assumptions

- Students are already familiar with some modal verbs.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.3 What is the city but the people?

Aims

- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to travelling and living in the country or in the city.

Grammar

- Modal verbs: *Would/wouldn't, could/couldn't, must/mustn't, have to/don't have to.*

Descriptors

- Using *would/wouldn't, could/couldn't, must/mustn't* and *have to/don't have to.*

Skills

- Reading / Spoken Interaction / Writing / Grammar

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Highlighting some sentences.
4. Form and use of modal verbs: PowerPoint presentation or following student's book.
5. Doing practice exercises: choosing the correct meaning/usage, completing with the right modal verb.

Material

- Board
- Student's Book – pp. 38-39
- **20 AULA DIGITAL**
 - Powerpoint – Modal verbs
 - Gramática – Modal verbs
- Grammar, Films & Rock'n'Roll, pp. 11-12, 123-124

Evaluation / Assessment

- Direct observation.
- Careful observation of step 5.
- Engagement in the activities.

Homework

- Workbook – p. 9 (grammar exercises); p. 10.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Speaking activity: Find someone who.... Writing activity: answering to someone asking for help. Linking words: *and, also, too* and *or*. Organising Project work.

Assumptions

- Students are already familiar with some exponents to express opinions and some linking words.

Topic

- 1. It's still leisure time!

Sub-Topic

- 1.3 What is the city but the people?

Aims

- Participating in a simple, previously-prepared, conversation, enabling students to ask for help and reformulate.
- Interacting with relative ease in different registers of language.
- Producing short texts between 50 and 80 words, using common vocabulary.

Vocabulary

- Related to leisure activities.

Grammar

- *Like + -ing* and linking words *and, also, too* and *or*.

Descriptors

- Asking questions and giving answers about teens in different cultures.
- Talking about preferences and choices.
- Writing about internet.

Skills

- Reading / Spoken Interaction / Spoken Production / Writing

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Speaking activity: Find someone who...
4. Reading anonymous' post.
5. Expressing opinions about internet and video game addiction.
6. Organising Project work: free time activities.
7. Interpreting *LOLing*.

Material

- Board
- Student's Book – pp. 40-41
- **20 AULA DIGITAL**
Teste interativo (aluno)
- Grammar, Films & Rock'n'Roll, pp. 45-46

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 3 and 5.
- Engagement in the activities.

Homework

- **20 AULA DIGITAL**
Teste interativo (aluno).
- Prepare decorations for Halloween.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Intercultural target: *Relaxing around the world.*

Assumptions

- Students are already familiar with some cultural information about relaxing around the world.

Topic

- 1. It's still leisure time!

Sub-Topic

- Intercultural Target

Aims

- Recognizing diversity as a learning opportunity for all.
- Reading different types of short texts.

Vocabulary

- Related to leisure activities.

Grammar

- No specific item.

Descriptors

- Understanding the teens' world.
- Identifying key information in adapted texts from newspapers and magazines.

Skills

- Reading / Spoken Interaction / Writing / Intercultural Domain

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Decorating classroom with Halloween decorations.
4. Reading the texts.
5. Doing a find the information exercise.
6. Game: relaxing around the world.

Material

- Board
- Student's Book – pp. 42-43
- **20 AULA DIGITAL**
Jogo – Relaxing around the world
- Grammar, Films & Rock'n'Roll, pp. 51-52, 97-98

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5 and 6.
- Engagement in the activities.

Homework

- Searching for more information about teens' leisure activities around the world.
- Workbook, pp. 11-12 (Self-checking).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Self-checking.

Assumptions

- Students are already familiar with the main structures.

Topic

- 1. It's still leisure time!

Sub-Topic

- Self-checking

Aims

- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to the topic.

Grammar

- Present simple, present continuous, modal verbs.

Descriptors

- Using the present simple and present continuous.
- Using *would/wouldn't, could/couldn't, must/mustn't* and *have to/don't have to*.

Skills

- Reading / Spoken Interaction / Writing / Lexis and Grammar

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Doing self-checking.
4. Doing self-evaluation.

Material

- Board
- Student's Book – pp. 44-45
- **20 AULA DIGITAL**
Jogo – Board game
Teste interativo global (professor)
Teste interativo global (aluno)

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 3 and 4.
- Engagement in the activities.

Homework

- Prepare masks for Guy Fawkes.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Celebrating Guy Fawkes / Bonfire Night.

Assumptions

- Students are already familiar with some cultural aspects related to Guy Fawkes.

Topic

- Festivities.

Sub-Topic

- Guy Fawkes / Bonfire Night

Aims

- Understanding simple listening texts appropriate to students' level.
- Expressing oneself using simple and descriptive language in pre-prepared situation.

Vocabulary

- Related to Guy Fawkes.

Grammar

- No specific item.

Descriptors

- Identifying the main content of what you hear and see.
- Identifying the discourse sequence.
- Describing traditions.

Skills

- Listening / Reading / Spoken Interaction / Writing / Intercultural Domain

Procedure

1. Greeting. Writing the summary.
2. Talking about Guy Fawkes and Bonfire Night.
3. Watching the animation film *Guy Fawkes and Bonfire Night*.
4. Doing the watching comprehension exercises: filling in the gaps, choosing the best option and finishing a *nursery rhyme*.

Material

- Board
- Student's Book – p. 74
-  **AULA DIGITAL**
Vídeo – *Guy Fawkes and Bonfire Night*

Evaluation / Assessment

- Direct observation.
- Careful observation of step 4.
- Engagement in the activities.

Homework



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Introduction to the topic "Friends indeed!"; Quiz: *Do you really know your best friend?* Listening comprehension: "Best Friends Forever" by KSM.

Assumptions

- Students are already familiar with some vocabulary related to friendship.

Topic

- 2. Friends indeed!

Sub-Topic

- Introducing

Aims

- Understanding simple listening texts appropriate to students' level.
- Participating in a simple, previously-prepared, conversation, enabling students to ask for help and reformulate.

Vocabulary

- Related to friendship.

Grammar

- Descriptive adjectives.

Descriptors

- Identifying the main content of what you hear and see.
- Initiating, maintaining or finishing a brief conversation.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing / Lexis

Procedure

1. Greeting. Writing the summary.
2. Quiz *Do you really know your best friend?*
3. Quiz correction.
4. Introduction to the topic "Friends indeed!": reading comic strips.
5. Ranking qualities in a friend.
6. Listening to "Best Friends Forever" by KSM.
7. Doing listening comprehension exercises: choosing the right option and answering questions.

Material

- Board
- Student's Book – pp. 46-49
- CD Áudio – track 5
- **20 AULA DIGITAL**
- Grammar, Films & Rock'n'Roll – pp. 81-82

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5 and 7.
- Engagement in the activities.

Homework

- Student's Book – pp. 49-50: prepare text; interpreting *LOLing*.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Reading comprehension: *The perks of being a wallflower* by Stephen Chbosky. Speaking activity: Describe your relationship.

Assumptions

- Students are already familiar with some vocabulary related to friendship.

Topic

- 2. Friend indeed!

Sub-Topic

- 2.1 A friend to all is a friend to none

Aims

- Understanding simple listening texts appropriate to students' level.
- Reading different types of short texts.

Vocabulary

- Related to describe friends.

Grammar

- No specific item.

Descriptors

- Identifying the main content of what you hear and see.
- Understanding narrative texts about intercultural subjects.
- Identifying key information in adapted texts from newspapers and magazines.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Reading Pedro's post and talking about diaries.
4. Reading the text.
5. Doing comprehension exercises: ordering sentences, answering questions about the text.
6. Expressing personal opinions about the friendship presented in the text.
7. Speaking activity: describe your relationship with your best friend.

Material

- Board
- Student's Book – pp. 50-51
- **20** AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5, 6 and 7.
- Engagement in the activities.

Homework

- Write the description of your friendship.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Vocabulary target: *word formation (adjective prefixes/suffixes)*.
- Watching comprehension: Miguel's channel – *You are the best!*

Assumptions

- Students are already familiar with some prefixes and suffixes to form adjectives.

Topic

- 2. Friends indeed!

Sub-Topic

- 2.1 A friend to all is a friend to none

Aims

- Understanding simple listening texts appropriate to students' level.
- Interacting with relative ease in different registers of language.
- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to describe friends.

Grammar

- Prefixes and suffixes.

Descriptors

- Identifying the main content of what you hear and see.
- Talking about preferences and choices.
- Using vocabulary related to friendship.

Skills

- Listening / Reading / Spoken Interaction / Writing / Intercultural Domain

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Talking about prefixes and suffixes.
4. Doing practice exercises: writing the opposites by adding a prefix, writing suffixes, adding prefixes and suffixes.
5. Talking about friendship.
6. Doing watching comprehension exercises: Choosing characteristics, ordering sentences, answering questions about the video.

Material

- Board
 - Student's Book – pp. 52-53
 - **20** AULA DIGITAL
- Video blog: Miguel's channel
You're the best!

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 4 and 6.
- Engagement in the activities.

Homework

- Workbook – p. 13.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Degrees of adjectives: form and use. Practice exercises.

Assumptions

- Students are already familiar with the comparative of superiority and the superlative.

Topic

- 2. Friend indeed!

Sub-Topic

- 2.1 A friend to all is a friend to none

Aims

- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to a describing people.

Grammar

- Degrees of adjectives.

Descriptors

- Using degrees of adjectives.

Skills

- Reading / Spoken Interaction / Writing / Grammar

Procedure

- Greeting. Writing the summary.
- Correction of the homework.
- Talking about differences between students.
- Highlighting some sentences.
- Form and use of degrees of adjectives: PowerPoint presentation or following student's book.
- Doing practice exercises: completing sentences and asking and answering sentences.

Material

- Board
- Student's Book – pp. 54-55
- 20 AULA DIGITAL**
PowerPoint – Degrees of adjectives
Gramática – Degrees of adjectives
Teste interativo (aluno)
- Grammar, Films & Rock'n'Roll – pp. 13-14, 127-128

Evaluation / Assessment

- Direct observation.
- Careful observation of step 6.
- Engagement in the activities.

Homework

- Workbook – p. 14.
- Student's Book – p. 56: prepare text; p. 58 (exercise 1).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Reading comprehension: *Celebrity best friends*. Speaking activity: What are the qualities of a good friendship?
- Vocabulary target: Psychological description.

Assumptions

- Students are already familiar with vocabulary related to describing people psychologically.

Topic

- 2. Friends indeed!

Sub-Topic

- 2.2 A friend's frown is better than a foe's smile

Aims

- Reading different types of short texts.
- Expressing oneself using simple and descriptive language in pre-prepared situation.
- Producing short texts between 50 and 80 words, using common vocabulary.

Vocabulary

- Related to the topic.

Grammar

- Adjectives.

Descriptors

- Understanding narrative texts about intercultural subjects.
- Identifying key information in adapted texts from newspapers and magazines.
- Talking about the teens' world.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing / Lexis

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Reading Octavie's post.
4. Reading the text.
5. Doing comprehension exercises: matching exercises, true or false sentences, answering questions about the text.
6. Expressing personal opinions about friendship, fame and sincerity.
7. Speaking activity: What are the qualities of a good friendship?
8. Correcting exercise 1 and doing exercise 2 – Vocabulary target
9. Listening to interviews and circling the adjectives mentioned.

Material

- Board
- Student's Book – pp. 56-58
- CD Áudio – tracks 6-9
- **20 AULA DIGITAL**

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5, 6, 7 and 9.
- Engagement in the activities.

Homework

- Workbook – p. 15 (vocabulary exercises).
- Student's Book – p. 58 (exercise 4).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Listening comprehension: "Count on me" by Bruno Mars.
- Past simple of regular verbs: form and use. Practice exercises.

Assumptions

- Students are already familiar with some regular verbs in the past simple.

Topic

- 2. Friend indeed!

Sub-Topic

- 2.2 A friend's frown is better than a foe's smile

Aims

- Understanding simple listening texts appropriate to students' level.
- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to friendship.

Grammar

- Past simple of regular verbs.

Descriptors

- Identifying the main content of what you hear and see.
- Identifying the discourse sequence.
- Using the past simple of regular verbs.

Skills

- Listening / Reading / Spoken Interaction / Writing / Grammar

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Listening comprehension exercises: filling in the gaps.
4. Highlighting some sentences.
5. Form and use of the past simple: PowerPoint presentation or following students' book.
6. Doing practice exercises: filling in gaps, writing sentences, writing true and false sentences and circling the right words.

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 3 and 6.
- Engagement in the activities.

Material

- Board
- Student's Book – pp. 59-61
- CD Áudio – track 10
- **20 AULA DIGITAL**
 - PowerPoint – Past simple – regular verbs
 - Gramática – Past simple – regular verbs
 - Infográfico – Verb timeline
 - Ferramenta – Wheel of verbs
 - Teste interativo (aluno)

Homework

- Workbook – p. 15 (grammar exercises); p. 16 (exercises 2, 3 and 4).
- Student's Book – p. 62: prepare text.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Reading comprehension: *Teen depression*. Speaking activity: share your story with the class.
- Vocabulary target: *-ed* and *-ing* adjectives.

Assumptions

- Students are already familiar with some adjectives to describe feelings and situations.

Topic

- 2. Friends indeed!

Sub-Topic

- 2.3 A friend is never known till needed

Aims

- Reading different types of short texts.
- Expressing oneself using simple and descriptive language in pre-prepared situation.
- Producing short texts between 50 and 80 words, using common vocabulary.

Vocabulary

- Related to teen depression.

Grammar

- *-ed* and *-ing* adjectives.

Descriptors

- Understanding narrative texts about intercultural subjects.
- Identifying key information in adapted texts from newspapers and magazines.
- Talking about the teens' world.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing / Lexis

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Reading Sofia's post and talking about teenage depression.
4. Reading the text and doing comprehension exercises: finding the synonyms in the text, true or false sentences, answering questions about the text.
5. Expressing personal opinions about depression.
6. Speaking activity: share your story with the class.
7. Vocabulary Target: *-ed* and *-ing* adjectives.
8. Doing practice exercises: completing sentences and miming some situations.

Material

- Board
- Student's Book – pp. 62-64
- CD Áudio – track 11
- **20 AULA DIGITAL**
- Grammar, Films & Rock'n'Roll – pp. 89-90

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 4, 5, 6, and 8.
- Engagement in the activities.

Homework

- Workbook – p. 17.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Watching comprehension: *A short love story in stop motion.*
- Writing activity.

Assumptions

- Students are already familiar with the past simple of regular verbs.

Topic

- 2. Friend indeed!

Sub-Topic

- 2.3 A friend is never known till needed

Aims

- Understanding simple listening texts appropriate to students' level.
- Expressing oneself using simple and descriptive language in pre-prepared situation.

Vocabulary

- Related to relationships.

Grammar

- Regular verbs in the past simple.

Descriptors

- Identifying the main content of what you hear and see.
- Describing past events and activities.

Skills

- Listening / Reading / Spoken Interaction / Spoken Production / Writing

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Reading Sofia's post and talking about relationships.
4. Looking at the pictures and imagining a story.
5. Writing a short story, using the guidelines and the linking words.
6. Watching the film to confirm expectations.
7. Reading aloud students' stories.

Material

- Board
- Student's Book – p. 65
- **20 AULA DIGITAL**
Vídeo – *A short love story in stop motion*

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 4 and 7.
- Engagement in the activities.

Homework

- Workbook, p. 16 (exercise 5).
- Student's Book – p. 192: study verb list, past simple form of irregular verbs.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Past simple of irregular verbs: form and use. Practice exercises.

Assumptions

- Students are already familiar with the past simple of regular verbs.

Topic

- 2. Friends indeed!

Sub-Topic

- 2.3 A friend is never known till needed

Aims

- Understanding forms of organization of the lexicon and some common language structures.

Vocabulary

- Related to stories in the past.

Grammar

- Past simple of irregular verbs.

Descriptors

- Using past simple with regular and irregular verbs.

Skills

- Listening / Reading / Spoken Interaction / Writing / Grammar

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Highlighting some sentences.
4. Form and use of the past simple: PowerPoint presentation or following student's book.
5. Completing a chart with the form of the irregular verbs in the past simple.
6. Doing practice exercises: finding the odd word out, matching sentences, filling in gaps a traditional story.
7. Listening to the complete version of the story.

Material

- Board
- Student's Book – pp. 66-67
- CD Áudio – track 12
- **20 AULA DIGITAL**
PowerPoint – Past simple – irregular verbs
Gramática – Past simple – irregular verbs
Infográfico – Verb timeline
Ferramenta – Wheel of verbs
- Grammar, Films & Rock'n'Roll – pp. 15-16, 65-66, 109-110

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 5 and 6.
- Engagement in the activities.

Homework

- Workbook – pp. 18-19.



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Speaking activity: Find someone who... Writing activity: writing an informal letter. Linking words: *not only... but also...*
- Organising Project work.

Assumptions

- Students are already familiar with verbs in the past simple tense.

Topic

- 2. Friend indeed!

Sub-Topic

- 2.3 A friend is never known till needed

Aims

- Participating in a simple, previously-prepared, conversation, enabling students to ask for help and reformulate.
- Interacting with relative ease in different registers of language.
- Interacting about daily matters using everyday language.

Vocabulary

- Related to informal letters and activities with friends.

Grammar

- Past simple.

Descriptors

- Asking questions and giving answers about teens in different cultures.
- Talking about preferences and choices.
- Writing or answering an informal letter.

Skills

- Reading / Spoken Interaction / Spoken Production / Writing

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Speaking activity: finding someone who...
4. Writing an informal letter, using the linking word *not only... but also*.
5. Organising Project work.

Material

- Board
- Student's Book – pp. 68-69
- **20** AULA DIGITAL

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 3 and 4.
- Engagement in the activities.

Homework

- Workbook – p. 20.
- Project work.
- Teste interativo (aluno).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Intercultural target: *Giving gifts around the world.*
- Self-checking.

Assumptions

- Students are already familiar with common vocabulary related to gift giving.

Topic

- 2. Friends indeed!

Sub-Topic

- Intercultural Target

Aims

- Recognizing diversity as a learning opportunity for all.
- Reading different types of short texts.

Vocabulary

- Related to gifts.

Grammar

- Past simple.

Descriptors

- Understanding narrative texts about intercultural subjects.
- Identifying key information in adapted texts from newspapers and magazines.
- Understanding the teens' world.

Skills

- Reading / Spoken Interaction / Writing / Intercultural Domain

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Reading the texts and doing comprehension exercise: checking what you remember.
4. Self-checking and self-evaluation.

Material

- Board
- Student's Book – pp. 70-73
- **20 AULA DIGITAL**
Jogo – Board game
Teste interativo global (professor)
Teste interativo global (aluno)

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 3 and 4.
- Engagement in the activities.

Homework

- Workbook – pp. 21-22 (Self-checking).



Escola _____

Ano _____ Turma _____ Aula N.º _____ Data ____ / ____ / ____

Summary

- Celebrating Christmas: Listening comprehension – "Christmas must be something more" by Taylor Swift.

Assumptions

- Students are already familiar with vocabulary related to Christmas.

Topic

- Festivities.

Sub-Topic

- Christmas.

Aims

- Understanding simple listening texts appropriate to students' level.

Vocabulary

- Related to Christmas.

Grammar

- No specific item.

Descriptors

- Identifying the main content of what you hear and see.
- Identifying the discourse sequence.

Skills

- Listening / Reading / Spoken Interaction / Writing

Procedure

1. Greeting. Writing the summary.
2. Correction of the homework.
3. Talking about Christmas and Christmas traditions.
4. Listening to a song: "Christmas must be something more" by Taylor Swift, and choosing the right option.
5. Looking at the cartoons and writing captions.

Material

- Board
- Student's Book – p. 75
- CD Áudio – track 13
- **20 AULA DIGITAL**
- Grammar, Films & Rock'n'Roll – pp. 53-54

Evaluation / Assessment

- Direct observation.
- Careful observation of steps 4 and 5.
- Engagement in the activities.

Homework

TESTES E TESTE-MODELO *KEY*

2

MATRIZ DO TESTE DIAGNÓSTICO

Competências	Conteúdos	Tipologia de exercício	CrITÉrios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>We are back!</i> • <i>Back to school</i> • <i>School rooms and facilities</i> • <i>School subjects</i> • <i>Shopping places</i> • <i>Footwear</i>	I Compreensão de dois textos baseado nos seguintes exercícios: A. Preenchimento de espaços B. Exercício de <i>matching</i> C. Exercício de sinónimos D. Perguntas sobre o texto II A. Exercício de <i>matching</i>	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Parcialmente certo/Errado II A. Certo/Errado	I A. 5 X 2 = 10 p B. 6 X 2 = 12 p C. 4 X 2,5 = 10 p D. 4 X 4 = 16 p II A. 7 X 2 = 14 p
Língua inglesa Aplicação de regras do funcionamento da língua	• <i>Verb tenses</i> • <i>Prepositions of place</i> • <i>Connectors</i> • <i>Degrees of adjectives</i> • <i>Question words</i> • <i>Possessive determiners</i>	III A. Escolha múltipla	III A. Certo/Errado	III A. 6 X 3 = 18 p
Produzir Produção de um texto	Elaboração de texto sobre as férias de verão	IV Elaboração de um texto, partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



A. Mark and Joan meet at school on the first day.

Listen to their dialogue and write the missing words.

Mark: Hi Joan, How are you doing? I haven't seen you **1.** _____ our families met in Algarve.

Joan: Yes, that's **2.** _____. I'm fine, thanks.

Mark: Which **3.** _____ are you in?

Joan: I'm in 8B. And you?

Mark: I'm in 8 **4.** _____. What are you doing this afternoon?

Joan: I've got a Science class and then Art. What about you?

Mark: I've got P.E – My favourite **5.** _____!

Joan: Really? Mine is Maths. I have to go now! Bye!

Mark: Bye. See you later.

Read the following text carefully.

Tips for a new school year start

The summer holiday is over. It is time to think about the new school year. And while some are eager to know their new teacher and meet their friends to tell them about all their summer adventures, others are more worried about the new year.

5 During the holidays, children have often been allowed to go to bed late and eat a little of what they wanted at any time. You should now get used to having regular and reasonable hours of sleep and to eat healthy food.

A few days before school starts, tidy up your desk and shelves. Sort and throw away the relics from last year. Donate your old books, pens and school things if they are still usable. Clear your desk. Make it a comfortable place to do your homework.

10 If you feel anxious about the new school year, it is very important to talk to your parents about your fears. They will surely find a way to help you get over your anxieties and gain confidence. They will certainly show you that they believe in your abilities, and will be willing to help you with your first pieces of homework if need be. It is also essential that you develop self-confidence and believe in your own potential.

If you are overly anxious about performance, work through your negative beliefs, especially the beliefs about the implications of school failure.

15 Enjoy setting goals for yourself, so you can transcend your weaknesses and reach your full potential. Your study goals must be realistic and achievable.

Achieving some goals will certainly motivate you to reach more challenging targets. Another motivating factor would be to understand that you work primarily for yourself and your future career.

www.myenglishpages.com (abridged and adapted, accessed in January 2013)

B. Choose the best paragraph for each of the following topics.

1. Beat stress. _____

4. Set goals. _____

2. Reconnecting with a healthy lifestyle. _____

5. Motivation. _____

3. Create a pleasant study environment. _____

6. Developing dialogue. _____

C. Find synonyms in the text for the following words/expressions.

1. anxious _____
2. authorised _____
3. old things _____
4. something you can achieve _____

D. Answer the following questions about the text. Try to use your own words.

1. What should you do before the school year starts?

2. How can your parents help you?

3. Why is it important to establish "realistic and achievable goals"?

4. "(...) you work primarily for yourself and your future career." (line 17) Explain this statement.

II

A. Match the sentences on the left with the words on the right.

- | | | |
|--|--------------------------|----------------|
| 1. You need to wear them in PE classes. | ☐ | a. Library |
| 2. In this subject you talk about facts and personalities from the past. | ☐ | b. Canteen |
| 3. You buy your books there. | ☐ | c. Trainers |
| 4. It's where you have lunch at school. | ☐ | d. Stationer's |
| 5. You can buy rulers, notebooks, pencils there. | ☐ | e. Bookshop |
| 6. You can borrow books to read at home. | ☐ | f. History |
| 7. You have PE classes there. | ☐ | g. Gym |

III

A. Choose the correct option.

- | | |
|--|---|
| 1. He _____ his summer holidays in the Algarve.
a. spended b. spent c. spends | 4. The students _____ an English test at the moment.
a. do b. doing c. are doing |
| 2. They met _____ school.
a. in b. on c. at | 5. _____ books have you read so far?
a. How much b. How many c. How often |
| 3. For me, _____ subject is Art.
a. better than b. the most good c. the best | 6. He met two new friends at school. _____ names are Raul and Peter.
a. His b. Theirs c. Their |

IV

A new school year has just started. Time to meet friends and tell them about your summer adventures. Write a short paragraph about an exciting or memorable experience you had during your summer holidays. Don't forget to mention: the place you visited, where you stayed, who you travelled with, the activities you did, etc.

DIAGNOSTIC TEST

AUDIO SCRIPT

Mark: Hi Joan, How are you doing? I haven't seen you since our families met in Algarve.

Joan: Yes, that's right. I'm fine, thanks.

Mark: Which class are you in?

Joan: I'm in 8B. And you?

Mark: I'm in 8H. What are you doing this afternoon?

Joan: I've got a Science class and then Art. What about you?

Mark: I've got P.E – My favourite subject!

Joan: Really? Mine is Maths. I have to go now! Bye!

Mark: Bye. See you later.

www.tolearninglish.com (adapted, accessed in January 2014)

ANSWER KEY

I

A. 1. since / 2. right / 3. class / 4. H / 5. subject

B. 1. paragraph 5

2. paragraph 2

3. paragraph 3

4. paragraph 7

5. paragraph 6

6. paragraph 4

C. 1. Eager

2. Allowed

3. Relics

4. Achievable

D. 1. Before the school year starts, you should tidy up your room and get rid of old things.

2. Parents can support their children by talking to them and helping with the first homework tasks.

3. The goals must be realistic and achievable so that you can do it in a realistic way and feel the results.

4. This statement means that you will be working not only for the present time and to improve your grades at school, but also for your future.

II

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

III

1. b; 2. c; 3. c; 4. c; 5. b; 6. c.

IV

Free answer.

IT'S STILL LEISURE TIME! TEST 1

MATRIZ DO TESTE A

Competências	Conteúdos	Tipologia de exercício	CrITÉrios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	It's still leisure time! • Free time activities and sports: equipment and places	I Compreensão de dois textos baseada nos seguintes exercícios: A. Escolha múltipla. B. Exercício de <i>True/ False/ Doesn't say</i> C. Exercício de antónimos D. Perguntas sobre o texto	I A. Certo/Errado B. Certo/Errado C. Certo/Parcialmente certo/Errado	I A. 4 X 3 = 12 p B. 5 X 2 = 10 p C. 5 X 1 = 5 p D. 4 X 2,5 = 10 p
		II A. Exercício de identificação da palavra intrusa	II A. Certo/Errado	II A. 5 x 1 = 5 p
Língua inglesa Aplicação de regras do funcionamento da língua	• <i>Present simple</i> • <i>Present simple vs presente continuous</i> • <i>Modal verbs</i>	III A. Preenchimento de espaços B. Construção de frases C. Preenchimento de espaços D. Preenchimento de espaços	III A. Certo/Errado B. Certo/Errado C. Certo/Parcialmente certo/Errado D. Certo/Errado	III A. 5 x 2 = 10 p B. 4 x 2 = 8 p C. 6 x 2 = 12 p D. 4 x 2 = 8 p
Produzir Produção de um texto		IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

MATRIZ DO TESTE B

Competências	Conteúdos	Tipologia de exercício	CrITÉrios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	It's still leisure time! • Free time activities and sports: equipment and places	I Compreensão de dois textos baseada nos seguintes exercícios: A. Escolha múltipla B. Exercício de <i>True/ False/ Doesn't say</i> C. Exercício de antónimos D. Perguntas sobre o texto	I A. Certo/Errado B. Certo/Errado C. Certo/Parcialmente certo/Errado	I A. 4 X 3 = 12 p B. 5 X 2 = 10 p C. 5 X 1 = 5 p D. 4 X 2,5 = 10 p
		II A. Exercício de identificação da palavra intrusa	II A. Certo/Errado	II A. 5 x 1 = 5 p
Língua inglesa Aplicação de regras do funcionamento da língua	• <i>Present simple</i> • <i>Present simple vs presente continuous</i> • <i>Modal verbs</i>	III A. Exercício de alternativa B. Construção de frases C. Exercício de alternativa D. Preenchimento de espaços	III A. Certo/Errado B. Certo/Parcialmente certo/Errado C. Certo/Errado D. Certo/Errado	III A. 5 x 2 = 10 p B. 4 x 2 = 8 p C. 6 x 2 = 12 p D. 4 x 2 = 8 p
Produzir Produção de um texto		IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 P

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



I

A. Listen to the dialogue between two friends and choose the best option.**1.** What type of movie is *Forrest Gump*?

- ☐ a. Action
- ☐ b. Drama
- ☐ c. Suspense
- ☐ d. Comedy

2. Besides watching movies, what does this person like doing?

- ☐ a. Going shopping
- ☐ b. Swimming
- ☐ c. Drinking and partying
- ☐ d. Playing basketball

3. What does this person do for exercise?

- ☐ a. Golf once a week
- ☐ b. Basketball on the weekends
- ☐ c. Jogging at least twice a week
- ☐ d. No exercise

4. What does this person most like doing?

- ☐ a. Playing computer games
- ☐ b. Reading books
- ☐ c. Going shopping
- ☐ d. Playing pool

Read the following text carefully.

The importance of leisure time

What do you usually do at the weekend or whenever you have leisure time? In your free time most of you probably prefer going to the cinema, shopping, playing games, and spending time on your social network, don't you? Well, instead of wasting your time on trivial things, it's better to do something useful when you have some spare time.

If you have a garden or backyard at home, then an obvious suggestion is to spend time gardening. You can improve the look of your house by growing flowers and plants, adding decorative features, providing stunning lighting, and even building a pool or pond. Gardening is interesting and great fun, especially if you do it with other family members.

Another useful thing you can enjoy during your leisure time is doing a hobby. What's your hobby? Don't say that it is watching movies, shopping, or eating snacks. I mean a rewarding hobby like knitting to make your own clothes, writing articles to be published in newspapers, reading a business blog if you are a businessman, and so on.



www.winterparkinnandsuits.com (accessed in January 2014)

B. Say whether the following sentences are TRUE, FALSE or if the text DOESN'T SAY.

1. Spending time on your social networks is one of the activities people do when they have some spare time.

☐ a. True ☐ b. False ☐ c. Doesn't say

2. People usually spend time social networking during the weekend.

☐ a. True ☐ b. False ☐ c. Doesn't say

3. If you have a backyard, the only thing you can do is gardening.

☐ a. True ☐ b. False ☐ c. Doesn't say

4. Gardening can be an activity for the whole family.

☐ a. True ☐ b. False ☐ c. Doesn't say

5. Knitting to create new clothes can be a good hobby because it's not very expensive.

☐ a. True ☐ b. False ☐ c. Doesn't say

C. Find opposites in the text for the following words.

1. occupied _____

2. valuable _____

3. unimpressive _____

4. boring _____

5. useless _____

D. Answer the following questions about the text.

1. According to the text, which are the most common hobbies?

2. What do you need to have if you want to try gardening?

3. Why is gardening considered an "interesting hobby"?

4. The text mentions some "useful hobbies". Which ones?

II

A. Find the odd word out.

- | | | | |
|---------------------|-----------------|----------------|-------------|
| 1. a. Tennis racket | b. Hockey stick | c. Shuttlecock | d. Rugby |
| 2. a. Snorkelling | b. Parachuting | c. Diving | d. Swimming |
| 3. a. Baseball | b. Paintball | c. Basketball | d. Handball |
| 4. a. Skydiving | b. Parachuting | c. Hangliding | d. Swimming |
| 5. a. Parachute | b. Jumpsuit | c. Helmet | d. Pitch |





A. Complete the sentences with the correct **present simple form of the verbs in brackets.**

1. Teens can always _____ (**enjoy**) themselves during summer holidays because if the weather _____ (**be**) fine, they can do different activities.
2. Many people _____ (**not do**) any kind of sport.
3. My father _____ (**not work**) on Sundays, so we do lots of activities together.
4. _____ (**you like**) swimming?

B. Build sentences in the **present simple, writing the adverbs in the right place.**

1. often / you / How / have / surfing lessons / ?

2. on / cinema / go / the / Sundays / I / often / to / .

3. never / We / late / go / bed / to / .

4. rarely / games / He / play / computer / .

C. Fill in the gaps with the **present simple or the **present continuous**.**

1. Some people _____ (**not like**) outdoor activities. They _____ (**prefer**) reading or listening to music.
2. _____ (**do**) anything tonight?
3. My brother _____ (**play**) tennis at the moment.
4. He usually _____ (**go**) to the gym by bus, but today my father _____ (**take**) him.

D. Complete the sentences with the most suitable **modal verbs (**would/wouldn't, could/couldn't, must/mustn't, have to/don't have to**).**

1. She spoke too fast! I _____ understand a word!
2. Tomorrow we _____ bring our books to school because it's an open day and there are no lessons.
3. You _____ walk on the grass. It's forbidden. That's what that sign means.
4. My mother lets me go out, but I _____ be home before midnight.



Write a text describing your personal opinion about leisure time activities. Mention which are the most interesting hobbies for you and why (don't forget to use connectors like: *and, also, too, or, ...*).

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



I

A. Listen to the dialogue between two friends and choose the best option.**1.** What type of movie is Forrest Gump?

- ☐ a. Action
- ☐ b. Drama
- ☐ c. Suspense
- ☐ d. Comedy

2. Besides watching movies, what does this person like doing?

- ☐ a. Going shopping
- ☐ b. Swimming
- ☐ c. Drinking and partying
- ☐ d. Playing basketball

3. What does this person do for exercise?

- ☐ a. Golf once a week
- ☐ b. Basketball on the weekends
- ☐ c. Jogging at least twice a week
- ☐ d. No exercise

4. What does this person most like doing?

- ☐ a. Playing computer games
- ☐ b. Reading books
- ☐ c. Going shopping
- ☐ d. Playing pool

Read the following text carefully.

The importance of leisure time

What do you usually do at the weekend or whenever you have leisure time? In your free time most of you probably prefer going to the cinema, shopping, playing games, and spending time on your social network, don't you? Well, instead of wasting your time on trivial things, it's better to do something useful when you have some spare time.

If you have a garden or backyard at home, then an obvious suggestion is to spend time gardening. You can improve the look of your house by growing flowers and plants, adding decorative features, providing stunning lighting, and even building a pool or pond. Gardening is interesting and great fun, especially if you do it with other family members.

Another useful thing you can enjoy during your leisure time is doing a hobby. What's your hobby? Don't say that it is watching movies, shopping, or eating snacks. I mean a rewarding hobby like knitting to make your own clothes, writing articles to be published in newspapers, reading a business blog if you are a businessman, and so on.



www.winterparkinnandsuits.com (accessed in January 2014)

B. Say whether the following sentences are TRUE, FALSE or if the text DOESN'T SAY.

1. Spending time on your social networks is one of the activities people do when they have some spare time.
☐ a. True ☐ b. False ☐ c. Doesn't say
2. People usually spend time social networking during the weekend.
☐ a. True ☐ b. False ☐ c. Doesn't say
3. If you have a backyard, the only thing you can do is gardening.
☐ a. True ☐ b. False ☐ c. Doesn't say
4. Gardening can be an activity for the whole family.
☐ a. True ☐ b. False ☐ c. Doesn't say
5. Knitting to create new clothes can be a good hobby because it's not very expensive.
☐ a. True ☐ b. False ☐ c. Doesn't say

C. Find opposites in the text for the following words.

1. occupied _____
2. valuable _____
3. unimpressive _____
4. boring _____
5. useless _____

D. Answer the following questions about the text.

1. According to the text, which are the most common hobbies?

2. What do you need to have if you want to try gardening?

3. Why is gardening considered an "interesting hobby"?

4. The text mentions some "useful hobbies". Which ones?

II

A. Find the odd word out.

- | | | | |
|---------------------|-----------------|----------------|-------------|
| 1. a. Tennis racket | b. Hockey stick | c. Shuttlecock | d. Rugby |
| 2. a. Snorkelling | b. Parachuting | c. Diving | d. Swimming |
| 3. a. Baseball | b. Paintball | c. Basketball | d. Handball |
| 4. a. Skydiving | b. Parachuting | c. Hangliding | d. Swimming |
| 5. a. Parachute | b. Jumpsuit | c. Helmet | d. Pitch |





A. Circle the correct form of the present simple.

1. Teens can always **enjoy** / **enjoys** themselves during summer holidays because if the weather **is** / **are** fine, they can do different activities.
2. Many people **doesn't do** / **don't do** any kind of sport.
3. My father **not works** / **doesn't work** on Sundays, so we do lots of activities together.
4. **You like** / **Do you like** swimming?

B. Build sentences in the present simple, writing the adverbs in the right place.

1. often / you / How / have / surfing lessons / ?

2. on / cinema / go / the / Sundays / I / often / to / .

3. never / We / late / go / bed / to / .

4. rarely / games / He / play / computer / .

C. Choose the correct verb tense: present simple or present continuous.

1. Some people **don't like** / **aren't liking** outdoor activities. They **prefer** / **are preferring** reading or listening to music.
2. **Do you do** / **Are you doing** anything tonight?
3. My brother **plays** / **is playing** tennis at the moment.
4. He usually **goes** / **is going** to the gym by bus, but today my father **is taking** / **takes** him.

D. Complete the sentences with the most suitable modal verbs: couldn't, must/mustn't, don't have to.

1. She spoke too fast! I _____ understand a word!
2. Tomorrow we _____ bring our books to school because it's an open day and there are no lessons.
3. You _____ walk on the grass. It's forbidden. That's what that sign means.
4. My mother lets me go out, but I _____ be home before midnight.



Write a text describing your favourite hobby. Mention what it involves, why you like it, when you do it, where, with whom, etc.

TEST 1 - IT'S STILL LEISURE TIME!

AUDIO SCRIPT

TESTS A and B

A: "How are you doing?"

B: "I'm doing great."

A: "What movies have you seen lately?"

B: "I saw *Forrest Gump* the other day."

A: "What type of movie is that?"

B: "It's a drama."

A: "I can't believe you are watching movies. The weather is great. You should be outside."

B: "I hate the hot weather. I'd rather stay indoors with the air conditioning."

A: "What else do you like doing besides watching movies?"

B: "I like playing computer games, reading books, going shopping, and playing pool."

A: "Out of those what is your favourite?"

B: "My favourite is playing computer games."

A: "What is your favourite computer game?"

B: "My favourite is Diablo. It used to be Star Craft, but that's getting a little old."

A: "If you like playing so much, when do you ever exercise?"

B: "Well, although I hate to exercise, I go jogging at least twice a week."

A: "That's pretty good. By the way, what are you doing next Saturday?"

ANSWER KEY – TEST A

I

A. 1. b; 2. a; 3. c; 4. a

B. 1. a. True; 2. c. Doesn't say; 3. b. False; 4. a. True; 5. c. Doesn't say

C. 1. free; 2. trivial; 3. stunning; 4. interesting; 5. useful

D. 1. The most common hobbies are: going to cinema, shopping, playing games and spending time on social networks.

2. You need to have a garden or a backyard.

3. It's an interesting hobby because you do it outdoors with other family members.

4. Knitting to make your own clothes, writing articles to be published or reading blogs.

II

A. 1. d; 2. b; 3. b; 4. d; 5. d

III

A. 1. enjoy / is; 2. don't do; 3. doesn't work; 4. do you like

B. 1. How often do you have surfing lessons?

2. I often go to the cinema on Sundays.

3. We never go to bed late.

4. He rarely plays computer games.

C. 1. don't like / prefer; 2. Are you doing;

3. is playing; 4. goes / is taking

D. 1. couldn't; 2. don't have to

3. mustn't; 4. must/have to

IV

Free answer.

ANSWER KEY – TEST B

I

A. 1. b; 2. a; 3. c; 4. a

B. 1. a. True; 2. c. Doesn't say; 3. b. False; 4. a. True; 5. c. Doesn't say

C. 1. free; 2. trivial; 3. stunning; 4. interesting; 5. useful

D. 1. The most common hobbies are: going to cinema, shopping, playing games and spending time on social networks.

2. You need to have a garden or a backyard.

3. It's an interesting hobby because you do it outdoors with other family members.

4. Knitting to make your own clothes, writing articles to be published or reading blogs.

II

A. 1. d; 2. b; 3. b; 4. d; 5. d;

III

A. 1. enjoy / is; 2. don't do; 3. doesn't work; 4. do you like

B. 1. How often do you have surfing lessons?

2. I often go to the cinema on Sundays.

3. We never go to bed late.

4. He rarely plays computer games.

C. 1. don't like / prefer; 2. Are you doing;

3. is playing; 4. goes / is taking

D. 1. couldn't; 2. don't have to

3. mustn't; 4. must/have to

IV

Free answer.

MATRIZ DO TESTE A

Competências	Conteúdos	Tipologia de exercício	CrITÉRIOS de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Friends indeed!</i> • Friendship • Psychological qualities	I Compreensão de dois textos baseado nos seguintes exercícios: A. Completamento de frases B. Exercício de <i>matching</i> . C. Identificação de referências no texto D. Exercício de sinónimos. E. Completamento de frases de acordo com o conteúdo do texto	I A. Certo/Parcialmente certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Errado A. Certo/Parcialmente certo/Errado	I A. 6 × 2 = 12 p B. 6 × 2 = 12 p C. 4 × 1,5 = 6 p D. 5 × 1 = 5 p E. 4 × 4 = 16 p
Língua inglesa Aplicação de regras do funcionamento da língua	• <i>Word formation (adjective prefixes/suffixes)</i> • <i>Degrees of adjectives: comparative and superlative</i> • <i>Past simple of regular and irregular verbs</i> • <i>-ing and -ed adjectives</i>	II A. Preenchimento de espaços III A. Escolha múltipla B. Preenchimento de espaços C. Exercício de alternativa	II A. Certo/Errado III A. Certo/Errado B. Certo/Errado C. Certo/Errado	II A. 4 × 2 = 8 p III A. 4 × 1,5 = 6 p B. 9 × 1 = 9 p C. 3 × 2 = 6 p
Produzir Produção de um texto		IV Elaboração de um texto, partindo de instruções fornecidas.	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

MATRIZ DO TESTE B

Competências	Conteúdos	Tipologia de exercício	CrITÉRIOS de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Friends indeed!</i> • Friendship • Psychological qualities	I Compreensão de dois textos baseado nos seguintes exercícios: A. Completamento de frases B. Exercício de <i>matching</i> C. Escolha múltipla (referências) D. Escolha múltipla (sinónimos) E. Completamento de frases de acordo com o conteúdo do texto	I A. Certo/Parcialmente certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Errado E. Certo/Parcialmente certo/Errado	I A. 6 × 2 = 12 p B. 6 × 2 = 12 p C. 4 × 1,5 = 6 p D. 5 × 1 = 5 p E. 4 × 4 = 16 p
Língua inglesa Aplicação de regras do funcionamento da língua	• <i>Word formation (adjective prefixes/suffixes)</i> • <i>Degrees of adjectives: comparative and superlative</i> • <i>Past simple of regular and irregular verbs</i> • <i>-ing and -ed adjectives</i>	II A. Exercício de alternativa III A. Escolha múltipla B. Exercício de alternativa C. Exercício de alternativa	II A. Certo/Errado III A. Certo/Errado B. Certo/Errado C. Certo/Errado	II A. 4 × 2 = 8 p III A. 4 × 1,5 = 6 p B. 9 × 1 = 9 p C. 3 × 2 = 6 p
Produzir Produção de um texto		IV Elaboração de um texto, partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



I

A. Listen to the article “asking for help and getting past obstacles” from *KidsHealth* and complete the following sentences accordingly.

1. Giving and receiving makes for good _____
2. Sometimes it's hard to seek _____
3. Believing that you need help is not a sign of _____
4. Asking for help shows maturity and _____
5. No one can handle everything _____
6. Everyone feels good when they support _____



Read the following text carefully.

6 Things a true friend would never do

A true friend, who understands **your** tears and troubles, is far more valuable than a hundred friends who only show up for your smiles and joys. Because a true friend accepts who you truly are, and also helps you become who you are capable of being. A true friend would NEVER...

1. _____
- 5 As out of place as you sometimes feel, you don't have to hide all the imperfect pieces of yourself from a true friend. True friends love and appreciate each other just the way **they** are.

2. _____

It's not who's standing beside you during good times, but the ones who stick by you through tough times that are your true friends.

- 10 3. _____

If someone relentlessly judges you by your past and holds **it** against you, you might have to take matters into your own hands, and repair your present and future by leaving them behind.

4. _____

- 15 If you know someone who avoids the truth by telling you only what you want to hear, they do **so** for their own benefit, not yours. They are not a true friend and they don't deserve to be treated as such.

5. _____

Don't look for a friend who will solve all your problems; look for one who will face them with you.

6. _____

- 20 It takes a great deal of courage to stand up to your enemies, but just as much to stand up to your friends. Life's too short to be hanging around people who try to control and manipulate you. Anyone who does so is not a true friend.

www.marcandangel.com (abridged and adapted, accessed in January 2014)

B. Insert the lines below in the text, according to the content of each paragraph.

- a. Lie to you.
- b. Criticize you for being flawed.
- c. Bully you.
- d. Walk away when times get tough.
- e. Hold a grudge over your head.
- f. Pretend like they have all the answers.

C. Say who or what the following words refer to in the text.

- 1. your (line 1) _____
- 2. they (line 6) _____
- 3. It (line 11) _____
- 4. So (line 14) _____

D. Find synonyms in the text for the following words/expressions.

- 1. problems _____
- 2. by your side _____
- 3. hard _____
- 4. runs from _____
- 5. a lot of _____



E. Complete the following sentences according to the text. Try to use your own words.

- 1. You don't have to hide all the imperfect pieces of yourself from a true friend, because _____
- 2. When you come out the other side of a difficult period in your life, the people still standing beside you _____
- 3. The ones who tell you only what you want to hear, _____
- 4. Standing up to your friends can sometimes _____

II

A. Complete the following sentences by adding the correct prefix: *dis, in, im, il, ir* or *un* to the adjective in brackets.

- 1. I was _____ of doing that exercise. (**capable**)
- 2. When I went to the doctor I couldn't wait anymore. I was very _____. (**patient**)
- 3. A friend who is always lying to you is an _____ person. (**reliable**)
- 4. Not telling the truth to a friend is _____ behaviour. (**honest**)

III

A. Choose the best option.

- 1. I'm a very lucky person! I have _____ friends in the world.
a. the better b. the best c. the worst
- 2. All my friends are _____ me.
a. tallest than b. taller than c. the tallest
- 3. Asking for help was _____ I expected!
a. easier than b. the easiest c. more easy than
- 4. Facing a problem is _____ ignoring it.
a. harder than b. the hardest c. more hard than

B. Complete the sentences with the **past simple form of the verbs in brackets.**

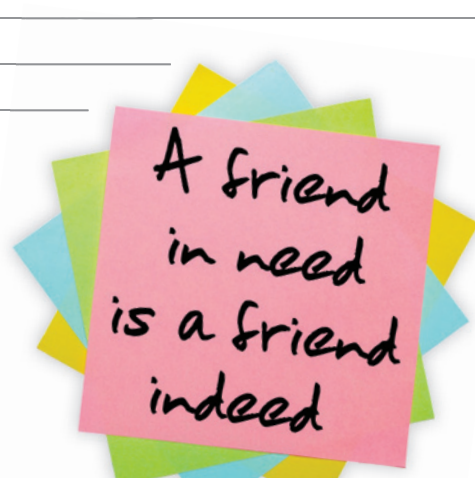
1. When I _____ (**decide**) to ask for help,
I _____ (**not know**) that
my problem _____ (**can**) be so serious.
2. When I _____ (**realise**) that I _____ (**need**)
help, my friends _____ (**be**) there to
support me.
3. I think it _____ (**be**) only then that I _____ (**find**) out the true
meaning of friendship and _____ (**give**) myself another opportunity.
- 



C. Choose the correct adjective for each sentence.

1. I enjoyed the film very much. It was very _____. (**interesting / interested**)
2. Sometimes friends can be rather _____ and you find you can't rely on them. (**disappointed / disappointing**)
3. It's quite common to feel _____ now and then. (**depressed / depressing**)

Have you ever told your best friend why you like him/her, or why he/she is so important to you? Write him/her a message or a letter.

A stack of colorful sticky notes (pink, yellow, and light blue) is positioned in the bottom right corner of the page. The topmost pink sticky note features the text "A friend in need is a friend indeed" written in a black, cursive script. The background of the entire page is white with horizontal grey lines.

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



I

A. Listen to the article “asking for help and getting past obstacles” from *KidsHealth* and complete the following sentences accordingly.

1. Giving and receiving makes for good _____
2. Sometimes it’s hard to seek _____
3. Believing that you need help is not a sign of _____
4. Asking for help shows maturity and _____
5. No one can handle everything _____
6. Everyone feels good when they support _____



Read the following text carefully.

6 Things a true friend would never do

A true friend, who understands your tears and troubles, is far more valuable than a hundred friends who only show up for your smiles and joys. Because a true friend accepts who you truly are, and also helps you become who you are capable of being. A true friend would NEVER...

1. _____
- 5 As out of place as you sometimes feel, you don’t have to hide all the imperfect pieces of yourself from a true friend. True friends love and appreciate each other just the way **they** are.

2. _____

It’s not who’s standing beside **you** during good times, but the ones who stick by you through tough times that are your true friends.

- 10 3. _____

If someone relentlessly judges you by your past and holds **it** against you, you might have to take matters into your own hands, and repair your present and future by leaving them behind.

4. _____

- 15 If you know someone who avoids the truth by telling you only what you want to hear, they do **so** for their own benefit, not yours. They are not a true friend and they don’t deserve to be treated as such.

5. _____

Don’t look for a friend who will solve all your problems; look for one who will face them with you.

6. _____

- 20 It takes a great deal of courage to stand up to your enemies, but just as much to stand up to your friends. Life’s too short to be hanging around people who try to control and manipulate you. Anyone who does so is not a true friend.

www.marcandangel.com (abridged and adapted, accessed in January 2014)

B. Insert the lines below in the text, according to the content of each paragraph.

- | | |
|------------------------------------|--|
| a. Lie to you. | d. Walk away when times get tough. |
| b. Criticize you for being flawed. | e. Hold a grudge over your head. |
| c. Bully you. | f. Pretend like they have all the answers. |

C. Choose the best option.

1. The word "they" in line 6 refers to

- | | | |
|--------------------------------------|---------------------------------------|--------------------------------------|
| ☐ a. parents. | ☐ b. teachers. | ☐ c. friends. |
|--------------------------------------|---------------------------------------|--------------------------------------|

2. The word "you" in line 8 refers to

- | | | |
|---------------------------------|------------------------------------|---------------------------------|
| ☐ a. me. | ☐ b. their. | ☐ c. my. |
|---------------------------------|------------------------------------|---------------------------------|

3. The word "it" in line 11 refers to

- | | | |
|---------------------------------------|--|---|
| ☐ a. the past. | ☐ b. the present. | ☐ c. the future. |
|---------------------------------------|--|---|

4. The word "so" in line 14 refers to

- | | | |
|---|--|--|
| ☐ a. telling what you want to see. | ☐ b. telling what you want to hear. | ☐ c. telling what you want to feel. |
|---|--|--|

D. Match the words/expressions from the text with their corresponding definition or synonym.

- | | | |
|-----------------|--------------------------|-----------------|
| 1. troubles | ☐ | a. runs from |
| 2. beside you | ☐ | b. a lot of |
| 3. tough | ☐ | c. hard |
| 4. avoids | ☐ | d. problems |
| 5. a great deal | ☐ | e. by your side |



E. Find the best word to complete the following sentences from the text.

1. You don't have to hide all the imperfect pieces of yourself from a true _____.
2. When you come out the other side of a difficult period in your life, the people still standing beside you are your _____ friends.
3. True friends aren't the ones who tell you only what you want to _____.
4. Standing up to your friends can sometimes be _____.

II

A. Circle the correct word.

1. I was **uncapable** / **incapable** of doing that exercise.
2. When I went to the doctor I couldn't wait anymore. I was very **dispatient** / **impatient**.
3. A friend who is always lying to you is an **inreliable** / **unreliable** person.
4. Not telling the truth to a friend is **dishonest** / **unhonest** behaviour.

III

A. Choose the best option.

1. I'm a very lucky person! I have _____ friends in the world.
 a. the better b. the best c. the worst
2. All my friends are _____ me.
 a. tallest than b. taller than c. the tallest
3. Asking for help was _____ I expected!
 a. easier than b. the easiest c. more easy than
4. Facing a problem is _____ ignoring it.
 a. harder than b. the hardest c. more hard than



B. Complete the sentences by choosing the correct form of the verb in the **past simple**.

1. When I **decided** / **decide** to ask for help, I **don't know** / **didn't know** that my problem **could** / **can** be so serious.
2. When I **realised** / **realise** that I **need** / **needed** help, my friends **was** / **were** there to support me.
3. I think it **was** / **were** only then that I **finded** / **found** out the true meaning of friendship and **gaved** / **gave** myself another opportunity.

C. Choose the correct **adjective** for each sentence.

1. I enjoyed the film very much. It was very _____. (**interesting** / **interested**)
2. Sometimes friends can be rather _____ and you find you can't rely on them. (**disappointed** / **disappointing**)
3. It's quite common to feel _____ now and then. (**depressed** / **depressing**)

IV

Write a text about your best friend and why he/she is so important to you. You can also mention the activities you do together, etc.

TEST 2 - FRIENDS INDEED!

AUDIO SCRIPT

TESTS A and B

Asking for help – Getting past obstacles

When we're struggling with something, it's natural to turn to others for help. Helping each other is all part of the giving and receiving that makes up good relationships.

Getting help sounds simple. But it's not always easy to do. Sometimes we stand in our own way without realising it.

Certain beliefs or ways of thinking can make it hard to seek opportunities for help. Here are some examples of the kinds of attitudes that can stand in the way – and ideas on how to get past them.

Obstacle 1: Believing that needing help is a sign of weakness. Asking for help shows maturity and confidence. It's a sign of strength, not weakness. You know what you need and you're not afraid to reach out for it.

Obstacle 2: Thinking you don't deserve help or support. Everyone needs help now and then. No one can – or should – handle everything alone. Accepting help can strengthen friendships and relationships. Everyone feels good when they can support a friend!

www.kidshealth.com
(abridged and adapted, accessed in January 2014)

ANSWER KEY – TEST A

I

- A. 1. relationships; 2. opportunities for help;
3. weakness; 4. confidence; 5. alone; 6. a friend
- B. 1. b. Criticize you for being flawed.
2. d. Walk away when times get tough.
3. e. Hold a grudge over your head.
4. a. Lie to you.
5. f. Pretend like they have all the answers.
6. c. Bully you.
- C. 1. ours (the readers'); 2. friends;
3. the past; 4. telling what you want to hear
- D. 1. troubles; 2. beside you; 3. tough; 4. avoids; 5. a great deal
- E. 1. a true friend accepts you how you truly are; 2. are your true friends; 3. are not your true friends; 4. be difficult.

II

- A. 1. incapable; 2. impatient; 3. unreliable; 4. dishonest

III

- A. 1. b; 2. b; 3. a; 4. a
- B. 1. decided / didn't know / could; 2. realised / needed / were;
3. was / found / gave
- C. 1. interesting; 2. disappointing; 3. depressed

IV

Free answer.

ANSWER KEY – TEST B

I

- A. 1. relationships; 2. opportunities for help;
3. weakness; 4. confidence; 5. alone; 6. a friend
- B. 1. b. Criticize you for being flawed.
2. d. Walk away when times get tough.
3. e. Hold a grudge over your head.
4. a. Lie to you.
5. f. Pretend like they have all the answers.
6. c. Bully you.
- C. 1. c; 2. a; 3. a; 4. b
- D. 1. d; 2. e; 3. c; 4. a; 5. b
- E. 1. friend; 2. real / true; 3. hear; 4. difficult

II

- A. 1. incapable; 2. impatient; 3. unreliable; 4. dishonest

III

- A. 1. b; 2. b; 3. a; 4. a
- B. 1. decided / didn't know / could; 2. realised / needed / were;
3. was / found / gave
- C. 1. interesting; 2. disappointing; 3. depressed

IV

Free answer.

START EATING, START LIVING! TEST 3

MATRIZ DO TESTE A

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Start eating, start living!</i> • <i>Healthy food</i> • <i>Eating disorders</i> • <i>Eating habits</i>	I Compreensão de dois textos baseado nos seguintes exercícios: A. Completamento de frases com a palavra adequada B. Procura de evidências C. Exercício de antónimos D. Perguntas sobre o texto	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Parcialmente certo/Errado	I A. $3 \times 1 = 3$ p B. $5 \times 2,5 = 12,5$ p C. $4 \times 1 = 4$ p D. $5 \times 4 = 20$ p
Língua inglesa Aplicação de regras do funcionamento da língua	• <i>Countable/ uncountable nouns</i> • <i>Indefinite article</i> • <i>Quantifier</i> • <i>The Future – Will + infinitive/ The Future – Be going to</i> • <i>Past simple vs. past continuous</i>	II A. Preenchimento de uma tabela. III A. Preenchimento de espaços B. Preenchimento de espaços C. Preenchimento de espaços D. Preenchimento de espaços	II A. Certo/Errado III A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Errado	II A. $10 \times 0,5 = 5$ p III A. $3 \times 1 = 3$ p B. $5 \times 1 = 5$ p C. $4 \times 2,5 = 10$ p D. $7 \times 2,5 = 17,5$ p
Produzir Produção de um texto		IV Elaboração de um texto, partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

MATRIZ DO TESTE B

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Start eating, start living!</i> • <i>Healthy food</i> • <i>Eating disorders</i> • <i>Eating habits</i>	I Compreensão de dois textos baseado nos seguintes exercícios: A. Completamento de frases com a palavra adequada B. Procura de evidências C. Exercício de <i>matching</i> D. Completamento de frases com a palavra adequada	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Errado	I A. $3 \times 1 = 3$ p B. $5 \times 2,5 = 12,5$ p C. $4 \times 1 = 4$ p D. $5 \times 4 = 20$ p
Língua inglesa Aplicação de regras do funcionamento da língua	• <i>Countable/ uncountable nouns</i> • <i>Indefinite article</i> • <i>Quantifier</i> • <i>The Future – Will + infinitive/ The Future – Be going to</i> • <i>Past simple vs. past continuous</i>	II A. Preenchimento de uma tabela III A. Preenchimento de espaços B. Exercício de alternativa C. Exercício de alternativa D. Exercício de alternativa	II A. Certo/Errado III A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Errado	II A. $10 \times 0,5 = 5$ p III A. $3 \times 1 = 3$ p B. $5 \times 1 = 5$ p C. $4 \times 2,5 = 10$ p D. $7 \times 2,5 = 17,5$ p
Produzir Produção de um texto		IV Elaboração de um texto, partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

**A. Listen to an article about eating disorders and complete the sentences with the right word.**

1. Many teenagers are concerned about how they l ____ _ .
2. They can feel self-conscious about their b ____ _ .
3. Eating disorders such as anorexia nervosa or bulimia nervosa can permanently affect their h ____ _ .

Read the following text carefully.

Understanding eating disorders

Are you worried that a friend or family member might have an eating disorder? It's not easy to watch someone you care about damage his or her health – especially when the solution appears, at least on the outside, to be simple. But eating disorders aren't really about food or weight. They are attempts to deal with emotional and stress-related issues. You can't force a person with an eating disorder to change, but you can offer your support and encourage treatment. And that can make a huge difference.

5

Eating disorders involve extreme disturbances in eating behaviours – following rigid diets, bingeing on food in secret, throwing up after meals, obsessively counting calories. But eating disorders are more complicated than just unhealthy dietary habits. At their core, eating disorders involve distorted, self-critical attitudes about weight, food, and body image. It's these negative thoughts and feelings that fuel the damaging behaviours.

- 10 People with eating disorders use food to deal with uncomfortable or painful emotions. Restricting food is used to feel in control. Overeating temporarily soothes sadness, anger, or loneliness. Purging is used to combat feelings of helplessness and self-loathing. Over time, people with eating disorders lose the ability to see themselves objectively and obsessions over food and weight come to dominate everything else in life.

www.Kidasandhealth.com (accessed in January 2014)

B. Find evidence for the following statements.

1. Sometimes it can be difficult to help someone who has an eating disorder.

2. Eating disorders can be a consequence of stress and emotional problems.

3. It's very important to convince someone who has an eating disorder to find the proper treatment.

4. Unhealthy diets can be only a small part of a huge problem.

5. Damaging behaviours can be caused by negative thoughts and feelings.

C. Read the first paragraph again and find opposites for the following words/expressions.

1. improve _____
2. inside _____
3. remain the same _____
4. tiny _____

D. Answer questions about the text.

1. What is an eating disorder?

2. How can you help someone who has an eating disorder?

3. What kind of disturbances in eating behaviours can people have?

4. Why are eating disorders more complicated than ordinary habits?

5. What can happen to people with eating disorders over time?



II

A. Insert the following words in the right column.

cheese water bread sugar rice apple carrot wine onion money

Countable nouns	Uncountable nouns

III

A. Complete the following sentences with **a / an**.

1. I'll have _____ cup of coffee, please.
2. There's _____ apple in the fridge.
3. I often eat _____ orange at breakfast time.



B. Choose the correct quantifier for each sentence. Use: *some / any / many / much / a lot of / a few / a little*.

1. Is there _____ milk in the fridge? Yes, there's still some in the jug.
2. How _____ water do you normally drink each day?
3. There are _____ ways to help a person with an eating disorder.
4. I'm really thirsty but there's only _____ water in my bottle.
5. Are there any yoghurts in the fridge? No, not many. There are only _____.

C. Fill in the gaps with the correct form of *will* or *be going to* and the verb in brackets.

1. I have decided what I _____ (buy) in the supermarket.
2. Have you got the shopping list? No, I forgot. Wait a moment I _____ (get) it for you.
3. _____ (you / pass) me the salt, please?
4. What are your plans for next weekend? I _____ (meet) my friends from last year.

D. Write the verbs in brackets in the correct form: *past simple* or *past continuous*.

1. Yesterday, when I _____ (have) lunch, I _____ (look) outside and _____ (see) Jane.
2. She _____ (wear) a red dress and a blue jacket.
3. She _____ (not see) me, so I _____ (wave) and _____ (call) her name.

IV

Make a comment on the following statement:

"We are what we eat."

You can mention eating habits, the kind of food you eat or like, best sports, rest time, stress, etc.



Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

**A. Listen to an article about eating disorders and complete the sentences with the right word.**

1. Many teenagers are concerned about how they l ____ _ .
2. They can feel self-conscious about their b ____ _ .
3. Eating disorders such as anorexia nervosa or bulimia nervosa can permanently affect their h ____ _ .

Read the following text carefully.

Understanding eating disorders

Are you worried that a friend or family member might have an eating disorder? It's not easy to watch someone you care about damage his or her health – especially when the solution appears, at least on the outside, to be simple. But eating disorders aren't really about food or weight. They are attempts to deal with emotional and stress-related issues. You can't force a person with an eating disorder to change, but you can offer your support and encourage treatment. And that can make a huge difference.

5

Eating disorders involve extreme disturbances in eating behaviours – following rigid diets, bingeing on food in secret, throwing up after meals, obsessively counting calories. But eating disorders are more complicated than just unhealthy dietary habits. At their core, eating disorders involve distorted, self-critical attitudes about weight, food, and body image. It's these negative thoughts and feelings that fuel the damaging behaviours.

- 10 People with eating disorders use food to deal with uncomfortable or painful emotions. Restricting food is used to feel in control. Overeating temporarily soothes sadness, anger, or loneliness. Purging is used to combat feelings of helplessness and self-loathing. Over time, people with eating disorders lose the ability to see themselves objectively and obsessions over food and weight come to dominate everything else in life.

www.Kidasandhealth.com (accessed in January 2014)

B. Find evidence for the following statements.

1. Sometimes it can be difficult to help someone who has an eating disorder.

2. Eating disorders can be a consequence of stress and emotional problems.

3. It's very important to convince someone who has an eating disorder to find the proper treatment.

4. Unhealthy diets can be only a small part of a huge problem.

5. Damaging behaviours can be caused by negative thoughts and feelings.

C. Read the first paragraph again and match the words/expressions with their opposites.

- | | | |
|--------------------|--------------------------|------------|
| 1. damage | ☐ | a. huge |
| 2. outside | ☐ | b. change |
| 3. remain the same | ☐ | c. inside |
| 4. tiny | ☐ | d. improve |

D. Write the best word/expression to complete the sentences according to the text.

1. An _____ is an attempt to deal with emotional and stress-related issue.
2. We can help by offering our support and encouraging _____.
3. People can follow rigid _____, binge on food in secret, throw up after meals, and obsessively count _____.
4. They are more complicated because they involve distorted, self-critical attitudes about weight, food, and _____.
5. People with an eating disorder will lose the ability to see themselves _____ and obsessions over food and weight come to dominate everything else in _____.



II

A. Insert the following words in the right column.

cheese water bread sugar rice apple carrot wine onion money

Countable nouns	Uncountable nouns



III

A. Complete the following sentences with **a / an**.

1. I'll have _____ cup of coffee, please.
2. There's _____ apple in the fridge.
3. I often eat _____ orange at breakfast time.

B. Choose the correct quantifier for each sentence.

1. Is there **some / any** milk in the fridge?
2. How **many / much** water do you normally drink each day?
3. There are a **lot of / any** ways to help a person with an eating disorder.
4. I'm thirsty really thirsty but there's only **much / a little** water in my bottle.
5. Are there any yoghurts in the fridge? No, not many. There are only **a few / a lot of**.

C. Will or be going to? Circle the correct form of expressing the future.

1. I have decided what I **will buy / am going to buy** in the supermarket.
2. Have you got the shopping list? No, I forgot it. Wait a moment I **am getting / will get** it for you.
3. **Will you pass / are you going to pass** me the salt, please?
4. What are your plans for next weekend? I **am going to meet / will meet** my friends from last year.

D. Choose the correct form: past simple or past continuous.

1. Yesterday, when I **had / was having** lunch, I **looked / was looking** and **saw / was seeing** Jane.
2. She **was wearing / wore** a red dress and a blue jacket.
3. She **wasn't seeing / didn't see** me, so I **waved / was waving** and **was calling / called** her name.

IV

Write a text about your eating habits.

Mention:

- eating habits;
- the kind of food you eat or like;
- best sports;
- rest time;
- stress, etc.



TEST 3 - START EATING, START LIVING!

AUDIO SCRIPT

TESTS A and B

Many teenagers are concerned about how they look and can feel self-conscious about their bodies. This can be especially true when they are going through puberty, and undergo dramatic physical changes and face new social pressures.

Unfortunately, that concern can lead to an obsession that can become an eating disorder. Eating disorders such as anorexia nervosa or bulimia nervosa cause dramatic weight fluctuation, interfere with normal daily life, and can permanently affect their health.

ANSWER KEY – TEST A

I

A. 1. look; 2. bodies; 3. health.

B. 1. "It's not easy to watch someone you care about damage his or her health – especially when the solution appears, at least on the outside, to be simple".

2. "But eating disorders aren't really about food or weight. They are attempts to deal with emotional and stress-related issues."

3. "(...), but you can offer your support and encourage treatment. And that can make a huge difference."

4. "But eating disorders are more complicated than just unhealthy dietary habits."

5. It's these negative thoughts and feelings that fuel the damaging behaviours.

C. 1. damage; 2. outside; 3. change; 4. huge

D. 1. An eating disorder is an attempt to deal with emotional and stress-related issues.

2. We can help by offering our support and encourage treatment.

3. People can follow rigid diets, binge on food in secret, throw up after meals, and obsessively count calories.

4. They are more complicated because they involve distorted, self-critical attitudes about weight, food, and body image.

5. They will lose the ability to see themselves objectively and obsessions over food and weight come to dominate everything else in life.

II

A.	Countable nouns	Uncountable nouns
	apple, onion, carrot	bread, cheese, sugar, money, rice, wine, water

III

A. 1. a; 2. an; 3. an.

B. 1. any; 2. much; 3. many / a lot of / some; 4. a little; 5. a few.

C. 1. I'm going to buy; 2. 'll get; 3. Will you pass, ; 4. 'm going to meet.

D. 1. was having / looked / saw; 2. was wearing; 3. didn't see / waved / called.

IV

Free answer.

ANSWER KEY – TEST B

I

A. 1. look; 2. bodies; 3. health.

B. 1. "It's not easy to watch someone you care about damage his or her health – especially when the solution appears, at least on the outside, to be simple".

2. "But eating disorders aren't really about food or weight. They are attempts to deal with emotional and stress-related issues."

3. "(...), but you can offer your support and encourage treatment. And that can make a huge difference."

4. "But eating disorders are more complicated than just unhealthy dietary habits."

5. It's these negative thoughts and feelings that fuel the damaging behaviours.

C. 1. d; 2. c; 3. b; 4. a

D. 1. eating disorder

2. treatment

3. diets / calories

4. body image

5. objectively / life

II

A.	Countable nouns	Uncountable nouns
	apple, onion, carrot	bread, cheese, sugar, money, rice, wine, water

III

A. 1. a; 2. an; 3. an.

B. 1. any; 2. much; 3. many / a lot of ; 4. a little; 5. a few

C. 1. am going to buy; 2. Will get; 3. Will you pass; 4. am going to meet

D. 1. was having / looked / saw; 2. was wearing; 3. didn't see / waved / called

IV

Free answer.

MATRIZ DO TESTE A

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Passion for fashion</i> <i>Fashion</i> <i>Fashion shows</i> <i>Style and clothing</i> <i>Footwear and accessories</i>	I Compreensão de dois textos baseada nos seguintes exercícios: A. Escolha múltipla B. Correção de afirmações falsas, apresentando evidências do texto C. Exercício de sinónimos D. Perguntas sobre o texto	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Parcialmente certo/Errado	I A. $6 \times 1 = 6$ p B. $4 \times 2 = 8$ p C. $4 \times 1 = 4$ p D. $4 \times 4 = 16$ p
		II A. Escolha múltipla	II A. Certo/Errado	II A. $4 \times 1 = 4$ p
Língua inglesa Aplicação de regras do funcionamento da língua	<i>Present perfect</i> <i>Present perfect: for, since, ever, never, just, already, yet</i> <i>Present perfect or past simple</i>	III A. Preenchimento de espaços B. Preenchimento de espaços C. Preenchimento de espaços	III A. Certo/Errado B. Certo/Errado C. Certo/Errado	III A. $4 \times 1,5 = 6$ p B. $6 \times 3 = 18$ p C. $6 \times 3 = 18$ p
Produzir Produção de um texto		IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

MATRIZ DO TESTE B

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Passion for fashion</i> <i>Fashion</i> <i>Fashion shows</i> <i>Style and clothing</i> <i>Footwear and accessories</i>	I Compreensão de dois textos baseada nos seguintes exercícios: A. Escolha múltipla B. Procura de evidências C. Exercício de <i>matching</i> D. Completamento de frases	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Parcialmente certo/Errado	I A. $6 \times 1 = 6$ p B. $4 \times 2 = 8$ p C. $4 \times 1 = 4$ p D. $4 \times 4 = 16$ p
		II A. Escolha múltipla	II A. Certo/Errado	II A. $4 \times 1 = 4$ p
Língua inglesa Aplicação de regras do funcionamento da língua	<i>Present perfect</i> <i>Present perfect: for, since, ever, never, just, already, yet</i> <i>Present perfect or past simple</i>	III A. Exercício de alternativa B. Exercício de alternativa C. Exercício de alternativa	III A. Certo/Errado B. Certo/Errado C. Certo/Errado	I A. $4 \times 1,5 = 6$ p B. $6 \times 3 = 18$ p C. $6 \times 3 = 18$ p
Produzir Produção de um texto	Elaboração de texto	IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

**A. Listen to a dialogue in a clothes shop and then choose the best option for each sentence.**

1. What is the name of the store?

☐ a. Arby's☐ b. Angie's☐ c. Angelo's☐ d. Sheri's

2. How many racks of clothes are on sale?

☐ a. One☐ b. Two☐ c. Three☐ d. Four

3. When Marianne sees the sweater, she likes it. But she would prefer...

☐ a. a smaller size.☐ b. a larger size.☐ c. a green one.☐ d. a red one.

4. A fitting room is a place where you...

☐ a. buy clothes.☐ b. make clothes.☐ c. try on clothes.☐ d. hide clothes.

5. Marianne says she "will take it." It means she will...

☐ a. buy nothing.☐ b. try on the sweater.☐ c. use her credit card.☐ d. buy the sweater.

6. Marianne's credit card is almost maxed out so...

☐ a. she will use it to buy the sweater.☐ c. she cannot buy the sweater.☐ b. she will write a check instead.☐ d. she will use a different credit card.**Read the following text carefully.****Who says what's fashionable?**

Are you obsessed with fashion and beauty? If the answer is yes, then there is a high chance that you spend a fair amount of time trying to make sure that whatever you are wearing is fashionable. It was once thought that fashion was reserved for people who worked in fashion and did not really concern the general public. With changing times, more people have become concerned as to whether their outfits are fashionable. However, who really sets the trends and decides what is in vogue? Have you ever wondered why some colours, styles and accessories suddenly become a favourite among everyone around you?

Fashion designers and legendary fashion houses, such as Prada, Gucci and Chanel, lead the way in influencing our perception of fashion. These designers create trend-setting fashions and are able to gain a wider appeal through fashion exhibitions, shows and magazine photo-shoots that display their collection. Even though some of their designs may seem outrageous, the brand appeal attracts people to adapt the themes into outfits that may be worn in their daily routine.

The growth of the mass media has also played a very important role in developing fashion sense. People are likely to follow characters from popular television shows and movies and also closely follow celebrity-driven fashion trends. A dress worn by any A-list celebrity, such as Jennifer Lopez or Kate Hudson, is likely to attract the media spotlight and become instantly famous. Top stars, like Jessica Simpson and Lady Gaga, are leading the fashion scene and have influenced women to adopt new fashion trends.

<http://technorati.com> (accessed in January 2014)

B. The information in each of the following sentences is wrong. Quote from the text to correct the mistakes.

1. Nowadays fashion is reserved for people who work in that industry and it doesn't concern the real public.

2. Prada, Gucci and Chanel are names of some top stars.

3. People are not influenced by fashion designers.

4. Designers design clothes for people to wear in their daily lives.

C. Find words/expressions in the text which can have a similar meaning to:

1. big _____

2. establishes _____

3. increase _____

4. immediately _____

D. Answer the following questions about the text.

1. What was the idea that people had about fashion some years ago?

2. How has fashion changed since then?

3. Who can play an important role in influencing the general public?

4. Are the media important in the fashion industry? To what extent?

II

A. Choose the best option for each sentence.

1. "This sweater doesn't fit me. It's too small. I'll need a _____ one."

☐ a. larger ☐ b. shorter ☐ c. longer

2. "For the job interview, you'll have to put on more _____ clothes."

☐ a. fashionable ☐ b. old-fashioned ☐ c. formal

3. "It's Jane's wedding next Sunday and I haven't bought any _____ to fit my dress!"

☐ a. slippers ☐ b. flip-flops ☐ c. high-heel shoes

4. In Winter, you should wear a _____ to feel warmer.

☐ a. belt ☐ b. scarf ☐ c. bag

1. _____ (**ever / be**) to a fashion show?
2. My sister is a model. She _____ (**just / arrive**) from Paris.
3. I _____ (**not buy**) any fashion magazine recently.
4. How much money _____ (**you / spend**) on clothes?

1. Have you _____ bought anything online?
2. Why are you so happy?
I have _____ found out that I passed the last maths test.
3. My boyfriend has _____ bought the tickets for next week's fashion show. He did that last week.
But I haven't paid him for mine _____.
4. Lady Gaga has been a singer _____ 2009.
5. She has been considered the most fashionable singer _____ 2 years.

1. I _____ (**not watch**) any TV recently, but the last time I did, my favourite Top Model _____ (**be**) on the catwalk.
2. How long _____ (**you / be**) a top Model?
3. When I was a child, I _____ (**dream**) of becoming a top model.
4. At the age of five I often _____ (**look**) at myself in the mirror, wearing my party dresses.
5. I'm now 16 years old but I still _____ (**not lose**) that idea of becoming a top model.

Write a text describing your opinion about fashion. Are you a fashion slave? How often do you go shopping? Who do you ask for advice?

[illegible]

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



I

A. Listen to a dialogue in a clothes shop and then choose the best option for each sentence.

1. What is the name of the store?

- ☐ a. Arby's ☐ b. Angie's ☐ c. Angelo's ☐ d. Sheri's

2. How many racks of clothes are on sale?

- ☐ a. One ☐ b. Two ☐ c. Three ☐ d. Four

3. When Marianne sees the sweater, she likes it. But she would prefer...

- ☐ a. a smaller size. ☐ b. a larger size. ☐ c. a green one. ☐ d. a red one.

4. A fitting room is a place where you...

- ☐ a. buy clothes. ☐ b. make clothes. ☐ c. try on clothes. ☐ d. hide clothes.

5. Marianne says she "will take it." It means she will...

- ☐ a. buy nothing. ☐ b. try on the sweater. ☐ c. use her credit card. ☐ d. buy the sweater.

6. Marianne's credit card is almost maxed out so...

- ☐ a. she will use it to buy the sweater. ☐ c. she cannot buy the sweater.
☐ b. she will write a check instead. ☐ d. she will use a different credit card.

Read the following text carefully.**Who says what's fashionable?**

Are you obsessed with fashion and beauty? If the answer is yes, then there is a high chance that you spend a fair amount of time trying to make sure that whatever you are wearing is fashionable. It was once thought that fashion was reserved for people who worked in fashion and did not really concern the general public. With changing times, more people have become concerned as to whether their outfits are fashionable. However, who really sets the trends and decides what is in vogue? Have you ever wondered why some colours, styles and accessories suddenly become a favourite among everyone around you?

Fashion designers and legendary fashion houses, such as Prada, Gucci and Chanel, lead the way in influencing our perception of fashion. These designers create trend-setting fashions and are able to gain a wider appeal through fashion exhibitions, shows and magazine photo-shoots that display their collection. Even though some of their designs may seem outrageous, the brand appeal attracts people to adapt the themes into outfits that may be worn in their daily routine.

The growth of the mass media has also played a very important role in developing fashion sense. People are likely to follow characters from popular television shows and movies and also closely follow celebrity-driven fashion trends. A dress worn by any A-list celebrity, such as Jennifer Lopez or Kate Hudson, is likely to attract the media spotlight and become instantly famous. Top stars, like Jessica Simpson and Lady Gaga, are leading the fashion scene and have influenced women to adopt new fashion trends.

<http://technorati.com> (accessed in January 2014)

B. Quote from the text to support the following statements.

1. Nowadays fashion concerns the real public.

2. Prada, Gucci and Chanel are names of legendary fashion houses.

3. People are influenced by fashion designers.

4. Designers design clothes that people don't often wear in their daily lives.

C. Match the words from the text with their equivalents.

- | | | |
|--------------|--------------------------|----------------|
| 1. high | ☐ | a. increase |
| 2. sets | ☐ | b. immediately |
| 3. growth | ☐ | c. big |
| 4. instantly | ☐ | d. establishes |

D. Complete the sentences according to the text.

- The idea that people had about fashion some years ago was that _____
- Fashion has changed and nowadays _____
- _____ can play an important role in influencing the general public.
- The media are very important in the fashion industry because _____

II

A. Choose the best option for each sentence.

- "This sweater doesn't fit me. It's too small. I'll need a _____ one."
☐ a. larger ☐ b. shorter ☐ c. longer
- "For the job interview, you'll have to put on more _____ clothes."
☐ a. fashionable ☐ b. old-fashioned ☐ c. formal
- "It's Jane's wedding next Sunday and I haven't bought any _____ to fit my dress!"
☐ a. slippers ☐ b. flip-flops ☐ c. high-heel shoes
- In Winter, you should wear a _____ to feel warmer.
☐ a. belt ☐ b. scarf ☐ c. bag

III

A. Choose the best option to complete the sentences with the present perfect.

- Have you ever been / Has you ever been to a fashion show?
- My sister is a model. She just arrived / has just arrived from Paris.
- I didn't bought / haven't bought any fashion magazine recently.
- How much money have you spent / have you spend on clothes?



B. Circle the correct word.

1. Have you **ever** / **yet** bought anything online?
2. I have **ever** / **already** done it.
3. My boyfriend has **just** / **yet** bought the tickets for next week's fashion show.
4. Lady Gaga has been a singer **for** / **since** 2009.
5. She has been considered the most fashionable singer **for** / **since** 2 years.
6. I haven't been to any fashion show **never** / **yet**.

C. Choose the correct form of the verbs: present perfect or past simple.

1. I **didn't watch** / **haven't watched** any TV recently, but the last time I did, my favourite Top Model **has been** / **was** on the catwalk.
2. How long **have you been** / **were** you a top Model? Since I was 18 years old.
3. When I was a child, I **dreamt** / **have dreamt** of becoming a top model.
4. At the age of five I often **looked** / **have looked** at myself in the mirror, wearing my party dresses.
5. I'm now 16 years old but I still **didn't lose** / **haven't lost** that idea of becoming a top model.



IV

Write a text about yourself.

- How would you describe your own style?
- What kinds of clothes do you prefer to wear?
- How often do you go shopping?
- Who do you ask for advice?

TEST 4 - PASSION FOR FASHION

AUDIO SCRIPT

TESTS A and B

Store Clerk: Hi. Welcome to *Angie's*. Can I help you find something or are you just looking?

Marianne: I'm not sure. Aren't you having a sale right now?

Store Clerk: Everything on these two racks over here is on sale.

Marianne: Thanks. Oooh. This sweater is nice. But it looks a little big. Do you have this in a smaller size?

Store Clerk: I think so. Let me look. Oh, here's one. Would you like to use the fitting room to try it on?

Marianne: Sure. Thanks.

... a little later...

Store Clerk: Did it fit you OK?

Marianne: Yeah, not too bad. I think I'll take it.

Store Clerk: Great. (*She takes it off the hanger*) How would you like to pay?

Marianne: Well, I'm almost maxed out on my credit card, so I think I'll pay with a check.

Store Clerk: Okay, with tax it comes to \$24.93.

Marianne: Who should I make the check out to?

Store Clerk: *Angie's*.

Marianne: Here you are.

Store Clerk: Can I see some I.D. too, please?

Marianne: Sure, here's my driver's license.

Store Clerk: Thanks. Here you go. Enjoy your sweater. And have a nice day.

Marianne: Thanks. You too.

www.5minuteenglish.com (accessed in January 2014)

ANSWER KEY – TEST A

I

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

B. 1. "It was once thought that fashion was reserved (...)."

2. "(...) legendary fashion houses, such as Prada, Gucci and Chanel (...)."

3. "(...) lead the way in influencing our perception of fashion."

4. "(...) the brand appeal attracts people to adapt the themes into outfits that may be worn in their daily routine."

C. 1. high; 2. sets; 3. growth; 4. instantly

D. 1. They thought that fashion was only for people who worked in that industry and did not concern the general public.

2. More people have become concerned about it.

3. Characters from TV shows, movies and top stars.

4. Yes, they are. The media can help in developing people's fashion sense, because of the characters that appear on TV.

II

A. 1. a; 2. c; 3. c; 4. b

III

A. 1. Have you ever been; 2. has just arrived; 3. haven't bought; 4. have you spent

B. 1. ever; 2. just; 3. already / yet; 4. since; 5. for

C. 1. haven't watched / was; 2. have you been; 3. dreamt / dreamed; 4. looked; 5. haven't lost

IV

Free answer.

ANSWER KEY – TEST B

I

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

B. 1. "(...) more people have become concerned as to whether their outfits are fashionable."

2. "(...) legendary fashion houses, such as Prada, Gucci and Chanel(...)."

3. "(...) lead the way in influencing our perception of fashion."

4. "(...) the brand appeal attracts people to adapt the themes into outfits that may be worn in their daily routine."

C. 1. c; 2. d; 3. a; 4. b

D. 1. that fashion was only for people who worked in that industry and it did not concern the general public.

2. more people have become concerned about it.

3. Characters from TV shows, movies and top stars.

4. people try to follow the characters that appear on TV.

II

A. 1. a; 2. c; 3. c; 4. b

III

A. 1. Have you ever been; 2. has just arrived; 3. haven't bought; 4. have you spent

B. 1. ever; 2. already; 3. just; 4. since; 5. for; 6. yet

C. 1. haven't watched / was; 2. have you been; 3. dreamt; 4. looked; 5. haven't lost

IV

Free answer.

MATRIZ DO TESTE A

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Hate the media, love the media</i> The media The internet TV programmes Print media: newspapers	I Compreensão de dois textos baseada nos seguintes exercícios: A. Completamento de frases com a palavra adequada B. Verdadeiro / Falso / Correção das afirmações falsas C. Identificação de referências D. Completamento de frases de acordo com o texto II A. Exercício de <i>matching</i>	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Parcialmente certo/Errado II A. Certo/Errado	I A. $5 \times 1 = 5$ p B. $4 \times 3 = 12$ p C. $4 \times 1,5 = 6$ p D. $4 \times 4 = 16$ p II A. $7 \times 1 = 7$ p
Língua inglesa Aplicação de regras do funcionamento da língua	<i>Order of adjectives nouns</i> <i>Relative pronouns</i> <i>Phrasal verbs</i>	III A. Construção de frases B. Reescrita de frases C. Construção de frases D. Escolha múltipla	III A. Certo/ Parcialmente certo/Errado B. Certo/Parcialmente certo/Errado C. Certo/Errado	III A. $4 \times 3 = 12$ p B. $4 \times 3 = 12$ p C. $5 \times 2 = 10$ p
Produzir Produção de um texto		IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

MATRIZ DO TESTE B

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>Hate the media, love the media</i> The media The internet TV programmes Print media: newspapers	I Compreensão de dois textos baseada nos seguintes exercícios: A. Preenchimento de espaços B. Procura de evidências C. Escolha múltipla D. Completamento de frases II A. Exercício de <i>matching</i>	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Errado II A. Certo/Errado	I A. $5 \times 1 = 5$ p B. $4 \times 3 = 12$ p C. $4 \times 1,5 = 6$ p D. $4 \times 4 = 16$ p II A. $7 \times 1 = 7$ p
Língua inglesa Aplicação de regras do funcionamento da língua	<i>Order of adjectives nouns</i> <i>Relative pronouns</i> <i>Phrasal verbs</i>	III A. Ordenação de frases B. Completamento de frases C. Escolha múltipla	III A. Certo/Parcialmente certo/Errado B. Certo/Errado C. Certo/Errado	III A. $4 \times 3 = 12$ p B. $4 \times 3 = 12$ p C. $5 \times 2 = 10$ p
Produzir Produção de um texto	Elaboração de texto	IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



A. Listen to a dialogue between Todd and Kerri and write the missing words. The first letter is already there.

1. Kerri s _____ follows the news.
2. He listens mostly radio or i _____.
3. His favourite radio station is N ____.
4. He thinks that what makes it into the papers is fairly a _____ but he thinks you should consider why a news story is made p _____.
5. In Kerri's country most people get the news from TV and from the main b _____ stations.

Read the following text carefully.

The power of the media – a true story

Recently paparazzi photos circulated of the Oscar-winner Anne Hathaway – on vacation in Hawaii with her husband and looking like she was having an emergency while in the ocean. Reports stated **she** had been caught in a rip tide, was injured and had to be rescued.

- 5 While attending the Sundance premiere of her movie *Song One*, Hathaway said: "I'm fine. ... I really do appreciate everybody's concern but that was a picture that had a false story attached to **it**. The real story is not as interesting." She also joked to a reporter that someone told her to say she was playing "guess the name of the film" game and had to act out *Titanic*.
- 10 *Song One* stars Hathaway as a woman who is not very well accepted by her family but returns home when her brother suffers a serious accident. While she deals with her emotions as **he** is in a coma, she explores the Brooklyn music scene.

Hathaway sings in the film and says that it was far less pressure than when she had to sing *I Dreamed a Dream* for *Les Miserables*. "It wasn't as much pressure because **my**

- 15 character is not a singer, a musician or anything, so there is no pressure to, I don't know – to please the fans of the music I guess," she said.

Song One is directed by Katie Barker-Froyland and also stars Ben Rosenfeld, Johnny Flynn and Mary Steenburgen.



www.huffingtonpost.com (accessed in January 2014)

B. Are the following statements True (T) or False (F)? Quote from the text to correct the false ones.

☐ a. Paparazzi showed pictures about the Oscar Ceremony.

☐ **b.** Anne Hathaway was on vacation alone in Hawaii.

☐ c. While she was in the ocean, she was having an emergency.

☐ d. She had to be rescued.

C. What or who do the words in bold refer to in the text?

1. she (line 3) _____
2. it (line 7) _____
3. he (line 12) _____
4. my (line 14) _____

D. Complete the following sentences according to the text.

1. In the photos that the paparazzi showed, Anne Hathaway looked _____.
2. She said she appreciated _____ but explained that the story _____.
3. In *Song One* she plays the role of _____.
4. In that film, Anne Hathaway not only acts but she also _____.

A. Match the words/expressions on the left with a corresponding word/expression on the right.

1. documentary ☐ a. meteorologist
2. game show ☐ b. newsreader
3. weather forecast ☐ c. presenter
4. newspapers ☐ d. quizmaster
5. talk show ☐ e. commentator
6. sports ☐ f. print media
7. news ☐ g. host



A. Put the **adjectives in the correct order.**

1. An / expensive / leather / blue / coat
2. A / famous / Portuguese / star
3. A / linen / blue and brown / checked / shirt
4. A / cotton / red / beautiful / dress

B. Join the sentences by using *who*, *which*, *whose*.

1. Anne Hathaway is a famous actress. She has starred in many films.

Anne Hathaway, _____

2. I read a newspaper. It was published in London.

I read a newspaper _____

3. That's the TV presenter. His daughter is in my class.

That's the TV presenter _____

4. The paparazzi sold some photos. They were not real.

The paparazzi sold _____

C. Choose the best phrasal verb to complete the sentences.

1. It's too cold. You should _____ your coat.

☐ a. put down ☐ b. put on ☐ c. put away

2. Our car's at the mechanic. It _____ yesterday.

☐ a. broke by ☐ b. broke up ☐ c. broke down

3. Sometimes it's hard to keep going but we should never _____.

☐ a. give away ☐ b. give over ☐ c. give up

4. Reporters often _____ stories which are not true.

☐ a. make up ☐ b. make out ☐ c. make back

5. Our History teacher asked us to _____ something about famous people from the 20th century.

☐ a. find up ☐ b. find out ☐ c. find down

Considering the story referred to in the text (Section I), write a newspaper article about Anne Hathaway's holiday and the story which was not true. (Remember to use the structure of a newspaper article).

[illegible]

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



A. Listen to a dialogue between Todd and Kerri and write the missing words. The first letter is already there.

1. Kerri s _____ follows the news.
2. He listens mostly radio or i _____.
3. His favourite radio station is N ____.
4. He thinks that what makes it into the papers is fairly a _____ but he thinks you should consider why a news story is made p _____.
5. In Kerri's country most people get the news from TV and from the main b _____ stations.

Read the following text carefully.

The power of the media – a true story

Recently paparazzi photos circulated of the Oscar-winner Anne Hathaway – on vacation in Hawaii with her husband and looking like she was having an emergency while in the ocean. Reports stated **she** had been caught in a rip tide, was injured and had to be rescued.

- 5 While attending the Sundance premiere of her movie *Song One*, Hathaway said: "I'm fine. ... I really do appreciate everybody's concern but that was a picture that had a false story attached to **it**. The real story is not as interesting." She also joked to a reporter that someone told her to say she was playing "guess the name of the film" game and had to act out *Titanic*.
- 10 *Song One* stars Hathaway as a woman who is not very well accepted by her family but returns home when her brother suffers a serious accident. While she deals with her emotions as **he** is in a coma, she explores the Brooklyn music scene.

Hathaway sings in the film and says that it was far less pressure than when she had to sing *I Dreamed a Dream* for *Les Miserables*. "It wasn't as much pressure because **my**

- 15 character is not a singer, a musician or anything, so there is no pressure to, I don't know – to please the fans of the music I guess," she said.

Song One is directed by Katie Barker-Froyland and also stars Ben Rosenfeld, Johnny Flynn and Mary Steenburgen.



www.huffingtonpost.com (accessed in January 2014)

B. The following sentences are False. Quote from the text to correct them.

1. Paparazzi showed pictures about the Oscar Ceremony.

2. Anne Hathaway was on vacation alone in Hawaii.

3. While she was in the ocean, she was having an emergency.

4. She didn't need to be rescued.

C. What or who do the words refer to in the text? Choose the correct option.

1. The word “she” in line 3 refers to

- ☐ a. Anne Hathaway. ☐ b. the reporter. ☐ c. her husband.

2. The word “it” in line 7 refers to _____

- ☐ a. the picture. ☐ b. the trip. ☐ c. the story.

3. The word “he” in line 12 refers to her

- ☐ a. father. ☐ b. husband. ☐ c. brother.

4. The word “my” in line 14 refers to _____

- ☐ a. the reporter's. ☐ b. Anne Hathaway's. ☐ c. the film star's.



D. Complete the following sentences according to the text.

1. In the photos that the paparazzi showed, Anne Hathaway looked like she was having an _____.

2. She said she appreciated everybody's _____ but explained that the story was not _____.

3. In *Song One* she plays the role of a woman who returns home when her brother is _____.

4. In that film, Anne Hathaway not only acts but she also _____.

A. Match the words/expressions on the left with their definition on the right.

- | | | |
|---------------------|--------------------------|------------------|
| 1. documentary | ☐ | a. meteorologist |
| 2. game show | ☐ | b. newsreader |
| 3. weather forecast | ☐ | c. presenter |
| 4. newspapers | ☐ | d. quizmaster |
| 5. talk show | ☐ | e. commentator |
| 6. sports | ☐ | f. print media |
| 7. news | ☐ | g. host |





A. Put the adjectives in the correct order.

1. An / expensive / leather / blue / coat _____
2. A / famous / Portuguese / star _____
3. A / linen / blue and brown / checked / shirt _____
4. A / cotton / red / beautiful / dress _____

B. Complete the sentences with *who*, *which*, *whose*.

1. Anne Hathaway, _____ is a famous actress, has starred in many films.
2. I read a newspaper _____ was published in London.
3. That's the TV presenter _____ daughter is in my class.
4. The paparazzi sold some photos _____ were not real.

C. Choose the best phrasal verb to complete the sentences.

1. It's too cold. You should _____ your coat.
☐ a. put down ☐ b. put on ☐ c. put away
2. Our car's at the mechanic. It _____ yesterday.
☐ a. broke by ☐ b. broke up ☐ c. broke down
3. Sometimes it's hard to keep going but we should never _____.
☐ a. give away ☐ b. give over ☐ c. give up
4. Reporters often _____ stories which are not true.
☐ a. make up ☐ b. make out ☐ c. make back
5. Our History teacher asked us to _____ something about famous people from the 20th century.
☐ a. find up ☐ b. find out ☐ c. find down



Write a newspaper article about Anne Hathaway's holiday. Mention the place where she was, who she was with, what she was doing, what happened, etc.

TEST 5 - HATE THE MEDIA, LOVE THE MEDIA

AUDIO SCRIPT

TESTS A and B

Todd: Kerri, I'm going to ask you about the media. Do you follow the news every day?

Kerri: Sometimes.

Todd: How do you follow the news?

Kerri: Well, in Japan mostly from the radio or the internet.

Todd: Oh, really. OK. What radio station?

Kerri: NPR, but on the military station.

Todd: OK. And what internet websites do you use?

Kerri: Well, usually it is just AP news or whatever.

Todd: OK. How much of the news do you think is true?

Kerri: I don't know. That's a tough question. I think that because there are so many journalists, what often makes it into the papers is fairly accurate. But, unfortunately, some people leak information that is untrue to sway public opinion, so you have to kind of weed through things and consider why that news story is made public.

Todd: Yeah. How do most people in your country get the news?

Kerri: I think most people in the states get the news from TV and from the main broadcasting stations. The evening news sort of thing.

Todd: OK. Thanks Kerri.

www.manythings.org (accessed in January 2014)

ANSWER KEY – TEST A

I

A. 1. sometimes; 2. internet; 3. NPR; 4. accurate/public;
5. broadcasting

B. a. False - "(...) about the Oscar-winner."
b. False - "(...) with her husband."
c. False - "(...) looking like she was having an emergency."
d. True

C. 1. Anne Hathaway; 2. a picture; 3. her brother; 4. Anne Hathaway's

D. Possible answers

1. (...) like she was having an emergency.
2. (...) everybody's concern / was not true.
3. (...) a woman who returns home when her brother is ill.
4. (...) sings.

II

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

III

A. 1. An expensive blue leather coat

2. A famous Portuguese star
3. A blue and brown checked linen shirt
4. A beautiful red cotton dress

B. 1. Anne Hathaway, who is a famous actress, has starred in many films.
2. I read a newspaper which was published in London.
3. That's the TV presenter whose daughter is in my class.
4. The paparazzi sold some photos which were not real.

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

IV

Free answer.

ANSWER KEY – TEST B

I

A. 1. sometimes; 2. internet; 3. NPR; 4. accurate/public;
5. broadcasting

B. 1. "(...) about the Oscar-winner (...)."
2. "(...) with her husband (...)."
3. "looking like she was having an emergency."
4. "(...) was injured and had to be rescued."

C. 1. a. Anne Hathaway; 2. a. the picture; 3. c. brother; 4. b. Anne Hathaway's

D. Possible answers

1. emergency
2. concern / true
3. ill
4. sings

II

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

III

A. 1. An expensive blue leather coat

2. A famous Portuguese star
3. A blue and brown checked linen shirt
4. A beautiful red cotton dress

B. 1. who; 2. which; 3. whose; 4. which

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

IV

Free answer.

MATRIZ DO TESTE A

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>You are a guest of nature – behave!</i> Global warming Natural disasters Pollution	I Compreensão de dois textos baseada nos seguintes exercícios: A. Escolha múltipla B. Exercício <i>True, False or Not mentioned</i> C. Exercícios de sinónimos D. Perguntas sobre o texto II A. Preenchimento de espaços	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Parcialmente certo/Errado II A. Certo/Errado	I A. $6 \times 2 = 12$ p B. $4 \times 1,5 = 6$ p C. $5 \times 1 = 5$ p D. $4 \times 4 = 16$ p II A. $10 \times 1 = 10$ p
Língua inglesa Aplicação de regras do funcionamento da língua	<i>Used to / didn't use to</i> <i>Zero and first conditionals</i> <i>Imperative</i>	III A. Preenchimento de espaços B. Preenchimento de espaços C. Construção de frases	III A. Certo/Errado B. Certo/Errado C. Certo/Parcialmente certo/Errado	III A. $3 \times 2 = 6$ p B. $5 \times 3 = 15$ p C. $4 \times 2,5 = 10$ p
Produzir Produção de um texto		IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

MATRIZ DO TESTE B

Competências	Conteúdos	Tipologia de exercício	Critérios de correção	Cotações
Compreender/ Interpretar/Produzir Ouvir Ler Interpretação de texto Seleção de informação Demonstração de competência linguística	<i>You are a guest of nature – behave!</i> Global warming Natural disasters Pollution	I Compreensão de dois textos baseada nos seguintes exercícios: A. Escolha múltipla B. Exercício de <i>mentioned/not mentioned</i> C. Exercício de <i>matching</i> D. Completamento de frases com a palavra adequada II A. Preenchimento de espaços	I A. Certo/Errado B. Certo/Errado C. Certo/Errado D. Certo/Errado II A. Certo/Errado	I A. $6 \times 2 = 12$ p B. $4 \times 1,5 = 6$ p C. $5 \times 1 = 5$ p D. $4 \times 4 = 16$ p II A. $10 \times 1 = 10$ p
Língua inglesa Aplicação de regras do funcionamento da língua	<i>Used to/ didn't use to</i> <i>Zero and first conditionals</i> <i>Imperative</i>	III A. Exercícios de alternativa B. Exercícios de alternativa C. Construção de frases	III A. Certo/Errado B. Certo/Errado C. Certo/Errado	III A. $3 \times 2 = 6$ p B. $5 \times 3 = 15$ p C. $4 \times 2,5 = 10$ p
Produzir Produção de um texto		IV Elaboração de um texto partindo de instruções fornecidas	IV Adequação ao tema / Organização / Correção linguística / Riqueza vocabular	IV 20 p

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



A. Listen to the radio programme “Living on Earth” about air pollution and choose the best option to complete the sentences.

1. Air pollution is bad for our lungs and can even cause cardiovascular _____.
 a. diseases b. increases c. decreases
2. Recent research suggests that breathing dirty air in combination with a fatty diet can promote _____.
 a. diseases b. diabetes c. arthrites
3. Much of the rest of the world still suffers from bad _____.
 a. fair b. hair c. air
4. Now new research out of the University of Maryland suggests a strong link between air pollution, diabetes and high fat _____.
 a. deaths b. heads c. diets
5. Type 2 diabetes is a pandemic that’s _____ in proportion.
 a. floating b. growing c. going
6. There’s increasing interest in a number of _____ factors that might predispose to type 2 diabetes.
 a. environmental b. environment c. environmentally

Read the following text carefully.

Save this Earth

Without the Earth we have nowhere to live, along with many other organisms. If we don't save the Earth now maybe our children or grandchildren might suffer from all sorts of health problems. Our atmosphere is weakening and we have to do something about it fast.

- 5 We could plant more trees to create more oxygen to keep the bad air away from the atmosphere, or we could just stop cutting down the rainforest. The human race is increasing and we need more space but we aren't the only species on this Earth. Saving the rainforest is not only good for us and the atmosphere but also good for the many different species that live there.

- 10 We could try to get as many people as possible to switch to hybrids and other energy saving things. We could use less fossil fuel for energy and rely more on solar and wind power. Fossil fuels are destroying our Earth and we need to limit the use of them.

Recycling is a great and easy way to help our precious planet. Everyone can help, and all they have to do is follow three simple rules; *Reduce, Reuse, Recycle!*

The world is precious and we need to keep it that way.

www.planeteearthisdying.com (abridged and adapted, accessed in January 2014)

B. Are the following statements TRUE, FALSE or NOT MENTIONED in the text?

1. Our children and grandchildren might not have a healthy planet to live on.
☐ a. True ☐ b. Not mentioned ☐ c. False
2. There are three hundred different species living on our planet.
☐ a. True ☐ b. Not mentioned ☐ c. False
3. To switch to hybrids and other forms of energy is very expensive.
☐ a. True ☐ b. Not mentioned ☐ c. False
4. All of us can do something to help our planet.
☐ a. True ☐ b. Not mentioned ☐ c. False

C. Find synonyms or equivalents in the text for the following words/expressions

1. no place _____
2. kinds _____
3. becoming less strong _____
4. far from _____
5. change _____



D. Answer the questions about the text.

1. What's happening to our atmosphere?

2. What could we do in order to have better quality air?

3. Apart from the use of fossil fuels, which other sources of energy are mentioned in the text?

4. How can everyone help?

II

A. Complete each space in the text below with one word from the box. 4 words are not needed.

reduce		threat		save		protect		recycle
clean up	produce	weather	danger	environment	cut down	climate	increase	species

Our planet is in **1.** _____. Everyone should try to help **2.** _____ it and to protect endangered **3.** _____.

In fact, many people don't care about the **4.** _____ around them, but there are simple things that we can do in our everyday lives. For example, we can **5.** _____ the waste we **6.** _____ or **7.** _____ some things like glass, paper, etc.

Everyone should help to **8.** _____ beaches and stop trees from being **9.** _____.

It's time to act! Otherwise, **10.** _____ change could make our planet a much more hostile place to live.

A. Complete the sentences with *used to*/*didn't use to*.

1. Nowadays more and more people drive to work but in the past they _____ walk to work every day.
2. _____ recycle when you were a child?
3. Luckily she has changed her mind about the environment because in the past she _____ care about it.

B. Put the verbs in brackets into the correct tense to complete the conditional sentences.

1. If I _____ (**have**) time, I'll go to the meeting about global warming.
2. If you _____ (**not start**) recycling now, it will be too late.
3. It _____ (**be**) much better if everyone helps.
4. If you don't water plants regularly, they _____ (**die**).
5. If you don't save water, there _____ (**not be**) enough for everyone.



C. Order the following words and write sentences by using the imperative.

1. environment / please / protect / our /.

2. so / water / not waste / much /.

3. put / rubbish / bins / recycling / appropriate / in / your / the /.

4. planet / let's / action / our / to / take / some / protect /.

Write an article for your school newspaper, trying to convince the other students about the importance of living on a healthy planet and telling them what they can do in their everyday life to help.

[illegible]

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____



A. Listen to the radio programme *Living on Earth* about air pollution and choose the best option to complete the sentences.

1. Air pollution is bad for our lungs and can even cause cardiovascular _____.
 a. diseases b. increases c. decreases
2. Recent research suggests that breathing dirty air in combination with a fatty diet can promote _____.
 a. diseases b. diabetes c. arthritis
3. Much of the rest of the world still suffers from bad _____.
 a. fair b. hair c. air
4. Now new research out of the University of Maryland suggests a strong link between air pollution, diabetes and high fat _____.
 a. deaths b. heads c. diets
5. Type 2 diabetes is a pandemic that's _____ in proportion.
 a. floating b. growing c. going
6. There's increasing interest in a number of _____ factors that might predispose to type 2 diabetes.
 a. environmental b. environment c. environmentally

Read the following text carefully.

Save this Earth

Without the Earth we have nowhere to live, along with many other organisms. If we don't save the Earth now maybe our children or grandchildren might suffer from all sorts of health problems. Our atmosphere is weakening and we have to do something about it fast.

- 5 We could plant more trees to create more oxygen to keep the bad air away from the atmosphere, or we could just stop cutting down the rainforest. The human race is increasing and we need more space but we aren't the only species on this Earth. Saving the rainforest is not only good for us and the atmosphere but also good for the many different species that live there.

- 10 We could try to get as many people as possible to switch to hybrids and other energy saving things. We could use less fossil fuel for energy and rely more on solar and wind power. Fossil fuels are destroying our Earth and we need to limit the use of them.

Recycling is a great and easy way to help our precious planet. Everyone can help, and all they have to do is follow three simple rules; *Reduce, Reuse, Recycle!*

The world is precious and we need to keep it that way.

www.planeteearthisdying.com (abridged and adapted, accessed in January 2014)

B. Does the text mention the information in the following sentences? Answer Yes or No.

1. Our children and grandchildren might not have a healthy planet to live on.

☐ a. Yes

☐ b. No

2. There are three hundred different species living on our planet.

☐ a. Yes

☐ b. No

3. To switch to hybrids and other forms of energy is very expensive.

☐ a. Yes

☐ b. No

4. All of us can do something to help our planet.

☐ a. Yes

☐ b. No

C. Match the following words from the text (on the left) with their synonym or equivalent (on the right).

1. nowhere

☐

a. kinds

2. sorts

☐

b. no place

3. weakening

☐

c. becoming less strong

4. away from

☐

d. change

5. switch

☐

e. far from



D. Complete the following sentences with the most suitable word.

1. Our atmosphere is _____.

2. We could plant more trees to create more _____.

3. We should use _____ and _____ energy.

4. We can help by reducing waste, reusing and _____.

II

A. Complete the text below with the correct word from the table.

climate	save	species	environment	cut down
reduce	danger	produce	recycle	clean up

Our planet is in 1. _____. Everyone should try to help 2. _____ it and to protect endangered 3. _____.

In fact, many people don't care about the 4. _____ around them, but there are simple things that we can do in our everyday lives. For example, we can 5. _____ the waste we 6. _____ or 7. _____ some things like glass, paper, etc.

Everyone should help to 8. _____ beaches and stop trees from being 9. _____.

It's time to act! Otherwise, 10. _____ change could make our planet a much more hostile place to live.

A. Circle the correct option.

1. Nowadays more and more people drive to work but in the past they **used to / didn't use to** walk to work every day.
2. **You used / Did you use** to recycle when you were a child?
3. Luckily she has changed her mind about the environment because in the past she **didn't use to / didn't used to** care about it.

B. Choose the correct form to complete the conditional clauses.

1. If I **have / will have** time, I'll go to the meeting about global warming.
2. If you **won't start / don't start** recycling now, it will be too late.
3. It **will be / won't be** much better if everyone helps.
4. If you don't water plants regularly, they **die / dies**.
5. If we don't save water now, there **isn't / won't be** enough for everyone in a few years.



C. Order the following words and write sentences by using the imperative.

1. environment / please / protect / our /.

2. so / water / not waste / much /.

3. put / rubbish / bins / recycling / appropriate / in / your / the /.

4. planet / let's / action / our / to / take / some / protect /.

Are you a friend of the environment? Write a text describing what we can do in our everyday life to help save the planet.

[illegible]

TEST 6 - YOU ARE A GUEST OF NATURE – BEHAVE!

AUDIO SCRIPT

TESTS A and B

Living on Earth

We've long known that air pollution is bad for our lungs and can even cause cardiovascular disease, but as Doctor Sanjay Rajagopalan tells host Steve Curwood, recent research suggests that breathing dirty air in combination with a fatty diet can promote diabetes.

Curwood: It's *Living on Earth*, I'm Steve Curwood. Now, here in the US, environmental legislation has helped clean up much of the air we breathe, and the recently published EPA standards for new power plants will do even more in the future, if they're implemented. But much of the rest of the world still suffers from bad air. Particulate air pollution is a major health concern for people living in cities around the world, and has long been linked

to respiratory and cardiovascular health problems. But now new research out of the University of Maryland suggests a strong link between air pollution, diabetes and high fat diets. Joining us now to explain is Dr Sanjay Rajagopalan, Professor of Cardiovascular Medicine at the University of Maryland.

Rajagopalan: Now type 2 diabetes, or adult onset diabetes, as some of your listeners might be familiar with, is a pandemic that's growing in proportion. We don't understand many of the underpinnings of this disorder. Clearly, we know that physical activity and diet play a role, but there's increasing interest in a number of environmental factors that might predispose to type 2 diabetes.

ANSWER KEY – TEST A

I

A. 1. a; 2. b; 3. c; 4. c; 5. b; 6. a

B. 1. a. True; 2. c. Not mentioned; 3. c. Not Mentioned; 4. a. True

C. 1. nowhere; 2. sorts; 3. weakening; 4. away from 5. switch

D. Possible answers

1. Our atmosphere is weakening.
2. We could plant more trees to create more oxygen.
3. Solar and wind energy are also mentioned.
4. We can help by reducing waste, reusing and recycling.

II

A. 1. danger; 2. save; 3. species; 4. environment; 5. reduce;
6. produce; 7. recycle; 8. clean up; 9. cut down; 10. climate

III

A. 1. used to; 2. Did you use to; 3. didn't use to

B. 1. have; 2. don't start; 3. will be; 4. (will) die; 5. won't be

C. 1. Please protect our environment.

2. Don't waste so much water.
3. Put your rubbish in the appropriate recycling bins.
4. Let's take some action to protect our planet.

IV

Free answer.

ANSWER KEY – TEST B

I

A. 1. a; 2. b; 3. c; 4. c; 5. b; 6. a

B. 1. a. Yes; 2. b. No; 3. b. No; 4. a. Yes

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

D. 1. weakening

2. oxygen
3. Solar / wind
4. recycling

II

A. 1. danger; 2. save; 3. species; 4. environment; 5. reduce;
6. produce; 7. recycle; 8. clean up; 9. cut down; 10. climate

III

A. 1. used to; 2. Did you use to; 3. didn't use to

B. 1. have; 2. don't start; 3. will be; 4. die; 5. won't be

C. 1. Please protect our environment.

2. Don't waste so much water.
3. Put your rubbish in the appropriate recycling bins.
4. Let's take some action to protect our planet.

IV

Free answer.

READING AND WRITING | PART 1

Question 1 – 5

Which notice (A to F) says what (1 to 5)?

For questions 1 – 5, mark the correct letter A – F on your answer sheet.

Example:

0 Entry is forbidden here.

Answer:

A	B	C	D	E	F
☐	☐	☒	☐	☐	☐

- 1 You have to wear safety gear to continue.
- 2 You have to be careful if you want to go for a swim.
- 3 You must be careful not to fall.
- 4 You mustn't throw rubbish on the floor.
- 5 You can't park your car here unless you live here.

A



E



B



F



C



D



READING AND WRITING | PART 2

Questions 6 – 10

Choose the best word (**A**, **B**, or **C**) to complete these sentences about an unusual hobby.
For questions **6 – 10**, mark **A**, **B**, or **C** on your answer sheet.

Kellie Lenamond is 16. She's from Texas in the United States. She has many hobbies. She likes playing volleyball. She also likes playing the fiddle, and she loves singing. However, Kellie has an unusual hobby: beekeeping. Kellie doesn't work with the bees every day. She checks her hives about twice a month in the spring, summer and fall.

She spends more time with the bees in the winter. There aren't many flowers for the bees to get food from at this time of year, so Kellie feeds the bees a mixture of sugar and water in the winter.



Example:

0 Lenamond is Kelly's ...

- A** first name. **B** nickname. **C** surname.

Answer:

A	B	C
☐	☐	☒

6 Kellie is _____.

- A** English **B** American **C** Irish

7 She has _____ hobbies.

- A** same **B** few **C** different

8 The one she likes _____ is beekeeping.

- A** the least **B** the most **C** the better

9 Kellie feeds the bees with _____.

- A** sugar **B** water **C** both A and B

10 There aren't many flowers for the bees to get food _____.

- A** in the summer **B** in the spring **C** in the winter

READING AND WRITING | PART 3

Questions 11 – 15

Complete the five conversations.

For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:

0 How old are you?

A I'm Bob.

B I'm OK!

C I'm eleven.

Answer:

A	B	C
☐	☐	☒

11 How are you?

A I'm fine!

B I'm eleven!

C I'm tall.

12 I arrived late today.

A So did I!

B Nor do I!

C So do I!

13 Susan offered me a very nice present.

A What a pity!

B What a shame!

C That's great!

14 Where is she?

A She's fine.

B She's my friend.

C She's over there.

15 Shall we go to the cinema tomorrow?

A Great idea!

B What a pity!

C Me too!

READING AND WRITING | PART 4

Questions 16 – 24

Read the text about Lucy's daily routine and decide if sentences **16 – 24** are 'Right' (**A**) or 'Wrong' (**B**). If there isn't enough information, choose 'Doesn't say' (**C**). For questions **16 – 24**, mark **A**, **B** or **C** on your answer sheet.

I get up at half past seven and I have breakfast with my parents and my younger sister Paula. I like cereal but my sister likes bacon and eggs. My parents have coffee and toast.
We go to school by bus, but my father goes by train. My mother is a journalist and works at home.
We have lunch at school because in the afternoons we do activities: I sing in the choir and play basketball, while my sister goes to art class and plays badminton.
After school we go home and my mother helps us with our homework. We also help at home. I clean the rooms and my sister washes the dishes.
In the evenings we watch TV, play games and talk about our day. My sister and I go to bed at nine o'clock.
At the weekends we get up later, around nine o'clock. We play outdoors games, in the park or our garden. Then we visit our grandmother. I like her very much! She makes us cakes and we play all afternoon with our cousins. It's great fun!

Example:

0 Lucy's 12 years old.

A Right

B Wrong

C Doesn't Say

Answer:

A	B	C
☐	☐	☒

16 On weekdays, Lucy gets up at 7.30.

A Right

B Wrong

C Doesn't say

17 They have breakfast in the kitchen.

A Right

B Wrong

C Doesn't say

18 She goes to school by car.

A Right

B Wrong

C Doesn't say

19 She has lunch at one o'clock.

A Right

B Wrong

C Doesn't say

20 In the afternoons, Lucy plays basketball and sings in the choir.

A Right

B Wrong

C Doesn't say

21 Lucy and her sister do their homework alone.

A Right

B Wrong

C Doesn't say

22 In the evenings she watches TV in her bedroom.

A Right

B Wrong

C Doesn't say

23 At the weekends, Lucy and her family visit her grandmother.

A Right

B Wrong

C Doesn't say

24 Her grandmother likes to make them cakes.

A Right

B Wrong

C Doesn't say

READING AND WRITING | PART 5

Questions 25 – 32

Read the article about Ben and choose the best word, **A**, **B** or **C**, for each space. For questions **25 – 32**, mark **A**, **B** or **C** on your answer sheet.

Ben went on a trip to London **(25)** _____ with his parents and his older **(26)** _____ called Martin. As soon **(27)** _____ they arrived there, they hired a car. On the second day, they nearly **(28)** _____ but fortunately **(29)** _____ got hurt. The **(30)** _____ was terrible, and it rained almost every day.

However, they enjoyed **(31)** _____ trip very much. They visited lots of interesting places, such as the London Eye, Tower Bridge, the Tower of London and the famous Buckingham Palace, **(32)** _____ the Queen lives.

- | | | | |
|----|-------------|--------------|--------------|
| 25 | A today | B last month | C next month |
| 26 | A sister | B brother | C aunt |
| 27 | A like | B as | C has |
| 28 | A lost | B crashed | C broke |
| 29 | A everybody | B somebody | C nobody |
| 30 | A time | B weather | C sky |
| 31 | A my | B his | C their |
| 32 | A where | B who | C why |

READING AND WRITING | PART 6

Questions 33 – 40

Complete the email. Write only ONE word in each gap. For questions **33 – 40**, write the words on your answer sheet.

Hi Bernice!

I really liked the weekend we **(33)** _____ together ! We hadn't seen **(34)** _____ other for ages! It's a pity we live so **(35)** _____ away from you!

You have to convince your mother to **(36)** _____ you come over to my place again. I really enjoyed our bike **(37)** _____ , but unfortunately my leg still **(38)** _____ a bit! **(39)** _____ you arrive home safely?

I look **(40)** _____ to seeing you again soon,

Lots of love,

READING AND WRITING | PART 7

Question 41

Read this ad for an Art Summer Camp.



- For kids aged 6 – 14.
- Classes available:
 - **Class 1** - July 2 to 7
 - **Class 2** - July 12 to 17
 - **Class 3** - August 3 to 8
 - **Class 4** - August 16 to 21
- Timetable: from 9.30 a.m. to 3.30 p.m.
- Activities :
 - Fun in the Sun
 - Field Trips
 - Art Activities
 - Outdoor sculpture
- Enroll Today! Send an email to www.lighthouseartschool.uk.org
For Each course only three activities are allowed.

Write an email to the art summer camp with your name and age.

Say which class you prefer, the activities you want to do and ask where the art camp is.

Write 25 – 35 words.

Write the email on your answer sheet.

LISTENING | PART 1

Questions 1 – 5

Listen to some friends talking about their holidays.
Match each person with his/her holiday destination
For questions 1 – 5, write a letter **A – G** next to each person.
You will hear the conversation twice.

- | | | |
|---|----------|-----------------|
| 1 | Runa | A Barcelona |
| 2 | Martin | B Rome |
| 3 | Jeanette | C Madrid |
| 4 | Mark | D Lisbon |
| 5 | Susan | E Tunis |
| | | F Greek Islands |
| | | G Paris |

LISTENING | PART 2

Questions 6 – 14

Listen to two friends – Steve and Gary – talking about their free time.
For each question, choose the right answer (A, B or C).
You will hear the conversation twice.

Example:

0 Where is Gary ?

A At school

B At home

C At the station.

Answer:

A	B	C
☐	☐	☒

6 Steve was watching a TV programme

A for the first time.

B for the second time.

C for the last time.

7 Steve and Gary are planning to

A do nothing.

B watch a movie.

C get together and do something.

8 What does Steve have to do later today?

A Study for exams.

B Watch a television show.

C Meet parents for dinner.

9 What will the weather be like tomorrow?

A Same as today.

B Clear and Sunny.

C Both A and B.

10 What are they planning to do tomorrow?

A Watch a movie after lunch.

B Have lunch together then watch a concert.

C Go to a party at eleven thirty at night.

11 The concert will be

A in the river.

B by the river.

C for the river.

12 The concert starts

A at 1 p.m.

B at 2 p.m.

C at 11 a.m.

13 They will meet

A in front of the apartment. B outside the apartment.

C next to the apartment.

14 Steve and Gary will go to the concert

A by bus.

B by car.

C on foot.

LISTENING | PART 3

Questions 15 – 20

You will hear Ralph talking about a new school music competition.
Listen and complete each question.
You will hear the information twice.

- 15 Name of competition: _____
- 16 Day: _____
- 17 Number of students allowed: _____
- 18 Enrollment fee: _____
- 19 Who can enroll: _____
- 20 Prize: _____

SPEAKING | PART 1

Give your own answers to these questions.

- 1 What's your name?
- 2 How old are you?
- 3 Which school do you go to?
- 4 What's your favourite subject?
- 5 Tell me something about your free time activities.

SPEAKING | PART 2

Student A, here is some information about a Language School. Student B, you don't know anything about the language school, so ask Student A some questions about it, using the words in the box to help you.

Student A

Evening English classes

Radington Language School

- Lessons from 6 p.m. to 7.30 p.m.
 - 5 evenings a week
 - Fees per week: £45

To book a course you have to fill in an application form.
For more information please contact or visit us!

Radington Language School, 85 Briks Road
Oxford OX3 6JT

Student B

"Evening English Classes" – Keywords:

- Name of the school?
- Address?
- Timetable?
- Price?
- Book a course?
- More information?

Student B, here is some information about a Gymnastics Club. Student A, you don't know anything about the club, so ask Student B some questions about it. Student B, answer Student A's questions, using the words in the box below to help you.

Student B

Kensington University

GYMNASTICS CLUB

- For boys and girls aged 10-16.
- 20 positions available.
- Ideal for anyone wishing to train for competitions and displays.
- Candidates will be selected for their potential gymnastic ability during a two-week trial.
- Training twice a week: On Tuesdays and Fridays, from 8 to 10 p.m.; From October to March
- Fees: £ 50

For further information please call 432-5724

Student A

"Gymnastic Club" – Keywords:

- For whom?
- Positions available?
- Candidates' selection?
- Training timetable?
- Price?
- More information?

AUDIO SCRIPTS

Listening – part 1 (Questions 1 – 5)

Runa: This summer I went to Rome with my family. We also visited Sicily. There we saw Etna, a large volcano. It is still active. The crater is about 200 metres deep. Italy is a lovely country.

Martin: I went to Paris for three weeks to learn French at a language school. There were lessons every day, except Saturdays and Sundays. We learnt a lot and I made many new friends. I had so much fun that I am going back next summer. I miss the beach and the sun.

Jeanette: In my summer holiday I went to Tunis. There are shops everywhere. I didn't buy any souvenirs, but people gave me things. I would love to go back. But I didn't like it when some boys said they loved me and asked my dad if they could buy me in exchange for a camel.

Mark: I went to Lisbon. I have got some relatives there and I've always liked the city. There's a lot to do and visit there. I also stayed three days in the Algarve, where the beaches are absolutely fantastic.

Susan: My Summer holiday was great. I went on a cruise to the Greek Islands with my parents and my younger sister Maggie. I've never been on a cruise before. At first I didn't quite like the idea of being stuck on a ship most of the time, but I must confess it was really good fun.

Listening – part 2 (Questions 6 – 14)

Steve: "Hello?"

Gary: "Hi Steve. This is Gary. I'm at home. What are you doing?"

Steve: "Oh, hi Gary. I was just watching TV."

Gary: "There's nothing to watch right now."

Steve: "I know. I was watching a re-run. I have nothing to do and I was bored."

Gary: "Me too. Let's get together and do something."

Steve: "I'd like to, but I have to meet my parents in an hour for dinner. How about tomorrow?"

Gary: "OK, yeah. Let's plan something for tomorrow."

Steve: "Did you hear the weather forecast for tomorrow?"

Gary: "I think it is going to be the same as today. Clear and sunny."

Steve: "That's great. We can do something outdoors then."

Gary: "Are there any special events going on tomorrow?"

Steve: "Yeah. I think there's a live outdoor concert by the river tomorrow."

Gary: "Oh yeah. I heard about that too. Let's go check it out."

Steve: "Do you know what time it starts?"

Gary: "It starts at 1 p.m."

Steve: "Let's meet for lunch at 11:30 a.m. and afterwards, we can head over there. My father can drive us there."

Gary: "Perfect. I'll see you in front of my apartment at eleven thirty."

Listening – Part 3 (Questions 15 – 20)

Hi there! I'm here to tell you about the sports competition we are having next week at our school, on Friday the 8th of March, during Healthy Week.

It's called "Move your body" and only 15 students can take part.

So, don't waste time and enroll now! If you like sports and have a sportive spirit, all you have to do is enroll and pay a 5 € fee.

The winner will receive a DVD player. Join us and have fun!

Reading and Writing – Part 1 (Questions 1 – 5)

- 1 D
- 2 F
- 3 A
- 4 B
- 5 E

Reading and Writing – Part 2 (Questions 6 – 10)

- 6 B
- 7 C
- 8 B
- 9 C
- 10 C

Reading and Writing – Part 3 (Questions 11 – 15)

- 11 A
- 12 A
- 13 C
- 14 C
- 15 A

Reading and Writing – Part 4 (Questions 16 – 24)

- 16 A
- 17 C
- 18 B
- 19 C
- 20 A
- 21 B
- 22 C
- 23 A
- 24 A

Reading and Writing – Part 5 (Questions 25 – 32)

- 25 B
- 26 B
- 27 B
- 28 B
- 29 C
- 30 B
- 31 C
- 32 A

Reading and Writing – Part 6 (Questions 33 – 40)

- 33 spent/had
- 34 each
- 35 far
- 36 let
- 37 ride
- 38 hurts
- 39 did
- 40 forward

Reading and Writing – Part 7 (Question 41)

Student's personal answers

Listening – Part 1 (questions 1 – 5)

- 1 B
- 2 G
- 3 E
- 4 D
- 5 F

Listening – Part 2 (questions 6 – 14)

- 6 B
- 7 C
- 8 C
- 9 C
- 10 B
- 11 B
- 12 A
- 13 B
- 14 C

Listening – Part 3 (questions 15 – 20)

- 15 "Move your body"
- 16 8th of March
- 17 15 (fifteen)
- 18 5 €
- 19 everybody who likes sports (and have a sportive spirit)
- 20 a DVD player

Name _____ Class _____

Teacher _____ Date ____ / ____ / ____ Grade _____

ANSWER SHEET

READING AND WRITING

PART 1

1	A	B	C	D	E	F
2	A	B	C	D	E	F
3	A	B	C	D	E	F
4	A	B	C	D	E	F
5	A	B	C	D	E	F

PART 2

6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

PART 3

11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

PART 4

16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C
21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C

PART 5

25	A	B	C
26	A	B	C
27	A	B	C
28	A	B	C
29	A	B	C
30	A	B	C
31	A	B	C
32	A	B	C

PART 6

33	
34	
35	
36	
37	
38	
39	
40	

PART 7

41

LISTENING

PART 1

1	A	B	C	D	E	F	G
	☐	☐	☐	☐	☐	☐	☐
2	A	B	C	D	E	F	G
	☐	☐	☐	☐	☐	☐	☐
3	A	B	C	D	E	F	G
	☐	☐	☐	☐	☐	☐	☐
4	A	B	C	D	E	F	G
	☐	☐	☐	☐	☐	☐	☐
5	A	B	C	D	E	F	G
	☐	☐	☐	☐	☐	☐	☐

PART 2

6	A	B	C
	☐	☐	☐
7	A	B	C
	☐	☐	☐
8	A	B	C
	☐	☐	☐
9	A	B	C
	☐	☐	☐
10	A	B	C
	☐	☐	☐
11	A	B	C
	☐	☐	☐
12	A	B	C
	☐	☐	☐
13	A	B	C
	☐	☐	☐
14	A	B	C
	☐	☐	☐

PART 3

15	
16	
17	
18	
19	
20	

AUDIO SCRIPTS (STUDENT'S BOOK/WORKBOOK)
ANSWER KEYS (WORKBOOK)

3

STUDENT'S BOOK

T@rget 1 – It's still leisure time!

1.1 Idle folk have the least leisure!

Page 27 | "Grammar t@rget" | exercise 1 | Present simple pronunciation

/z/ – buys, tries, goes, dives

/s/ – drinks, starts, kisses

/iz/ – matches, watches

T@rget 2 – Friends indeed!

2.2 A friend's frown is better than a foe's smile

Page 58 | "Vocabulary Target" | exercise 3 | Psychological description

Conversation 1 (Boy 1)

- Hi, there! You have a best friend, don't you?
- Yeah! I do. Melissa and Matt.
- OK. Two, then. What are their best qualities?
- Well, that's rather difficult. Matt has been my friend ever since I can remember. We went to primary school together, and we are still together now. We even both want to go to the same university. We're like brothers – inseparable. He is not only reliable and hard-working but also kind and funny. He is a really honest guy. Mel is slightly different: she's talkative, independent, and optimistic but you can't have a serious talk with her. She's often quite stressed, and worries a lot. But yes, I can trust them and I do.

Conversation 2 (Girl 1)

- Hi! Do you have a best friend?
- Hi! Oh, yes, I do. She's right here...
- Perfect. So why is she your best friend?
- Because she's lovely, caring, supportive, I don't know...
- Maybe you're embarrassed because she's here, aren't you?
- (*laughing*) No, no. It's not that. She knows I love her. I have no more words. She's great! I trust her completely. I really do! I can't imagine my life without her.

Conversation 3 (Man 1)

- Hi! Do you have a best friend?
- Yeah! I do.
- What are her/his best qualities?
- Well, she's a French girl. She's charming, tall and slim...
- Now, come on. I'm talking about friendship...
- That's what I'm talking about too...
- OK, in that case, talk about her QUALITIES!
- You didn't give me time, did you?... Ok, yes, she's all that and more: she's patient, reliable, loyal, extremely caring and... yes, she's definitely a fascinating person!

Conversation 4 (Boy 2)

- Hold on a minute, please.
- Yop?
- Just a few questions... Do you have a best friend?

- No, that's for sissies...
- What?! C'mon, I'm sure you have someone who you can trust and talk to...
- Yeah! We talk about girls... that stuff... You know...
- No, I don't... That means you have best friends?
- No, man, not best friends... just friends...
- What's the difference, then?
- Well, girls tell everything to their mates, who they like, what they ate the day before, the fights they had with their parents... Man, I can't stand that kind of stuff! Can you believe it? Boring!
- But you DO talk about girls with each other...
- Yeah, but it's different. We never talk about intimate stuff.
- Ok, in that case, what are the qualities of those just-friends-of-yours?
- Well, no idea. Maybe they are funny, trustworthy and active. I don't know...

T@rget 3 – Start eating, start living!

3.2 Eat to live, do not live to eat

Page 88 | "Vocabulary Target" | exercise 2 | At the restaurant

Pedro and Sofia: Good evening.

Pedro: My name is Pedro. We have a table booked by the window.

Waiter: Sure. This way, please.

Waiter: Are you ready to order your meal?

Pedro: Yes. For starters I'll have the onion soup and for the main course.

I'd like to have the roast beef.

Sofia: Is there anything you would recommend? What's today's special?

Waiter: Yes. Grilled beef steak with white cheese sauce.

Pedro: I'll have that, then. What is the side dish?

Waiter: New potatoes, rice and salad, sir.

Pedro: Could I have chips instead of new potatoes?

Waiter: Certainly. (...)

Sofia: Excuse me, I can see a worm in my salad.

Waiter: Sorry, madam. We'll offer you a dessert. I'm terribly sorry.

Sofia: No, just get us the bill. How much is it?

Waiter: It's 50 €.

Sofia: Can I pay by credit card?

Waiter: Sure. Here's the receipt. Thank you very much and come back again soon.

WORKBOOK

T@rget 1 – It's still leisure time!

1.1 Idle folk have the least leisure!

Page 6 | exercise 3

Hi, I'm Keith. I love sports, especially extreme sports. Do you want to know why? Because I love danger. Skateboarding is my favourite. It is awesome. I often go skateboarding after doing my homework assignments. I just like the adrenaline rush it gives me. I don't like water sports very much. My father sometimes goes surfing but I never go with him.

I do many other different activities. I usually play tennis with my brother in the evening. There is a bowling alley near our house and sometimes we go there and play bowling at the weekend. During the week I rarely watch TV but I play video games every day.

1.2 None but the wise man can employ leisure well

Page 8 | exercise 2

Hi, I'm Mike. What a lovely and relaxing Sunday! It's sunny and the birds are singing. My family is in the garden.

Paul is watering the plants. My grandpa is taking a nap while my grandma is knitting. He always takes a nap after lunch. My mum, Mrs Peterson, is having a cup of tea and listening to music. My dad is reading the newspaper and Simon, my brother, is close to him eating a lollipop. My two twin sisters are playing with their dolls on the grass.

What about me? Well, I'm the only one who is working: I'm cleaning the windows.

1.3 What is the city but the people?

Page 10 | exercise 4

Hi! Have you ever been to Crete? If not, you should come and visit us!

Crete is the largest of the Greek Islands and one of the most popular holiday destinations in Greece. The people are very friendly and hospitable and this island has a spectacular landscape with beautiful mountains and villages.

You must visit my hometown Rethymnon, where you can enjoy our taverns, our exotic beaches and taste our delicious local products.

Here you can find lots of things to do and get to know our customs, traditions and rules. You must visit our notable archaeological sites and museums.

If you are a sports fan, you can choose between scuba diving, mountain biking, bungee jumping, horse riding, paragliding and much more!

In case you decide to drive, please remember that if you want to park here, you have to buy and use a Parking Card, at a nearby kiosk.

T@rget 2 – Friends indeed!

2.3 A friend is never known till needed

Page 18 | exercise 2

2. bent / bit / caught / dug / fought / froze / grew / kept / lent / lay / sold / shook / taught / threw / wore

2.3 A friend is never known till needed

Page 20 | exercise 7

- If strolling through the woods one day,
Right there in front of you saw
A pig who'd built his house of STRAW?
The Wolf who saw it licked his lips,
5 And said, 'That pig has had his chips.'
'Little Pig, little Pig, let me come in!'
'No, no, by the hairs on my chinny-chin-chin!'
'Then I'll huff and I'll puff and I'll blow your house in!'
The little pig began to pray,
10 But Wolfie blew his house away.
He shouted, 'Bacon, pork and ham!
'Oh, what a lucky Wolf I am!'
And though he ate the pig quite fast,
He carefully kept the tail till last.
15 Wolf wandered on, a trifle bloated.
Surprise, surprise, for soon he noted
Another little house for pigs,
And this one had been built of TWIGS!
'Little Pig, little pig, let me come in!'
20 'No, no, by the hairs of my chinny-chin-chin!'
'Then I'll huff and I'll puff and I'll blow your house in!'
The Wolf said, 'Okay, here we go!'
He then began to blow and blow.
The little pig began to squeal.
25 He cried, 'Oh Wolf, you've had one meal!
'Why can't we talk and make a deal?'
The Wolf replied, 'Not on your nelly!'
And soon the pig was in his belly.
'Two juicy little pigs!' Wolf cried,
30 'But still I am not satisfied!
The Wolf approached another house,
A house which also had inside
A little piggy trying to hide.
But this one, Piggy Number Three,
35 Was bright and brainy as could be.
No straw for him, no twigs or sticks.
This pig had built his house of BRICKS.
'I'll come back in the dead of night
'And blow it up with dynamite!'
40 Pig cried, 'You brute! I might have known!'
Then, picking up the telephone,
He dialled as quickly as he could
The number of Red Riding Hood.
'Hello,' she said. 'Who's speaking? Who?
45 'Oh, hello Piggy, how d'you do?'
Pig cried, 'I need your help, Miss Hood!
A short while later, through the wood,
Came striding brave Miss Riding Hood.
The Wolf stood there, his eyes ablaze
50 And yellowish, like mayonnaise.
His teeth were sharp, his gums were raw,
And spit was dripping from his jaw.
Once more the maiden's eyelid flickers.
She draws the pistol from her knickers.
55 Once more, she hits the vital spot,

And kills him with a single shot.
 Pig, peeping through the window, stood
 And yelled, 'Well done, Miss Riding Hood!'
 Ah, Piglet, you must never trust
 60 Young ladies from the upper crust.
 For now, Miss Riding Hood, one notes,
 Not only has two wolf skin coats,
 But when she goes from place to place,
 She has a PIGSKIN TRAVELLING CASE.

Roal Dahl, *Revolting Rhymes* (adapted)

T@rget 3 – Start eating, start living!

3.1 Too many cooks spoil the broth

Page 23 | exercise 3

- Hi! I am thinking of eating out tomorrow.
- That's a great idea. What restaurant are you thinking of?
- Heavenly Flavour's restaurant. I think it is a very friendly, pleasant and relaxing place in Notting Hill.
- What about the prices?
- They are reasonable. Two courses are about £9.
- Are you sure it is open tomorrow?
- Yes, it's open from Monday to Saturday, from 8 a.m. to 10 p.m. And on Sunday too: it opens at 9 a.m. and closes at 9 p.m.
- What about the food?
- Well, it's homemade and tasty. It's not salty because they don't use too much salt. The menu is slightly Mediterranean and it includes three or four main dishes and one or two soups. As a main dish you can have lasagne, baked ham, roast chicken, grilled steak, tropical pork chops, meat pie and grilled salmon. We can't miss the soups. There are different soups, but the chicken soup is a must.
- I don't like soup very much but if you say they are awesome, I'll try! Do you know the telephone number to book a table?
- Yes, of course. Do you mind booking a table for us?
- Not at all. What number is it?
- It's 020 7589 351.

3.2 Eat to live, do not live to eat

Page 28 | exercise 4

Café worker: Next, please! Can I help you? What would you like?
Sofia: Can I have fish and chips and a burger, please?
Café worker: A cheese burger or double cheese burger?
Sofia: Double cheese burger, please.
Café worker: Would you like anything else?
Sofia: Yeah, I'd like one slice of carrot cake and another one of fruit pie.
Café worker: Would you like the fruit pie with cream or custard?
Sofia: With cream, please.
Café worker: Would you like a drink?
Sofia: Yes, can I have an iced tea and some mineral water, please?
Café worker: So that's fish and chips, a double cheese burger, a slice of carrot cake, a slice of fruit pie with cream, an iced tea and some mineral water. Could you please tell me your table number?
Sofia: Table 6. How much is it?
Café worker: That's £38.48, please.
Sofia: Here you are and keep the change.
Café worker: Thank you very much. Come again.
Sofia: Goodbye.

T@rget 4 – Passion for fashion

4.1 Fashions fade, style is eternal!

Page 33 | exercise 2

1st description (Sam)

Oh, yes, this person is good-looking. Nice haircut! Right, the person is wearing a belt and dark shoes. This person is wearing a blue sweatshirt and a striped blue t-shirt underneath it. This person is also wearing an orange, pink and blue checked jacket. Ah! And a pair of nice shorts. Finally, to complete the picture, this person is wearing a pair of striped socks.

2nd description (Naomi)

This person definitely looks charming. This person is wearing a denim jacket over a beautiful flowery dress. Ah! This person is wearing shoes and a pair of striped socks. Lovely!

3rd description (Kate)

This person is wearing a checked shirt on top of a red t-shirt. This person is also wearing a coat, but it's hard to tell the exact colour! Finally, a pair of shorts and a pair of green shoes complete the style.

4th description (Zach)

The last person is wearing a coat, yes, and a shirt. You do know who I am talking about, don't you? Ok, then, this person is wearing shoes... Right, and a belt! Lastly, to complete the whole picture, this person is wearing fashionable green trousers, which I just love! What a stylish picture!

4.3 We are shaped and fashioned by what we love

Page 40 | exercise 4

I've been unsure about many things in my life except for one thing, that I have always loved him. Every single minute of every single day that I have been on this Earth, my heart has belonged to him. It has never been a question, never a doubt. The love had taken on many different forms over the years, but it has always been a constant.

Everyone has their definition of love. There have been countless songs sung about it. A gazillion books, articles, and poems written about it. There are experts on love who will tell you how to get it, keep it, and get over it.

We're led to believe love is complicated. It's not the love that's complicated. It's all the crap that we attach to it and put in front of it that makes it difficult. If you're smart, you'll realise this before it's too late and simplify.

T@rget 5 – Hate the media, love the media

5.1 Too many clicks spoil the browse

Page 44 | exercise 3

Radio presenter: Good afternoon! Today we'll talk about mobile phones. What's your point of view about them? Is your mobile phone so important to you that you can't live without it? Just phone in and tell us what you think.

1st radio listener: Hi there! I'm Carol from Cambridge. Well, let me tell you that some years ago I was against cell phones. I wondered why I needed one. Now I've changed my mind. I take it wherever I go because it makes me feel connected to the world. In fact, I'm completely addicted to it.

Radio presenter: And what made you change your mind?

1st radio listener: I don't really know. I don't make too many phone calls. Most of the time I just send text messages because I have a deal with the phone company and they are free. But if I leave it at home, it's just like I'm missing something, you know...

Radio presenter: We have another listener on line 3. Good morning!

2nd radio listener: Jeff from Bournemouth. I was listening to your programme and I couldn't help phoning in. I've never had a mobile phone. I work at home. So I don't need to have one. I'm a web designer. My wife is always trying to convince me to buy one. She has an iPhone and tells me about the fantastic apps but I'm not interested in having one. I don't want to be controlled all the time: people don't need to know where I am and what I'm doing! Besides, I hate listening to other people's conversations. My friends think I'm strange but I don't care.

Radio presenter: Do you really feel you are controlled, Jeff? Aren't you exaggerating? It seems another listener has something to say about this.

3rd radio listener: Yes, I really have. This is Mike calling. I also hate it when people speak loudly on their cell phones in public places. It can be very embarrassing. I always switch mine off in public places. But I can't say they aren't really useful, particularly in emergency situations. When I'm late to meet my friends, I just call them. One day my car broke down in the middle of nowhere and I asked for help. Without a mobile phone, how could I do that?

Radio presenter: Thank you so much for your opinions. And we have another call on line 2...

4th radio listener: Hello there! This is Jane from London. I just want to say that mobile phones annoy me. Take the example of teens. When they are together they don't talk with each other. They are always texting messages and on social networks. And we adults, aren't we doing the same thing? My children say that some of their classmates also send text messages to each other in the classroom and sometimes they even cheat in the written tests. Some of them even bully others via text messages. How can we stop them? Shouldn't parents do something about it? Why do they take mobile phones to school if they aren't allowed to?

Radio presenter: You are right Jane. We are all responsible for our children and teens' behaviour. We may have a topic of discussion for the next programme. Thank you all for letting us know what you think about this subject.

www.teachingenglish.org.uk/language-assistant/essential-uk/mobile-phones
(adapted, accessed in January 2014)

5.2 Never judge a book by its cover

Page 48 | exercise 3

There are lots of popular TV shows, namely reality shows, sitcoms, cookery shows, sports and dramas. These are some of the favourite programmes enjoyed by young people.

The sitcom *The Big Bang Theory* is one of the Top TV Shows for teens. They say it makes them laugh and that they always want

to watch more episodes. It's one of the funniest shows they have ever seen. You can watch it on Fox, on Wednesdays at 11:00 p.m. *The Mentalist* is an American drama series based on the work of an independent consultant with the California Bureau of Investigation, who helps the CBI to solve its serious crimes with his skills of observation and understanding of human behaviour. This exciting series can be seen on TNT on Sundays, Tuesdays and Wednesdays.

A famous cookery show, *Top Chef* is an American reality cooking show, in which famous chefs compete. It's quite something! It's on Esquire on Mondays.

If you love sports the BBC's main football programme, *The Football League Show* is the best for you. It is shown on BBC 1 on Sundays at 11:45 p.m.

Do you like skating? Watch "Dancing on Ice", an ice skating competition, on ITV on Sunday at 6:15 p.m. It's spectacular!

If you like to see how the police solve crimes, probably you are a fan of crime drama series and *CSI, Crime Investigation Scene*, is a very good one. It's on CBS, on Wednesdays at 10:00 p.m.

T@rget 6 – You are a guest of nature – behave!

6.3 One man's trash is another man's treasure

Page 59 | exercise 1

1.

a. Use recyclable or reusable water bottles: In the US, only 27% of plastic bottles are recycled – so do more for the environment (and your local landfill) by purchasing a reusable bottle for your workouts.

b. Donate your sneakers: When your sneakers are looking tired and lack the tread you need for your workout routine, donate them.

c. Walk or ride to work: If you normally drive or take the bus, train or subway, save money and get some low-impact exercise by walking to work. Or strap on a helmet and enjoy the benefits of fresh air as well as an aerobic workout on your bike. It definitely beats sitting in traffic or on a crowded train!

d. Replace your treadmill or stationary bike: The latest in fitness equipment actually generates its own electricity. The vis Cycle from Resource Fitness converts the energy from your workout into electricity that feeds right back into the power grid. Your utility bill will thank you.

e. Buy eco-friendly clothes from eco-friendly stores: "X" is popular for its comfortable and stylish workout wear as well as its commitment to the environment. The company not only makes sure that waste is limited during the design and production stages but also builds its stores using recycled materials.

f. Buy green fitness products: If you're into yoga, buy yoga mats that don't contain harmful phthalates.

g. Use eco-friendly towels: Towels made from bamboo, organic cotton and hemp don't require the use of harmful pesticides and are made from sustainable fibers.

<http://thebeautybean.com/site/fitness-2/green-your-workout-7-eco-friendly-fitness-tips/> (abridged and adapted, accessed in January 2014)

WORKBOOK

T@rget 1 – It's still leisure time!

1.1 Idle folk have the least leisure!

Vocabulary: pages 3-4

FREE TIME ACTIVITIES AND SPORTS: EQUIPMENT AND PLACES

- a. Doing; b. go; c. does; d. do; e. play; f. do; g. go; h. do
1. C; 2. E; 3. B; 4. F; 5. D; 6. G; 7. A; 8. H
- a. court – **volleyball beach**; b. referee – **swimming**;
c. basket – **fishing**; d. pitch – **horse riding**; e. diver – **skydiving**
- a. Hiking; b. Handball; c. Chess; d. Rugby; e. Windsurfing

Grammar: pages 4-6

PRESENT SIMPLE

- a. v; b. At the weekend they don't have to get up early.; c. v; d. We don't usually go out with our friends during the week.; e. – What are the favourite places to hang out with your friends? / – We like going to the shopping centre and to the cinema.; f. In the summer we sometimes go to a theme park. We have lots of fun there.
- a. Do we write emails every day?; b. You spend too much time on the computer.; c. Why does she like rugby?; d. He doesn't go to the theatre often.
- a. works (lives) / walks; b. play / is / tries / loses; c. spend / prefers; d. do / use / use; e. Do / meet / meet.
- a. 7; b. 5; c. 8; d. 2; e. 6; f. 3; g. 1; h. 4

ADVERBS OF FREQUENCY

- a. 4.; b. 5.; c. 7.; d. 6.; e. 1.; f. 3.; g. 2.
- a. My grandparents always go for a walk in the afternoon. b. Her best friend is always in a good mood. c. Does she usually do her homework d. They don't often go to the shopping centre.
- 1 c.; d.
- 2 a. often; b. never; c. usually; d. sometimes; e. rarely; f. always

1.2 None but the wise man can employ leisure well

Vocabulary: page 7

FREE TIME ACTIVITIES AND SPORTS

1.

L	S	W	R	I	T	I	N	G	E	T	Y
I	G	N	N	I	D	A	J	K	N	O	I
S	X	Z	R	U	E	H	J	B	V	C	O
T	W	P	G	N	I	K	L	A	T	R	N
E	L	L	R	Y	U	O	P	X	G	D	S
N	E	A	S	P	A	E	R	T	Y	U	H
I	A	Y	E	G	N	I	D	A	E	R	L
N	R	I	E	O	Z	X	C	V	B	N	F
G	N	N	A	I	H	G	F	D	S	A	D
U	I	G	Q	N	Y	U	I	O	P	Q	O
G	N	L	V	G	N	I	K	A	T	R	I
H	G	M	B	I	O	P	C	X	Z	E	N
R	Q	W	S	A	M	E	E	T	I	N	G

- a. going; b. playing; c. meeting; d. doing; e. listening; f. reading; g. writing; h. learning; i. talking; j. taking

Grammar: pages 7-8

PRESENT CONTINUOUS

- a. He is learning French because he is going to Paris next Easter holiday.; b. Sofia is talking on the phone with her aunt. She is living in Hong Kong.; c. v; d. He isn't good at dancing. He is taking dancing lessons now.
- A. Paul; B. Mike's father (dad), Mr Peterson; C. His grandfather (grandpa); D. His grandmother (grandma); E. His mother, Mrs Peterson; F. Simon (Mike's brother); G. Mike's twin sisters; H. Mike.
1. A. Paul is watering the plants.; B. Mike's dad is reading the newspaper.; C. His grandpa is taking a nap after lunch.; D. His grandma is knitting.; E. His mum, Mrs Peterson is having a cup of tea and listening to music.; F. Simon is eating a lollipop.; G. Mike's twin sisters are playing with their dolls on the grass.; H. Mike is cleaning the windows.
- a. 1; b. 3; c. 3; d. 1; e. 2

1.3 What is the city but the people?

Vocabulary: page 9

THE CITY AND THE COUNTRYSIDE

- City:** expensive, modern, cosmopolitan, lively, spoilt, touristy, busy; **Countryside:** lovely, clean, pure, peaceful
- Negative:** expensive, spoilt, busy; **Positive:** modern, cosmopolitan, touristy, lively, lovely, clean, pure, peaceful
- Expensive – cheap; spoilt – unspoilt; busy – calm; modern – traditional; cosmopolitan – rural; touristy – unpopular; lively – boring; lovely – horrible; clean – dirty; pure – polluted; peaceful – noisy

Grammar: pages 9-10

MODAL VERBS

- a. ability; b. past ability; c. necessity (personal circumstance); d. prohibition
1. D; 2. C; 3. B; 4. A
- a. must; b. have to; c. must; d. could; e. mustn't; f. must; g. Can; h. don't have to; i. couldn't; j. Would
- a. is; b. holiday; c. are; d. landscape; e. and; f. must; g. our; h. beaches; i. products; j. can; k. must; l. museums; m. can; n. scuba; o. biking; p. riding; q. park; r. have to

T@rget 2 – Friends indeed!

2.1 A friend to all is a friend to none

Vocabulary: page 13

WORD FORMATION (ADJECTIVE PREFIXES/SUFFIXES)

1. impossible; dishonest; unusual; ineffective; indifferent; unkind; illegal; incomplete; irreplaceable.

I	S	W	R	I	T	I	O	P	I	N	G	E	T	Y
I	R	N	N	I	E	L	B	I	S	S	O	P	M	I
S	X	R	P	E	N	U	T	R	O	F	S	I	M	Z
T	W	P	E	A	E	R	U	N	U	S	U	A	L	I
E	L	L	R	P	U	O	X	Z	I	P	X	G	D	I
N	E	A	S	P	L	E	M	V	B	R	T	Y	U	N
I	A	Y	E	G	N	A	E	I	U	D	A	E	T	E
N	R	I	E	O	Z	X	C	R	S	C	V	B	S	F
I	N	D	I	F	F	E	R	E	N	T	D	S	E	F
U	I	G	Q	N	Y	U	A	O	A	I	O	P	N	E
G	N	L	V	G	F	G	O	P	W	B	J	T	O	C
H	G	M	B	I	O	P	T	Y	U	C	L	Z	H	T
R	I	N	C	O	M	P	L	E	T	E	T	E	S	I
Z	W	E	R	B	G	T	Y	U	L	C	O	Q	I	V
E	L	A	G	E	L	L	I	U	N	K	I	N	D	E

2. a. noisy; b. successful; c. Irresponsible; d. helpful; e. unhealthy; f. frightening; g. impolite

Grammar: page 14

DEGREES OF ADJECTIVES

1. a. larger than; b. happier than; c. more expensive than; d. taller than
2. a. 2; b. 3; c. 1; d. 2; e. 1; f. 3

2.2 A friend's frown is better than a foe's smile

Vocabulary: page 15

PSYCHOLOGICAL DESCRIPTION

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

Grammar: pages 15-16

PAST SIMPLE: REGULAR VERBS

1. a. cooked; b. watched; c. stopped; d. cried; e. kissed; f. closed; g. played; h. married; i. visited; j. fixed; k. banned; l. died; m. showed; n. destroyed; o. carried; p. finished; q. swapped; r. buzzed; s. studied; t. phoned; u. offered; v. travelled; w. opened; x. walked; y. sailed; z. happened

2.

- a. My friend Carolina washed her tears and moved forward.
b. Paul's mother complained about his laziness and he washed the dishes.
c. Maria Conceição climbed Mount Everest and tried other extreme activities.
d. My mother cooked a special dinner for my friends and me and we helped her a lot.
e. I studied a lot for my exam but unfortunately I failed.

3.

- a. He didn't live on a farm and didn't raise cattle.
b. He didn't work in a big company with his best friend Peter.
c. They didn't decide to open their own company.

4.

- a. How did Cristiano Ronaldo play in the match against Barcelona?
b. Did he tidy his room and clean the windows?
c. When did they all travel to London?
d. Where did they kiss each other?

5. a. walked; b. pointed; c. shouted; d. started; e. handed; f. wanted; g. shouted; h. looked; i. declared; j. decided; k. handcuffed; l. forced

2.3 A friend is never known till needed

Vocabulary: page 17

-ING AND -ED ADJECTIVES

1. a. fascinating; b. frightened; c. depressing; d. exhausting/exhausted; e. alarming; f. amused/amusing
2. (Suggestions) a. I'm tired because studying for tests is tiring.
b. We are relaxed because we are having a relaxing holiday. c. The girl is embarrassed because of the embarrassing situation she went through; d. She is shocked because she has witnessed a shocking accident; e. She's confused because she's solving a confusing exercise.

Grammar: pages 18-20

PAST SIMPLE: REGULAR AND IRREGULAR VERBS

1. a. became; b. bent; c. bet; d. bit; e. caught; f. dug; g. fought; h. forgot; i. froze; j. grew; k. kept; l. laid; m. lent; n. lay; o. rode; p. sold; q. shook; r. stole; s. taught; t. threw; u. understood; v. wore

2. Free answers.

3. a. went; b. was; c. travelled; d. landed; e. stayed; f. ate; g. bought; h. witnessed; i. sailed; j. went; k. had to; l. returned

4. a. Sofia talked with her best friend when she arrived from school.

b. Pedro didn't do his Maths homework. The teacher was angry with him.

c. Miguel didn't watch TV yesterday. He had plenty of other things to do.

d. She read a book last week but unfortunately she was ill.

e. Did you visit your grandparents last weekend?

f. Sofia's mother didn't tidy Sofia's room. She made Sofia do it.

g. My mother brought me my lunch last Monday and I appreciated that.

5. Free answers.

6. Free answer.

7. a. saw; b. said; c. began; d. blew; e. ate; f. kept; g. noted; h. said; i. began; j. began; k. cried; l. replied; m. was; n. cried; o. had; p. could; q. cried; r. dialled; s. could; t. said; u. cried; v. came; w. stayed; x. were; y. stayed; z. yelled

T@rget 3 – Start eating, start living!

3.1 Too many cooks spoil the broth

Vocabulary: pages 23-25

MENUS

1. **a.** Garlic bread with cheese; **b.** Fried; **c.** with cheese and bacon; **d.** Spinach soup; **e.** Grilled; **f.** steaks; **g.** Roast salmon with peas and potatoes; **h.** pie; **i.** Beef stew; **j.** Brownie; **k.** Chocolate; **l.** Apple
 2. **a.** 2.; **b.** 4.; **c.** 5.; **d.** 3.; **e.** 6.; **f.** 1.
 3. **a.** 2.; **b.** 3.; **c.** 2.; **d.** 3.; **e.** 1.; **f.** 3.; **g.** 3.; **h.** 3.

RECIPES

1. **A.** rub; **B.** cut; **C.** boil; **D.** knead; **E.** add; **F.** bake; **G.** roll; **H.** tip; **I.** mix
 2. **a.** flour; **b.** salt; **c.** buttermilk; **d.** Preheat; **e.** Mix; **f.** bowl; **g.** Add; **h.** rub; **i.** Tip; **j.** Knead; **k.** roll; **l.** cut; **m.** Put; **n.** bake

Grammar: pages 25-26

COUNTABLE AND UNCOUNTABLE NOUNS

1. **Countable nouns:** menu, yoghurt, tomato, chef, sandwich, orange, chocolate cake, dessert; **Uncountable nouns:** bread, flour, water, meat, soup, honey, salad, fruit juice, fruit, cheese
 2. **A.** packet; **B.** spoonful; **C.** bowl; **D.** can; **E.** slice; **F.** carton; **G.** packet; **H.** cup; **I.** jar; **J.** bag; **K.** piece; **L.** tube; **M.** glass; **N.** bottle

QUANTIFIERS

1. **a.** 6.; **b.** 4.; **c.** 7.; **d.** 1.; **e.** 2.; **f.** 5.; **g.** 3.
 2. **a.** many (a lot of) / much; **b.** a little; **c.** any / a few / some

3.2 Eat to live, do not live to eat

Vocabulary: pages 27-28

AT THE RESTAURANT

1. **a.** breakfast; **b.** beverage; **c.** dessert; **d.** snack; **e.** chef; **f.** cook; **g.** fast-food; **h.** lunch; **i.** side-dish

B	S	W	B	E	V	E	R	A	G	E
R	D	S	I	D	E	-	D	I	S	H
E	O	N	P	E	N	U	T	R	O	F
A	O	A	E	A	E	L	B	I	S	S
K	F	C	F	T	R	E	S	S	E	D
F	-	K	S	H	L	E	M	V	B	R
A	T	Y	E	C	N	A	E	I	U	C
S	S	I	E	N	Z	X	C	R	S	O
T	A	D	I	U	F	E	R	E	N	O
H	F	G	Q	L	Y	C	H	E	F	K

2. **a.** 3.; **b.** 6.; **c.** 1.; **d.** 4.; **e.** 2.; **f.** 5.; **g.** 7.
 3. **a.** Restaurant; **b.** Meal; **c.** Menu; **d.** Bill; **e.** Tip; **f.** Waiter
 4. **a.** Customer (Sofia); **b.** Cafe worker; **c.** Cafe worker; **d.** Customer (Sofia); **e.** Customer (Sofia); **f.** Cafe worker; **g.** Customer (Sofia); **h.** Customer (Sofia)

Grammar: page 28

WILL + INFINITIVE / BE GOING TO

1. **a.** will / be; **b.** 'm going to meet; **c.** 'll attend; **d.** 'll help; **e.** won't eat
 2. **a.** Prediction; **b.** Plan; **c.** Decision at the moment of speaking; **d.** Offer; **e.** Promise

3.3 An apple a day keeps the doctor away

Vocabulary: pages 29-30

KITCHEN UTENSILS AND APPLIANCES

1. **1.** B; **2.** A; **3.** D; **4.** I; **5.** M; **6.** G; **7.** Q; **8.** L; **9.** H; **10.** J; **11.** K; **12.** E; **13.** C; **14.** R; **15.** F; **16.** N; **17.** O; **18.** P
 2. **a.** 4; **b.** 6; **c.** 7; **d.** 1; **e.** 8; **f.** 3; **g.** 5; **h.** 2.

Grammar: page 30

PAST CONTINUOUS

1. **a.** were / doing / wasn't studying / was making / was helping; **b.** was mixing / was weighing; **c.** was doing; **d.** was losing; **e.** were / telling; **f.** Was / lying; **g.** were laughing

LINKING WORDS

1. **a.** but; **b.** Consequently/Therefore; **c.** but; **d.** so; **e.** Consequently/Therefore; **f.** so

T@rget 4 – Passion for fashion

4.1 Fashions fade, style is eternal

Vocabulary: page 33

PATTERNS AND MATERIALS

1.
a. skirt – dotted – black and white – cotton
b. shirt – striped – white and grey – cotton
c. boots – plain – brown – leather
d. scarf – paisley – red and white – cotton/silk
e. jacket – checked – red, blue and white – wool/cotton
 2.
 1st description – Sam
 2nd description – Naomi
 3rd description – Kate
 4th description – Zach

Grammar: pages 34-35

PRESENT PERFECT

1. **a.** beaten; **b.** bitten; **c.** cost; **d.** dug; **e.** forgotten; **f.** held; **g.** kept; **h.** met; **i.** shaken; **j.** struck; **k.** thought; **l.** woken
 2. **a.** I've been to Paris Fashion Week three times.
b. She hasn't seen Anna Wintour at the fashion show yet.
c. She has just sent an SMS because she has just seen Gisele in the catwalk.
d. Tom Ford has already shown his summer collection.
e. Marc Jacobs' collections have improved since he created his own label.
f. Vogue has published its collections for years.
 3. **a.** Teenagers haven't worn jeans since they were kids.
b. Tom Ford hasn't always wanted to be a fashion designer.
c. She hasn't been to New York to present her collections for 3 years.
d. She hasn't created her collection and she hasn't presented it yet.
e. He hasn't bought a stylish suit by Armani.
f. Designers haven't developed a great sense of design recently.
 4. **a.** Where have they seen the fashion show?
b. How many collections has Tom Ford shown this year so far?
c. What colour has he repeated in his latest dresses?

d. Who has been the editor-in-chief of American *Vogue* for more than two decades?

e. What has Sarah Jessica Parker launched?

5.

– Hi, Sarah.

– Hello!

– How long have you been an actress?

– I think I've been an actress my whole life.

– Have you created your own shoe line?

– Yes, I've created my shoe line just recently.

– I heard that you have met Anna Wintour and you've talked about succeeding her at *Vogue*. Is it true?

– God, no. We have developed a great relationship over the years.

– How long have you been married to Mathew Broderick?

– I've been married to Mathew since 1997 and we have been very happy. Of course, with ups and downs.

– Thank you very much for your kindness and being so nice.

– Oh, it was a pleasure.

6. (Suggestions):

A. He has just seen a ghost / car disaster, etc.

B. He has just lost his wife.

C. He has just won ten million euros.

4.2 Passion for brands?

Vocabulary: page 36

CLOTHES, ACCESSORIES, SHOES

1. **Clothes:** trousers, suit, hoodie, dress, jumper

Accessories: sunglasses, clutch, cap, earrings, handbag

2. A. slingback; B. mule; C. pumps; D. flats; E. clogs; F. stilettos;

G. wedge; H. platform; I. slippers; J. oxfords; K. sandal; L. jelly

beans; M. flip-flops; N. moccasins; O. trainers; P. wellingtons;

Q. boots; R. cowboy boots; S. hiking boots; T. high-tops

Grammar: page 37

PRESENT PERFECT

1. a. never; b. never; c. ever; d. already; e. never; f. ever

2. a. Have you ever been to New York?

b. Yes, I have been there twice.

c. Have you ever fallen in love at first sight?

d. Yes, I have!

e. Have you ever eaten snails?

f. No, I haven't. That's disgusting!

3.

a. – Have you ever been to India?

– Yes, I've been to India. / No, I've never been to India.

b. – Have you ever played football with Cristiano Ronaldo?

– Yes, I've played football with Cristiano Ronaldo. / No, I've never played football with Cristiano Ronaldo.

c. – Have you ever sung in public with a famous group/singer?

– Yes, I've sung in public with a famous group/singer. / No I've never sung in public with a famous group/singer.

d. – Have you ever walked through a haunted house?

– Yes, I have walked through a haunted house. / No, I've never walked through a haunted house?

e. – Have you ever surfed the waves in Nazaré?

– Yes, I've surfed the waves in Nazaré. / No, I've never surfed the waves in Nazaré.

f. – Have you ever acted in a film?

– Yes, I've acted in a film. / No, I've never acted in a film.

4.3 We are shaped and fashioned by what we love

Vocabulary: page 38

HAIRSTYLES

1. A. crew cut; B. shaved head; C. receding hairline; D. long hair; E. spiky hair; F. dreadlocks; G. cornrows; H. shoulder length; I. bun; J. long wavy; K. curly; L. perm; M. plait; N. pigtailed; O. buns

2. A. I like having a fringe. People say it gives me a childish look!

B. I love my hair! I have beautiful straight blond hair.

C. I go surfing, so I must have a practical hairstyle. I decided that a ponytail is the ultimate way to update my hairstyle and at the same time get a practical look.

D. My hairstyle is quite fashionable and simple. I have a buzz cut.

E. I always cry when my mom combs my hair! So, she decided I should have my hair in braids.

Grammar: pages 39-40

PRESENT PERFECT VS PAST SIMPLE

1.

Present simple	Past simple	Present perfect
a. Miguel phones her every day.	Miguel phoned her yesterday.	Suggestion: Miguel has just phoned her.
b. Sophia and Carolina buy clothes every month.	Sophia and Carolina bought clothes last month.	Suggestion: Sophia and Carolina have bought clothes this month.
c. Carrie Bradshaw writes an article for <i>Vogue</i> every week.	Carrie Bradshaw wrote an article for <i>Vogue</i> last week.	Suggestion: Carrie Bradshaw has written an article for <i>Vogue</i> this week.
d. Gisele Bundchen goes to the hairdresser's quite often.	Gisele Bundchen went to the hairdresser's quite often.	Suggestion: Gisele Bundchen has just gone to the hairdresser's.
e. My mom makes a braid every day.	My mom made a braid yesterday.	Suggestion: My mom has made a braid today.

2. a. presented; b. has just seen; c. fell; d. Have you ever seen;

e. haven't been; f. opened; g. has worn; h. Did he phone

3. a. began; b. was; c. lived; d. was; e. moved; f. had; g. has featured; h. has appeared; i. has walked

4. a. I've been; b. have always loved; c. have been; d. has belonged;

e. It has never been; f. has taken g. has always been; h. have been

5. Free answer.

LINKING WORDS

1. a. Although; b. Although; c. However; d. Although; e. However;

f. but

T@rget 5 – Hate the media, love the media

5.1 Too many clicks spoil the browser

Vocabulary: pages 43-45

TYPES OF MEDIA

1.

	Means of communication	Type of media
A	Radio	Broadcast media
B	Newspaper	Print media
C	Computer	Electronic media
D	Television	Broadcast media
E	Mobile phone	Electronic media

THE INTERNET

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

2. a. format; b. click; c. download; d. email / spam; e. link; f. layout; g. World Wide Web

3.

3.1. a. Jane; b. Mike; c. Jeff; d. Carol

3.2. a. 3.; b. 1.; c. 1.; d. 2.; e. 3.

Grammar: pages 45-46

SO + ADJECTIVE

1. A. practical and easy to use; B. obsolete; C. modern; D. fantastic

2. a. so practical and easy to use; b. so obsolete; c. so modern; d. so fantastic

3. a. ... cold in the living room that we stopped playing the video game and went to another room.; b. The hackers are so hungry for people's data that they even attack "smart" appliances in our households.; c. She was so tired that she fell asleep during the lesson.; d. The book was so good that I read it three times.

ORDER OF ADJECTIVES

1.

Opinion	Size	Quality	Age	Shape	Colour	Origin	Material
amazing	short	sad	new	oval	pink	Scottish	wooden
horrible	tiny		elderly	wavy	brown	Italian	plastic
lovely	large		middle-aged	square	black		silver
	enormous						

2. a. 1.; b. 2.; c. 1.; d. 3.; e. 2.

3. a. sad grey / beautiful large stone; b. an adorable black; c. charming silver; d. strange square brown / tiny curved glass

5.2 Never judge a book by its cover

Vocabulary: pages 47-48

TV PROGRAMMES AND MEDIA

1. a. forecast; b. soap opera; c. sitcom; d. quiz; e. cookery; f. reality TV; g. news

S	O	A	P		O	P	E	R	A	E
F	O	R	E	C	A	S	T	R	A	Q
E	O	N	P	O	N	U	E	R	O	U
A	O	A	E	O	E	R	B	I	S	I
K	F	A	F	K	O	E	S	S	E	Z
V	T		Y	E	I	L	A	E	R	Q
A	T	Y	R	R	N	S	E	I	U	C
S	S	A	E	Y	Z	X	W	R	S	O
V	T		Y	T	I	L	A	E	R	Z
S	I	T	C	O	M	C	H	E	N	K

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

3.

TV channel	TV programme	Type of programme	Day of the week	Schedule
Fox	The Big Bang Theory	Sitcom	Wednesday	11:00 p.m.
TNT	The Mentalist	Drama	Sunday, Tuesday and Wednesday	X
Esquire	Top Chef	Cookery show	Monday	X
BBC1	The Football League Show	Sports	Sunday	11:45 p.m.
ITV	Dancing on Ice	Reality show	Sunday	6:15 p.m.
CBS	CSI	Crime drama	Wednesday	10:00 p.m.

Grammar: page 48

WHO, WHICH, THAT, WHOSE

1. a. That is used for people and things.

b. Which is used for things.

c. Whose is used for possession.

d. Who is used for people.

2. a. whose; b. who; c. whose; d. which; e. that

3. a. He is a famous writer whose last book won an award.

b. This is the printer that/which has a 3-year guarantee.

c. This is the celebrity chef that/who I like best.

5.3 No news is good news

Vocabulary: page 49

PRINT MEDIA

1.

Down: 1. broadsheet; 2. the press; 3. editor; 4. front page

Across: 5. article; 6. tabloid; 7. headline; 8. correspondent

Grammar: page 50

PHRASAL VERBS

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

2. a. makes / up; b. take / off; c. turn / down; d. turn / off;

e. turn up; f. find out; g. log in; h. plug / in; i. fall out

T@rget 6 – You are a guest of nature – behave!

6.1 Earth is dearer than gold

Vocabulary: page 53

ENVIRONMENT AND GLOBAL WARMING

1. **A.** greenhouse effect; **B.** aerosol; **C.** acid rain; **D.** exhaust fumes;
E. carbon dioxide; **F.** deforestation; **G.** pesticides;
H. forest fires; **I.** pollution; **J.** global warming

Y	O	Y	N	P	Z	D	X	W	V	I	E	Z	N	C	C	X	G
I	L	A		M	A	T	P	O	L	L	U	T	I	O	N	B	R
O	U	N	X	A	Y	K	T	U	X	M	B	U	Y	T	O	X	E
T	Y	G	L	O	B	A	L		W	A	R	M	I	N	G	D	E
R	U	X	A	C	I	D		R	A	I	N	P	L	P	I	N	N
S	J	Y	W	B	F	Y	V	U	E	L	P	O	R	X	O	R	H
E	X	H	A	U	S	T		F	U	M	E	S	O	L	I	I	O
R	Q	S	R	P	M	M	X	T	U	A	K	I	S	F	T	M	U
I	W	B	L	Z	E	Y	Q	W	J	V	D	S	T	A	U	C	S
F	E	E	X	H	A	U	S	R	F		E	Y	T		R	C	E
	R	G	B	B	J	J	I	U	N	D	F	S	T	P	Q	D	
T	T	K		Y	E	P	N	O	I	Y	O	U	V	R	T	Y	E
S	Y	B	B	Y	D	R	Y	C	C	R	R	S	M	Q	R	S	F
E	U	V	H	F	C	R	I	K	O	R	E	O	E	D	N	X	F
R	I	W	V	V	A	T	A	E	R	O	S	O	L	A	R	P	E
O	O	V	P	C	S	O	F	U	H	N	T	M	G	O	U	L	C
F	P	S	Q	E	V		X	H	S	D	A	G	G		D	O	T
F	L	N	P	P	D	E	G	E	T	W	T	O	K	Q	U	Z	G
S	J	H	I	A	W	B	Z	Z	D	F	I	E	X	J	U	M	U
V	T	C	A	R	B	O	N		D	I	O	X	I	D	E	D	X
D	F	Y	Y	T	U	L	Y	U	P	O	N	N	L	U	R	J	U

Grammar: page 54

USED TO

1. **a.** I used to go to school on foot but today I go by car.
b. People used to live in the country but today they live in the city.
c. People used to ride horses but now they drive cars.
d. People used to respect nature but now they pollute the environment.
2. a. In the past, people didn't use to pollute rivers but now they do; **b.** In the past, people didn't use to buy vegetables at the supermarket but they used to grow them on their own farms.
3. a. In the past people used to ride horses or bikes but today they ride motorcycles or they drive cars; **b.** In the past people used to work in the fields but today most people work in the city; **c.** In the past, fewer people used to live in the city and many more used to live in the country.
4. Free answer.

6.2 We borrowed the present from our future

Vocabulary: page 55

NATURAL DISASTERS

1. **across:** 1. avalanche; 2. tsunami; 3. volcanic eruption;
4. tornado; **5.** heat wave
Down: 6. earthquake; 7. flood; 8. hurricane
2. a. heat wave; **b.** flood; **c.** tornado; **d.** earthquake

Grammar: pages 56-58

ZERO CONDITIONAL

1. **a.** 6; **b.** 4; **c.** 7; **d.** 8; **e.** 2; **f.** 1; **g.** 3; **h.** 5
2. a. tell / keep; **b.** runs / gets; **c.** studies / passes **d.** works / earns;
e. mix / get; **f.** takes / rains; **g.** know / watch
3. a. If you freeze water, it turns into ice.; **b.** If you press this button, the alarm starts.; **c.** My mother gets angry if I'm late.; **d.** If Pedro eats too much fast food, he gets sick.; **e.** If you pour oil into water, it floats.
4. Free answer.

FIRST CONDITIONAL

1. **a.** If the planet gets hotter, the sea level will rise.; **b.** If people carpool, there will be less CO2 emissions.; **c.** If we reuse, reduce and recycle more, we will help our planet.; **d.** If we don't waste so much paper, we will save millions of trees.; **e.** If global warming continues, polar ice will melt.; **f.** If we don't protect endangered species, they will become extinct.; **g.** If we don't protect the rainforests, there won't be enough oxygen.; **h.** Factories will stop polluting, if they pay heavy fines.; **i.** If we eat more organic food, we will be healthier.
2. Free answer.
3. a. continue / will melt; **b.** melts / will be; **c.** are / will disappear
d. disappear / won't go; **e.** don't go / won't meet; **f.** don't meet / will feel
4. Free answer.
5. Free answer.

6.3 One man's trash is another man's treasure

Vocabulary: page 59

ECO-FRIENDLY

1. **a.** Use recyclable or reusable water bottles; **b.** Donate your sneakers; **c.** Walk or ride to work; **d.** Replace your treadmill or stationary bike; **e.** Buy eco-friendly clothes from eco-friendly stores
f. Buy green fitness products; **g.** Use eco-friendly towels
2. Free answer.
3. Free answer. (The real one: "Global warming will affect us all.")

Grammar: page 60

IMPERATIVE

1. **a.** 3. instruction; **b.** 5. advice; **c.** 4. order; **d.** 1. invitation
e. 2. request
2.
Earthquake: **a.** Stay; **b.** Avoid; **c.** Get; **d.** Stay; **e.** Lie down;
f. stop / stay; **g.** Get out
Tornado: **a.** Go; **b.** Stay; **c.** Cover; **d.** Use; **e.** stay
Tsunami: **a.** move; **b.** Stay; **c.** Move; **d.** Don't stay